

The Role Of Citizenship Education In Efforts To Instill Democratic Values

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Abstract

Citizenship Education is able to instill democratic values in young citizens and society. This shows that today's democratic values are able to optimally nurture the younger generation and society so that awareness as citizens of their duties and responsibilities can be carried out properly. The inculcation of democratic values is more effectively implemented through the role of subjects in schools, one of which is Citizenship Education. One of the subjects' missions is to instill democratic values. The inculcation of democratic values aims to form citizens who are aware of their rights and obligations so that they are able to resolve problems peacefully and are able to respect togetherness. The method used in this paper is descriptive qualitative. The results of the role of Citizenship Education in an effort to instill democratic values include: 1) Embedding democratic values in the preparation of lesson plans, 2) Embedding democratic values in a sense of unity and integrity, 3) Assessment based on the assessment of the attitude of independence and 4) The role of Citizenship Education Teachers as role models for their students to provide examples of the inculcation of democratic values that are implemented through learning in schools.

Keywords: *Citizenship, Education, Inculcation, Democracy Values.*

INTRODUCTION

Democracy can be interpreted as a government in which the people play a very decisive role in establishing the main foundation for the establishment of national unity, love for the homeland, and the realization of people's welfare. Concerning democratic values, an important factor in instilling democratic values is to maintain national unity and integrity. Sovereignty in the hands of the people means that every citizen has responsible freedom for the administration of government in a country so that unity and unity can be realized in national life in Indonesia.

On the other hand, according to Suyahmo (Suyahmo, 2012), democracy has something to do with the values of freedom, but that freedom is in accordance with the regulations that have been in force. Therefore, democracy in terms of freedom of expression in schools is also carried out under existing regulations in schools. Democracy can be realized if the implementation of democracy accommodates basic human rights. However, this freedom has limitations that are adjusted to existing regulations. The development of democracy must be implemented in order to be able to face the problems of globalization. Although globalization is unavoidable, at least democratic values are instilled to prepare a democratic generation.

Education is a means of transmitting knowledge, attitudes, and values that can develop a person to achieve a mature personality and can accept differences amid pluralism. The teachers may generate motivation for students to participate in learning. A good teacher is a teacher who can convey messages or moral values that will be emulated by students. If the teacher sets a good example, students will imitate the attitude of the teacher and vice versa if the teacher does not set a good example for students in the learning process. If democratic values are applied, the seeds of this nation's successors can be strong even though they are amid a civilization full of problems like today (Erizal, 2014). Democracy is a real process for

every human being and state leader to support the implementation of democratic government or politics (Winarno, 2013).

The Indonesian people want to realize democratic values which are the hallmark of a democratic society. Value is valuable, showing qualities that are useful for humans (Isnanda, 2015). Values exist as something that must be obeyed and implemented by all levels of society. The value of democracy must be instilled in everyday life. The values of democracy are considered good and positive by its citizens. At present, it can be said that the inculcation of democratic values among students in Indonesia is still weak.

A democratic society is a society that recognizes human rights. A democratic society is an open society, where each member is a free person and has the responsibility to build their society by acknowledging the differences that exist in their society. One of the processes of personal formation through education is education in schools, where the most important element in it besides teachers and students is the lessons that students get at school.

Instilling a democratic culture in the school environment is very important to realize in this millennial era. On the one hand, this is an opportunity for progress and on the other hand it is also a threat to the nation's identity because the industrial revolution has caused various cultures of civilizations in the world to enter but are not fully compatible with Indonesian culture. In producing quality and professional human resources, we must prepare a democratic generation so that it can adapt in the midst of a civilization that always demands change. This era requires democratic values that have been taught such as tolerance, cooperation, freedom of opinion, respect for others, respect for differences (Ika et al., 2019).

Schools are believed to be able to create a conducive school culture. School culture is the foundation of behavior, traditions, daily habits, and symbols used by schools. Every school must be able to create its own school culture as a self-identity and also as an image to be proud of. According to Lickona (Lickona, 2013), in a good school, there is also a strong intellectual and moral community among adults. School is an intelligent environment that can change the way students think. School culture will affect the way you think, feel, and act. Thus, the inculcation of democratic values in students needs to be applied continuously as stated by Djahiri (Hapsari, 2016) who states that education is an organized, planned, and ongoing effort toward fostering human beings to become human beings. complete, mature, and cultured. These values allow for collaboration among school members. Thus, it will strengthen social bonding.

School is an intellectual environment that can change the way children think. School culture will affect the way people think, feel, and act. Thus, it is necessary to educate democratic values as an educational process for students as stated by Djahiri (Hapsari, 2016) which states that education is an organized, planned and ongoing effort towards fostering human beings to become complete human beings. , mature, and cultured. These values allow for collaboration among school members. Thus, it will strengthen social bonding in order to instill democratic values.

The value of democracy is a value that must be upheld in democratic life as a social being to solve any problems that arise in the environment (Suseno, 2013). From some of the opinions above, it can be concluded that the value of democracy is an idea or view of life that prioritizes equality of rights and obligations, respects freedom of opinion, understands and is aware of diversity in the school environment, and equal treatment for all students.

There are also many inhibiting factors in the application of democratic values, making students not fully able to apply the democratic values that have been taught (Rini, 2017). The unsupportive family environment is also one of the reasons why students cannot fully apply the existing democratic values.

Democratic values existed before Indonesia's independence. The inculcation of democratic values at this time can be instilled from an early age through school activities that respect each other. A democratic country will be realized if all its citizens practice democratic values. The behavior and culture of democracy must also be built in social life. Building a democratic culture is not enough to make rules that must be obeyed by the community, but also needs to introduce or socialize them to the community (Setiawan, 2015).

RESEARCH METHODS

This study uses a qualitative research method with a naturalistic approach. Qualitative research is a research method used to examine the condition of natural objects. Natural objects according to Sugiyono (Sugiyono, 2014) are objects that develop as they are, not manipulated by researchers and the presence of researchers does not affect the dynamics of the object. The data collection techniques used in this study were observation, interviews, and documentation. The research instrument was the researcher, observation guide, interview guide, and documentation. The validity of the data in this study used a reliability test, namely triangulation. Data analysis techniques in this study using Miles and Huberman, namely data reduction, data presentation, and drawing conclusions.

RESULT AND DISCUSSION

Findings

The democratic teacher's role in civic education

Based on research activities, the results of research regarding the inculcation of democratic values in Civic Education learning show that students have the right to participate. Learning democracy through Citizenship Education subjects is not enough. Based on the data obtained from interviews and observations, the researchers found that the inculcation of democratic values is a very important value for society, not least for students. It is important to teach democratic values from an early age because democracy in students, especially in schools, is not easy, and takes a long time. By inculcating these democratic values, students are expected to get lessons to face the future as democratic human beings in society, nation, and state. In the 2013 curriculum and the independent learning curriculum, the implementation of democratic values takes place in the family, community, and school environment. The 2013 curriculum and the independent curriculum are agendas that require support from various elements, especially from the world of education such as a school culture that is conducive to the emergence of democratic attitudes and behavior in humanist school culture. Therefore, the educational agenda carried out by teachers in the context of strengthening democratic values in schools, one of which is the development of democratic values in school culture, including:

The results of the study show that the value of democracy is an attitude of tolerance, respect for differences of opinion, understanding and being aware of diversity in the school environment, being able to control oneself so as not to disturb others, togetherness, self-confidence, not depending on others and obeying the rules that apply at school. This is in line with Saiful Arif's opinion which states that the value of democracy is a view of life that is not only related to individual interests but also relates to everyday life both in family, school and in society (Zuriah, 2014).

Instilling democratic values through Civic Education, a teacher can be a role model. This means that all of their behavior can be an example for students in the formation of

democratic character in themselves. If the class does not have a democratic climate, then the students will not be embedded in attitudes that reflect democratic values (Sulistiyono, 2021).

The teacher is one element that helps students, not only in terms of knowledge and skills but also in instilling values. The teacher, in the implementation of education, is a facilitator for students so that students can apply democratic values in a democratic country freely but also with direction. Teachers are also obliged to direct students so that they can develop their abilities, express, write, and can solve problems optimally.

There are several democratic values that teachers can instill in students in every learning activity. In the initial activities, the democratic values that were instilled included mutual respect, religious attitudes, and tolerance. The core activities include mutual respect, self-confidence, freedom of opinion, and cooperation. In the closing activity the teacher instills an open attitude and communication by inviting students to make learning conclusions together (Rini, 2017)

The results of the study show that the implementation of the development of democratic values apart from being a state social system is also in the learning process in schools, of course, it cannot be separated from the role of the teacher. The fulfillment of the educational mission is very dependent on the ability of teachers to instill a democratic setting in students by providing the widest opportunity for students to learn. Teachers need to create a warm atmosphere at school so that it becomes a comfortable place for students to learn optimally. This is in line with the opinion of the democratic education paradigm which is emphasized by Rosyada in Tuhuteru (Tuhuteru, 2021) that schools are not a show for teachers but a place for students to add and enrich their learning experience. Therefore, teachers are able to develop learning strategies that provide opportunities for students to learn. This is another meaning of a democratic school, a school that becomes a second home for students so that they feel comfortable spending time at school to study, discuss, complete group assignments, read and do other activities.

Citizenship Education Efforts in Instilling Democratic Values

Citizenship education efforts are expected to prepare students to become citizens who have a strong and consistent commitment to defending the unitary state of the Republic of Indonesia because citizenship education is a subject that focuses on forming citizens who understand and can carry out their rights and obligations as democratic, intelligent, and skillful and character. This is in line with what is mandated by Pancasila and the 1945 Constitution, that Citizenship Education educates students or the younger generation to be able to solve problems in the life of the nation and state in a democratic manner.

Citizenship Education in an effort to instill democratic values is a very important factor in fostering students so that a sense of love for the homeland, national unity and integrity, tolerance between fellow Indonesian citizens, is in accordance with democratic values in the Indonesian context based on the values of Pancasila.

One effective approach that can be applied by teachers to instill democratic values is the contextual learning model. This model offers advantages in the form of opportunities for students to experience a meaningful learning process. They learn independently to construct their new knowledge and skills (Yana, 2017).

Democratic values must be embedded in the personality of students which are actualized in social life in classes, organizations and activities outside of school which must be familiarized from an early age, starting from an attitude of acknowledging and respecting differences, accepting differences of opinion, not forcing one's will on others. , and uphold the values of equality and freedom. However, this freedom must be in accordance with the

corridors of the applicable rules, as according to Suhyahno (Ramadani et al., 2022) that democracy has something to do with the values of freedom, but that freedom is in accordance with the regulations that have been in effect.

Citizenship Education is able to make students able to solve social problems. The process of inculcating democratic values is not only conventional, which requires students to memorize facts and only use boring lecture methods or education that only transmits democratic values, but civics education can raise students' awareness of the life of the nation and state. patriotic. This is in accordance with the results of Sanusi's identification of the 10 pillars of democracy in Tuhuteru (Tuhuteru, 2021) that; pillars of democracy that believe in the one and only God, democracy with intelligence, democracy with people's sovereignty, democracy with "role of law", democracy with the division of state power, democracy with human rights, democracy with independent courts, democracy with regional autonomy, democracy with prosperity, and democracy with social justice.

In groups or organizations, each student must be guaranteed his or her freedom of expression and opinion. Opinions can be in the form of suggestions or constructive criticism so as to produce interesting and quality discussions. This can shape the democratic character of students. Therefore, teachers are required to organize discussions to run smoothly and effectively. The teacher divides students into several discussion groups, provides instructions or directions while still controlling the course of the discussion, and provides the widest opportunity for all students to participate in the form of giving questions or responses. In conclusion, the teacher takes the role of organizing the learning environment and at the same time as a learning facilitator (Zein, 2016).

In addition, democratic values existed before Indonesia's independence. Embedding democratic values today can be instilled from an early age through mutual respect for one another. A democratic state will be realized if all of its people practice democratic values. The behavior and culture of democracy must also be built into social life. Building a democratic culture is not enough to make rules that must be obeyed by the community, but it is also necessary to introduce or socialize them to the community (Setiawan, 2015).

Citizenship Education Efforts to instill democratic values through learning, namely; having an attitude of tolerance, freedom of expression, respect for differences of opinion, uphold human values and dignity (Adisel & Suryati, 2021). This study concludes that students who understand civic education will be able to practice democratic values in society.

The value of democracy is a value that must be upheld in democratic life as a social being in solving any problems that arise in the environment (Suseno, 2013). From some of the opinions above, it can be concluded that the value of democracy is an idea or view of life that prioritizes equality of rights and obligations, respects freedom of opinion, understands and is aware of diversity in the school environment, and equal treatment for all students.

The value of democracy is an attitude of tolerance, respect for differences of opinion, understanding and being aware of diversity in the school environment, being able to control oneself so as not to disturb others, togetherness, self-confidence, not relying on others and obeying the rules that apply at school. According to Saiful Arif, the value of democracy is a view of life that is not only related to individual interests but also relates to everyday life both in family, school and in society (Zuriah, 2014).

Citizenship Education Efforts to make students obey all existing rules and regulations are a collaboration between students and the school. If a school has made rules and then practiced and obeyed all school residents, automatically the goals or vision and mission of the school will run smoothly. Freedom of opinion in this learning process is absolutely necessary because it has become a necessity for every student to convey their ideas, opinions or ideas

transparently and openly. Freedom of expression is one of the characteristics of democratic values. With the delivery of opinions, students are trained to dare to appear in front. In addition, the courage they have must be well supported. That is, if students give their opinions that are not in accordance with the rules or norms, they must be straightened out by not directly blaming their opinions but providing a good understanding. In addition, in civic education there is a class discussion that contains the value of freedom. With this value, students can fulfill their rights (Ika et al., 2019).

Discussion

Through Civic Education learning, democratic values are considered successful if students show attitudes that reflect democratic values such as tolerance, dare to express opinions, and respect the differences of opinion of other students, especially in the classroom. The value of democracy will emerge and develop in students if they have a positive attitude towards the value of democracy and are accustomed to doing it. As quoted from Syahban & Sudarsono (Nur & Sudarsono, 2018) democracy is an ideology and political system based on the doctrine of "power of the people", namely power from the people, by the people, and for the people. The people are the holders of the highest sovereignty in the government system. Democracy, either as a doctrine or ideology or as a political system, is seen as a better alternative than other political systems found in almost every nation and state. So strong is the understanding of democracy that its concept has become the political belief of most nations, which in turn has developed into anism, and has even developed into a myth that is seen as being able to bring prosperity to the lives of civilized nations.

Civic education as an educational instrument that has the responsibility to carry out the mandate of education where the character and character of the nation is formed for the life of democratic citizens. Civic education in schools plays a role as a vehicle for the development of knowledge and student character, such as being democratic towards different views, having a national spirit and love for the homeland, as well as an effort to prevent the spread of moral damage to students (Noe et al., 2021; Ramadani et al., 2022).

Implementation of Pancasila values through habituation is done by getting students to practice tolerance, respect, not making differences as reasons for division, getting used to making decisions through deliberation with anyone and having high solidarity (Kusumawardani et al., 2021). Pancasila values are internalized into the democratic character of students. Therefore, courage and self-confidence must be cultivated in every student. The habit of accepting and doing any task from the teacher such as personal and group assignments, as well as tasks from the organization in the form of committees and management must be carried out independently and responsibly.

The definition of democracy can be seen from a review of language (etymology) and terms (terminology). Etymologically "democracy" consists of two words derived from Greek, namely "demos" which means the people or residents of a place and "cratein" or "cratos" which means power or sovereignty. So, in the language of demos-cratein or demos-cratos (democracy) is a state condition where in the system of government sovereignty is in the hands of the people, the highest power is in the joint decision of the people, the people rule, the people's government and power by the people.

How the concept of democracy in the perspective of democratic education recognizes every citizen as a unique person, different from each other with their respective advantages and disadvantages. Democracy provides broad opportunities for the implementation and development of each individual's potential, both physically and mentally and spiritually. Democracy also recognizes that every individual has the same rights and obligations. Therefore, democratic education is education that places students as individuals who are

unique, different from each other and have potential that needs to be realized and developed as much as possible. For this reason, democratic education must provide different treatments to different students according to their respective characteristics. Democratic education also demands the active participation of students and teachers in planning, developing, and implementing the teaching and learning process. The participation of parents and the community is also very important in designing, developing and implementing the educational process.

Democracy in the scope of education is the recognition of individual students, in accordance with the dignity of the students themselves because democracy is natural and human. This means that the research of the parties involved in the educational process must recognize and respect the abilities and individual characteristics of students. There is no element of coercion or making students not in accordance with their dignity.

In addition to habituation, it is also necessary to be an example from a teacher. Teachers must give examples to students both aspects of mastery of knowledge, attitudes, behavior, and skills in educating, especially as civic education teachers who are required to have good character. As a role model for students, the teacher has several roles, including: 1) the teacher is directly involved in the learning process as an effort to build character, 2) the teacher has full responsibility to be a model in demonstrating good behavior that is exemplified to his students, 3) the teacher does regular monitoring to find out the character development of their students, and 4) teachers play an active role in educating students about good values that need to be applied and also bad values that must be abandoned (Cahyaningrum et al., 2017).

The implementation of democratic values in civic education requires good cooperation between students, teachers and school leaders because they have an important role in the success of inculcating democratic values in students, such as an effective and conducive learning process, mutual respect and respecting others, keeping each other clean and comfortable in the classroom, and so on. The democratic values taught will be well embedded in students, such as mutual respect and respect for differences, being brave and confident in speaking in public, being able to make decisions independently and responsibly, and so on (Ramadani et al., 2022).

Teacher exemplary is a requirement for the implementation of character education in schools (Wibowo, 2016). Teachers are role models so that they must show their competence, both pedagogical, professional, personality, and social competencies in front of their students, including responding to the attitudes of their students who violate class or school rules, where teachers must provide opportunities for their students to defend themselves and correct mistakes without judge and sanction unless the student's mistakes are made repeatedly.

Thus, democracy means mutual respect, mutual respect, tolerance for others, including self-control and selflessness. In the educational process, all parties involved are aware of the nature or atmosphere that has the nuances of mutual respect, namely between teachers and teachers, between teachers and students and between teachers and community members including parents and others. This means that in the spirit of democracy, one must submit to mutual agreement. There is no compulsion to accept by force, a mutual agreement that will be the attitude of all of them. In other words, a person accepts a joint decision with a sense of sincerity because he subordinates personal interests and submits to the demands of the general welfare.

In addition to more creative civic education learning activities, fostering democratic values is also expected through strategies or learning methods used and from good examples from teachers. Fostering democratic values in the learning process of Citizenship Education in schools cannot be separated from the role of the teacher. Teachers can provide the widest

opportunity for students to learn. Teachers can also create a warm atmosphere at school so that it becomes a comfortable place for students for them to study.

In line with Zamroni's opinion quoted by Adisel & Suryati (Adisel & Suryati, 2021), he mentions the values of democracy, namely: 1) Tolerance; 2) Freedom of expression; 3) Respect for differences of opinion; 4) Understanding diversity in society; 5) Open in communication; 6) Uphold human values and dignity; 7) Confident or not dependent on others; 8) Mutual respect; 9) Capable of restraint; 10) Togetherness; 11) Balance. The value of democracy is not directly instilled in a person, but step by step. The democratic values that are the focus of this research include the values of participation, tolerance and mutual respect.

Tolerance is an attitude of respecting and upholding the rights of each individual, both the right to worship according to their respective religions and beliefs, the right to express opinions, the right to establish social relations in society and other rights.

Respecting the differences of opinion. The hallmark of democratic life is freedom of expression. Therefore, in democratic life, one must be able to respect the diversity of opinions of everyone. This attitude of upholding the existence of differences of opinion in democratic life is shown by respecting every opinion expressed by others.

Understand and be aware of the diversity of society. The value that needs to be upheld in democratic life is the diversity that exists in society, both racial, ethnic and religious diversity. Without an awareness of the diversity that exists in society, it is impossible for the value of democracy to be upheld and even if this diversity is not recognized by community members, what will arise in society is division.

Be open and uphold human values and dignity. An open attitude and willingness to uphold human values and dignity is one of the values contained in democratic life. Without the willingness to be open and uphold human values and dignity, what exists in social life is insulting, degrading, and bringing down one another.

Self-control. The value of self-control in democratic life is absolutely necessary so that every action taken does not harm others. Humanity and togetherness. The attitude of humanity and togetherness has become one of the values that must be upheld in democratic life because it is human nature to be created as individual beings and at the same time social beings. In social life, without togetherness in solving any problems that arise, everything will feel very difficult to solve.

Confidence. Every member of the community needs to have self-confidence in social life to reduce the attitude of always depending on others. With steady self-confidence, they tend to first try to solve every problem they face before finally asking for help from others.

Compliance with applicable regulations. Obedient and obedient means always carrying out all the rules set. Compliance that is carried out in earnest will create order and peace in social life. The regulations made must be implemented together because these regulations are the result of mutual agreement. Obedience is also the main capital for everyone to realize the justice of society as a whole.

Based on the discussion, the Implementation of Democratic Values in Citizenship Education Learning can be said to have been going well. Fostering democratic values in learning makes students have an egalitarian nature. In addition, it will also foster the nature of democracy, namely preventing the growth of authoritarian nature in schools or in classrooms when lessons are running. Citizenship Education will guarantee students to always respect fellow friends, teachers, and even parents in sharing aspects. Fostering democratic values in Civic Education learning will have wider implications for students (Ramdani et al., 2021) As Gilbert H. Hunt in his book *Effective Teaching* states that a good teacher must meet seven criteria including:

1. Traits

A good teacher must have enthusiastic, stimulating qualities, encourage students to move forward, be warm, task-oriented and hardworking, tolerant, polite, and wise, trustworthy/flexible and adaptable/democratic, hopeful for students, not merely seeking personal reputation, able to overcome student stereotypes, responsible for student learning activities, able to convey his feelings, and have good hearing.

2. Knowledge

A good teacher also has adequate knowledge in the subjects he teaches and keeps abreast of advances in his field of knowledge.

3. What is conveyed

A good teacher is also able to guarantee that the material he conveys covers all the units of discussion that students expect to the fullest.

4. How to Teach

Good teachers are able to explain various information clearly and clearly, provide varied services, create and maintain momentum, use small groups effectively, encourage all students to participate, monitor and even frequent students, monitor student seating, involve students in tutorials or peer teaching, avoiding complex difficulties by simplifying the presentation of information, using some traditional materials, showing students the importance of the materials they are studying, demonstrating important thought processes for learning/participating and being able to provide corrections to students' misconceptions.

5. Hope

Good teachers are able to give hope to students, are able to make students accountable, and encourage parental participation in advancing the academic abilities of their students.

6. Teacher's reaction to students

Good teachers can accept various inputs, risks, and challenges, always provide support to their students, are consistent in agreements with students, are wise to student criticism, adapt to student progress, teach individual attention, are able to guarantee equality student participation, being able to provide appropriate time for students to ask questions, quick in providing feedback to students in helping them learn, caring and sensitive to differences in students' socio-economic and cultural backgrounds, and adapting them to policies dealing with various differences.

7. Management

A good teacher must also be able to demonstrate skills in planning, has the ability to organize classes from the first day he is on duty, quickly start classes, go through transitions well, has the ability to handle two or more class activities at the same time, be able to maintain working time and uses it efficiently and consistently, can minimize distractions, can accept a noisy classroom atmosphere with learning activities, has techniques to control the class, gives punishments in the lightest form, can maintain a calm atmosphere in learning, and can still keep students learning to success.

On the other hand, values in democratic life will not grow and develop by themselves in the life of society, nation and state. The values of democracy that grow and develop in society require the real effort of every citizen and their supporting devices which are used as democracy as a way of life in the life of the state. Democratic values require the following: Awareness of pluralism, people who live democratically must respect and maintain diversity, honest attitude and sound mind, decision making based on the principle of deliberation and consensus, and paying attention to the interests of society in general, democracy requires cooperation between citizens and good faith, democracy requires cooperation between community members to make mutually agreed decisions, democracy requires maturity,

democracy requires awareness to sincerely accept the possibility of compromise or defeat in making decisions, democracy requires moral considerations, democracy requires there is a belief that the way to achieve victory is in line with the goal and based on morals and does not justify any means (Sharrawy, 2012).

In addition to upholding democratic values in the life of the nation and state, on the other hand, the enforcement of democratic values is also instilled in the family environment which is a separate job for the current government. When we look at the reality in society, and family, we will find many things that deviate from the democratic values of Pancasila. For example, how many in family life, family members no longer respect each other, there is an attitude of mutual indifference to common interests, and no mutual respect. This shows the absence of democratic values in family life. The democratic values should show mutual respect and deliberation and prioritize the public interest over personal interests in family life.

This transformation of democratic values is increasingly important as the crime rate in society increases. This problem stems from the atmosphere in the family. Lack of parental responsibility for their children, or the occurrence of miscommunication between family members so that children's character education is neglected. Problems in this family have an impact on the community environment so that association with people in the surrounding environment becomes unhealthy. Transformation of democratic values in the family can be done, including: Between individual relationships with individuals in the family, fathers, mothers, children, and families of each family couple. Several assessments are the basis for democratic values in the family that are said to have been achieved, namely: (1) advising each other in the truth, (2) efforts to protect each other, (3) always deliberation in the common interest, (4) openness in every problem. faced, (5) prioritizing the common interest of the individual (*Transformasi Nilai-Nilai Demokrasi*, 2013).

In addition to the problem of applying democratic values in family life, another problem is how to talk about democratic values in people's lives. Society is a group of people consisting of several heads of families. In it formed a rule that binds members of the community to remain in order. Democratic values already exist in social life. Therefore, we can meet in a society called deliberation, obeying the agreed rules, and also a mutual respect for the rights among members of the community. However, these values are not in the form of written law.

Today's society still shows decadence in the lack of democratic values that are manifested in people's daily lives. A good democratic order can be formed if the community understands and understands the values of Pancasila. With a good understanding, theoretically, democracy is aimed at the people. It will be a better social order, both in terms of security, economy, deliberation, and the feasibility of living and upholding the human rights of each individual. Unfortunately, it has not happened significantly in this country. Democracy in Indonesia seems to only be for some groups, while there are still groups of people where democracy is not on their side. For example, democracy has not had a positive economic impact on them. This is the challenge that must be faced in the transition period. Democracy still seems to have a myriad of problems, while the economy is a real problem for the lower class economies that have not been accommodated in the democratization process.

Thus, from the description above, talking about democracy in this country cannot be separated from the government's efforts and attention to participate in coloring the implementation of democratic values itself. A stable and dynamic government and political system is needed by prioritizing a consensus of values, a clear distinction between values and norms, the absence of divisions between policymakers, as well as institutional stability in the legislative process and problem-solving. But in turn, after all, democracy is only a tool to find

ways to solve problems and not merely solve problems.

The embodiment of democratic values in social life must be something that must be considered by the holders of power and the community itself. In this way, a mature community environment is formed in the face of democracy. There are several criteria for democratic values that exist in society, including willingness to admit the mistakes they have made, Willingness to live together with citizens without discrimination, Respect for the opinions of others who are different from them, Solving problems by prioritizing compromise, Do not feel right or win on their own in talk to friends or other residents.

CONCLUSION

Based on the findings of the research and discussion, the following conclusions are proposed.

1. The democratic values that are instilled through the learning of Citizenship Education are the values of tolerance, cooperation, freedom of opinion, mutual respect and self-confidence. The inculcation of democratic values through Civic Education learning is carried out with various learning methods, including lectures, discussions, questions and answers, assignments, and demonstrations. This learning method provides the widest opportunity for students to express opinions regarding the material presented by the teacher. The teacher teaches students to be democratic so that students can apply democratic values in their daily lives.
2. Supporting and inhibiting factors for inculcating democratic values through Civic Education learning, namely; a) Facilities and Infrastructure. Supporting facilities and infrastructure used by teachers include Infocus, pictures, and textbooks that are used as references; (b) School Culture. The culture adopted in the school emphasizes discipline; c) Leadership. The principal's leadership is used as a role model because schools have a responsibility to improve the quality of education. The inhibiting factors are a) lack of parental support. Busy parents cause children to get less guidance so children have difficulty in learning; b) community environment. Negative community behavior can have a bad influence on the formation of children's attitudes and behavior; c) individual differences, namely because each student has different abilities.
3. Solutions in the implementation of inculcating democratic values through Civic Education learning, namely; a) parental awareness. Parents should have more awareness to pay attention to students inside and outside the school; b) community involvement. The community must be able to create a comfortable atmosphere and play a role in supervising students outside of school, and c) good communication is the key to success in achieving a goal.

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