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Instilling democratic values in social science learning in junior high school

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ABSTRACT

The importance of instilling democratic values in education cannot be ignored given the increasingly complex global challenges, such as political polarization, social conflicts, and injustice. Through social studies learning, students are not only taught about democratic theories, but also given the opportunity to practice participating in the democratic process, such as through election simulations or group discussions on social issues. Thus, the purpose of this study is to explore how democratic values can be integrated in social studies learning in grade VIII, as well as to evaluate the effectiveness of the approaches applied in the context of democracy education. The method used in this study is to use a descriptive qualitative research approach with informants from social science teachers, grade VIII students, principals, deputy principals and one of the homeroom teachers of grade VIII. The results of this study suggest that 1) Implementation of Group Discussion: in this case the teacher emphasizes the importance of group work to foster a sense of responsibility among students; 2) Educators use a variety of strategies to instill democratic values, including facilitating discussions that encourage students to express their opinions freely; 3) This involvement is related to their ability to practice democratic values, such as tolerance and respect for different viewpoints; 4) a supportive school environment, including the involvement of teachers and school leaders, plays an important role in the successful implementation of democratic values in the curriculum; 5) The effectiveness of the teaching used in integrating democratic values into the learning process; 6) Supporting and inhibiting factors: a) supporters, namely educators, students, facilities or infrastructure, and school culture; b) Obstacles are limited time and lack of motivation for students' learning.



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Introduction

Democracy is one of the fundamental pillars in the life of the nation and state that guarantees participation, equality, and individual rights in the decision-making process. In countries that adhere to a democratic system, this process is not only carried out through the legislature or executive, but must also be internalized in every aspect of people's lives, including education (Nisa & Nasiwan, 2019). Education as an agent of change has a very important role in shaping the character and understanding of the younger generation towards democratic values. One effective way to instill these values is through Social Sciences learning in schools, especially at the junior high school education level (Subiyakto & Mutiani, 2019).

The democratic system of government is the most commonly used system of government. Democracy itself first existed in Ancient Greece, where people were involved in the decision-making process by the government (Manurung et al., 2022). The foundation of democracy has been stated in the preamble to the 1945 constitution. This statement has been stated in the 1945 constitution which is based on the spirit and spirit of democracy. The preparation of the 1945 constitution was also carried out in a democratic way. In accordance with the 1945 constitution Article 1 paragraph (1) states that "Sovereignty is in the hands of the people and is exercised in accordance with the constitution (Asril et al., 2023).

Education is a planned and conscious effort to realize learning situations and learning processes so that students become active and can improve their abilities or capacities so that they have religious spiritual abilities, personality, intelligence, self-handling, noble morals and skills needed for each individual and society (Santoso & Hidayat, 2022). Simply put, the general meaning of education is an effort for each individual to develop and improve moral abilities, both physical and spiritual, on par with the values that exist in society and culture. Education and culture coexist and develop each other. Surely human life will be difficult because of the lack of knowledge (Pandri et al., 2021).

What has been explained in the Qur'an which warns us to seek knowledge as stated by Allah in the Qur'an surah at-Taubah (9): 122

وَلْيُنذِرُوا الدِّينَ فِي لِيَتَفَقَّهُوا طَابَتْ لَهُمْ مِنْهُمْ فِرْقَةٌ كُلٌّ مِنْ نَفَرٍ فَلَوْلَا كَافَّةٌ لِيُنْفِرُوا الْمُؤْمِنُونَ كَانَ وَمَا
يَحْذَرُونَ لَعَلَّهُمْ إِلَيْهِمْ رَجَعُوا إِذَا قَوْمَهُمْ

Meaning: It is not appropriate for the believers to go all (to the battlefield). Why not go from each of them some to deepen their knowledge of religion and to warn his people when they have returned to him, so that they may take care of themselves (Kemenag RI, 2019).

It can be seen from this that it can be understood how important knowledge is for the sustainability of an individual's life. With knowledge, individuals will understand what is good and what is bad, what is right and wrong, what brings benefits and what brings harm (Rahman et al., 2022).

Nur & Sudarsono, (2019) said that democracy education is basically the socialization of democratic values so that they can be accepted and realized by citizens. Democracy education is a systematic effort made by the state and society that is provided for each individual to understand, practice, appreciate, and develop democratic concepts, principles and values that are in accordance with their status and role in society. Thus, democracy education has a very important role in shaping democratic character and attitudes in society. Through effective democracy education, it is hoped that citizens can become agents of change who contribute to strengthening and maintaining a sustainable democratic system (Towaf, 2017).

Law No.20 of 2003 in (Susanti, 2017), There is a law No. 20 of 2003 article 3, which provides an explanation that, National education is useful in advancing the potential and making the nation's culture dignified in achieving the intelligence of the nation's life, which has the goal of developing students' abilities to become individuals who have faith and piety to God Almighty. Making citizens who are democratic, healthy, knowledgeable, capable, have noble morals, innovative, independent and responsible. To create this, students need to understand democratic values (Kanji et al., 2019).

Fadillah (2022), Social science subjects in educational institutions such as schools are a very relevant forum for applying democratic values. Social science subjects cover not only social and political aspects, but also economics and culture. The social sciences not only provide an understanding of historical facts or government structures, but also teach students to think critically about social and political issues. Social sciences can act as a mediator in developing students' ability to understand social, cultural, and value changes. The democratic social science learning process creates a learning environment where students feel valued and encouraged to actively participate (Megawati & Ningsih, 2020).

The national education curriculum in Indonesia has underlined the importance of civic education and democracy as an integral part of the learning process. Social Sciences, which covers various aspects of social interaction, social structure, and political dynamics, is an ideal subject to teach democratic values to students (Ramdani & Dewi, 2021). By discussing topics such as rights and obligations as citizens, democratic mechanisms, and social and political issues, students are expected to understand and apply democratic principles in their daily lives (Suistiyono, 2021).

The importance of instilling democratic values in education cannot be ignored given the increasingly complex global challenges, such as political polarization, social conflicts, and injustice. As the nation's

successors, the younger generation needs to be equipped with a deep understanding of democratic principles to develop an attitude of tolerance, openness, and responsibility (Lutfi & Lestari, 2021). Through social science learning, students are not only taught about democratic theories, but also given the opportunity to practice participating in the democratic process, such as through election simulations or group discussions on social issues (Yana, 2017).

The concept of democracy in education is as contained in John Dewey's book "Democracy and Education" (1915). In his book, Dewey emphasized that education is not only about the transfer of knowledge, but also about preparing individuals to become active members and participants in a democratic society. Dewey emphasized that education is a social function that aims to guide and direct the development of the individual through his participation in social life and the group in which he belongs. Dewey acknowledged that education will vary depending on the quality of life that exists in a group or society. Dewey believes that education has an important role in social change. Dewey emphasized the importance of approaching the essence of today's social life in the practice of Education (Dewey, 1915).

Adisel (2022) Democratic values existed before Indonesia became independent. Through activities that respect each other, it can be applied from an early age by instilling democratic values. A society that has democratic values will be realized into a democratic country. Community life must also be built to have democratic behavior and culture. Regulations that must be followed by the community will not be enough to build a democratic culture, but it is also necessary to inform the public. In line with Zamroni's opinion that the values of democracy are: tolerance, freedom of opinion, respect for differences of opinion, understanding diversity in society, being open in communication, upholding human values and dignity, confidence, mutual respect and togetherness (Yuliati, 2019).

Effective democratic education requires the formation of a democratic culture in the school environment. The role of teachers is very important in encouraging participation and practice of democracy in the classroom and outside the classroom (Yupanra, 2018). Schools can be a learning forum that not only teaches academic knowledge, but also shapes the character and democratic values in students. Strengthening cooperation between teachers, students, staff, and parents is also important to create an environment that supports the development of democracy (Aprilia et al., 2024).

The realization of a democratic culture is if democratic values are applied and understood as behaviors and attitudes applied in daily life (Damayanti, 2017). Social science is one of the subjects that is relevant for applying democratic values. Through social science subjects, students are expected to be able to become democratic, responsible citizens of Indonesia, and become peace-loving citizens of the world (Sudrajat, 2017).

In the context of grade VIII of Madrasah Tsanawiyah Private Darul Ulum Budi Agung Medan, the teaching of democratic values faces various challenges. Adolescence is a critical period of psychological and social development, during which individuals begin to shape their self-identity and worldview. Therefore, the teaching methods used must be able to reach and resonate with students' life experiences, as well as stimulate critical and reflective thinking. Teachers as facilitators have a key role in creating a learning environment that is conducive to open discussion, where students feel comfortable expressing opinions and questioning existing ideas.

The application of information technology in learning is also one of the important innovations in the context of democracy education. By utilizing various digital platforms, students can access up-to-date information on social and political issues, participate in online discussion forums, and collaborate with students from other schools on joint projects. Technology allows for broader and deeper interactions, and provides opportunities for students to engage in activities that support the development of their civic competencies (Aziz et al., 2020).

This is in line with research conducted by (Fadillah et al., 2022) The results of his research show that democratic values have been well instilled in social science learning. Well-developed democratic values include the value of tolerance, the value of freedom of group, the value of freedom of opinion, cooperation with others, and self-confidence. How to instill democratic values by using the method of discussion, question and answer, lectures, outside the classroom and demonstrations. The driving factors for instilling democratic values through social science learning are educators, infrastructure, and culture in schools. The inhibiting factors in instilling democratic values through social science learning are time allocation and lack of motivation in students. Other research conducted by (Oktavia, 2023) from the results of his research show that efforts to instill democratic values through social science learning are as follows: The understanding of social science teachers about democracy guides students to have motivation in democracy by socializing, so that their behavior reflects a democratic life. The value contained in the concept of democracy is an element in educational learning that must be applied so that every student has equal and fair opportunities in learning activities. Similar research conducted by (Mu'id, 2021) The results of his research show that (1). The democratic values instilled through social science learning in grade VIII at the 1 Wilangan State Junior High School include the values of freedom

of opinion, tolerance, confidence, freedom of grouping, and teamwork, (2). Democratic values in social science learning in grade VIII at state junior high school 1 Wilangan can be instilled through active student methods, exemplary methods, live in methods, grade clarification methods, discussion methods, questions and answers, lectures, assignments, and demonstrations.

So from relevant previous research, it can be concluded that one of the approaches that can be applied in social science learning is through the use of case studies and simulations. By analyzing real-life cases involving democratic issues, such as political conflicts or public policy, students can see the application of democratic principles in relevant contexts. Election simulations, for example, provide practical experience for students to understand how the democratic process works and how decisions are taken through active participation. In addition, project-based learning methods can also encourage students to work together in groups, devise solutions to social problems, and present their work to classmates, which in turn can strengthen their understanding of democracy.

Based on the description above, it can be concluded that the application of democratic values is considered to be able to produce students who are accomplished, virtuous, cultured, environmentally insightful, and have behaviors that apply democratic values themselves such as mutual respect, freedom of opinion, confidence, freedom of grouping, cooperation and high tolerance. Therefore, the role of teachers and the school environment is needed in the implementation of these democratic values. Thus, the purpose of this study is to explore how democratic values can be integrated in social science learning in grade VIII, as well as to evaluate the effectiveness of the approaches applied in the context of democracy education. Therefore, the researcher is interested in conducting a research entitled "Instilling Democratic Values in Social Science Learning in Class VIII."

Method

In this study, the method used is a descriptive qualitative research method. According to Bogdan and Taylor, as quoted by (Moleong, 2017), Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviors. This research was conducted at the private tsanawiyah madrasah Darul Ulum Budi Agung Medan.

In this study, the data sources used are in the form of primary data sources and secondary data sources. The primary data source in this study is the results of interviews with predetermined informants related to the Inculcation of Democratic Values in Social Science Learning in Class VIII of Madrasah Tsanawiyah Private Darul Ulum Budi Agung Medan. Meanwhile, secondary data sources are obtained from books, daily magazines, newspapers, journals and previous researches that are relevant to the Inculcation of Democratic Values in Social Science Learning.

The Data Collection Technique used in this study is by carrying out several steps, namely observation, where observation is carried out at Madrasah Tsanawiyah Private Darul Ulum Budi Agung Medan, then interviews, where interviews are conducted with informants at Madrasah Tsanawiyah Private Darul Ulum Budi Agung Medan, namely social science teachers, grade VIII students, principals, deputy principals and one of the homeroom teachers of grade VIII. The number of informants in this study is 9 people, consisting of 3 social science teachers, 3 grade VIII students, 1 principal, 1 vice principal and 1 grade VIII homeroom teacher. And finally, documentation, in the implementation of documentation techniques, researchers investigate written objects such as books, magazines, documents, diaries and so on.

The Data Analysis Technique used in this study, the researcher carried out three flow of activities, namely first, Data Processing, Reduction is carried out from the time of data collection, starting with making summaries, coding, searching for themes, writing memos, and so on, with the intention of setting aside irrelevant data or information, then the data is verified; Second, Data Presentation, Qualitative data presentation is presented in the form of narrative text, with the aim of being designed to combine information that is arranged in a cohesive and easy-to-understand form; And third, Drawing Conclusions, carried out after the previous steps have been carried out, so in this step the researcher must draw conclusions and verify, both in terms of meaning and truth of the conclusions that have been agreed upon by the place where this research was carried out (Sugiyono, 2021).

Results and Discussions

The results of the research on the integration of democratic values in social science education in grade VIII students of Madrasah Tsanawiyah Private Darul Ulum Budi Agung Medan have several main findings based on data collected through interviews, observations, and document analysis, which are as follows: 1)

Implementation of Group Discussions: in this case, the teacher emphasizes the importance of group work to foster a sense of responsibility among students. By assigning specific roles in the group, students learn to collaborate effectively, which reinforces democratic principles such as cooperation and mutual respect; 2) Educators use a variety of strategies to instill democratic values, including facilitating discussions that encourage students to express their opinions freely. This approach helps students develop confidence and a sense of belonging in the classroom; 3) Student engagement: This engagement is related to their ability to practice democratic values, such as tolerance and respect for different viewpoints; 4) The Role of the School Environment: in this case a supportive school environment, including the involvement of teachers and school leaders, plays an important role in the successful implementation of democratic values in the curriculum; 5) The effectiveness of the teaching used in integrating democratic values into the learning process, which produces students who are not only academically successful but also show positive social behavior that is in line with democratic principles; 6) supporting and inhibiting factors: a) supporters, namely educators, students, facilities or infrastructure, and school culture; b) Obstacles are limited time and lack of motivation for students' learning.

The concept of democracy in education is as contained in John Dewey's book "Democracy and Education" (1916). In his book, Dewey emphasized that education is not only about the transfer of knowledge, but also about preparing individuals to become active members and participants in a democratic society. Dewey emphasized that education is a social function that aims to guide and direct the development of the individual through his participation in social life and the group in which he belongs. Dewey acknowledged that education will vary depending on the quality of life that exists in a group or society. Dewey believes that education has an important role in social change. Dewey emphasized the importance of approaching the essence of today's social life in the practice of Education (Dewey, 1915).

The implementation of social science learning oriented to democratic values can be carried out by choosing learning methods that support the practice of democratic values, relating plurality sub-subject matter in social science learning, and providing understanding in the form of examples of instilling democratic values in society.

After the researcher collects data from the results of the research at Madrasah Tsanawiyah Private Darul Ulum Budi Agung Medan, the researcher will explain further from the results of the research. As explained in the data analysis technique, in this study the researcher uses a descriptive qualitative approach and the data studied in the form of data from observations, interviews, and documentation that have been collected by the researcher during the research at the Institute.

Democratic Values in Social Science Learning Instilled Through Social Science Learning

Efforts to respect and implement democratic values are not only important to ensure the continuity of a democratic system of government, but also to build a more inclusive, equitable, and sustainable society as a whole. The following are the values in question, namely tolerance, respecting differences of opinion, confidence (Adisel, 2022), freedom of group and cooperation (Nur & Sudarsono, 2019).

Tolerance

One of the values of democracy contained in social science lessons is tolerance. Tolerance is one of the important things to teach and instill in students, because tolerance can bring peace in community life. Tolerance can be taught and habituated in many ways, including introducing differences in terms of religion, ethnicity and race (Saputra, 2022). Tolerance is a fundamental value in democracy that teaches students to accept and respect differences between individuals in society. In the context of social science learning, tolerance is introduced through class discussions and case studies involving multicultural situations and various social views. Through this learning, students are invited to understand various cultural, religious, and ethnic backgrounds, as well as learn to respect the rights and beliefs of others.

As the results of the interview with Mr. Sudarmawansyah as the principal said that: "The activity (service) was carried out for up to five days, there we carried out da'wah to Munte District, Karo Regency, so that children have experienced da'wah in minority areas, so far children da'wah in the majority environment. So that they know the challenges in the minority environment, both in terms of their worship and religious tolerance".

Based on the results of the interview, students of grade VIII of the private madrasah tsanawiyah Darul Ulum Budi Agung Medan were given the habit of da'wah activities held in minority areas to instill tolerance in students. This service activity is a means of da'wah in minority areas that aims to instill a sense of tolerance in students.

Respecting Dissent

Disagreements are a common and common thing in daily life when hanging out and communicating with the surrounding environment. Differences of opinion often cause conflicts between individuals if not addressed appropriately. Managing emotions is very much needed in dealing with differences of opinion, each individual will usually defend their opinion because it is considered appropriate and correct. Respecting the opinions of others is not an instant thing that can quickly be attached to humans, but it takes time to get used to it and instill it in life (Widyaningsih, 2022). As a teacher, instilling a sense of appreciation for differences of opinion is important to be done so that students can realize it in life. The way to instill this attitude is by setting an example for students to witness, because in fact students will imitate the behavior they see directly compared to what is said through advice.

Democracy emphasizes the importance of respecting and considering various opinions in the decision-making process. This approach not only improves students' communication skills but also helps them understand that dissent is part of a healthy democratic process. Students learn that constructive debate and respect for different opinions can lead to better and fairer solutions. This is in line with John Dewey's theory of democratic education, which emphasizes that education should prepare students to actively participate in a democratic society.

As the results of the interview with Mrs. Nurhamidah as a social science teacher said that: "Usually I reflect these democratic values directly. For example, when there is a question and answer between teachers and students, I as a teacher never directly blame their opinions, I definitely still appreciate their answers and help explain in detail the answers and usually I involve students in finding the answers together. That way students imitate these democratic values, which are about openness and respecting the opinions of others."

Based on the results of the interviews, it can be concluded that in social science learning, this value is instilled through discussion and debate activities that encourage students to express their views and listen to the views of others. Class discussions on social, political, and economic issues provide an opportunity for students to learn how to make arguments politely, respect different opinions, and find common ground among different opinions.

Confidence

Individuals who have confidence will find it easy to present themselves in the environment where they live, so they will be able to express their opinions and views in front of others. Self-confidence is one of the democratic values that can be instilled through social science learning. Cultivating confidence can start from habituating students, with simple things, namely asking them to have an opinion. In addition, confidence can also be built by getting students used to appearing in public, even though at first students feel unconfident and forced to do so, however, over time students will get used to dealing with crowds so that confidence can be built (Mila, 2024).

The importance of self-confidence in democracy is also emphasized through constructive evaluation and feedback from teachers and classmates. With positive support and recognition for their contributions, students feel more confident in expressing their opinions and participating in speeches. This confidence contributes to the active involvement of students in the democratic process, both in schools and in the wider community.

As the results of the interview with Mr. Wildan as a social science teacher said that: "*This school implements democratic values, one of which is: They are taught to give speeches and perform in front of their friends. This activity is carried out from Tuesday to Friday. They have a teacher in each class who determines the children to perform, so with this they raise their confidence and they are confident that they can, and the speech is not only using Indonesian Language but there is United Kingdom and Arabic and there is Prayer as well.*"

As the results of the interview with Khyla Arkafi as a student said that: "*Freedom of opinion and confidence*" Based on the results of the interviews, it can be concluded that in learning social education, confidence is instilled through various activities that give students the opportunity to practice public speaking. Activities such as speeches give students first-hand experience in expressing themselves and their skills in public.

Freedom of Groups

Every individual has the right to make choices and is free to group or assemble because it is a human right that should be obtained by everyone, including students. The school scope began to present options for students to determine groups, starting from a small scope, namely the election of class leaders, where students can be free to determine groups and confidently make choices in the context of group freedom. In a broader scope, there is also the election of the student council president which is carried out by all students, in this case students are given the freedom to determine their tendencies in groups (Bahri & Lestari, 2020).

This freedom also supports the development of students' social and managerial skills, as they must manage group dynamics, resolve conflicts, and make decisions collectively. By giving students autonomy in the learning process, they learn to respect cooperation and group responsibility, as well as understand the importance of freedom in the context of democracy.

As the results of the interview with Mrs. Nurhamidah as a social science teacher said that: *"The school has several extracurriculars, so children are free to decide which extracurriculars they want to participate in and the school also does not charge children to have to participate in extracurriculars, we also free children to make their own choices"*

Based on the results of the interviews, it can be concluded that in social science learning, group freedom is applied through group activities where students are given the freedom to choose topics, design projects, and determine what they want. This gives them the opportunity to work with friends who share similar interests and develop their ideas creatively.

Collaborate

The learning process in the classroom is not only oriented to students themselves or individuals, but there are also learning needs that must be done in groups. Group learning certainly requires cooperation between members, so that the goal can be achieved. If there is no cooperation in group learning, it cannot be said to be group work. Cooperation skills are important to instill in students because they will be needed in the future and are a form of democratic values. The value of cooperation can be built by getting students used to completing tasks in groups, of course with supervision from the teacher as a learning facilitator, this is so that in group assignments all students take part in doing and not just relying on one person. Social science learning has many topics about democracy that can be studied with group cooperation, including plurality material (Darliana et al., 2022).

Cooperation in social science learning also involves the development of interpersonal skills, such as communication, negotiation, and problem-solving. Students learn that collaboration not only increases efficiency but also enriches their learning experience. By working together, students can achieve better results and build positive relationships with their classmates. This supports the principle of democracy which emphasizes the importance of cooperation in society.

As the results of the interview with Mrs. Nurhamidah as a social science teacher said that: *"Yes, the children must understand the material presented and usually I apply group assignments or cooperation so that they are responsible for the results they do. The material used is Plurality because it is related to mutual cooperation, cooperation and helping each other."*

Based on the results of the interviews, it can be concluded that in social science learning, cooperation is strengthened through various group activities involving collaborative tasks, such as group projects, joint research, and team problem-solving. These activities are designed to teach students how to collaborate effectively, listen to other people's ideas, and bring together different views to achieve better results.

How Social Science Teachers Instill Democratic Values Through Social Science Learning

The democratic values instilled through social science learning aim to introduce democracy and are expected to make students aware of democratic values and then be able to realize them in their daily behavior. Social science learning does not only teach students about social mobility, plurality, and things related to it, but social science learning also plays an important role in shaping national identity and booking students to be able to think creatively, improve problem solving in themselves and their surroundings, and become moral citizens. Citizens who are competent in intellect, insight and democratic character are not created just like that, but they need cultivation that can be started from school time by actively involving students so that democratic values and democratic ideas can be embedded in learning.

Instilling values is not an easy thing, but requires methods that must be applied in instilling democratic values in class VIII of the private tsanawiyah madrasah Darul Ulum Budi Agung Medan. Ways that can be used to instill democratic values in the dissemination of social sciences include the following:

Group Discussion

Group discussion is one of the effective methods used by social science teachers to instill democratic values. Through group discussions, students are given the opportunity to share opinions, listen to classmates' views, and work together in solving problems. This method emphasizes the importance of active participation and mutual respect in the learning process. This method shows that group discussions help students to develop good communication and listening skills, as well as to respect the opinions of others. In addition, students learn that dissent is part of a healthy democratic process and is essential for finding fair and effective solutions.

As the results of the interview with Mrs. Nurhamidah as a social science teacher: *"The way is to familiarize them with group work, so that they can be responsible for the results they do. Usually in group assignments that do this task there are only one or two people, so the solution that I provide is that I divide the task. There is a section that looks for material to take notes and present."*

Furthermore, Mrs. Heriyanti as a social science teacher also said: *"The way I usually do it is by cooperation or group discussion. Each member of the group gives their respective tasks so that there is cooperation between members"*.

Based on the results of the interviews, it can be concluded that in practice, teachers organize students in small groups and provide topics of discussion that are relevant to democratic values, such as human rights, social justice, or local issues. Students are then asked to discuss and formulate their opinions on the topic. Teachers act as facilitators, helping students understand different perspectives and directing discussions to keep them constructive.

Frequently Asked Questions

The question and answer method is another technique that is often used by social science teachers to teach democratic values. Through questions and answers, students are given the opportunity to ask questions, express opinions, and get clarification regarding the subject matter. This process supports active learning and encourages students to think critically about a variety of social and political issues. The question and answer method not only improves students' understanding of the subject matter but also helps them to feel more confident in expressing their opinions. It also teaches students about the importance of critical thinking and putting forward logical arguments, which are essential skills in the democratic process.

As the results of the interview with Mrs. Nurhamidah as a social science teacher: *"At the end of the lesson, I will ask students so that they dare to express their opinions, I always appreciate even if the answers are not right and I also give students the opportunity to ask about material that they do not understand"*

Furthermore, Mrs. Heriyanti as a social science teacher also said: *"At the end of learning I always do a question and answer session, during the question and answer session is not only asked to students but to students to students, so that they interact with each other and exchange ideas, opinions and can draw conclusions"*.

Furthermore, Mr. Wildan as a social science teacher also said: *"When in the learning process, I will open a question and answer session with this, providing opportunities and training students to have an opinion in the sense that students are free to voice their opinions"*

Furthermore, Nurfuada Safwah as a grade VIII student also said that: *"Umi also often asks and answers to her students and we have the opportunity to ask and answer"*

Based on the results of the interviews, it can be concluded that in their application, teachers often ask questions that trigger reflection and discussion about democratic values, such as the role of the government in society or the rights and obligations as citizens. Students are then asked to give answers and argue with reasons that support their opinions. Teachers also provide feedback and explain concepts that may not be well understood.

Simple Democracy Activities

Simple democracy activities are designed to provide students with practical experience in practicing democratic principles. These activities involve simulations and role-playing that mimic democratic situations, such as general elections, political debates, or collective decision-making processes. In this way students can learn about the mechanisms of democracy in a fun and interactive way. They gain hands-on experience in the decision-making process, understand the importance of each individual's voice, and learn about the responsibility of voting and being elected.

Furthermore, Mrs. Ismaniah as the homeroom teacher of class VIII also said: *"When, for example, the election of the class president, we initially asked them who was willing to do so. So we ask for two or three candidates from them. Later after that, his friends choose among them who is the most elected, he is the class president. There is also a picket assignment to clean the classroom. Usually I and the students make the picket with a joint decision, there is also I ask them who wants to on Monday or Tuesday, with students daring to choose their own day, the students must be really responsible for their own choice"*.

Based on the results of the interviews, it can be concluded that simple democratic activities that are often carried out are the election of class presidents or the making of class rules together. Students are given the opportunity to run for office, campaign, and elect their own chairperson, so that they experience firsthand the

process of election and decision-making in the context of democracy. In addition, teachers can hold debate simulations where students discuss certain issues and present their arguments in front of the class.

Activities Outside the Classroom

Activities outside the classroom provide students with hands-on experience of democratic values in a broader context. These activities often involve visiting government agencies, participating in community events, or participating in community service programs. Through this activity, students can see how the principles of democracy are applied in real life and interact with various elements of society. Activities outside the classroom help students relate the theories learned in the classroom to real-world practice. It also strengthens their understanding of democratic values and provides additional motivation to actively participate in society. In addition, these activities promote social skills, such as empathy, cooperation, and social responsibility.

As the results of the interview with Mr. Sudarmawansyah as the Principal: *"The election of the student council president, there are also extracurricular activities such as da'I and the school always involves student council administrators and students in events held by the school such as teachers' day committees, farewell for grade IX students, both religious and national nuanced activities, even for the farewell activities of their upperclassmen, we participate and also like social activities such as fundraising such as Palestine, We include students, both from the student council and their respective class devices"*.

Furthermore, Mrs. Nurlaily as the vice principal also said: *"If the value of democracy in its large scope, namely in the private tsanawiyah madrasah Budi Agung, it is an intra-school student organization, it is a democratic activity. Maybe if the children only see it from the election or see it on television, but at school they can directly participate and in the election of the student council president there are three candidates to be determined as the head of the intra-school student organization and the vice chairman of the intra-school student organization. The election of the chairman of the intra-school student organization involves students becoming a committee as well"*.

Based on the results of the interviews, it can be concluded that activities outside the classroom carried out to students, such as participation in community events, such as local festivals or fundraising programs, also teach students about the importance of involvement in social activities and their contribution to the smooth running of activities.

Factors Driving and Hindering the Inculcation of Democratic Values in Social Science Learning

In instilling democratic values in social science subjects, there are things that are driving and also inhibiting factors for teachers and students, including the following: 1) Driving factors

Educators

Educators who are one of the driving factors for instilling democratic values in social science learning are educators. The educators in question here are teachers, the learning process that goes well cannot be separated from the contribution of a teacher. In instilling democratic values, success will be obtained if the teacher can manage the learning process well so that these values can be absorbed by students.

Based on the results of observations made by researchers, educators, namely teachers in grade VIII of the Darul Ulum Budi Agung private tsanawiyah madrasah in Medan, often carry out learning that contains the cultivation of democratic values, including often using discussion, lecture and question and answer methods. The activities carried out by social science teachers are efforts that can teach students democratic values, thus social science teachers are one of the drivers of the process of instilling democratic values in students.

This is in line with the statement from Mrs. Layli Syari as the principal that: *"Teachers must also participate, explain to them what they are for and where they are going, not only monotonous explaining but directing and inviting. Because these children need encouragement from teachers"*.

Student

Students are one of the driving factors for instilling democratic values in social science learning, because students are included in the main components in the learning process. Students who have a good quality of learning will easily absorb the lessons given by their teachers. The good quality of student learning can be seen from the enthusiasm and enthusiasm of students during learning, if students follow the learning with enthusiasm, they will certainly be serious in understanding every lesson delivered, including absorbing democratic values in social science learning in class.

This is in line with the statement from Mrs. Layli Syari as the vice principal that: *"The driving factor is the enthusiasm of the students themselves, when the enthusiasm of our students is high, we as teachers must also be enthusiastic in instilling or teaching about something good"*.

Furthermore, Mrs. Heriyanti as a social science teacher also said: *"The driving factor is in the student because the student has a high spirit"*.

Facilities or infrastructure

Good facilities or infrastructure greatly determine the quality of learning. In instilling democratic values, it requires support in the form of qualified facilities or infrastructure, this can be seen from a simple example when schools hold student council president election activities. The process of electing the student council president certainly requires facilities, ranging from ballot papers, ballot boxes, voting booths, and implementation permits from the school. If permission from the school is not obtained, the implementation of the election of the student council president will not take place, as well as if there are no ballot papers, ballot boxes and other needs, the election of the student council will be difficult. This proves that facilities or infrastructure strongly encourage the cultivation of democratic values.

This is in line with the statement from Mr. Sudarmawansyah as the principal that: *"The supporting factor to create these democratic values is the support of both the Foundation and the elements of the teachers so that these children can implement activities with democratic nuances."*

School culture

Annual programs and semester programs carried out at schools have certainly become a cultivation for schools. School cultivation can survive if it continues to be done and habituated, a small example is when choosing classroom equipment. The selection of classroom equipment is usually done by a voting system, although there are also classroom devices that are appointed directly by the homeroom teacher. Based on the results of observations made by researchers, in class VIII of the private tsanawiyah madrasah Darul Ulum Budi Agung Medan, the selection of class apparatus, namely the class president, class secretary and class treasurer, was chosen based on the agreement of all class members, so that democratic activities occurred.

As the results of the interview with Mrs. Nurlaily Syari as the vice principal: *"If the value of democracy is in a small scope, for example, when electing class presidents, vice class leaders, treasurers and class secretaries. So the students are taught to be democratic to determine their choice of who is worthy of being a class tool"*.

Inhibiting factors

Time constraints

One of the obstacles for social science teachers in instilling democratic values in the classroom is limited time. As the results of the research conducted by the researcher, the social science lesson hours in grade VIII of the private tsanawiyah madrasah Darul Ulum Budi Agung Medan are two lessons, which each lesson has a duration of 45 minutes, so social science learning has a time of 90 minutes. 90 minutes is often not enough when teachers carry out discussion and question and answer learning, so that learning is not optimal.

Lack of student motivation to learn

Good learning is inseparable from student intervention, if students have good motivation to learn, the learning process will run optimally. On the other hand, if students do not have good motivation to learn, of course the learning process will not run optimally. Students who lack motivation to learn, will tend to be difficult to advise and less interested in listening to explanations during the learning process, so that the learning process and the instillation of democratic values in social science learning will not run optimally.

As the results of the interview with Mr. Wildan as a social science teacher said that: *"While the inhibiting factors of these students must be at different levels, some really want to be advised and listened to and some just don't want to do at all."*

This is in line with previous research that is relevant to current research such as research conducted by (Subiyakto & Mutiani, 2019) The results of his research show that the dominance of parents in rural communities seems so obvious that it makes people feel dependent on the presence of parents or parents in society. Parents are used as role models for people's lives. Educational values that arise from life, namely; religious, ethical, and social. The shape is in shape; Religion; the dominant religious activity, Ethics; inheritance of cultural values from generation to generation, and social; manifestation of a harmonious relationship between the owner and the cultivator of agricultural land. The contribution of educational values and learning resources for social learning is a form of integration of educational values in social learning. Social learning learning resources must be seen as a complete unity in the learning process.

In conclusion, social learning learning resources are practical and effective in the human psyche and actions and are objectively institutionalized in society. Other research conducted by (Nisa & Nasiwan, 2019) from the

results of his research show that (1) The learning strategy used by social science teachers is a cooperative learning strategy. (2) The inhibiting factors in the cultivation of democracy education are students lack participation, do not fully appreciate teachers, and bullying. (3) Efforts made by teachers in overcoming obstacles to instilling democracy education are through giving rewards to students, providing motivation, and establishing good communication between teachers and students.

Research conducted by (Nugraha & Salam, 2021) The results of his research show that the cultivation of character and multicultural values can be applied in learning social science by integrating materials that contain character values and multicultural values in it. Instilling character and multicultural values in social science learning at state junior high school 2 Blora through teaching and learning activities such as group work, utilizing the environment as a learning resource and the use of lecture methods. The character values instilled in the learning of social science are taken from the main values in the PPK Movement program and for multicultural values guided directly by the values of tolerance, equality, kinship, brotherhood, unity and justice. The cultivation of character and multicultural values is supported by supporting factors in planting, which are carried out in the learning process in the school environment that is directly related to students.

Based on the comparison of relevant previous research, the researcher can conclude that social science learning can be used to instill democratic values in students by integrating appropriate learning methods so that they can foster democratic values in students such as tolerance, mutual cooperation, and mutual respect for existing differences of opinion. So that sourced from the above explanation, the practical and theoretical implications of this study are as follows:

Practical Implications: Teaching Strategies: Educators should apply collaborative learning techniques, such as group discussions and role assignments, to effectively teach democratic values and increase student engagement. **Curriculum Development:** Schools can design a curriculum that explicitly incorporates democratic principles, promotes critical thinking and respects diverse opinions. **Supportive School Environment:** Creating an inclusive school culture is essential for encouraging student participation and open dialogue

Theoretical Implications: Theory of Democratic Education: This research supports the idea that education should prepare students to become active and responsible citizens, which contributes to the understanding of democratic education. **Constructivist Learning Theory:** This theory aligns with constructivist principles by showing how social interaction and collaboration enhance the learning and internalization of democratic values

Conclusions

Based on the results and discussion of the research that has been presented on "Instilling Democratic Values in Social Science Learning in Class VIII", the researcher can conclude broadly that the integration of democratic values in social science education in the private tsanawiyah madrasah Darul Ulum Budi Agung Medan has been successfully achieved through collaborative learning strategies, such as group discussions and division of roles. These methods not only increase student engagement and responsibility, but also foster important democratic principles such as tolerance, cooperation, and respect for diverse opinions. A supportive school environment and the active participation of educators are essential in facilitating this process, ultimately contributing to the development of academically capable and socially responsible students. The cultivation of democratic values in social science learning has driving and also inhibiting factors. The driving factors for instilling democratic values in social science learning include educators, students, facilities or facilities and school culture. Factors that hinder the inculcation of democratic values in social science learning include time limitations and lack of student motivation to learn.

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