

THE EFFECT OF DEMOCRATIC BEHAVIOR AND DISCUSSION METHODS ON STUDENTS' LEARNING ACHIEVEMENT IN THE CITIZENSHIP EDUCATION SUBJECT IN GRADE XI IPS OF STATE HIGH SCHOOL 3 PEMATANGSIANTAR ACADEMIC YEAR 2025/2026

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ABSTRAK

Pembelajaran Pendidikan Kewarganegaraan (PKn) memiliki peran strategis dalam membentuk karakter demokratis sekaligus meningkatkan prestasi belajar peserta didik. Namun, praktik pembelajaran di sekolah masih cenderung berpusat pada guru dan minim melibatkan partisipasi aktif siswa. Penelitian ini bertujuan menganalisis pengaruh perilaku berdemokrasi dan metode diskusi terhadap prestasi belajar siswa pada mata pelajaran Pendidikan Kewarganegaraan kelas XI IPS SMA Negeri 3 Pematangsiantar Tahun Ajaran 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi penelitian berjumlah 142 siswa, dengan sampel sebanyak 28 siswa yang ditentukan melalui teknik purposive random sampling. Instrumen pengumpulan data berupa angket untuk mengukur perilaku berdemokrasi dan penerapan metode diskusi, serta dokumentasi nilai prestasi belajar siswa. Data dianalisis menggunakan uji regresi linear sederhana, regresi linear berganda, uji linearitas, dan uji korelasi dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa perilaku berdemokrasi berpengaruh positif dan signifikan terhadap prestasi belajar siswa, metode diskusi juga berpengaruh positif dan signifikan terhadap prestasi belajar, serta terdapat pengaruh simultan yang kuat antara perilaku berdemokrasi dan metode diskusi terhadap prestasi belajar siswa. Temuan ini menegaskan bahwa pembelajaran PKn yang menekankan internalisasi nilai-nilai demokrasi melalui metode diskusi mampu menciptakan lingkungan belajar yang partisipatif, meningkatkan pemahaman siswa, serta memperkuat karakter kewarganegaraan. Oleh karena itu, penerapan metode diskusi yang konsisten dan penguatan perilaku demokratis siswa perlu dioptimalkan dalam pembelajaran PKn.

ABSTRACT

Keywords:

*Democratic Behavior,
 Discussion Method, Learning Achievement*

Civics Education (PKn) learning plays a strategic role in shaping democratic character while improving student achievement. However, learning practices in schools still tend to be teacher-centered and involve minimal active student participation. This study aims to analyze the influence of democratic behavior and discussion methods on student achievement in Civics Education for grade XI IPS at SMA Negeri 3 Pematangsiantar in the 2025/2026 academic year. This study uses a quantitative approach with a correlational design. The study population

was 142 students, with a sample of 28 students determined through purposive random sampling technique. The data collection instrument was a questionnaire to measure democratic behavior and the application of discussion methods, as well as documentation of student achievement scores. Data were analyzed using simple linear regression tests, multiple linear regression, linearity tests, and correlation tests with the help of the SPSS program. The results showed that democratic behavior had a positive and significant effect on student achievement, discussion methods also had a positive and significant effect on learning achievement, and there was a strong simultaneous influence between democratic behavior and discussion methods on student achievement. These findings confirm that civics learning that emphasizes the internalization of democratic values through discussion methods can create a participatory learning environment, enhance student understanding, and strengthen civic character. Therefore, consistent application of discussion methods and strengthening of students' democratic behavior need to be optimized in civics learning.

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1. Introduction

Education is a comprehensive and ongoing process in which individuals acquire knowledge, skills, and values through diverse learning experiences across various contexts throughout their lives. Education occurs not only in formal institutions but also encompasses learning that occurs in everyday life, so that each experience can contribute to an individual's personal and social development (Febriansyah & Muksin, 2020). Furthermore, education must be able to respond to the demands of changing times. To achieve this goal, cooperation and effort are needed from the community, government, and education implementers, including teachers, so that the education process can take place effectively and in accordance with the needs of the community. The government has set the goals of national education as stated in Article 3 of Law Number 20 of 2003 concerning the National Education System in Indonesia, which states that: National education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become human beings who believe in and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Civic Education (PKn) has an important role in shaping democratic character and encouraging students' active participation in society. This subject not only aims to improve cognitive understanding of rights and obligations as citizens, but also emphasizes the importance of democratic behavior and critical thinking skills through social interaction. However, in reality, student achievement in Civics is often still low. The average score on the Civics Exam remains below the average for other subjects, indicating that the approach (Nurdin, 2019).

The learning process implemented is not optimal. One contributing factor is the teaching method, which is still dominated by one-way lectures, low student participation, and the lack of application of democratic values in the teaching and learning process.

This problem becomes increasingly apparent when Civics learning cannot provide interactive discussion space. Meanwhile, discussion is a very effective method to train students in expressing opinions, respecting differences, and developing critical thinking which are important competencies in democratic life. According to Fajari & Suryono et al., students who are actively involved in discussions show a significant increase in their understanding of Civic Education concepts.

According to Wijaya et al. (Gunawan, 2019), schools that implement a democratic culture, such as open class president elections or guided debates, typically have students who are more motivated to learn. However, this research has not comprehensively explored the influence of democratic behavior and discussion methods on Civics learning achievement, which is still limited.

The discussion method is a teaching method in which the teacher gives a problem or issue to students, and the students are given the opportunity to solve the problem together with their friends (Suandi et al., (Pratiwi, 2023). In discussions, students have the opportunity to express opinions, refute the views of others, and submit proposals and suggestions in an effort to solve problems from various perspectives.

According to Wiweka et al (Yanto & Bariki, 2024) in the discussion method, teachers provide opportunities for students or groups to engage in scientific discussions, which aim to gather opinions, draw conclusions, or formulate various alternative solutions to a problem.

However, teachers often face obstacles in implementing discussion methods due to a lack of practical guidance or students' unpreparedness to argue constructively. If this is not addressed promptly, Civics lessons will continue to be perceived as boring and irrelevant to students' real lives. Lack of active student participation in discussions not only results in poor understanding of the material but also reflects a weak internalization of democratic values such as openness and tolerance.

In the context of learning democratic behavior includes several important aspects such as the ability to respect different opinions, active participation in decision making. In addition, the skill to debate positively and constructively is also part of democratic behavior. Schools that integrate democratic values through the application of discussion methods have been proven to experience a real increase in student learning outcomes in Civic Education subjects.

Democratic behavior and discussion methods mutually reinforce each other ; discussions require democratic behavior, and democratic behavior requires a discussion space to practice social skills. According to Paramita et al. (Sianturi, 2021), democratic behavior in students is not optimal and is not widely instilled and studied in the world of education and schools, because most educational institutions prioritize cognitive presentations and do not address the effective aspect.

Therefore, active student involvement in the learning process is strongly linked to the development of democratic behavior. A learning environment that encourages

participation provides opportunities for students to express their opinions, respect others' perspectives, and participate in collective decision-making. These actions reflect the democratic values that are at the heart of Civics. Therefore, students' active participation in discussions not only improves academic achievement but also strengthens their character as democratic citizens (Syarifah, 2021).

Student achievement in Civics Education is still varied, and many students experience difficulties in understanding the material and applying democratic values in everyday life (Israwati, 2014). Therefore, it is important to understand more deeply the various factors that influence student achievement in Civics Education, both from the internal aspects of students and from the learning approaches used by teachers. By examining the relationship between democratic behavior, discussion methods, and learning achievement, this is expected to provide an empirical basis for the development of better learning strategies, especially in civics education (Belladonna & Anggraena, 2019).

Researchers discovered several new issues related to democratic behavior and discussion methods in the teaching and learning process, particularly in Civics. From observations, researchers found that some students in the class were indifferent and underestimated the teacher's presence, the classroom environment was less conducive, and some students lacked focus during class. Based on the aforementioned issues, researchers concluded that these problems stem from teachers' indecisiveness in taking action and ignoring classroom conduciveness, resulting in declining student learning behavior, which also impacted student achievement (Santoso & Murod, 2021).

In relation to democratic behavior and discussion methods before learning begins, students are required to prepare themselves to start learning, but the fact is that in the room students prefer not to be conducive, telling stories, even though the teacher has entered the room there are still students who have not entered the room.

Based on the above, it can be concluded that education is a continuous process that encompasses various aspects of life, in which a person acquires knowledge, skills, and values through experience, both inside and outside the school environment. In this regard, Civics Education (PKn) plays a vital role in instilling democratic values and encouraging students' active participation in community life. (Anggraini & Wibawa, 2019).

However, the reality shows that students' learning achievement in Civics is still relatively low. This indicates the need for a more effective learning approach. The application of discussion methods that actively involve students and strengthen democratic behavior in the classroom has been proven to improve student understanding and shape better character. These two elements complement each other; discussions require a democratic attitude, while students' democratic behavior can develop through discussion activities. However, several obstacles, such as a lack of teacher assertiveness, unfavorable classroom conditions, and a lack of student discipline, are inhibiting factors in the learning process (Abih Gumelar et al., 2023).

Therefore, to improve student learning outcomes in Civics Education, learning strategies that support active participation and foster democratic character are needed,

as well as teacher involvement in creating an orderly classroom atmosphere that supports the overall learning process. This research has an urgency to examine in depth the influence of democratic behavior on student learning achievement and analyze the effectiveness of discussion learning methods in this context. The results of this study are expected to provide concrete recommendations for more effective and meaningful learning practices in Civics Education, thereby strengthening both the cognitive aspects and character of students as responsible citizens (Dewi et al., 2021).

Based on the brief description above, the researcher is interested in researching the problem with the title " The Influence of Democratic Behavior and Discussion Methods on Student Learning Achievement in Civic Education Subjects for Class XI IPS SMA Negeri 3 Pematangsiantar".

2. Method

The approach used in this research is quantitative. Quantitative research methods are systematic ways to collect data, analyze it, and find specific goals and uses. According to Sugiyono (Tambunan, 2017) , quantitative research can be defined as a research method based on the philosophy of positivism, used to study specific populations and samples, data collection using research instruments, and quantitative/statistical data analysis, with the aim of testing predetermined hypotheses.

In order to facilitate obtaining valid information for the collection of data needed during the research, the location of the school research that became the research location was: The time this research was carried out in the odd semester of the 2025/2026 academic year. According to Sugiyono (Risda & Nurdiansyah, 2023) states that the population is a generalization area consisting of objects/subjects that have certain quantities and characteristics determined by the researcher to be studied and then conclusions drawn. Then according to Arikunto (Nugraha, 2020) said that the population is the entire research subject. Based on the opinions of the experts above, the population in this study were students in class XI IPS SMA Negeri 3 Pematangsiantar, where there are 4 classes of XI IPS with a total of 142 people.

In quantitative research, a sample is part of the population. Samples are taken from a truly representative population. If the sample is not representative, conclusions cannot be drawn about the population. According to Sugiyono (Sari & Najicha, 2022), a sample is a subset of the population's size and characteristics. If the population is large and researchers cannot study everything within the population, for example due to limited funds , manpower, or time, researchers can use samples drawn from that population.

According to Arikunto (Aulia et al., 2021), a sample is part of the number and characteristics of a population. If the number of subjects is less than 100, then the entire population becomes the research sample. However, if the number of subjects is more than 100, then 10-15% or 15-25% or more can be taken depending on at least the researcher's ability to the size of the observation area and the size of the risk (Anggiehlia et al., 2019). Based on the expert opinion above, and in connection with the size of the observation area, the researcher determined the sample using purposive random sampling, namely 20% of the population or 20% x 142 people = 28 people. (Rahayu et al., 2017). Sampling was carried out randomly with the assumption that the selected sample could achieve the objectives.

According to Sugiyono (Charismana et al., 2022) Research Variables are attributes or characteristics or values of people, objects or activities that have certain variations determined by researchers to be studied and then conclusions drawn.

1. Independent Variable

According to Sugiyono (2022:39) the independent variable is the variable that influences or causes changes or the emergence of the dependent variable (bound), so the variables used by the researcher are democratic behavior (X1), discussion learning method (X2).

2. Dependent Variable

According to Sugiyono (2022:39), a dependent variable is a variable that is influenced or becomes a consequence of the independent variable. The dependent variable in this study is student learning achievement (Y).

Each research hypothesis needs to be tested to determine whether the research hypothesis is accepted or rejected. The steps or procedures to determine whether to accept or reject a hypothesis are called hypothesis testing. Nazir (2013:405) said that data analysis is a very important part of the scientific method because with data analysis, meanings can be selected that are useful in solving research problems and raw data that has been collected needs to be broken down into groups, categorization is carried out, manipulation and processing are carried out in such a way that the data has meaning to answer problems and is useful for testing hypotheses

3. Result and Discussion

The research was conducted for approximately 18 days from August 11 to August 30 of the 2025/2026 academic year with the research title The Influence of Democratic Behavior and Discussion Methods on Student Learning Achievement in Civic Education Subjects for Class XI IPS of SMA Negeri 3 Pematangsiantar in the 2025/2026 Academic Year. Providing a questionnaire regarding Democratic Behavior and Discussion Methods to determine the Influence of Democratic Behavior and Discussion Methods on Student Learning Achievement in the Civic Education Subject for Class XI IPS.

Instrument Trial Results

The research instrument used to obtain data in this study was first piloted before being administered. This was done to determine the instrument's suitability for use in the study. The pilot test was administered to 28 eleventh-grade students from different schools. The data was used to obtain results for the instrument testing . The research instrument was piloted to determine its quality, namely through validity and reliability tests (Nur Indah et al., 2022) .

Data Analysis Results

This research is quantitative. It involved two classes, grades 11-9 and 11-12, at SMA Negeri 3 Pematangsiantar, each comprising 14 students with varying academic achievements. Data were collected through a questionnaire on democratic behavior and a discussion method.

Hypothesis Testing

Simple Linear Regression Test

Linear regression testing is used to test existing variables. This is done by testing whether the learning method (X1) has an effect on student achievement (Y). A simple linear test is performed using the formula.

Linear Regression of Democratic Behavior (X1) on Learning Achievement (Y)

A regression test was conducted to determine whether there is a linear relationship between democratic behavior (as the independent variable/X1) and student achievement (as the independent variable/Y). The following table shows the results of the regression test:

Table 1. Linear Regression Test of Democratic Behavior (X1) On Learning Achievement (Y)

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
Model			Std. Error	Beta	Std. Beta		
	Constant)	37.823	.216			175.107	.000
	Democratic Behavior (X1)	.684	.114	.684		5.991	.000

Dependent Variable: Learning Achievement

Based on the linear regression test conducted using SPSS, the simple linear regression equation is as follows:

$$Y = 37,823 + 0.684X$$

In the simple linear regression model, the constant value obtained is 37,823 which means that the value of democratic behavior (X1) is 0, the regression coefficient is 0.684. Democratic behavior has a positive influence on student learning achievement. (Fitriah et al., 2023). This means that if democratic behavior increases by 1%, academic achievement increases by 46.8%.

Linear Regression Discussion Method (X2) Against Achievement Study (Y)

Regression testing was conducted to determine whether there is a linear relationship between the discussion method (as the independent variable/X2) and student learning achievement (as the independent variable/Y). The following is a table of the regression test results.

Table 2. Linear Regression Test of Discussion Method (X2) on Learning Achievement (Y)

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients		t	Sig.
Model			Std. Error	Beta	Std. Beta		
	Constant)	35.217	.008			4250.000	.000
	Discussion Method (X2)	.725	.111	.712		6.522	.000

Dependent Variable: Learning Achievement

Based on the linear regression test conducted using SPSS, the simple linear regression equation is as follows:

$$Y = 35.217 + 0.725X$$

In the simple linear regression model, the constant value obtained is 35.217 which means that the value of the discussion method (X2) is 0, the regression coefficient is 0.725. The discussion method has a positive influence on student learning achievement. This means that if teacher professionalism increases by 1%, learning achievement increases by 50.7%.

Simple Regression Linearity Test

The regression linearity test was conducted to determine whether there was a linear or straight line relationship between the independent variable (X) and the dependent variable (Y). This test was conducted to determine the effect of democratic behavior (X1) on learning achievement (Y) and the discussion method (X2) on learning achievement (Y) with the help of SPSS software.

Linearity Test of Regression of Learning Achievement (Y) on Democratic Behavior (X1)

The linearity test was conducted to determine whether there was a linear relationship between democratic behavior (as an independent variable/X1) and student learning achievement (as an independent variable/Y). The following table shows the results of the linearity test. Based on the linear regression test conducted using SPSS, the significant value of the nkolo deviation from linearity of $0.401 > 0.05$ indicates that there is no significant deviation from linearity, so it can be concluded that the relationship between democratic behavior (X1) and learning achievement (Y) is linear.

Linearity Test of Learning Achievement Regression (Y) on Discussion Method (X2)

The linearity test was conducted to determine whether there was a linear relationship between the discussion method (as an independent variable/X2) and student learning achievement (as an independent variable/Y). Based on the linear regression test conducted using SPSS, the significant value in the n column deviation from linearity of $0.412 > 0.05$ indicates that there is no significant deviation from linearity so it can be concluded that the relationship between the discussion method (X2) and earning achievement (Y) is linear (Budiyanti et al., 2023).

Multiple Linearity Test

The multiple regression linearity test was conducted to determine the linear relationship (straight line) between each of the independent variables (X1 and X2) and the dependent variable (Y). This test was conducted to determine whether there was a linear relationship between democratic behavior (X1) and learning achievement (Y) and discussion methods (X2) and learning achievement (Y) with the help of SPSS software (VIOLA et al., 2021).

Linearity Test of Multiple Regression of Democratic Behavior (X1) on Learning Achievement (Y)

The linearity test was conducted to determine whether there is a linear relationship between the independent variable, namely democratic behavior (X1) with the dependent variable, namely learning achievement (Y). This test is an important initial step in multiple regression analysis, because the basic assumption of the linear regression model is that the relationship between each independent variable and the dependent variable is linear (Hendrisman, 2019). Based on the results of the linearity test of the relationship between

the democratic behavior variable (X1) and learning achievement (Y) was carried out by comparing three forms of models, namely Linear, Quadratic and Cubic, using regression analysis in SPSS. Based on the SPSS output, the significance value (Sig.) of each model was obtained as follows:

- a. Linear Model : Sig = 0.00
- b. Quadratic Model: Sig = 0.00
- c. Cubic Model : Sig = 0.00

Of the three models, the linear model shows a significance value <0.05 , which means that the relationship between democratic behavior (X1) and learning achievement (Y) is significant and linear.

Linearity Test of Multiple Learning Method Regression (X2) on Learning Achievement (Y)

The linearity test was conducted to determine whether there was a linear relationship between the independent variable, namely the discussion method (X2) and the dependent variable, namely learning achievement (Y). This test is an important initial step in multiple regression analysis, because the basic assumption of the linear regression model is that the relationship between each independent variable and the dependent variable is linear.

Based on the results of the linearity test of the relationship between the discussion method variable (X2) and learning achievement (Y), it was carried out by comparing three forms of models, namely Linear, Quadratic and Cubic, using regression analysis in SPSS. Based on the SPSS output, the significance value (Sig.) of each model was obtained as follows:

1. Linear Model : Sig = 0.00
2. Quadratic Model : Sig = 0.00
3. Cubic Model : Sig = 0.00

Of the three models, the linear model shows a significance value <0.05 , which means that the relationship between the discussion method (X2) and learning achievement (Y) is significant and linear.

Correlation in Simple Linear Regression

The correlation test in simple linear regression aims to determine the direction and strength of the relationship between the independent variables (X1 and X2) to the dependent variable (Y). And this test is carried out to ensure that there is a significant relationship between the two variables, namely between democratic behavior (X1) and learning achievement (Y) and discussion methods (X2) to learning achievement (Y) with the help of SPSS software.

Correlation Between Democratic Behavior (X1) and Learning Achievement (Y)

The correlation test in simple linear regression aims to determine the direction and strength of the relationship between the independent variable, namely democratic behavior (X1) and the dependent variable, namely learning achievement (Y). This test is an important initial step in linear regression analysis, because a strong and significant correlation is the basis for proceeding to the regression analysis stage. The results of the correlation test show that the correlation coefficient (r) between democratic behavior (X1) and the dependent variable, namely learning achievement (Y) is $r = 0.684$. This value

indicates that there is a strong positive relationship between the two variables. This means that the higher the democratic behavior, the student's learning achievement also tends to increase (Sunarsih, 2019) .

Correlation Between Discussion Method (X2) and Learning Achievement (Y)

The correlation test in simple linear regression aims to determine the direction and strength of the relationship between the independent variable, namely the discussion method (X2) and the dependent variable, namely learning achievement (Y). This test is an important initial step in linear regression analysis, because a strong and significant correlation forms the basis for proceeding to the regression analysis stage. The results of the correlation test show that the correlation coefficient (r) between the discussion method (X2) and the dependent variable, namely learning achievement (Y), is $r = 0.712$. This value indicates that there is a strong positive relationship between the two variables. This means that the higher the learning discipline, the student's learning achievement also tends to increase (Fitriani et al., 2021) .

Correlation Between Democratic Behavior (X1) and Discussion Method (X2)

The correlation test in simple linear regression aims to determine the direction and strength of the relationship between the independent variable, namely democratic behavior (X1) with the dependent variable, namely the discussion method (X2). This test is an important initial step in linear regression analysis, because a strong and significant correlation becomes the basis for continuing to the regression analysis stage (Pradika & Syamsuri, 2019) . Based on the results of the correlation test conducted using the SPSS program, a Pearson correlation value of 0.650 was obtained with a significance value (Sig.) of 0.000 (less than 0.05) . This indicates a strong positive relationship between democratic behavior (X1) and discussion methods (X2). This means that the higher the democratic behavior, the higher the level of students' discussion methods.

Discussion

This research began with the distribution of questionnaires regarding democratic behavior and discussion methods to students. The collected data was then analyzed to determine the extent to which the two factors were related to learning achievement. The research instrument covered two main aspects: students' attitudes toward democracy and the application of discussion methods in the classroom. Indicators of democratic behavior in the questionnaire included students' ability to respect the opinions of their peers, involvement in group work, and participation in class decision-making. Meanwhile, indicators of discussion methods assessed students' active participation in discussions, their ability to convey ideas, and their willingness to listen to and respond to others' arguments.

The results of the data analysis show that both democratic behavior and discussion methods have a significant influence on student learning achievement in the subject of Citizenship Education. (Putri Wir'atmaja et al., 2020) . Students who have a democratic attitude and play an active role in class discussions have been shown to achieve higher learning outcomes than other students (Utami et al., 2018) .

These findings align with the view that participatory and democratic learning processes provide students with opportunities to develop critical thinking skills, responsibility, and collaboration. The implementation of effective discussion methods also creates an open learning environment, thus motivating students to achieve optimal performance (Sulistyaningsih et al., 2018).

Thus, it can be emphasized that democratic behavior and discussion methods contribute significantly to improving the learning achievement of class XI IPS students of SMA Negeri 3 Pematangsiantar in the 2025/2026 Academic Year.

4. Conclusion

Based on the results of research on the influence of democratic behavior and discussion methods on student learning achievement in the subject of Civic Education for class XI IPS at SMA Negeri 3 Pematangsiantar in the 2025/2026 academic year, several things can be concluded as follows:

- a. Democratic behavior has a positive influence on student achievement. Students who demonstrate democratic attitudes, such as respecting the opinions of others, actively participating in discussions, and making decisions together, tend to have better learning outcomes in Civics.
- b. Discussion methods have proven effective in improving student achievement. Through discussion, students become more active and critical, and are able to understand civics material more deeply than with conventional lecture methods.
- c. Simultaneously, democratic behavior and discussion methods significantly influence student achievement. The combination of the two creates an interactive, conducive, and democratic learning environment, which not only improves academic achievement but also shapes students' character as responsible citizens.

Suggestion

Based on the results of the research that has been conducted, the researcher provides the following suggestions:

- a. For teachers, Civics teachers should use discussion methods more frequently, as they can engage students more actively and improve learning outcomes. Teachers also need to help students develop democratic attitudes, such as respecting others' opinions, participating actively, and being open to new ideas.
- b. For students, students should be more active in participating in class discussions because apart from helping them understand the material, it also trains important democratic attitudes.
- c. in everyday life and students are expected to be able to apply democratic values, such as tolerance and responsibility, both at school and in society.
- d. For researchers, it is hoped that they can develop democratic behavior and discussion methods to determine the extent of their impact on student learning outcomes

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