

The Influence of Achievement Motivation and Adversity Quotient on Learning Outcomes in Aqidah Akhlak with Self-Efficacy as a Mediating Variable

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ABSTRACT

Student participation in school democratic activities is an important aspect of citizenship character development at the elementary school level. Civic Education (PPKn) plays a significant role in instilling democratic values and encouraging students to actively engage in various school activities. This study aims to examine the role of Civic Education in improving elementary school students' participation in school democratic activities. The research employed a literature review method using a qualitative descriptive approach. Data were collected from various relevant sources, including scientific journals, books, and previous studies. The findings indicate that Civic Education enhances student participation through discussions, deliberations, class leader elections, project-based learning, and other democratic activities. Student participation is also supported by a democratic school environment, innovative learning media, digital literacy, parental involvement, and the teacher's role as a facilitator. In addition to increasing participation, Civic Education helps develop democratic attitudes, responsibility, tolerance, critical thinking skills, and social competencies. Therefore, Civic Education contributes significantly to improving elementary school students' participation in school democratic activities and supports the development of active, democratic, and responsible citizens.

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Introduction

Students are members of society who strive to develop their potential through specific educational pathways, levels, and types of education within the learning process. In this regard, Law No. 20 of 2003 on the National Education System, Article 3, states that national education functions to develop learners' capabilities and to shape the character and

civilization of a dignified nation within the framework of advancing the nation's intellectual life. It aims to develop students' potential so that they become individuals who believe in and are devoted to Almighty God, possess noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens (Kartini & Dewi, 2021).

Since the beginning of the Reform Era, Indonesian society has become increasingly open and transparent. This contrasts with the New Order period, during which public life was characterized by limited openness and citizens appeared to have less freedom in expressing themselves. One of the major demands of the people during that period was the establishment of democracy. Following the Reform Era, democratic principles were reaffirmed, significantly influencing various aspects of life, including education, through the implementation of democratic education.

Democratic education is an educational perspective that emphasizes equality of rights and responsibilities, as well as fair and equal treatment by educators toward all students without discrimination in any aspect of the learning process, both inside and outside the classroom. Democratic education provides equal educational opportunities for every individual regardless of religion, ethnicity, race, or social status, allowing learners to express their opinions and develop their potential through education. However, in practice, disparities in educational implementation still exist. Students from wealthy and disadvantaged backgrounds often receive different treatment, and academically high-achieving students are frequently treated differently from those with lower academic performance. This situation is also evident in elementary schools, where educators may still differentiate their treatment of high-achieving and low-achieving students, as well as students from affluent and less privileged families, resulting in some students becoming less visible and less engaged in classroom activities (Khuzaimah & Farid Pribadi, 2022a).

Through Civic Education (Pendidikan Kewarganegaraan/PKKn), democratic values can be instilled in students. Civic Education is not merely concerned with delivering theoretical knowledge; rather, it aims to enable students to apply democratic values in their daily lives. In today's era of rapid technological advancement, teachers are expected to cultivate democratic values by employing innovative, creative, and engaging teaching methods. One simple example is encouraging students to express their opinions freely and ask questions during classroom learning. Accordingly, this article examines the implementation of democratic values in the classroom, as well as the supporting and inhibiting factors influencing the application of democratic principles through Civic Education (Vichaully & Dewi, 2022).

The implementation of democratic values in Pancasila and Citizenship Education (PPKn) extends beyond simply allowing students to express their opinions. It also focuses on fostering mutual respect and developing students' ability to make collective decisions. In a democratic learning environment, teachers act as facilitators who provide equal opportunities for all students to participate actively without discrimination. Through this process, students learn that every individual has an equal right to express ideas while also bearing the responsibility to respect the opinions of others. Such learning experiences provide a strong foundation for developing democratic character from the elementary school level (Nurhidayah & Suhendar, 2021).

Furthermore, learning environments that incorporate democratic principles can enhance students' self-confidence and social skills. Opportunities to engage in discussions, express opinions, and collaborate in group activities help students develop the communication and teamwork skills necessary for social life. A democratic classroom climate also creates a more inclusive learning environment in which every student feels respected and has equal opportunities to develop according to their individual potential

(Sholla, n.d.). Moreover, democratic education at the elementary school level plays a strategic role in preparing active and responsible citizens. Through regular participation in deliberative discussions, collaborative problem-solving, and classroom decision-making, students gain authentic experiences in practicing democratic values. These experiences help students understand the importance of participation in social life and prepare them to become citizens who are capable of making positive contributions to society (Adi et al., 2024).

Method

This study employed a literature review method using a descriptive qualitative approach. A literature review is a research method that involves collecting, reviewing, analyzing, and synthesizing relevant scholarly sources to develop a comprehensive understanding of a particular research topic (Snyder, 2019). The data used in this study were obtained from secondary sources, including peer-reviewed journal articles, books, conference proceedings, and other relevant documents related to elementary school students' participation in school democratic activities and Pancasila and Citizenship Education (PPKn). These sources were retrieved from academic databases such as Google Scholar, Garuda, and SINTA using the keywords "student participation," "school democracy," "democratic education," and "Pancasila and Citizenship Education (PPKn) learning."

Data were collected through document analysis and literature review techniques. All identified sources were screened based on their relevance to the research topic, publication year, and the quality of the scientific publications. The selected literature was then analyzed using content analysis, which involved identifying, categorizing, and interpreting information related to the role of PPKn learning in enhancing students' participation in school democratic activities. The research process consisted of several stages: problem identification, collection of relevant literature, evaluation of sources, data analysis, and conclusion drawing. Through these stages, the study aimed to provide a comprehensive understanding of the effectiveness of PPKn learning in fostering the active participation of elementary school students in democratic activities within the school environment.

Results and Discussion

Results

Based on the findings of the literature review, Pancasila and Citizenship Education (PPKn) plays an important role in enhancing students' participation in school democratic activities. PPKn serves as a means for students to understand their rights and responsibilities as citizens while fostering democratic attitudes in their daily lives (Fauziyah et al., 2020). The review indicates that students who engage in democratic learning are more likely to actively express their opinions, ask questions, and participate in classroom deliberations. This participation develops because students are given opportunities to become directly involved in both the learning process and collective decision-making (Agustin & Dewi, 2021). Various studies also demonstrate that school democratic activities, such as class leader elections, group discussions, simple debates, and the collaborative formulation of classroom rules, can improve students' social skills and sense of responsibility. Through these activities, students learn to respect differing opinions and accept decisions reached through consensus (Mahmud et al., 2026). Furthermore, the implementation of active learning models that encourage student participation in democratic school activities has been shown to increase students' engagement in PPKn learning. Students not only acquire a theoretical understanding of democratic concepts but

also gain practical experience in applying democratic values within the school environment (Nikita Aura Marshanda et al., 2025).

On the other hand, several factors hinder students' participation in school democratic activities, including low self-confidence, the dominance of certain students during discussions, and teacher-centered instructional practices. These conditions result in some students being less involved in classroom activities as well as democratic school programs (Pratiyaksi et al., 2025). Other studies have found that a democratic school environment and the teacher's role as a facilitator are crucial factors in promoting student participation. Teachers who provide equal opportunities for all students to express their ideas and opinions are able to create a more open and participatory learning atmosphere (Wibowo & Wahono, 2017). The literature review also suggests that fostering democratic attitudes among students requires more than simply delivering instructional content; it should also be supported by innovative learning media. The use of educational comics combined with deliberative discussions can help students understand democratic concepts more concretely. Through this approach, students not only comprehend democratic values theoretically but also learn to practice them through discussions that respect differing opinions and seek collective solutions to problems (Ari Susmilawati et al., 2026). Moreover, project-based learning in PPKn has a positive impact on enhancing students' democratic participation. Group-based projects encourage students to collaborate, communicate, solve problems, and make collective decisions. Such experiences provide meaningful opportunities for students to apply democratic values in the school environment (Nikita Aura Marshanda et al., 2025).

Overall, the research findings indicate that increased student involvement in school democratic activities is influenced by various factors, including teachers' instructional methods, a democratic school climate, character education, creative learning media, and opportunities provided for students to actively participate in learning and collective decision-making (Mulyono, 2017). These findings demonstrate that PPKn makes a significant contribution to fostering a democratic culture within schools. Through learning that emphasizes active participation, students have opportunities to develop communication, collaboration, and democratic problem-solving skills. These competencies are essential for preparing students not only to understand democracy conceptually but also to apply democratic principles in their daily lives (Cholifah et al., 2026). Increasing students' participation in school democratic activities is also closely associated with the development of civic disposition. Civic disposition includes responsibility, tolerance, respect for the rights of others, and a willingness to participate in community life. PPKn learning that provides students with direct experiences through deliberation, discussion, and collaborative group work is more effective in developing these characteristics than instruction that focuses solely on content delivery (Rahmelia & Apandie, 2026).

In addition, students' involvement in school democratic activities enhances their sense of belonging to the school community. When students are given opportunities to participate in establishing classroom rules, electing class officers, and engaging in school organizations, they feel that their opinions and presence are valued. This encourages them to take greater responsibility for collectively agreed decisions and to contribute actively to maintaining a positive learning environment (Hidayah & Rahmawati, 2023). Democratic learning also contributes positively to the development of the 21st-century skills required by students. Activities such as discussions, debates, problem-solving, and collaborative projects, which are commonly implemented in PPKn learning, foster critical thinking, creativity, communication, and collaboration. These competencies provide students with essential preparation for addressing future social challenges. Therefore, PPKn functions not only as a means of political and civic education but also as a vehicle for developing competencies

relevant to contemporary societal needs (Astuti, 2024).

Accordingly, increasing students' participation in school democratic activities cannot be separated from the quality of PPKn instruction provided by teachers. The more opportunities students are given to actively engage in learning and decision-making processes, the higher the level of democratic participation that can be cultivated. Therefore, teachers should continuously develop innovative, participatory, and student-centered instructional strategies to achieve the objectives of democratic education effectively (Rizal, 2024). In addition to teachers' roles and instructional models, the use of interactive learning media is another important factor in enhancing students' participation in democratic activities at school. Technology-based and visual learning media can increase students' interest in learning while making abstract democratic concepts more concrete and easier to understand. This finding is consistent with studies showing that innovative learning media enhance students' active engagement in PPKn learning (Sugito et al., n.d.).

Furthermore, a democratic school culture has a substantial influence on the development of student participation. A school environment that encourages freedom of expression, respects diversity of opinion, and promotes deliberation naturally cultivates students' democratic character. A positive school culture reinforces the internalization of civic values among students (Izatunnisa, Andalantama, et al., 2025). Parental involvement is also an essential factor in strengthening students' democratic participation. Family support through open communication, trust, and encouragement to express opinions confidently reinforces the democratic character developed at school. The synergy between schools and families serves as a fundamental foundation for effective citizenship education (Fathia et al., 2023). Moreover, authentic assessment plays an important role in increasing students' participation in democratic activities. Assessment that evaluates not only cognitive achievement but also attitudes and social skills encourages students to participate more actively in discussions, group work, and decision-making processes. This process-oriented assessment helps students recognize that every contribution they make during learning is valuable (A'yun et al., n.d.).

Beyond the factors previously discussed, students' experiences in holding leadership positions at school also contribute to enhancing democratic participation. Serving as class leaders, student organization officers, or committee members provides opportunities to develop decision-making skills, express aspirations, and assume responsibility for collective interests. These experiences build students' self-confidence and prepare them for broader participation in democratic life. Research has shown that authentic democratic practices within schools are positively associated with increased civic engagement and social participation among students (Rodríguez et al., 2016). In the digital era, strengthening students' democratic participation can also be achieved through the development of digital literacy within PPKn learning. Digital literacy enables students to access information critically, express their opinions responsibly, and participate in technology-based discussion platforms (Apriliani et al., 2024). Integrating digital literacy into citizenship education allows students to develop a broader understanding of public issues while strengthening their critical thinking and democratic communication skills. Therefore, the appropriate integration of technology into PPKn learning can serve as an effective strategy for increasing students' participation in democratic activities both within schools and in society (Choi et al., 2017).

Discussions

Enhancing participation refers to the efforts and processes aimed at increasing the involvement of individuals or groups in various activities, including education as well as social, political, and economic affairs (Anjelina & Putro, n.d.). This concept is important

because higher levels of participation generally contribute to more inclusive and representative decision-making, which, in turn, leads to better and more equitable outcomes (Anjelina & Putro, n.d.). Several key dimensions of participation include: Social participation refers to individuals' involvement in community activities and social organizations, including participation in community events, volunteer activities, and non-governmental organizations (NGOs). Political participation refers to citizens' involvement in political processes, such as voting, joining political parties, and participating in demonstrations or political campaigns. Increased political participation is often associated with democratization and the strengthening of democratic institutions (Umar et al., 2022a).

Economic participation includes involvement in economic activities such as employment, entrepreneurship, and investment. Enhancing economic participation may involve providing employment opportunities, skills training, and access to financial resources (Kartini & Dewi, 2021). Educational participation refers to individuals' involvement in the educational process, whether as learners, educators, or parents supporting their children's education. Increased educational participation is commonly associated with inclusive education programs and improved access to education. Enhancing participation in elementary education refers to efforts to increase the number of children who enroll in, attend, and complete primary education (Khuzaimah & Farid Pribadi, 2022). This encompasses various aspects, including accessibility, inclusion, educational quality, and the motivation and engagement of both students and parents (Zakia et al., 2025).

Student involvement in decision-making processes enhances their understanding of democratic values such as tolerance, responsibility, and freedom of expression. Research by Rahayu indicates that Civic Education at the elementary school level equips students with good civic character, tolerance, and critical thinking skills, all of which are essential components of democratic awareness (Laso et al., 2026). Other studies have shown that innovative and interactive approaches to Civic Education effectively increase student engagement and strengthen their understanding of democratic values when learning materials are connected to real-life situations. Such approaches include classroom discussions, simulations of democratic values through school activities, and contextual classroom experiences (Maghfirah et al., 2025). These studies demonstrate that active student participation in Civic Education strengthens social awareness and engagement within social groups, which are important indicators of democratic consciousness. Student-centered experiential learning contributes significantly to developing citizens who not only understand democracy but are also capable of practicing it in everyday life (Maharani & Apriliyanti, n.d.).

Democratic education implemented in schools aims to develop students' democratic competence and is carried out within Civic Education classes as a "laboratory of democracy." Civic Education that incorporates democratic principles has been proven to enhance students' participation in various school activities (Izatunnisa, Andhika Andalantama, et al., 2025). Activities such as group discussions, classroom deliberations, class leader elections, and collaborative problem-solving provide students with opportunities to express their opinions, respect the views of others, and take responsibility for collectively agreed decisions (Nurohmah et al., 2025). Through these experiences, students not only understand democratic concepts theoretically but are also able to apply them in their daily lives (Nababan, 2023).

Teachers also play a crucial role in creating a democratic learning environment. They should provide equal opportunities for all students to participate regardless of academic ability or social background (Irmawati, 2026). An open classroom atmosphere that values every opinion encourages students to become more actively involved in both

classroom learning and school organizational activities (Sitorus et al., 2024). Students' participation in school democratic activities has been shown to improve their social and communication skills. Students become more confident in speaking before the class, collaborating with peers, and expressing their ideas. Civic Education that actively engages students in discussions and deliberations helps foster democratic character essential for community life. Teachers must also ensure equal participation opportunities regardless of students' academic achievement, socioeconomic background, or economic conditions. An inclusive classroom environment that respects every student's opinion promotes greater participation in both learning activities and school organizations (Diah Pebriyanti & Irwan Badilla, 2023).

Student participation in democratic activities can also be enhanced through the role-playing learning method. This method allows students to simulate democratic situations, such as class leader elections, deliberative meetings, and democratic conflict resolution. Through these activities, students gain practical experience in applying democratic values rather than merely learning them theoretically (Hermansyah, 2024). Research has demonstrated that role-playing strategies effectively increase student engagement and foster democratic attitudes in Civic Education. Research findings indicate that democratic participation is shaped not only through formal classroom instruction but also through active involvement in group activities (Waemese et al., 2025). Group discussions provide opportunities for students to express their opinions, listen to others' perspectives, and learn collaborative decision-making. However, studies also reveal unequal participation, with some students dominating discussions while others remain passive due to limited confidence or insufficient understanding of the material (Novia et al., 2023). Therefore, teachers should implement instructional strategies that actively involve all students.

Integrating democratic education with local culture has also been found to strengthen democratic character among elementary school students. Incorporating local cultural values into Civic Education helps students understand democratic concepts in ways that are closely connected to their daily lives. As a result, students become more active in classroom activities, show greater respect for others' opinions, and demonstrate stronger tolerance than before (Hilda Kristiani, 2024). Other studies have found that democratic character education positively influences students' participation in various school activities. Values such as responsibility, cooperation, tolerance, and honesty encourage students to become more actively involved in organizational and learning activities (Setiawati et al., 2024). The stronger students' democratic character, the higher their level of participation in school life.

Student participation in Civic Education is influenced not only by teaching methods but also by teachers' ability to create interactive and collaborative learning environments. Instructional strategies such as group discussions, question-and-answer sessions, teamwork, and contextual learning have proven effective in increasing student engagement (Heid et al., 2023). When students are encouraged to interact actively with both teachers and peers, they become more willing to express opinions, ask questions, and respond to issues under discussion. Such participatory learning fosters responsibility, cooperation, and tolerance, which are fundamental democratic values. Furthermore, the current transformation of Civic Education emphasizes the importance of cultivating democratic and participatory character from the elementary school level. Civic Education is no longer solely focused on content mastery but also aims to develop students who are active, critical thinkers capable of participating in social life. Through discussions, deliberations, and collaborative problem-solving, students learn to appreciate differing opinions and make democratic decisions (Hamant, 2021).

The implementation of Project-Based Learning (PjBL) in Civic Education has also been shown to enhance students' democratic participation. Through collaborative projects, students learn communication, teamwork, task sharing, and collective responsibility. Project-based learning provides authentic experiences in applying democratic values, resulting in higher engagement than traditional lecture-based instruction. Democratic character developed through Civic Education is closely associated with students' participation in school activities. Students who possess democratic values tend to participate more actively in school organizations, classroom activities, and social initiatives. Values such as honesty, responsibility, tolerance, and cooperation serve as driving forces behind increased student participation.

Democratic character can also be fostered through simple school activities such as class leader elections, group work, classroom deliberations, and collaboratively establishing classroom rules. These activities provide students with practical opportunities to apply democratic principles in everyday life. Consequently, students not only understand democracy conceptually but also demonstrate democratic behavior within the school and broader community. Student participation can further be enhanced through instructional models that promote collaboration and active engagement, such as the RADEC (Read, Answer, Discuss, Explain, and Create) model. This model encourages students to read independently, answer questions, engage in discussions, explain their ideas, and develop solutions or products. Research shows that RADEC improves elementary school students' participation, collaboration, and communication skills by providing broader opportunities for idea-sharing and teamwork. Similarly, integrating democratic values into character education contributes to increased student participation. Values such as freedom of expression, responsibility, deliberation, and respect for others' opinions should become part of everyday school life. When students are involved in decision-making, classroom rule-making, and school organizational activities, they feel valued and develop greater responsibility toward their learning environment. This encourages active participation, which is a key indicator of successful democratic education.

Student participation is also important in school policy-making processes. Participation in classroom forums, school deliberations, and the expression of aspirations provides opportunities for students to develop democratic citizenship from an early age. Students involved in school decision-making demonstrate stronger responsibility, better communication skills, and greater awareness of their rights and responsibilities as members of the school community. Problem-Based Learning (PBL) has likewise been found to improve student participation in Civic Education. This model encourages students to identify, analyze, and solve problems related to social and civic life. Through collaborative discussions and problem-solving, students develop critical thinking, communication, and decision-making skills that are fundamental components of civic competence. Beyond innovative instructional models, strengthening a democratic school culture significantly influences student participation. Such a culture is reflected in mutual respect, open communication, and equal opportunities for all students to express their opinions. A democratic school environment makes students feel safe, respected, and more willing to participate actively in learning and organizational activities. Participation then emerges not merely from academic requirements but from students' own awareness and willingness to contribute to school life.

Participation in school organizations, such as class committees, scouting programs, and student councils, also provides valuable opportunities to develop democratic skills. Through these activities, students learn leadership, responsibility, cooperation, and deliberative decision-making. Organizational experiences enable students to practice the democratic values acquired in Civic Education, thereby strengthening their participation in

school life. Democratic awareness cultivated from the elementary school level plays an important role in shaping students' civic character. Civic Education not only provides knowledge about democracy but also encourages students to apply democratic values in their daily lives. The stronger students' democratic awareness, the greater their participation in classroom learning, school organizations, and other social activities. Democratic awareness also encourages students to become more actively involved in classroom decision-making. Students who are given opportunities to express opinions, participate in discussions, and contribute to establishing classroom rules tend to demonstrate higher levels of participation and stronger responsibility toward their learning environment. Such participatory practices form an essential foundation for democratic education in schools. Effective Civic Education also enhances students' political awareness and involvement in various social activities. A sound understanding of democratic values helps students become more active and responsible citizens within society. Finally, instilling democratic values from an early age increases students' concern for issues affecting their communities. Through participation in discussions, deliberations, and social activities at school, students learn that every individual has a role in creating a better society. These experiences lay the foundation for developing active, responsible, and socially concerned citizens in the future.

Conclusion

Based on the literature review that has been conducted, it can be concluded that Civic Education (Pancasila and Citizenship Education/PPKn) plays a very important role in increasing elementary school students' participation in school democratic activities. PPKn learning functions not only as a means of providing knowledge about democratic concepts, citizens' rights and responsibilities, and the values of Pancasila, but also as a medium for training students to apply these values in their daily lives. Through various activities such as group discussions, deliberation, class leader elections, project-based learning, and school organizational activities, students gain direct experience in participating, collaborating, expressing opinions, and respecting differences in viewpoints. The findings of the review also show that students' participation in school democratic activities is influenced by various factors, both internal and external to the students themselves. These factors include the implementation of active and participatory learning models, a democratic school environment, the use of innovative learning media, the utilization of digital literacy, parental support, and the role of teachers as facilitators who are able to create an open and conducive learning atmosphere. If these factors are optimized, students' involvement in school democratic activities will increase significantly. In addition to increasing student participation, PPKn learning also contributes to the development of civic disposition, such as responsibility, tolerance, discipline, cooperation, social awareness, and critical thinking skills. These characteristics are important provisions for students to become active, democratic, and responsible citizens in the future. Therefore, PPKn learning needs to be continuously developed so that it can meet the needs of democratic education in the modern era while supporting the creation of a strong democratic culture within the school environment.

Based on the results of this review, teachers are expected to implement PPKn learning that is more active, innovative, and student-centered in order to increase students' participation in school democratic activities. Teachers should provide equal opportunities for all students to express their opinions, engage in discussions, collaborate with others, and participate in various decision-making activities both in the classroom and within the school environment. Furthermore, schools are expected to create a democratic school culture by providing broader opportunities for students to participate in organizational

activities, deliberations, leadership programs, and social activities. Support from parents also needs to be strengthened through open communication and by encouraging children to confidently express their opinions. Through collaboration among teachers, schools, and parents, the process of developing democratic character and increasing students' participation in school democratic activities can be carried out more optimally and sustainably.

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