Designing a Democratic Education Curriculum through History Learning for High School Students

Zulkarnain[1], Dimas Aldi Pangestu[2]✉, Muhammad Amirrudin[3], Gunartati[1]
[1] *Universitas Negeri Yogyakarta*
[2] *Universitas Pendidikan Indonesia, ✉dimasaldipangestu@upi.edu*
[3] *Monash University*

Abstract: The purpose of this research is to discover the capabilities of history teachers in designing the internalization plan for democratic values in history lectures; to understand the implementation process of democratic values in history subjects; and to discover the obstructions in implementing those values in high school. This research uses a qualitative research method with a descriptive approach. Data were collected through interviews with three history teachers and twenty students, classroom and school observations, and document analysis at SMAN 2 Ngaglik, a public high school in Yogyakarta, Indonesia. The data was then analyzed using the interactive data analysis technique: data reduction, presentation, and conclusion. This research shows democratic education can be applied and assessed concretely in an inclusive and diverse learning environment, using history as a vehicle for developing democratic capacity and forming inclusive citizenship. These thematic findings illustrate a comprehensive approach to democracy education at SMAN 2 Ngaglik, which integrates inclusivity, student-centered pedagogy, civic engagement, tolerance, responsibility, and the use of technology through historical curriculum design and practice. Approaches in schools provide valuable insights and examples for designing inclusive democratic curricula that align with global efforts to develop participatory, tolerant, and autonomous citizens through education. History education can be used as a model of inclusive democratic education closely linked to student diversity and technological innovation, providing valuable new insights and a practical framework for application in pluralistic educational environments.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui kemampuan guru sejarah dalam merancang rencana internalisasi nilai-nilai demokrasi dalam pembelajaran sejarah; memahami proses penerapan nilai-nilai demokrasi dalam mata pelajaran sejarah; serta mengidentifikasi hambatan dalam penerapan nilai-nilai tersebut di sekolah menengah atas. Penelitian ini menggunakan metode kualitatif dengan pendekatan deskriptif. Data dikumpulkan melalui wawancara dengan tiga guru sejarah dan 20 siswa, observasi di kelas dan lingkungan sekolah, serta dokumentasi di SMA Negeri 2 Ngaglik. Data kemudian dianalisis dengan teknik analisis interaktif yang meliputi reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pendidikan demokrasi dapat diterapkan dan dievaluasi secara konkret dalam lingkungan belajar yang inklusif dan beragam, dengan menjadikan pelajaran sejarah sebagai sarana pengembangan kapasitas demokratis dan pembentukan kewarganegaraan yang inklusif. Temuan-temuan tematik ini menggambarkan pendekatan komprehensif terhadap pendidikan demokrasi di SMA Negeri 2 Ngaglik yang mengintegrasikan nilai inklusivitas, pedagogi berpusat pada siswa, partisipasi warga, toleransi, tanggung jawab, serta pemanfaatan teknologi melalui desain dan praktik kurikulum sejarah. Pendekatan di sekolah ini memberikan wawasan dan contoh berharga dalam merancang kurikulum demokrasi yang inklusif dan selaras dengan upaya global untuk membentuk warga negara yang partisipatif, toleran, dan mandiri melalui pendidikan. Pendidikan sejarah dapat dijadikan model pendidikan demokrasi inklusif yang terkait erat dengan keberagaman siswa dan inovasi teknologi, serta memberikan wawasan baru yang berharga dan kerangka praktis untuk diterapkan di lingkungan pendidikan yang pluralistik.

371

INTRODUCTION

Pancasila and the 1945 Constitution are philosophical and juridical sources for national education. Pancasila, Indonesia's foundational philosophical theory, embraces core democratic values such as belief in one God, just and civilized humanity, unity, deliberative democracy, and social justice. These underpin Indonesia's unique democratic framework, emphasizing consensus, inclusivity, and social responsibility. Pancasila, as the foundation of the Indonesian state, embodies fundamental democratic values, particularly in the fourth principle, "Democracy Guided by the Wisdom of Deliberation/Representation." This democratic value emphasizes deliberation, participation, and responsible freedom, while upholding tolerance, justice, and national unity. Education that integrates the values of Pancasila and democracy aims to shape the character of students who can think critically, rationally, and creatively in addressing social and political issues and applying democratic values in everyday life (Sumadisastro et al., 2025). The implementation of Pancasila values as a character-building educational mission rooted in local cultural and national identity, reflecting Indonesia's diverse social context.

Pancasila serves as the philosophical foundation of the Indonesian curriculum. This framework looks at how Pancasila's ideological assumptions inform curriculum development, national educational goals, and graduate competencies, incorporating continuous evolution based on local and national needs. It stresses the central role of Pancasila in shaping both content and pedagogical approaches. The local wisdom framework emphasizes integrating local cultural values and wisdom with Pancasila to revitalize its values in education. The values of Pancasila in the local context are integrated with local wisdom, traditional traditions, and social practices, creating harmony between national and local values. This implementation demonstrates how Pancasila guides social behavior, strengthens unity, and maintains diversity in Indonesian society. It is based on the premise that an education curriculum grounded in local cultural contexts can strengthen national character and identity (Guritno et al., 2023; Mahaswa & Syaja, 2025). The model integrates democratic and cooperative teaching methods to engage students actively, focusing on meaningful and contextual learning experiences.

Pancasila's democratic values are particularly reflected in the fourth principle, which emphasizes democracy based on deliberation and representation, promoting active participation of citizens guided by wisdom and consensus rather than mere majority rule. This democracy is rooted in people's sovereignty, balanced with responsibility to God and social ethics. It values equality, freedom tempered by social responsibility, protection of human rights, and prioritizes national unity and social justice. The democratic system envisioned by Pancasila is constitutionally grounded with respect for diversity, minority rights, and ongoing elections to maintain government legitimacy. Pancasila and democratic values are deeply embedded and implemented within Indonesia's local contexts through various community-based and socio-cultural mechanisms. Local communities play a vital role in embodying and practicing Pancasila values daily, reflecting the principles of cooperation (gotong royong), voluntary participation, democracy, and social responsibility. Pancasila values are a social ethic guiding everyday interactions and decision-making in local communities. This includes tolerance among diverse religious and ethnic groups, collective decision-making based on musyawarah (deliberation), mutual respect, and efforts to maintain social harmony and national unity. Such implementations highlight the importance of adapting Pancasila values within local wisdom and cultural practices, reinforcing that Pancasila "sources from the communities," as originally envisioned by Indonesia's founding leaders (Rahmanto et al., 2024; Stratu-Strelet et al., 2023; Yusuf, 2023).

The mission of national education was specifically stated in the Constitution of the National Education System, Chapter 4, which describes the fundamentals of the education system as follows: "Education will be carried out with democracy, justice, and impartiality by honoring human rights, religion, and cultural values, and the nation's diversity". Education should be able to instill democratic values and direct the people to become democratic citizens. A democratic citizen is aware of and understands the need for human rights; they have the freedom and responsibility to develop society, also respecting diversity and differences (Goodman, 2022; Kligler-Vilenchik & Literat, 2025). Thus, further knowledge about democratic values and their implementation in daily life is necessary.

Education is important in transmitting knowledge, manners, and values to help people grow and understand diversity in society. Democracy has become one of the important values that needs to be internalized through education, particularly in every subject in school. Internalization serves as motivation and moral value and is an example of democratic behavior (Ripoll, 2022; Wen et

al., 2022). The goal is to teach students to understand and to enact democratic values so that they are aware that Indonesia is a democratic country, in which everyone has the same rights and responsibilities. Therefore, students must uphold tolerance between races, ethnicities, and religions to create societal harmony.

Democracy in education means everyone has the same opportunity to learn and develop themselves without worrying about race, ethnicity, religion, or social status. However, in reality, we still find numerous cases of democracy violations. Through the media, we can see various deviant behaviors that were displayed by the younger generation, such as bullying, juvenile delinquency, disrespecting the teacher, violence, and other cases. These cases show that younger generations have yet to understand and exercise democratic values. Democratic education promotes its values to be accepted and implemented by every citizen. It can also act as a systematic attempt by the government to provide a facility for every person to learn, understand, implement, and develop the concept, fundamental, and democratic values according to their role in society (Ahmadov & Holstege, 2023; Elfert, 2023). The goal is to prepare a democratic citizen in ideology and conduct.

Democratic education is implemented using various approaches in the school environment, family, and society. Various parties will also be included to help the education process succeed. In this case, dedicated education training should be given to the principal, teacher, student, parents, and related parties. It should also be mentioned that the process will take a relatively long time. Therefore, democratic education should be integrated into the curriculum (Nally, 2024). In a formal education institution (in this case, a school), democratic education could be associated with the school's management to allow all its members to participate in every school activity freely. In other words, democratic education provides freedom for students to implement their democratic lives in school directly. This aligns with the goal of democratic education, which is to give students the same chance to carry out their rights and responsibilities as democratic citizens (Hoggan-Kloubert et al., 2023; Walther, 2023). Schools that instill democratic values through their education are part of the strategic effort, especially toward the young generation. Schools are capable of internalizing democratic values such as forum talks, cooperation, tolerance, transparency, confidence, and responsibility (Tabatadze et al., 2023). One of the methods to cultivate democratic values in school is through the subject of history.

History subjects could become a medium to instill democratic values through education. According to Sardiman (2005), history is a process that assists students in developing their potential and personality through its implicit values and messages to become noble and wise citizens. History subjects are a medium to instill cultural values and build a nation's character. According to (Hasan, 2019), the purpose of history subjects is to impose a nation's spirit and patriotism, since the majority of topics in history are about the nation's values that were fought for in the past and have brought benefits for the present and future era. The explanation above shows that history lectures have an important mission to cultivate values in the students. In reality, many history teachers still use the same conventional method. They only gave their lectures mostly from the textbook and rarely encouraged the students to take part in searching and expanding the subject actively. Teachers also focus too much on cognitive aspects, which makes the students unable to interpret the values in historical events (Darmawan et al., 2025).

Westheimer & Kahne (2004) identify three distinct conceptions of democratic citizenship education: personally responsible citizenship, participatory citizenship, and justice-oriented citizenship. The local curriculum design for democratic education through a history course, toward the first conception, primarily descriptive teaching of local democratic values and historical facts, emphasizing compliance and simple participation. This clarification highlights the political and ideological choices embedded in curriculum design and the need to bridge local educational practices with comprehensive democratic education paradigms emphasizing empowerment, critical engagement, and social transformation.

Gutmann's theory addresses the core question of who should have authority over education in a democracy and asserts that democratic education must develop citizens' deliberative abilities and democratic character (Ford, 2020). She emphasizes nurturing morals. Local history curricular designs may primarily focus on transmitting Pancasila values and local democratic practices descriptively without explicitly fostering the deliberative skills, moral reasoning, and democratic character formation that Gutmann considers essential.

Biesta's theory distinguishes three educational purposes: qualification (knowledge and skills), socialization (integration into existing cul-

tural/political orders), and subjectification (the process of becoming an autonomous subject). Subjectification is central for democratic education as it emphasizes freedom, autonomy, and the capacity of students to exist as unique, independent subjects capable of critical thought and action within a pluralistic society (Biesta, 2023). Local curriculum designs emphasize qualification (historical knowledge and civic skills) and socialization (integrating national values and social norms like Pancasila).

According to the stated premise, the researcher is willing to conduct the study in a high school. The purpose of this research is to discover the capabilities of history teachers in designing the internalization plan for democratic values in history lectures; to understand the implementation process of democratic values in history subjects; and to discover the obstructions in implementing those values in high school. The collected data allude to democratic education through history subjects in a high school with a multicultural background. The preferred result is that the internalization of democratic values can be carried out through history lessons, both inside and outside of class.

METHOD

This study employed a qualitative method with a descriptive approach. According to Denzin and Lincoln, qualitative research seeks to interpret events or phenomena using natural logic and various available methods (Moleong, 2007). Through this approach, the researcher was able to gain a deeper, more systematic, and precise understanding of the studied phenomenon. This method was chosen to examine Curriculum Democratic Education Design Through History Course for High School.

The research was conducted at SMAN (*Sekolah Menengah Atas Negeri* = Public High School) 2 Ngaglik, a public high school known for its inclusive student community. The inclusiveness is reflected in the diverse cultural, ethnic, and linguistic backgrounds of the students, as well as the school's openness to students with disabilities. The research subjects were selected through purposive sampling and included the principal, three vice-principals, three history teachers, and 20 students representing various ethnic, religious, cultural, economic, and ability backgrounds. This research uses data collection techniques such as interviews, observation, and documentation. Observations examined the implementation of history lessons in the classroom, student interactions, school facilities, and school culture. Interviews emphasized

local history and democratic values in history lessons and at the school. Documentation in this study, within the context of learning, focused on identifying lesson plans for the annual program, semester program, and learning modules, as well as school documents. Furthermore, photographs of the lessons and the school also served as supporting data. This research uses primary and secondary data sources. The primary sources include interviews with the students, history teachers, and the principal. The secondary sources include various sources that back up the primary sources, such as factual information, documents, pictures, etc.

Data validity techniques in this study utilized source and technique triangulation. The first stage of this research used source triangulation to check data consistency and saturation from the informants. The second stage employed technical triangulation by comparing data from interviews, observations, and documentation (Sugiyono, 2020). The researcher uses the data analysis technique. (Asipi et al., 2022; Miles & Huberman, 1994), which consists of data reduction, data presentation, and conclusion making. The data analysis technique employed an interactive data analysis. Interactive data analysis techniques include data reduction, data presentation, and conclusions or verification. The researcher focused on democratic values and local history to reduce irrelevant data. Next, the researcher presented the data for further verification and drew key conclusions regarding the democratic education curriculum in history learning.

THE CAPABILITIES OF HISTORY TEACHERS IN DESIGNING THE INTERNALIZATION PLAN FOR DEMOCRATIC VALUES IN HISTORY LEARNING

SMAN 2 Ngaglik is one of the inclusion schools in Sleman Regency. An inclusive school is an educational institution that accommodates the diversity of its students. The purpose of the inclusion school is to provide opportunities for students who experience physical, social, economic, and mental disabilities, or have higher intelligence than normal, and other special conditions, to receive education according to their needs and abilities. Inclusion schools were also formed to appreciate the student body's diversity and eliminate discrimination. SMAN 2 Ngaglik students come from various backgrounds. They also have students with special needs, such as kinesthetically adept students or students with disabilities. Therefore, they must accommodate those students to receive fair treatment and

education.

The school carries out learning differentiation in sport-specialized classes. This class contains students who excel at kinesthetic intelligence and require special treatment. The school gives different sets of rights and responsibilities to the students in this class. The students will have a dedicated session to accommodate their needs in developing their talents in sports. They have the right to receive different sets of regular classes and different schedules. Students in the sport class have different training schedules, one in the morning and one in the afternoon. The morning training ones will attend the class at 9.30 AM, while the afternoon training ones will have the permit to leave class at 2 PM. They also have different lessons, like in history subjects, the lecture is not as dense and thorough as the regular class, as the lessons only cover the core part of the topics. The teacher gives this service to appreciate their abilities in certain fields and develop their talent and skills by giving different curricula.

The students in SMAN 2 Ngaglik also welcome those who experience disabilities. Even when the disabled ones were insecure about their condition and reluctant to socialize with other students, their friends would keep communicating with them and encourage them to socialize with other students in the class, in a welcoming manner. A special needs teacher assistant will also be dispatched to help teachers and students get closer to the students with disabilities. History teachers, in particular, were helped by the capabilities of the special needs teacher assistant to understand and devise an approach for those students. The assistant also helps history teachers prepare suitable learning media because different disabilities have different needs. As an inclusive school, SMAN 2 Ngaglik has accommodated students with multicultural backgrounds. Inclusion schools must enroll a competent and skillful pedagogic educator who supports the multicultural environment.

Democratic education is one of the school's means to acknowledge and teach the students and school members about multiculturalism. Democratic education is developed to reinforce the sense of solidarity, tolerance, equality, unity, and understanding. SMAN 2 Ngaglik has acknowledged the diversity of its students. The cultivation of democratic values is carried out with a designated plan, which is systematic and continuous. History lessons at SMAN 2 Ngaglik promote democratic values through a deliberate arrangement. Teachers prepare their lessons by creating yearly and semester programs. The purpose is to map the materials for the topics that will be needed, insert the democratic values through each chapter, and map the minimum requirements for the topic.

The teachers will be ready to present the topics and reflect democratic values by designing Teacher Guidebooks 1 (for educators) and 2 (for students) beforehand. In Guidebook Number 1 (for the educator), the teacher examines the scope of the curriculum, which will then be translated into an analysis of the course result, syllabus, minimum score requirement, and the teaching guideline. Preparing the administrative elements above is an important step for history teachers to classify which topics include democratic values. History teachers may plan the learning strategy using material that accommodates democratic values. They can also map the learning sessions by creating effective study session analysis, annual program, and semester program plans using Guidebook 2 (for students). The annual and semester programs can be used to outline proportional learning sessions for each period. This will benefit the teacher to effectively allocate time and schedule, and help to design a precise learning strategy.

Aside from systematically planning the learning program, history teachers also distribute a questionnaire that inquires about the interests and talents of the students. The teachers exercise early observation using those questionnaires to establish learning strategies, media, and suitable projects for their students. The questionnaire options are fairly simple since they only ask the students whether they are visual, auditory, or both. Teachers conduct early observations to examine the right conditions to create effective learning strategies for democratic values. Early observation aims to help teachers understand the students' circumstances and prepare suitable methods and media, even when the practical conditions are different. The teachers also observe students' interests and talents to devise multicultural learning material democratically. The teachers also create applicable methods and media for different classes, as it conforms with acknowledging their diversity.

History teachers continually cultivate democratic values starting from the first day of the semester. The teachers propose a learning contract by discussing and negotiating the contract's content with their students. Together, they determine the history course's rules and plot for the entire semester. They also discuss the programs and assignments required for the semester. The students will choose their assignments during the discussion. The teacher offers assignments based on students'

interests and talents, allowing them to develop those as they complete the tasks. Subsequently, teachers and students agreed on the task and the required indicators to be met in the final task evaluation. Teachers encourage students to discuss and establish healthy interactions with their teachers. The expected outcome is that students know they are appreciated for their efforts, are confident in expressing their opinions, and respect the agreement made together.

History teachers establish a systematic and continuous plan to instill democratic values. This systematic planning is outlined in the Teacher Guidebooks 1 and 2. Teachers precisely design history courses and incorporate democratic values into each basic competency. Furthermore, teachers observe students' abilities at the start of the semester and consistently involve them in discussions throughout the semester. The facilities available at SMAN 2 Ngaglik are adequate for implementing democratic values. The optimization of internet technology is one of the notable features. The internet infrastructure at SMAN 2 Ngaglik significantly supports learning activities since it has multiple Wi-Fi hotspots that provide an internet access capacity of more than 200 Mbps. The classroom facilities also support teachers in conducting their lessons. The learning activities are enhanced by additional tools such as LCD projectors and sound systems in each classroom. These tools enable the teacher to conduct technology-based learning, making it convenient for teachers and students. With those variables combined, the teachers can effectively instill democratic values in their students.

THE IMPLEMENTATION OF DEMOCRATIC VALUES IN HISTORY SUBJECTS

Schools encourage students to engage in positive activities within society as a medium for them to apply their knowledge. Students actively participate in the community through programs organized by the school, such as Adiwiyata (Green School), extracurricular programs, and related assignments. History teachers utilize these activities to implement democratic values by taking them to museums in the school's vicinity or within the Special Region of Yogyakarta. The school allows first-year students to visit museums free of charge. They have free access to museums as part of the effort to instill the values of nationalism and democracy. This initiative is a part of the school's agenda to encourage first-year students to learn directly from primary sources.

History teachers also assign students to visit museums for various democracy-related topics, such as the Youth Pledge and the national movement. The teacher selects the trip's museum and divides the students into groups. This approach has a positive response from the students because they greatly enjoy and become enthusiastic when visiting the museums. As Darwati (2018) stated, museum visits are one of the learning models to instill democratic values in students. Students can indeed comprehend, practice, and develop the fundamentals of democracy. They understand the democratic values instilled by their teacher, which is evident through a series of practices and attitudes they display. When facing issues or making decisions within the classroom, students conduct a forum to discuss and consult on the addressed problems. They come to a consensus to make necessary decisions for the common good through a forum led by the class representatives.

The students are capable of applying democratic values through school organizations. The Intra-School Organization has an annual agenda for elections. The election is a platform for actualizing democratic values as students choose their leaders. All students can vote and choose based on their preferences without any external pressure or influence. As the organizer, the Intra-School Organization utilizes the Internet to hold the election effectively. This serves as an implementation of the consensus-building process using available technology. Therefore, SMAN 2 Ngaglik facilities can be utilized to cultivate democratic values.

The students at SMAN 2 Ngaglik also show a commendable attitude of tolerance, noticeable in their interactions within the school grounds. They are not divided by differences in religion, ethnicity, race, or disabilities, including students with special needs. Students acknowledge the differences as positive aspects that may benefit them with new knowledge. Moreover, they can understand and appreciate these differences, which ultimately strengthens their sense of unity. This school also highly admires transparency. It is considered a substantial aspect that all school members must carry out. The school ensures open access to information regarding school programs and agendas through social media channels for parents, guardians, and the general public. This commitment to transparency is fostered through coordination in parent-teacher meetings, school committees, and school leaders, which also involves local authorities nearby.

Communication is maintained to provide mutual understanding and to explain the school's

programs and agendas for the entire year and semester. This is followed by intensive coordination with parents and the community through homeroom teacher groups, where the information about the school's upcoming agenda will be announced. The well-maintained communication between the school, homeroom teachers, and the community positively impacts the success of the school's programs and agendas. Homeroom teachers and the committee can also voice their complaints, suggestions, or criticisms of the school through social media. Homeroom teachers also need to have alternative methods in case the response of some parents is late, such as initiating personal communication through chat or phone calls. This method proves to be quite effective, as parents often respond promptly.

The teachers also carry out transparency in their courses. History teachers, for example, provide clear information regarding the sources and materials used in the lessons. This is crucial so the students can understand and verify the accuracy of the sources they receive during the class. It enables students to exercise critical thinking, allowing them to develop their understanding of a historical topic. This contributes positively to nurturing students' critical thinking abilities, self-reliance, and summarizing historical content. Teachers also provide transparency in students' evaluations. History teachers openly disclose the results and grades of their students in each daily quiz, mid-semester assessment, and end-of-semester assessment. Furthermore, teachers also provide information about non-cognitive grades, such as attitude and proficiency results. This impartial approach lets students understand their academic progress clearly and encourages them to improve their knowledge and attitude.

History teachers convey values to act as feedback for their students. They are expected to reflect on the values provided by the teacher during history courses. They can also enhance their competence in history subjects with their acquired wisdom. Teachers can also evaluate them to tailor the appropriate learning materials and assessments with varying difficulty levels. The purpose is to assess the progress and students' absorption capacity for history courses. History teachers help students to be confident, responsible, and cooperative. They foster self-confidence through in-class courses. History teachers rarely assign homework because students are exhausted from their school day, given the long school hours from 07:15 AM to 03.30 PM. Many other teachers also assign different homework.

Therefore, homework assignments are infrequent, considering the students' exhaustion.

History teachers tend to focus on utilizing class sessions to foster self-confidence as a response to the numerous assignments given by teachers in other subjects and to maximize students' potential. They implement lesson plans that have been constructed before to build self-confidence. History teachers utilize a learning model called Problem-Based Learning (PBL). The teachers devise a group task for students, with 2-3 individuals in each group. Students complete the task within two sessions, 45 minutes each, to review various learning resources. They finalize their task by writing a short article. They discuss their article with other classmates afterward. While they engage during the discussion, the teacher notes students who actively participate and contribute to it for evaluation purposes. This method helps to develop students' confidence in expressing their ideas and respecting others' opinions.

They created the lesson plans to focus on cultivating responsibility and collaboration. Both the teacher and students negotiate a learning contract. History teachers provide instruction that encompasses individual and group aspects, constituting a form of responsibility for students. Additionally, history teachers often offer advice related to the subject matter, encouraging students to take responsibility for themselves and their parents. Students must be conscious of their duties and responsibilities to study to their absolute excellence.

The obligation is assigned through mutual agreement with the students. History teachers organize tasks at the individual, group, and class levels. They commence with individual assignments at the beginning of the semester. From there on, the teachers progress to assign small group tasks involving 2-3 students and then proceed to larger group assignments comprising 5-7 students. In the 12th grade, history teachers assign long-term class project tasks. History teachers address individual tasks for students to complete, such as quizzes or drawings. The smaller groups' task is to create concept maps, infographics, or articles. The larger groups, on the other hand, engage in project-based assignments such as writing research papers or reports related to historical sites. Additionally, for their class assignment, students are tasked with community projects or creating works such as short films.

This approach aims to instill a sense of responsibility in students, starting from the individual level and progressing to the group level. Students

are taught to be accountable for themselves initially, then be responsible and cooperative within small and then larger groups of people. The main goal is that they can progress incrementally and become well-educated individuals who are also responsible adults. History teachers arrange lessons according to the established semester program. They design the course by explicitly implementing democratic values into basic competencies and learning outcomes for history courses. However, in practice, democratic values are implicitly cultivated during the courses. History teachers conduct their courses in a measured, precise, and well-planned manner.

History teachers often share learning materials via Google Classroom before the session commences. They utilize the internet to enrich the learning experience, providing students with opportunities for self-improvement. These materials include PowerPoint presentations, short videos, and articles sourced from credible websites. In the classroom, history teachers initiate sessions with greetings and a prayer, followed by taking attendance. After that, they introduce the topic through images or short videos to stimulate students' ideas, encouraging questions and opinions to foster early engagement. This apperception stage is important since it also contributes to their performance during the session.

History teachers predominantly adopt a group-based teaching approach. They assign various group tasks for the session. Before proceeding, they appoint the class leader to guide the division of the groups. The teachers provide Student Worksheets as guidelines for the discussion, containing predefined themes and tasks for each group. A 90-minute timeframe is allocated for students to complete tasks for the history class. Assignments such as short articles, mind maps, or infographics are done within the period. Students are free to use various learning resources that they prefer. The teacher only emphasizes that they should cite their information from valid and credible sources.

History teachers consistently guide students to choose proper sources for the history class. Teachers always told the students to be cautious when using online sources. History teachers provide instructions on accessing academic sources online at the beginning of each semester or when students are tasked with creating articles. Aside from guiding them to access credible learning resources, history teachers also assist students in writing well-structured, visually appealing articles. They also provide instruction for creating presentation media like PowerPoint or infographics. Especially

in social science classes, students show more enthusiasm during the consultation sessions.

History teachers assist students in completing group assignments by providing reviews and suggestions during the discussion period. Common questions often revolve around source credibility, writing structures, and the fundamentals of summarizing historical events. They provide thorough assistance to the students by giving precise reviews. Teachers also assist their students during the presentation period. To guide the presentation, a moderator is selected among the students. The teacher designs it so that the students themselves oversee the course of the discussion, while the teacher focuses more on supervising and observing the students during the discussion. This observation is conducted to assess their attitudes during the discussion. During the discussion, the moderator oversees the progress starting from the first group presentation. While one group presents, the others attentively listen and ask questions if anything remains unclear or contradictory. After concluding the discussion, the teacher then summarizes and reflects on the acquired information. Finally, the teacher concludes the session and provides information about the agenda for the next day's class.

The challenges in implementing democratic values at SMAN 2 Ngaglik can be divided into individual and group issues. Regarding individual challenges, some students often lack focus in history lessons. Many of them prioritize subjects required for the Final and University exams. Additionally, they may be dealing with personal problems. Teachers address these issues through a personalized approach to students. Teachers listen to their reasons and explain why history education is important. Students who experience personal issues also need assistance from guidance counselors. Student fatigue from heavy homework and long school hours could reduce motivation to engage in democratic learning processes deeply. Although history teachers at SMAN 2 Ngaglik reduce homework to manage this, other subjects' combined workloads may still negatively impact student efficacy and willingness to participate actively in democratic classroom activities. Psychological and behavioral challenges in adolescence also contribute to fluctuating engagement, which may limit the transfer of democratic values if workload and stress are not carefully managed.

DISCUSSION

SMAN 2 Ngaglik has an inclusive background. Inclusive education aims to accommodate diversity

among students (Kenny et al., 2023). The inclusive school aims to provide opportunities for students with physical, social, emotional, or mental impairments and those with special needs to receive education. Additionally, inclusive schools are established to respect diversity and eliminate student discrimination (DeMatthews et al., 2021). SMAN 2 Ngaglik has a diverse student background, making it appropriate to be called an inclusive school. Students come from various intellectual backgrounds, ranging from high to low intelligence. They also possess a wide range of talents and interests. The school provides different treatment by providing special classes for students with peculiar athletic abilities, and dedicated rooms and facilities for students/members with disabilities. Special support, such as different schedules, adapted curricula, and special needs assistants, helps ensure fair treatment and learning opportunities.

They serve students well and encourage them to adapt and develop according to their talents and interests by providing competent teachers to serve children with special needs. Inclusive schools need skilled instructors with pedagogic competencies that support multiculturalism (Sorkos & Hajisoteriou, 2021). The school implements differentiated learning and student-centered approaches in specialized sports classes and uses early observations and questionnaires to tailor learning methods to students' talents and learning styles. The teachers can apply appropriate methods to match students' characteristics, ensuring that the methods are not homogeneous for students with diverse backgrounds. Schools with diverse and inclusive student populations promote the need for a democratic environment. Schools should recognize the diversity of students and their different rights and obligations. SMAN 2 Ngaglik democratically conducts its education as an inclusive school. Inclusive schools and democratic education go hand in hand because they support diversity, justice, and humanism (Apple et al., 2022; Shutaleva et al., 2023).

SMAN 2 Ngaglik is familiar with implementing multicultural education, which promotes democratic education. Democratic education serves as a means to acknowledge multiculturalism and to convey that to all school members. Democratic education is developed to support a sense of unity, tolerance, equality, and consensus (Kuş, 2025; Suryani & Muslim, 2024). History teachers have a certain teaching design to implement this in their courses, which is shown in Figure 1.

In the first stage, teachers design democratic education by mapping the educational content en-
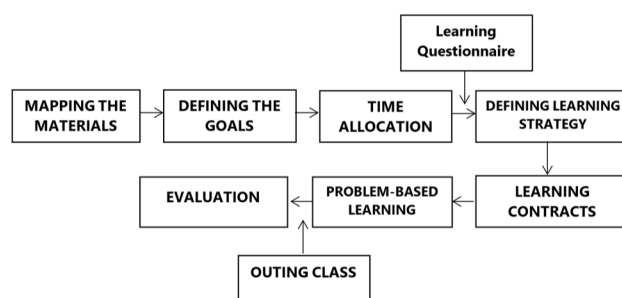

Figure 1. The Design for Democratic Education in History Courses

compassing democratic values for a semester. Systematic Integration of Democracy is embedded systematically into annual and semester history lesson plans, guided by teacher guidebooks that identify democratic topics and learning outcomes. This structured approach supports consistent cultivation of democratic ideals. They identify the democratic values within the basic competencies for history courses. In the second stage, teachers set the goals for democratic education based on its values, such as diversity, justice, and humanism. In the third stage, teachers determine the required number of class sessions for history lessons that contain democratic values. In the fourth stage, history teachers establish their courses' teaching strategies, methods, media, and learning tools. However, teachers also need data regarding their students' interests to ensure that the course's design is aligned with their interests. In the fifth stage, teachers discuss with their students during the session. In the sixth stage, teachers implement Problem-Based Learning (PBL). Teachers also organize class outings to practice democratic values and establish direct learning interaction with society. In the last stage, history teachers design the assessments for their courses through portfolios and exam questions.

History teachers need to plan their courses based on democratic principles. Teachers must prepare their courses as part of their responsibility and productivity as professionals in a multicultural environment (Choi & Mao, 2021). Teachers plan their courses by mapping and formulating objectives. The objectives include consensus, tolerance, openness, self-confidence, responsibility, and cooperation. Democratic education implements these values in history courses. Consensus is made at the beginning of each course by managing agreements between teachers and students regarding how the class commences. Tolerance is achieved through mutual respect among the students during the period. Together, they overlook the barriers of ethnicity, race, social class, background, and disabilities.

Students actively interact with each other in a friendly manner. Openness is an important value in education. Teachers openly interact with students and their parents. Every learning result is communicated to parents for student evaluation, whether in the cognitive, affective, or psychomotor aspects. The school also provides parents with information about the school programs and agendas. Cultivating tolerance, transparency, and critical thinking among diverse students promotes tolerance and unity. Teachers foster transparency in course materials, grading, and encourage critical evaluation of historical sources. Discussions and debates help build confidence and respect for differing opinions.

History teachers conduct their lessons using the Problem-Based Learning (PBL) model, which supports democratic education. This learning model is considered one of the effective methods for instilling democratic values in history courses. The application of this learning model in various basic competencies related to history subjects has proven to be quite effective (Farizi et al., 2021; Wang et al., 2022). The teachers' decision to incorporate this model into history courses is correct, especially in cultivating democratic values among high school students, as it helps them to develop self-confidence, responsibility, and cooperation. The PBL model improves these soft skills through discussions and presentations. Students gain self-confidence by actively exploring the topic and presenting their findings in front of the class. Their confidence grows the more they convincingly present their work. They also collaborate by engaging in teamwork where the responsibilities are assigned through the division of tasks. This teamwork involves problem-solving related to the Student Worksheets provided by the teacher. The result of this collaborative effort fosters a sense of responsibility, as students complete the tasks assigned by the teacher and fulfill their roles in the team. These values of self-confidence, cooperation, and commitment are interrelated. The PBL model implements those values, enabling students to work together to fulfill their responsibilities and confidently present their work to their peers and the teacher.

Democratic education creates collaboration between intellectual, empathy, and social consciousness. A diverse education acknowledging intellectual capabilities, interests, and talents is pivotal in creating a democratic education. This statement aligns with the design of democratic education through history courses. The learning process accommodates the different conditions of students' intelligence levels, talents, and interests. Tasks are assigned to students in various formats, including written assignments, visual representations, or audio. The school leverages technology like Google Classroom, LCD projectors, and tablets to enhance learning accessibility and support diverse learner needs. This also facilitates flexible learning environments and resource sharing (Zulkarnain et al., 2025).

The school accommodates those with athletic talents according to their abilities, although they were held responsible for completing their tasks during the period. This endorses multicultural policies within the school, as it brings together students from diverse social, economic, racial, ethnic, and cultural backgrounds to promote mutual understanding, tolerance, and reflection on their differences. (Aderibigbe et al., 2023; Torres & Tarozzi, 2020). In addition to receiving a democratic education inside the school, students are encouraged to experience learning outside the class.

History teachers also direct them to participate in outings that allow them to develop their empathy and social consciousness through visits to multicultural-themed museums. Outing classes at multicultural museums can educate students about the values of harmony and tolerance. Group work and progressive assignment complexity foster responsibility and collaboration. Students first take individual responsibility, then engage in small groups, progressing to class projects and community-oriented tasks. Students can also contemplate their roles in a democratic, pluralistic, inclusive, and just society (Torres & Tarozzi, 2020). Present-day museums play a vital role in building emotional connections, providing explanations, associating different historical events, and encouraging critical thinking among visitors. Museums help connect historical events through their artifact collections, enabling visitors to preserve the collective memory of a nation, and emphasizing historical harmonization value since museums facilitate dialogue between visitors and historic-cultural values. (Marovah & Ncube, 2024; Nilsen, 2024; Simone et al., 2021).

The school also supports this by promoting the transparent election of student council leaders. Furthermore, the school organizes programs that engage students in community activities such as volunteering, promoting a healthy lifestyle, and participating in social charity. These activities can be considered as social engineering designed by the school to foster democratic education. The school encourages students to be responsible for their choices through these programs. Active civic en-

gagement through experiential learning by students is encouraged to participate in community activities, visit museums, and participate in democratic processes like intra-school elections. These experiences connect democratic education to real-life applications. The school also creates a democratic environment by promoting self-confidence, responsibility, tolerance, openness, and solidarity (Malazonia et al., 2023; Yavuz Tabak & Karip, 2022). History education promotes multicultural and historical awareness, while democratic education can develop a sense of democracy (Skårås, 2021).

Teachers also face challenges in each specialization class between science and social studies. In the science class, students tend to be less focused. They can focus when the teacher explains a topic related to applied science. Therefore, teachers need to explain the correlation between history and the current situation regarding democratic values. The students in the science class may be more focused if this solution is carried out. In social studies class, students tend to be less focused because they have too many group assignments from other subjects. Almost every subject is based on discussion and requires group assignments. They often complain of boredom and losing focus, which can hinder the cultivation of democratic values. History teachers provide solutions by incorporating discussion methods with games or video media. This is beneficial for regaining the focus of students during the class.

Deliberation mechanism in the curriculum includes structured opportunities for student involvement in decision-making, such as negotiating learning contracts where students and teachers discuss the course rules, assignments, and evaluation indicators. Group-based tasks encourage dialogue and collaborative knowledge construction (Chang-Tik, 2023; Nishiyama, 2021). Groups present and critique each other's work under teacher facilitation, fostering skills in respectful discussion and consensus-building. Incorporation of civic activities, such as organizing school elections and visiting museums related to democratic history, provides real contexts for deliberative democratic practice. Regular class meetings and open discussions serve as forums for students to engage in meaningful dialogue on academic and social issues.

Tolerance mechanism with inclusion and differentiation strategies ensures that students with diverse abilities, cultural backgrounds, and learning styles receive equitable attention, modeling respect for diversity within the learning environment (Jung & Gulden, 2025). Collaborative group assignments and mixed-ability grouping promote social interactions across differences, encouraging empathy and appreciation of diverse perspectives. Teachers explicitly cultivate democratic values like solidarity, tolerance, and openness through lesson content, classroom rules, and reflection activities. Transparent communication with parents and the wider community fosters a culture of inclusion extending beyond the classroom.

Self-efficacy mechanisms form early observation and questionnaire data, allowing teachers to tailor instructional strategies to individual student learning preferences and talents, increasing chances for student success and confidence. Progressive group assignments from individual tasks to larger projects incrementally build students' responsibility and collaborative skills, reinforcing mastery experiences. Teachers provide continuous feedback, assessment transparency, and scaffolded support, encouraging self-monitoring and reflection on learning progress (Sancho-Domingo et al., 2024; Trautner & Schwinger, 2020). Use of technology (e.g., tablets, Google Classroom) expands access to resources and personalized learning, promoting student agency and independent learning. The Problem-Based Learning model engages students in authentic, contextual problems, fostering a sense of competence and control over their learning process. Research indicates that in Indonesian high schools, especially among STEM track students, there is often disengagement and lower interest in subjects perceived as less relevant or more demanding, like history or social sciences. Studies show issues such as math anxiety, complex content, and lecture-heavy pedagogy can cause aversion, notably in STEM subjects, indirectly hinting that some students may also disengage from non-STEM courses without strong pedagogical support. This poses a challenge because, despite the democratic education design in history, students focusing on STEM might not engage fully or transfer democratic learning attitudes into other academic domains (Dewsbury, 2020; Julià & Antolí, 2019).

Existing democratic education models are integrated by Biesta's (2023) concept of subjectification and Westheimer & Kahne's (2004) typology of citizenship into the real practice of history education in inclusive schools. This approach adds a practical and applicable dimension rarely described in detail in theory, especially in the context of student diversity and inclusive needs. Biesta's concept of subjectification shows how democratic education through history transfers knowledge

(qualifications) and socialization and enables the development of student autonomy, criticism, and agency in a pluralistic and inclusive context, with methods that are adaptive to the diversity of learning needs. Inclusive diversity and the use of technology as part of a democratic learning tool, this research challenges traditional democratic education models that may be less sensitive to the needs of students with disabilities or diverse cultural backgrounds, offering a more inclusive and contextual model.

The success of SMAN 2 Ngaglik's democratic education design depends strongly on specific local factors: supportive school leadership, competent educators skilled in pedagogy and inclusion, adequate technological infrastructure, and close community engagement. Many Indonesian schools may lack such an ecosystem, limiting transferability without significant capacity building. The pedagogical principles of deliberation, tolerance, and autonomy presented here could be adapted globally but require contextual tailoring to local cultures, governance structures, and educational resources. The inclusion model and democratic methods must reflect local societal diversity and constraints. This study showcases a holistic, inclusive democratic education model embedded in history curriculum that actively accommodates diverse learners, fostering democratic values through curriculum differentiation, active student participation, and the use of technology. Explicit mechanisms mapping curriculum design to democratic outcomes such as deliberation, tolerance, and self-efficacy contribute to bridging theory and practice in democratic education research. Contrasting local implementation with international research on democratic citizenship education illustrates pathways for enriched curriculum design in other diverse and pluralistic societies. Acknowledging issues like STEM disengagement and assignment overload invites ongoing research toward balancing multiple demands on adolescent learners while sustaining democratic educational aims.

CONCLUSION

History teachers systematically design the cultivation of democratic values in annual and semester programs by incorporating basic competencies plans into the learning matrix. They create appropriate models and teaching methods according to the students' grade levels and development stage, allowing teachers to constantly adjust the level of comprehension for democratic values. History teachers cultivate democratic values throughout

their courses. They instill values such as deliberation, tolerance, openness, self-confidence, responsibility, and cooperation. Teachers instill the value of deliberation through learning contracts, task assignments, discussions, and presentations. History teachers instill the value of tolerance by reflecting on historical lessons related to ethnicity, religion, race, and social groups. Teachers also do not discriminate against students from minority groups. History teachers practice transparency by providing open information about students' grades and personal guidance to solve students' problems. History teachers nurture students' self-confidence by engaging them in discussions and presentations. Students are trained to express their opinions, ask questions, and conduct presentations boldly and confidently. History teachers also educate students about responsibility and collaboration through group assignments. They must work together effectively to complete the task and deliver excellent results. History teachers face individual and group obstructions during the implementation of democratic values. On an individual level, students struggle to focus due to their concentration on specific subjects and personal issues. Meanwhile, in group settings, students in the science program tend to lose focus because they find chronological topics in history boring. In social science classes, students become disinterested in discussion and group methods. History teachers offer solutions by taking a personal approach to individual issues. They creatively innovated their history-teaching methods for group issues to instill democratic values.

This model concretely operationalizes democratic education theory in an inclusive secondary school context by demonstrating how democratic education can be embedded in history pedagogy while addressing student diversity and inclusion. It bridges abstract democratic education goals (deliberation, autonomy, inclusion) into pragmatic, context-sensitive teaching and learning practices accessible to diverse student populations. The theoretical contribution of the study lies in proposing a practical, integrative model that links inclusive schooling, history pedagogy, and the cultivation of democratic capabilities. This model addresses diversity in learners' abilities and backgrounds while systematically embedding democratic values into history teaching, fostering students' deliberation, tolerance, and self-efficacy in an inclusive school context.

As for recommendations for instilling democratic values in history courses, the study lacks rigorous quantitative data measuring the impact of

curriculum design on democratic competencies using validated instruments or longitudinal follow-up to assess sustained effects. Longitudinal studies of democratic competence development can track students to assess how democratic values and competencies evolve and persist beyond immediate classroom interventions, informing curriculum refinement for sustained civic engagement.

ACKNOWLEDGMENTS

REFERENCES

Aderibigbe, S. A., Idriz, M., Alzouebi, K., AlOthman, H., Hamdi, W. B., & Companioni, A. A. (2023). Fostering Tolerance and Respect for Diversity through the Fundamentals of Islamic Education. *Religions*, *14*(2), 212. https://doi.org/10.3390/rel14020212

Ahmadov, A., & Holstege, F. (2023). Does schooling promote democracy? A meta-analysis. *Democratization*, *30*(1), 57–77. https://doi.org/10.1080/13510347.2022.2109016

Apple, M. W., Biesta, G., Bright, D., Giroux, H. A., McKay, A., McLaren, P., Riddle, S., & Yeatman, A. (2022). Reflections on contemporary challenges and possibilities for democracy and education. *Journal of Educational Administration and History*, *54*(3), 245–262. https://doi.org/10.1080/00220620.2022.2052029

Asipi, L. S., Rosalina, U., & Nopiyadi, D. (2022). The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon. *International Journal of Education and Humanities*, *2*(3), 117–125. https://doi.org/10.58557/ijeh.v2i3.98

Biesta, G. (2023). Becoming contemporaneous: intercultural communication pedagogy beyond culture and without ethics. *Pedagogy, Culture & Society*, *31*(2), 237–251. https://doi.org/10.1080/14681366.2022.2164341

Chang-Tik, C. (2023). Collaborative spaces: investigating the relationships between students' group-based learning and lecturers' approaches. *Educational Research*, *65*(4), 409–427. https://doi.org/10.1080/00131881.2023.2256747

Choi, S., & Mao, X. (2021). Teacher autonomy for improving teacher self-efficacy in multicultural classrooms: A cross-national study of professional development in multicultural education. *International Journal of Educational Research*, *105*, 101711. https://doi.org/10.1016/j.ijer.2020.101711

Darmawan, W., Kusmarni, Y., Pangestu, D. A., & Logayah, D. S. (2025). Developing Living History Model Assisted by Digital History Textbooks in History Learning to Improve Students' Historical Empathy. *Journal of Social Studies Education Research*, *16*(2), 343–376.

DeMatthews, D. E., Serafini, A., & Watson, T. N. (2021). Leading Inclusive Schools: Principal Perceptions, Practices, and Challenges to Meaningful Change. *Educational Administration Quarterly*, *57*(1), 3–48. https://doi.org/10.1177/0013161X20913897

Dewsbury, B. M. (2020). Deep teaching in a college STEM classroom. *Cultural Studies of Science Education*, *15*(1), 169–191. https://doi.org/10.1007/s11422-018-9891-z

Elfert, M. (2023). Humanism and democracy in comparative education. *Comparative Education*, *59*(3), 398–415. https://doi.org/10.1080/03050068.2023.2185432

Farizi, S. F., Umamah, N., Sumardi, Marjono, & Surya, R. A. (2021). Schoology effectivity as history learning environment during industrial revolution 4.0 era. *IOP Conference Series: Earth and Environmental Science*, *747*(1), 012058. https://doi.org/10.1088/1755-1315/747/1/012058

Ford, B. (2020). The odd malaise of democratic education: Horace Mann, Amy Gutmann and the inordinate influence of business. *Policy Futures in Education*, *18*(8), 1075–1116. https://doi.org/10.1177/1478210320903910

Goodman, S. W. (2022). "Good Citizens" in Democratic Hard Times. *The ANNALS of the American Academy of Political and Social Science*, *699*(1), 68–78. https://doi.org/10.1177/00027162211069729

Guritno, B., Dewi, R. S., Arianti, F., Utama, A. S., Norvadewi, N., Anggara, O., & Andiyan, A. (2023). Culture of Islamic Economic Principles and Democracy and Welfare Based on Pancasila Ideology. *Journal of Intercultural Communication*, 55–65. https://doi.org/10.36923/jicc.v23i1.43

Hasan, H. (2019). Pendidikan sejarah untuk kehidupan abad ke-21. *Historia: Jurnal Pendidik Dan Peneliti Sejarah*, *2*(2), 61–72.

Hoggan-Kloubert, T., Brandi, U., Hodge, S., Knight, E., & Milana, M. (2023). Civic lifelong education: fostering informed citizenship amidst global challenges and democratic transformations. *International Journal of Lifelong Education*, *42*(4), 335–341. https://doi.org/10.1080/02601370.2023.2234133

Julià, C., & Antolí, J. Ò. (2019). Impact of implementing a long-term STEM-based active learning course on students' motivation. *International Journal of Technology and Design Education*, *29*(2), 303–327. https://doi.org/10.1007/s10798-018-9441-8

Jung, J., & Gulden, T. R. (2025). From inclusion to innovation: using an agent-based simulation to unravel the micro-mechanisms of the macro-level tolerance-innovation link. *International Journal of Organization Theory & Behavior*. https://doi.org/10.1108/IJOTB-09-2023-0189

Kenny, N., McCoy, S., & O'Higgins Norman, J. (2023). A Whole Education Approach to Inclusive Education: An Integrated Model to Guide Planning, Policy, and Provision. *Education Sciences*, 13(9), 959. https://doi.org/10.3390/educsci13090959

Kligler-Vilenchik, N., & Literat, I. (2025). Expressive citizenship: Youth, social media, and democracy. *Journal of Children and Media*, 19(1), 46–52. https://doi.org/10.1080/17482798.2024.2438680

Kuş, Z. (2025). Teachers' and parents' perspectives on citizenship education in Turkey: Consensus and disagreements. *Education, Citizenship and Social Justice*, 20(2), 301–318. https://doi.org/10.1177/17461979241240451

Mahaswa, R. K., & Syaja, A. (2025). Questioning local wisdom in Indonesian Indigenous research. *Studies in History and Philosophy of Science*, 112, 170–178. https://doi.org/10.1016/j.shpsa.2025.07.001

Malazonia, D., Lobzhanidze, S., Maglakelidze, S., Chiabrishvili, N., Giunashvili, Z., & Natsvlishvili, N. (2023). The role of colaborative learning in the education for democratic citizenship (case of Georgia). *Cogent Education*, 10(1). https://doi.org/10.1080/2331186X.2023.2167299

Marovah, T., & Ncube, H. (2024). The Pedagogical Value of Museums in the Teaching and Learning of Secondary School History: A Historical Thinking Perspective. *The Social Studies*, 115(2), 81–91. https://doi.org/10.1080/00377996.2023.2259834

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Sage.

Nally, D. (2024). A democratic curriculum for the challenges of post-truth. *Curriculum Perspectives*, 44(2), 229–245. https://doi.org/10.1007/s41297-024-00228-z

Nilsen, A. P. (2024). Faces and Voices of Real People: Connecting and Learning in a History Museum Exhibit. *Visitor Studies*, 27(1), 76–107. https://doi.org/10.1080/10645578.2023.2289799

Nishiyama, K. (2021). Democratic education in the fourth generation of deliberative democracy. *Theory and Research in Education*, 19(2), 109–126. https://doi.org/10.1177/14778785211017102

Rahmanto, F., Aldila, F. T., & Murdiono, M. (2024). Bibliometric Analysis with VOSViewer of Research Trends in Civic Education in Indonesia. *2024 6th International Workshop on Artificial Intelligence and Education (WAIE)*, 406–410. https://doi.org/10.1109/WAIE63876.2024.00079

Ripoll, G. (2022). In charge of safeguarding the public interest: the role of goal clarity in shaping public service motivation and the acceptance of unethical behaviours. *International Review of Administrative Sciences*, 88(1), 43–58. https://doi.org/10.1177/0020852319878255

Sancho-Domingo, C., Carballo, J. L., Coloma-Carmona, A., van der Hofstadt, C., & Asensio Sánchez, S. (2024). Serial mediation between self-efficacy and motivation as a mechanism of change in tobacco cessation: analysis of the Guided Self-Change therapy effectiveness. *Addiction Research & Theory*, 32(4), 274–281. https://doi.org/10.1080/16066359.2023.2264773

Sardiman AM. (2005). *Interaksi Belajar Mengajar*. Pustaka Setia.

Shutaleva, A., Martyushev, N., Nikonova, Z., Savchenko, I., Kukartsev, V., Tynchenko, V., & Tynchenko, Y. (2023). Sustainability of Inclusive Education in Schools and Higher Education: Teachers and Students with Special Educational Needs. *Sustainability*, 15(4), 3011. https://doi.org/10.3390/su15043011

Simone, C., Cerquetti, M., & La Sala, A. (2021). Museums in the Infosphere: reshaping value creation. *Museum Management and Curatorship*, 36(4), 322–341. https://doi.org/10.1080/09647775.2021.1914140

Skårås, M. (2021). Teaching and learning the most recent history in divided societies emerging from conflict: A review of the literature through the lens of social justice. *Journal of Peace Education*, 18(3), 282–308. https://doi.org/10.1080/17400201.2021.1965971

Sorkos, G., & Hajisoteriou, C. (2021). Sustainable intercultural and inclusive education: teachers' efforts on promoting a combining paradigm. *Pedagogy, Culture & Society*, 29(4), 517–536. https://doi.org/10.1080/14681366.2020.1765193

Stratu-Strelet, D., Gil-Gómez, H., Oltra-Badenes, R., & Oltra-Gutierrez, J. V. (2023). Developing a theory of full democratic consolidation: Exploring the links between democracy and digital transformation in developing eastern European countries. *Journal of Business Research*, 157, 113543. https://doi.org/10.1016/j.jbusres.2022.113543

Sugiyono. (2020). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)*. Alfabeta.

Sumadisastro, W., Robandi, B., Fahrizal, D., & Mansor, N. S. (2025). Research Trends in Philosophy of Science in Education: A Bibliometric Study of the Recent Period. *Journal of Innovation in Educational and Cultural Research*, 6(2), 327–340. https://doi.org/10.46843/jiecr.v6i2.2206

Suryani, A., & Muslim, A. B. (2024). *Religious Tolerance, Intellectual Humility, and Democratic Education* (pp. 13–34). https://doi.org/10.1007/978-981-97-1616-6_2

Tabatadze, S., Dundua, S., & Chkuaseli, K. (2023). Liberal-democratic Values and Secondary School: The Case of Georgia. *Journal of Eurasian Studies*, 14(1), 67–81. https://doi.org/10.1177/18793665221134305

Torres, C. A., & Tarozzi, M. (2020). Multiculturalism in the world system: towards a social justice model of inter/multicultural education. *Globalisation, Societies and Education*, 18(1), 7–18. https://doi.org/10.1080/14767724.2019.1690729

Trautner, M., & Schwinger, M. (2020). Integrating the

concepts self-efficacy and motivation regulation: How do self-efficacy beliefs for motivation regulation influence self-regulatory success? *Learning and Individual Differences, 80*, 101890. https://doi.org/10.1016/j.lindif.2020.101890

Walther, A. (2023). Being or becoming democratic citizens? Young people's liminal participation between everyday life and politics. *Citizenship Studies, 27*(8), 1057–1073. https://doi.org/10.1080/13621025.2023.2298346

Wang, L., Wang, Q., Kong, S., Hu, J., & Chen, X. (2022). Subject competency framework in fostering high-end lesson study – a case of teaching "properties of iron salts" unit in a senior high school. *International Journal for Lesson & Learning Studies, 11*(2), 73–90. https://doi.org/10.1108/IJLLS-11-2021-0103

Wen, Y., Zhang, X., Li, K., Sun, W., & Zheng, H. (2022). Generalized morality and the provision of public goods: The role of social trust and public participation. *Habitat International, 125*, 102584. https://doi.org/10.1016/j.habitatint.2022.102584

Westheimer, J., & Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal, 41*(2), 237–269. https://doi.org/10.3102/00028312041002237

Yavuz Tabak, B., & Karip, E. (2022). Democratic School Culture: Investigating An Educational Practice of Democracy in Schools A Study on Democratic Citizenship and Human Rights Education Project in Turkey. *Leadership and Policy in Schools, 21*(4), 856–875. https://doi.org/10.1080/15700763.2020.1866019

Yusuf, F. A. (2023). Meta-Analysis: The Influence of Local Wisdom-Based Learning Media on the Character of Students in Indonesia. *International Journal of Educational Methodology, 9*(1), 237–248. https://doi.org/10.12973/ijem.9.1.237

Zulkarnain, Z., Salamah, S., Judijanto, L., Fahruddin, F., & Darsono, D. (2025). Curriculum-Level Innovation in History Education: Developing a Technology-Integrated and Contextually Adaptive Model for Senior High Schools in Indonesia. *Journal of Curriculum and Teaching, 14*(3), 191. https://doi.org/10.5430/jct.v14n3p191