



The Pancasila Deliberation Model: A Framework for Fostering Democratic Citizenship in Civic Education

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Abstract

This article examines the implementation of the fourth principle of Pancasila deliberation to reach consensus in civic education in Indonesia, aiming to foster democratic values and student character. Utilizing a qualitative case study approach at SMA Negeri 1 Lhokseumawe, the study collected data through semi-structured interviews, classroom observations, document analysis, and student satisfaction surveys. The findings reveal that deliberation-based civic education not only enhances students' understanding of democratic principles but also strengthens their critical thinking, communication, and collaboration skills. Most students expressed high satisfaction with the learning method, appreciating its interactive and participatory nature. However, some students experienced challenges related to communication skills and learning style mismatches. Teachers played a pivotal role in facilitating inclusive discussions and adapting strategies to diverse student needs. The study highlights that integrating Pancasila's fourth principle into civic education contributes significantly to character development and active citizenship, though continuous pedagogical adaptation is essential for maximizing its impact across varied learning contexts.

Keywords: civic education, democratic values, deliberation, Pancasila, student engagement

Abstrak

Artikel ini mengkaji implementasi sila keempat Pancasila—musyawarah untuk mufakat—dalam pendidikan kewarganegaraan di Indonesia, dengan tujuan menumbuhkan nilai-nilai demokratis dan membentuk karakter siswa. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus di SMA Negeri 1 Lhokseumawe, melalui pengumpulan data berupa wawancara semi-terstruktur, observasi kelas, analisis dokumen, dan survei kepuasan siswa. Hasil penelitian menunjukkan bahwa pembelajaran pendidikan kewarganegaraan berbasis musyawarah tidak hanya memperkuat pemahaman siswa terhadap prinsip-prinsip demokrasi, tetapi juga mengembangkan keterampilan berpikir kritis, komunikasi, dan kolaborasi. Sebagian besar siswa menyatakan tingkat kepuasan yang tinggi terhadap metode pembelajaran ini karena sifatnya yang interaktif dan partisipatif. Namun, beberapa siswa mengalami kendala terkait kemampuan komunikasi dan ketidaksesuaian gaya belajar. Guru memainkan peran penting dalam memfasilitasi diskusi inklusif dan menyesuaikan strategi pengajaran dengan kebutuhan siswa yang beragam. Studi ini menegaskan bahwa integrasi sila keempat Pancasila dalam pendidikan kewarganegaraan memberikan kontribusi signifikan terhadap penguatan karakter dan pembentukan warga negara aktif, meskipun diperlukan adaptasi pedagogis secara berkelanjutan untuk mengoptimalkan dampaknya dalam konteks pembelajaran yang beragam.

Kata Kunci: pendidikan kewarganegaraan, nilai-nilai demokrasi, musyawarah, Pancasila, peran serta siswa

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Introduction

Civic education holds a strategic role in shaping democratic, participatory, and responsible citizens. As part of the national education system, it not only imparts knowledge about democratic principles but also internalizes moral and cultural values relevant to community life. In Indonesia, civic education positions Pancasila as the ideological foundation, encompassing values of justice, solidarity, and respect for diversity. Specifically, the fourth principle of Pancasila, which emphasizes deliberation to achieve consensus, plays a significant role in strengthening Indonesia's democratic culture (Hermans & Bartels, 2020; Abs, 2021).

Deliberation is not only a constitutional ideal but also a socio-cultural tradition that has long been practiced across Indonesia's diverse communities (Valadez, 2018). Traditional decision-making forums such as *musyawarah desa*, *rembug warga*, and *musyawarah adat* emphasize inclusive dialogue and consensus-building over majority rule (Yani, 2018; Fauziyyah, 2022; Selvia, 2024; Turmudi, 2024). These indigenous democratic practices reflect a collective ethos that prioritizes harmony and mutual respect—qualities essential for sustaining democracy in a pluralistic society.

Moreover, data from the 2023 Indonesian Democracy Index (BPS) show that regions with strong traditions of communal deliberation, such as Yogyakarta and West Sumatra, consistently score high in indicators of civil participation and social cohesion (Fadillah & Viphindartin, 2024). This suggests that deliberative values are not merely normative ideals but operational strengths that support political stability and inclusive governance. In this context, incorporating deliberation into civic education is not only pedagogically relevant but also culturally authentic, equipping students with democratic competencies that resonate with Indonesia's national identity and local wisdom.

In the context of civic education, the application of the values of deliberation and consensus embedded in the fourth principle of Pancasila represents a concrete effort to cultivate a generation that values diverse opinions, collaborates in decision-making, and respects the rights and responsibilities of fellow citizens (Mardones, 2020). This principle is increasingly relevant in addressing the challenges of globalization, which brings together individuals from diverse cultural, religious, and ideological backgrounds. As global interconnectedness grows, young people are exposed to a variety of worldviews and potential conflicts rooted in identity, ideology, and culture. The fourth principle of Pancasila—deliberation to achieve consensus—provides a culturally grounded yet adaptable

democratic framework to respond to these challenges by promoting inclusive dialogue, mutual respect, and collective problem-solving.

For example, in civic education classrooms, deliberative learning methods encourage students from different ethnic or religious backgrounds to engage in respectful discussions about global issues such as digital ethics, environmental justice, or multicultural citizenship. Instead of fostering division, these activities build students' capacities to seek common ground and act collaboratively. In post-conflict areas like Ambon, programs rooted in Pancasila's deliberative values have been implemented to promote interfaith dialogue among youth, demonstrating that consensus-oriented practices are not only theoretically valuable but also effective for real-world peacebuilding and social integration.

Santoso et al., (2022) highlight that integrating Pancasila's values—particularly the fourth principle into education not only provides theoretical understanding but also fosters character development, preparing students to navigate the complexities of multicultural societies. In this way, the principle of deliberation serves as both a pedagogical tool and a civic compass, equipping students to engage constructively with the realities of globalization while staying anchored in national identity and inclusive democratic ideals.

The urgency of this study lies in the need to explore the implementation of the fourth principle of Pancasila in civic education more deeply. Although the national curriculum incorporates Pancasila's values, challenges such as limited understanding of the concepts of deliberation and consensus and the lack of participatory approaches in teaching often hinder effective implementation (Madung & Mere, 2021; Dewantara et al., 2019). Therefore, it is crucial to conduct scientific research that not only elaborates on theoretical concepts but also evaluates the practical teaching of deliberation values in formal education settings.

Furthermore, integrating the values of deliberation and consensus into civic education has strategic implications for fostering an inclusive and participatory political culture. As a foundational value of Pancasila, deliberation to achieve consensus reflects a commitment to social justice, respect for diversity, and the pursuit of solutions that benefit all (Utami & Putri, 2023). Practically, this value serves as a basis for wise decision-making in daily life and on a national political scale.

This study is not only vital for addressing challenges at the educational policy level but also contributes significantly to the development of innovative learning models that strengthen civic literacy. Unlike previous research that often emphasizes theoretical transmission of democratic values, this study introduces a contextualized, deliberation-based approach rooted in the Fourth Principle of Pancasila. The model prioritizes

experiential learning through structured dialogue, collaborative decision-making, and real-life civic simulations within the classroom. This pedagogical framework enables students to enhance critical thinking, communication skills, and tolerance—essential attributes for thriving in a democratic and diverse society. The novelty of this research lies in its integration of local cultural wisdom with global citizenship competencies, offering a concrete and adaptable model that bridges normative civic ideals with practical classroom implementation. As Sleeter (2014) argues, incorporating deliberation values into education equips students to become individuals who are aware of their rights and responsibilities and capable of contributing positively to social and political life.

This research becomes even more relevant as it aims to bridge the gap between the theoretical teaching of Pancasila's values and their practical implementation in real life. By understanding the challenges faced by teachers in teaching the values of deliberation and how students respond to applied teaching approaches, this study seeks to provide strategic recommendations for developing more inclusive, effective, and contextually relevant civic education.

Thus, this study is expected to provide a strong foundation for developing Pancasila-based civic education that is not only locally relevant but also globally contextual. The findings of this research will offer new insights into promoting Pancasila's values, particularly the fourth principle, as a cornerstone for shaping a democratic, tolerant, and responsible generation.

Method

This study employed a mixed methods approach to explore the concept and implementation of the fourth principle of Pancasila within civic education. The mixed methods design was selected to capture both qualitative depth and quantitative insights, offering a comprehensive understanding of how deliberation and consensus are integrated into classroom practices. This approach aligns with Creswell & Poth (2016), who emphasize the value of integrating qualitative and quantitative data to enrich educational research.

A case study design was adopted to provide an in-depth examination of civic education practices at SMA Negeri 1 Lhokseumawe. This design allowed for holistic evaluation of real-world classroom implementation and the contextual dynamics surrounding the application of Pancasila values (Priya, 2021).

Qualitative data were collected through semi-structured interviews, classroom observations, and document analysis. Interviews were conducted with one civic education

teacher who had more than five years of experience implementing Pancasila-based curricula and 36 eleventh-grade students who had received instruction on the principles of deliberation and consensus. Observations, conducted over three class sessions, focused on teacher-student interaction, learning activities, and instructional strategies that promoted deliberative learning. Additionally, documents such as syllabi, lesson plans, and teaching materials were analyzed to assess the extent to which Pancasila values were embedded in instructional design. Complementing the qualitative data, a quantitative survey was administered to the same 36 students to assess their perceptions and levels of satisfaction with the deliberation-based learning approach. The survey data provided measurable indicators of student engagement and experience, which supported and enriched the qualitative findings.

Data analysis followed a thematic approach as outlined by Naeem et al. (2023), wherein interview transcripts and observation notes were coded and analyzed to identify emerging themes. The analysis was strengthened through triangulation, which involved cross-validating data from interviews, surveys, observations, and document reviews (Carter et al., 2014). This methodological integration enhanced the credibility, depth, and contextual accuracy of the study's findings regarding the application of deliberative values in civic education.

Results and Discussion

a. Deliberation-Based Civic Education and Its Impact on Student Character

This study reveals that the implementation of the Fourth Principle of Pancasila—deliberation to achieve consensus—has a significant impact on the development of students' character, particularly in fostering democratic values such as mutual respect, collaborative decision-making, and tolerance. Observational data show that teachers not only introduced the concept of deliberation theoretically but also applied it through concrete classroom practices. These included group discussions, deliberation simulations, and collective decision-making activities embedded in civic education instruction.

One observed lesson involved a simulation of a school parliamentary session in which students assumed roles as class representatives to debate policies on digital citizenship and student responsibilities. The teacher began by providing a contextual explanation, assigned students to groups representing different perspectives, and facilitated the deliberation process until consensus was reached. This hands-on method enabled students to experience the value of civic engagement and democratic practice in an authentic, classroom-based setting supporting critical thinking, communication, and collaboration.

Thematic analysis of interviews with teachers and students revealed varied levels of understanding and engagement with deliberation. A civic education teacher stated:

“I don’t give them the conclusion right away. I provide a scenario and let the students discuss and even disagree. That’s where listening and respect begin to grow.”
(*Interview, Civic Education Teacher, February, 2025*)

Meanwhile, one student reflected:

“This kind of learning makes me more confident. We learn how to express opinions without fear of being wrong.” (*Interview, Grade 11 Student, February, 2025*)

These narratives illustrate that deliberation fosters not only intellectual development but also emotional growth and confidence. Students felt more empowered to participate, and teachers shifted from being authoritative instructors to facilitators of inclusive civic dialogue. However, some students acknowledged difficulty in articulating their ideas or following fast-paced discussions, particularly when dominated by more outspoken peers.

Students' responses to the deliberation and consensus-based learning approach were documented through a satisfaction survey. The survey results were processed into percentages and visualized in the following pie chart:

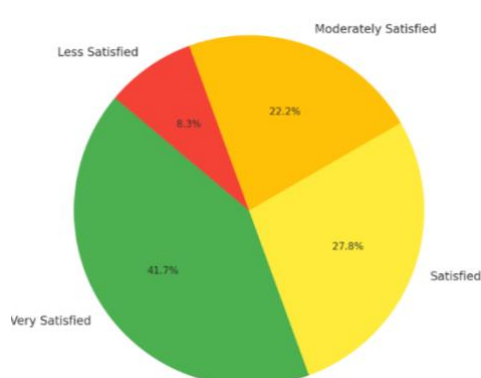


Figure 1. Student Satisfaction Level with the Consensus Decision-Making Method

The student satisfaction survey further corroborated these findings. Among 36 students surveyed, 41.7% reported being very satisfied, 27.8% satisfied, 22.2% moderately satisfied, and 8.3% less satisfied with the deliberative learning approach. Students who expressed high satisfaction appreciated the participatory and democratic atmosphere, considering it more relevant and engaging than traditional lecture-based instruction. Conversely, those less satisfied cited challenges such as lack of vocabulary, difficulty expressing thoughts, and low confidence during discussions.

Further analysis indicated that differences in satisfaction were influenced by students' learning styles. Those with auditory and collaborative preferences adapted more effectively to

discussion-based formats, while students with visual or kinesthetic learning preferences encountered difficulties. This finding is consistent with Denig's (2004) theory of multiple intelligences and Sternberg's (1999) model of successful intelligence, both of which emphasize the importance of differentiated instruction in accommodating diverse learning needs.

Therefore, while the deliberation and consensus-based model has demonstrated strong potential to foster democratic, tolerant, and participatory student character, its successful implementation depends on teachers' ability to employ adaptive pedagogical strategies. Differentiated instruction, scaffolded participation, and multimodal teaching tools are essential to ensure inclusive engagement. These findings underscore the need for professional development, curriculum flexibility, and adequate instructional resources to sustain deliberative learning environments.

Overall, the integration of the Fourth Principle of Pancasila into civic education not only reflects philosophical alignment with democratic values but also proves pedagogically effective. The data—both qualitative and quantitative—clearly demonstrate how students internalize civic values when given opportunities to practice them through structured, meaningful classroom dialogue. This supports existing literature that advocates for participatory and culturally contextualized approaches to civic education (Barber et al., 2021; Mickovska-Raleva, 2019).

b. Integration of the Fourth Principle in Civic Education

The Fourth Principle of Pancasila, which emphasizes deliberation and consensus, plays a vital role in shaping inclusive and participatory citizens. It highlights the importance of collective decision-making rooted in mutual respect, collaboration, and shared understanding. Within the context of civic education, integrating this principle opens meaningful opportunities for students to engage in democratic practices while also developing essential social and emotional skills. As Nieto (2015) emphasizes, teachers are central in transmitting civic values and facilitating the development of students' ability to navigate complex social interactions in diverse environments.

Findings from this study show that the implementation of deliberative values was not limited to theoretical instruction. Teachers designed learning experiences that actively incorporated the values of consensus-building and respectful dialogue. For instance, in one classroom activity on the topic "*Pancasila as a Living Ideology*", the teacher initiated a group-based deliberation in which students discussed the application of Pancasila values in their school's student council policies. Each group was asked to identify a problem in school life

(e.g., lack of student participation in decision-making), propose alternative solutions, and reach consensus on a recommendation to be submitted to the principal. This structured deliberation was facilitated using step-by-step questioning, rotating group leaders, and reflective summaries to ensure participation from all members.

This practical engagement with civic issues reflects Sleeter's (2014) advocacy for multicultural civic education, which stresses the need for students to not only learn about democratic values, but also to practice them in real-life, culturally diverse settings. The integration of deliberation into the curriculum does not merely reinforce abstract concepts—it builds civic efficacy, social responsibility, and collaborative competence. Moreover, classroom observations revealed that deliberation-based learning prepared students to respectfully engage with peers from various cultural, religious, and socio-economic backgrounds. In sessions discussing local environmental issues, for example, students from different communities expressed differing priorities some concerned about local waste, others about clean water access. Under teacher guidance, students were able to synthesize their concerns into a collective proposal. This illustrates how deliberative learning helps bridge differences and teaches the art of compromise an essential skill in pluralistic democracies (Barber et al., 2021).

In the era of globalization, this model holds increasing relevance. As global interactions intensify, so do potential conflicts stemming from cultural misunderstanding, ideological friction, or social inequality. Deliberation-based civic education equips students with the ability to listen actively, reason ethically, and collaborate across differences. As Baykent (2025) notes, education must not only prepare students to function in society, but also to question, reshape, and contribute meaningfully to it.

Ultimately, integrating the Fourth Principle of Pancasila into civic education provides a robust framework for character development. It fosters empathy, tolerance, critical thinking, and collective problem solving key attributes of democratic citizenship. These outcomes are especially important in the Indonesian context, where unity in diversity (*Bhinneka Tunggal Ika*) is both a constitutional mandate and a daily social reality. This approach, therefore, supports both the national mission of character building and the broader vision of preparing globally competent, civically engaged youth.

c. Student Responses to the Learning Approach

Student responses toward the deliberation-based learning approach in civic education were predominantly positive, indicating its strong potential to enhance student engagement, comprehension, and participatory skills. Based on the results of a student

satisfaction survey involving 36 participants, 41.7% stated they were “very satisfied”, 27.8% “satisfied”, 22.2% “moderately satisfied”, and 8.3% “less satisfied” with the use of deliberation as a classroom strategy.

The high level of satisfaction expressed by most students is closely linked to the dynamic nature of group discussions, open dialogue, and active participation. These methods allowed students to express their ideas, engage with alternative perspectives, and collaboratively resolve differences—all of which contributed to a more meaningful learning experience. One student explained:

“I like this way of learning because it’s not just listening. We can speak, argue respectfully, and our opinions matter. I feel like a real part of the class.” (*Interview, Student XI IPS, February 2025*)

Another student highlighted how this approach made learning more democratic and empowering:

“The teacher didn’t tell us what to think. We had to think for ourselves, listen to others, and agree on something together. That was new for me.” (*Interview, Student XI IPS, February 2025*)

These insights support the idea that deliberative learning enhances students’ sense of autonomy, voice, and ownership in the classroom. As Bundick et al. (2014) noted, when students are actively involved in learning activities that require them to think critically and engage collaboratively, their motivation and conceptual understanding significantly improve.

However, not all students experienced this learning model with equal enthusiasm. A minority 22.2% who were “moderately satisfied” and 8.3% who were “less satisfied” identified several obstacles. These included difficulties in articulating opinions clearly, discomfort in public speaking, and perceived dominance of discussions by more vocal peers. Such challenges underscore the influence of individual learning styles and communication confidence.

Indeed, analysis indicated that students with auditory and interpersonal learning preferences were more comfortable with verbal discussion formats, while those with visual or kinesthetic preferences found it harder to remain engaged. This is consistent with Denig's (2004) framework of multiple intelligences and Sternberg's (1999) emphasis on adaptive teaching that aligns with learners’ cognitive profiles. To address these disparities, it is essential for educators to adopt differentiated teaching strategies. These may include visual prompts (e.g., mind maps), gamified role-playing, and digital platforms that allow quieter students to contribute asynchronously. Moreover, establishing a classroom culture that promotes psychological safety and equitable turn-taking can help mitigate communication

barriers and ensure more inclusive participation (Abbott, 2024; Machuca & Tapia, 2024).

Despite these limitations, the deliberation-based approach was effective in developing essential democratic values and soft skills. Students improved in active listening, respectful dialogue, empathy, and collective decision-making—traits that are foundational for responsible citizenship in a pluralistic society. These findings echo those of Mickovska-Raleva (2019), who observed that regular involvement in deliberative learning environments cultivates democratic dispositions and civic responsibility. Ultimately, while the approach is well-received by most learners, its continued success depends on the teacher's ability to evaluate and adjust methods to meet evolving classroom dynamics. This supports Awla's (2014) recommendation for ongoing reflection and adaptation in pedagogical practice to ensure the inclusivity and effectiveness of civic education across learner profiles.

d. The Role of Teachers in Encouraging Active Participation

Teachers play a pivotal role in cultivating inclusive and participatory learning environments that support the development of civic competencies among students. In the context of this study, teachers did not act merely as content transmitters but as facilitators of democratic dialogue, enabling students to engage meaningfully with civic concepts and values through deliberation. Observational data revealed that teachers consistently created spaces where students felt safe to express their views, ask questions, and challenge ideas respectfully. This aligns with the statement of one teacher during an interview:

“My role is to guide, not dictate. I help students stay on track, give everyone a chance to speak, and show them how to disagree without disrespecting others.” (*Interview, Civic Education Teacher, February 2025*)

This pedagogical stance reflects the model of dialogic teaching advocated by Kim and Wilkinson (2019), which emphasizes active engagement, reciprocal dialogue, and scaffolding of student thinking. In observed lessons, teachers used strategies such as rotating facilitators within groups, sentence starters to assist students who struggled to contribute, and peer feedback routines to encourage self-reflection. These practices empowered students to take ownership of discussions while building mutual accountability.

For example, in a learning unit on "Political Decision-Making in a Democratic Society," students were given case studies on local governance challenges and asked to deliberate in small groups on proposed solutions. The teacher circulated among the groups, prompting critical questions such as, “*Whose voice is missing here?*” or “*What might someone with a different background think about this?*” These prompts helped deepen the discussion and encouraged perspective-taking.

Findings suggest that this intentional scaffolding of participation enhanced not only civic understanding but also students' socio-emotional development. As Vermette and Kline (2017) emphasized, collaborative learning settings—when well-structured—build empathy, conflict resolution skills, and respect for diversity. These attributes are particularly important in civic education, where students must learn to navigate ideological differences and participate in collective decision-making.

However, the effectiveness of this role relies heavily on the teacher's pedagogical adaptability. Teachers must recognize and respond to the diverse needs of students, especially those who are reluctant to speak or come from backgrounds where open disagreement is culturally discouraged. As noted by Denig (2004), students possess multiple intelligences that influence how they learn and interact. Teachers in this study addressed this by integrating visual aids, debate cards, and role-play simulations to vary the format and appeal to a broader range of learners.

To sustain and improve these practices, there is a pressing need for professional development programs focused on inclusive teaching strategies and the application of democratic pedagogy in the classroom. These programs can support teachers in refining their facilitation skills, understanding group dynamics, and managing diverse viewpoints in ways that remain constructive and respectful (Levinson, 2012; Oleson, 2023).

Ultimately, the role of teachers in deliberation-based civic education extends beyond teaching civic knowledge—it involves building classroom microcosms of democracy where students are empowered to think, speak, listen, and act as future citizens. This aligns with Facer (2015) assertion that education must prepare young people not only to live in society but also to participate in shaping it.

e. Challenges and Practical Implications

While the deliberation-based approach in civic education has demonstrated significant promise, this study also identified several challenges that may hinder its optimal implementation (Collins, 2018; Felicetti et al., 2016). These challenges arise from both structural and pedagogical factors, requiring careful attention to ensure inclusive, equitable, and sustainable civic learning environments. One major challenge involves the digital divide, particularly in schools with limited technological infrastructure or where students lack access to personal devices (Afzal et al., 2023). Although some teachers expressed interest in incorporating online deliberation tools—such as Padlet, Google Forms, and virtual forums—disparities in digital access and literacy remained significant barriers.

Awla (2014) underscores the importance of identifying and addressing individual

learning needs in designing effective and inclusive educational experiences. This concern is echoed by Alalwan (2022), who notes that while digital platforms have the potential to enhance collaborative learning, their impact depends largely on institutional readiness and equitable access. When used appropriately, such platforms can offer a less formal yet interactive space where students are encouraged to articulate their opinions and collaborate meaningfully with peers (Sackstein, 2017; Goodman et al., 2016). However, to maximize the benefits of these tools, educators must ensure their integration aligns with clear pedagogical goals and promotes constructive dialogue.

Another significant challenge concerns students' communication barriers during discussions. Factors such as language proficiency, low self-confidence, or cultural norms discouraging open disagreement hindered full participation in deliberative activities. This was evident during group discussions where some students remained passive despite teacher efforts to prompt engagement. Teachers reported that quieter students often feared making mistakes or felt overshadowed by more assertive peers.

To address these issues, teachers in the study adopted a variety of inclusive strategies. For example, turn-taking structures, think-pair-share activities, and the use of role cards were introduced to equalize participation. One teacher explained:

"I assign roles like 'questioner', 'summarizer', or 'devil's advocate' so that every student contributes based on their strength. That way, even shy students have a voice." (*Interview, Civic Education Teacher, February 2025*)

Such approaches are in line with Reiser (2018), who stress the importance of designing scaffolding structures that accommodate diverse learner needs and reduce social pressure in classroom discourse. Additionally, the rigidity of the national curriculum emerged as a practical concern. Teachers often struggled to balance time-consuming deliberative methods with the demand to complete a dense civic education syllabus. This tension mirrors findings from Carretero et al., (2015), who argue that civic education reforms must be accompanied by curriculum flexibility to allow deeper engagement with democratic processes.

Another challenge involves the need to address varied learning styles and cognitive preferences. As shown in the earlier discussion on student satisfaction, those with visual or kinesthetic learning preferences often found verbal-heavy deliberation activities less engaging. In response, some teachers incorporated visual aids such as graphic organizers, learning journals, and multimedia prompts to diversify entry points into deliberative tasks. These adaptive strategies align with Denig's (2004) work on multiple intelligences and Sternberg's (1999) emphasis on differentiated instruction.

Despite these challenges, the deliberation-based model offers substantial long-term potential for shaping students' democratic dispositions, provided these obstacles are proactively addressed. Successful implementation demands not only innovative teaching practices but also institutional support, including professional development opportunities, adequate teaching resources, and policy alignment.

Moreover, building teacher capacity is crucial. Continuous training in democratic pedagogy, facilitation techniques, and classroom discourse management can strengthen the sustainability and impact of deliberative civic education. As UNESCO (2007) reminds us, educational innovation must be accompanied by teacher empowerment to ensure meaningful and transformative learning experiences.

Ultimately, these findings underscore that while deliberation-based civic education is conceptually sound and pedagogically powerful, its effectiveness hinges on the system's capacity to support adaptive, inclusive, and resource-sensitive implementation. Addressing these practical implications is not merely a logistical concern—it is central to ensuring that every student, regardless of background or ability, can participate in and benefit from democratic learning.

Contribution to Character Development

The deliberation-based learning model plays a transformative role in shaping students' understanding of democratic values while fostering inclusive, empathetic, and socially responsible character traits. By engaging in structured deliberation activities, students gain hands-on experience in democratic decision-making, which directly reflects the core principles of the Fourth Principle of Pancasila—“*musyawarah untuk mufakat*.” These experiences are instrumental in embedding key civic values such as respect for diversity, collaborative problem-solving, and the pursuit of common ground—values essential for nurturing a just and equitable society.

This was evident in one observed activity where students engaged in a simulation of village meetings to resolve a fictitious conflict over community land use. Each group represented different community interests (e.g., environmentalists, business owners, religious leaders), and students were tasked with reaching a consensus through negotiation. Through this exercise, students practiced empathy, argument formulation, and ethical reasoning, which are core components of character development in civic education (Torney-Purta, 2021; Mirra, 2018).

In this context, students' active participation in democratic practices becomes a medium for developing essential social and emotional skills. As highlighted by Mickovska-

Raleva (2019), sustained involvement in deliberative activities helps cultivate responsible and competent character dispositions. Interviews conducted during this study revealed that students felt more confident in expressing their opinions and more understanding toward differing viewpoints. One student explained:

“I used to think my opinion didn’t matter. But now I see that every voice counts when we try to solve something together.” (*Interview, Student XI IPS, February 2025*)

This sense of inclusion and self-efficacy illustrates how deliberation not only transmits knowledge but also nurtures a sense of belonging and civic identity—a key aim of character education (Rund, 2024; Hipolito-Delgado & Zion, 2017). Moreover, aligning the Fourth Principle of Pancasila with civic education provides a strong philosophical and cultural foundation for character formation. It links national values with the broader objectives of global citizenship, where individuals are expected to engage constructively across differences. In an increasingly interconnected world, the ability to navigate multicultural dynamics, resolve ideological tensions, and collaborate across boundaries is paramount. The deliberation-based model supports this by fostering cosmopolitan dispositions—curiosity, open-mindedness, and mutual respect—while grounding students in Indonesia’s democratic traditions (Suryani & Muslim, 2024).

This approach is especially relevant in addressing the multifaceted challenges of globalization. As societies become more diverse and interdependent, there is an urgent need for citizens who can bridge cultural divides and uphold democratic ideals amidst complex ethical dilemmas. The experiential learning embedded in deliberation-based civic education equips students to face these realities with integrity, adaptability, and civic courage. As highlighted by Mahardhani et al., (2024), such models promote a “pedagogy of peace and tolerance” that prepares learners not only to live together but to co-create inclusive and cohesive societies.

In conclusion, the integration of the Fourth Principle of Pancasila into civic education provides a comprehensive framework for character education. By instilling democratic virtues such as tolerance, empathy, active listening, and responsible participation, this model empowers students to make meaningful contributions to their communities and the broader society. This is consistent with the findings of Wahyuni (2024), Farwati et al., (2023), and Mickovska-Raleva (2019), who underscore the role of civic education in shaping character that is both rooted in national identity and responsive to global challenges. In this light, deliberation-based learning emerges not only as a method of instruction but as a moral and civic imperative for 21st-century education.

Conclusion

This study affirms that the integration of the Fourth Principle of Pancasila—deliberation and consensus—into civic education significantly contributes to the development of students' democratic character. Through structured activities such as group discussions, simulations, and consensus-building tasks, students engaged in real-life practices of civic values. These experiences fostered critical thinking, empathy, respect for diversity, and collaborative decision-making. The findings reveal that most students responded positively to the deliberation-based approach, recognizing it as more interactive and inclusive compared to conventional instruction. However, disparities in participation, influenced by learning styles, communication confidence, and digital access, indicate the need for differentiated teaching strategies and supportive learning environments.

Furthermore, the role of teachers as facilitators of democratic dialogue proved central to the success of this approach. Teachers who were able to manage diverse perspectives, scaffold student participation, and promote respectful discourse created classrooms that functioned as microcosms of democracy. Despite structural challenges such as curriculum constraints and technological gaps, this study concludes that deliberation-based civic education—when grounded in the values of Pancasila—can serve as a transformative tool in preparing a generation of students who are not only knowledgeable, but also ethically responsible and socially engaged. Civic education must therefore continue to evolve through reflective pedagogical practices and institutional support to achieve its full potential in shaping active and tolerant citizens.

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