



Internalization of Democracy Values: Best Practices of Central Java, Indonesia

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Abstract

The aim of this study is to reveal the internalization of democracy values in Central Java, Indonesia. The present study utilize a qualitative approach with a case study design. This present study focused on educators' and students' activities in Central Java, Indonesia, internalizing democracy values in their place. The authors conducted several interviews with all informants about the internalization of democracy values by educators. Several methods were implemented to improve validity, including triangulation of researchers, well-documented audit trail of materials and processes, and informant verification. The interactive (qualitative) data analysis process was adopted, namely data reduction, data display, and conclusion drawing. The results showed that the informants were either educators, students, or those who spent various experiences related to democracy values. Four major themes emerged in this study, including strategies, barriers, outcomes, and prevention. Need for comprehensive and longitudinal study for detailed findings.

Keywords: Democracy Value, Honesty, Tolerance, Deliberation, Education

Introduction

Democracy values are necessary to be possessed by all citizens. These values become the basis for thinking and doing various things in the context of the state. The democracy values of a citizen will later be manifested in terms of attitudes and behavior. Referring to the constitution of Indonesia (Pancasila = Five Principles), democracy values are implied regarding honesty, deliberation, and tolerance (Kresna, 2021). Honesty is recorded in the first principle regarding godliness including the aspect of honesty. At the same time, the value of deliberation is clearly stated in the fourth principle, namely democracy led by wisdom (deliberations). On the other side, the values of tolerance are contained in the third principle regarding Indonesian unity.

Democracy values in terms of honesty, deliberation, and tolerance are inherent in the body of every citizen of Indonesia. History records how the Indonesian youth declared united to be Indonesia in terms of language, nation, and bloodshed. In this compromise, the Indonesian youth merged the egocentricity of race, ethnicity, and religion and put forward elements of tolerance, honesty, and deliberation to define a coherent unit (Syam, 2022). From this history, every Indonesian citizen needs to have a democratic attitude to form a standard power, namely unity.

Several studies about democracy values around the world have been conducted. In (Aslan & Aybek, 2020) study, teachers apply interdisciplinary education programs based on multicultural education. In (Winarni & Lutan, 2020) study, teachers implement cooperative learning in physical education for 8th-grade students. In (Habsiah, 2017) study, teachers apply the STAD model in Social Science. Meanwhile, teachers apply the Singapore Cooperative Learning model in (Salpykova et al., 2016) study.

Along with direct instruction, six studies examined the effectiveness of completing activities (Fenster, 2016) to improve skills in interpreting and proper use of a particular documentation style. (Trautner & Borland, 2013) found that sociological imaginative teaching and learning methods encouraged students to view scenarios of academic dishonesty as personal and public problems. Children are also influenced by their surroundings especially when they are socialized in the value of honesty (Lavoie et al., 2016). They get social messages from parents, teachers, and other adults about the significance of telling the truth (Lavoie et al., 2016; Talwar & Crossman, 2011). (Ma et al., 2018) found that children who watched an honest classmate receive a reward from an experimenter became more honest. (Lee et al., 2014) and (Talwar et al., 2016) revealed that classic moral stories effectively teach children about the consequences of lying and the virtue of honesty. (Sai et al., 2020) found that overheard conversations can be used to promote truth-telling. (Bender et al., 2018) found that increasing young children's honesty can induce self-awareness. Konstanz Method of Dilemma Discussion (KMDD) is based on the Lawrence Kohlberg experiences, innovating ways of fostering deliberation competencies with children and adolescents (Lind, 2006). (Nishiyama, 2019) reveals that schools contribute to deliberative systems when they bridge children's daily practices and deliberative actions in the public space. In light of the findings, this study suggests conceptualizing schools as a 'mediating space. In (Taurina & Engele, 2018) study, the teacher provides an image and makes a conversation about ways to deal with a real problem situation. (Prasiwi et al., 2017) found that storytelling can improve dialogue skills.

Based on the explanation, it can be concluded that the internalization of democracy values in Indonesia still needs to be studied. There are only a few studies about the implementation of democracy education. Based on the background, this study's objective is to reveal the internalization of democracy values in Central Java, Indonesia. The findings of present study would be significant for education parties, both national and international to create an effective solution of democracy values internalization.

Literature Review

Democracy

Democracy has many meanings, and definitions of democracy are contested and debated (Janda et al., 2008; McCarl & Berlin, 1971; The Economist Intelligence Unit, 2010). Whether one is talking about democracy in the United States (Dryzek & Berejikian, 1993), around the globe (The Economist Intelligence Unit, 2010), or in certain corners of the world, such as the Middle East (Dayton & Kinsey, 2010) and Sweden (Larsson, 2001). The ten aspects of democracy measured were (1) popular participation, (2) freedom of speech/press, (3) freedom of religion, (4) justice, (5) political, human rights, (6) economic and social human rights, (7) war and peace, (8) education, (9) diversity, and (10) deliberation e.g, (Dayton & Kinsey, 2010; Dryzek & Berejikian, 1993; Janda et al., 2008; Larsson, 2001; McCarl & Berlin, 1971; The Economist Intelligence Unit, 2010).

According to scholars such as (Butts, 1988), (Drisko, 1993), and (Levitt & Longstreet, 1993), these values are privacy, justice, equality, diversity, freedom, authority, due process, human participation, patriotism, human rights, the rule of law, truth, mutual assistance, tolerance, personal and civic responsibility, self-respect and self-restraint. (Butts, 1988) identifies the following twelve core values as fundamental to the theory and practice of democratic citizenship: the six obligations of citizenship, including equality, justice, participation, authority, truth, and patriotism; and the six rights of citizenship, including freedom, diversity, privacy, due process, property, and human rights. Butts calls the above group of values the "Twelve Tables of Civism." (Drisko, 1993) identifies three elements that schools must provide as part of high-quality civic education: a curriculum that is based on the fundamental principles as

put forth in the national documents; a school culture that is based on principles of democracy; and opportunities for students to apply their knowledge of democracy. (Levitt & Longstreet, 1993) argue that discussing controversial matters in classrooms is essential to developing authentic democratic values such as freedom, equality, human rights, and self-restraint.

The authors decided to choose three values or aspects in this study. These values are deliberation, honesty (trust), and tolerance.

Teaching tolerance

Adopting a multicultural curriculum is one of the oldest and most frequently used approaches to improving interracial attitudes, behavior, and friendships. Several studies of multicultural curriculum have been conducted. In (Slone et al., 2000) study, students read stories or watched films about the complexities of social contact between Arab and Jewish Israeli children, followed by group discussion for six sessions. In (Aslan & Aybek, 2020) study, teachers apply interdisciplinary education programs based on multicultural education. Meanwhile, in (Sinoh & Yancey, 1974) study, students read biographies of famous African-Americans and other counter stereotypical fiction stories about racial outgroups, viewed movies, and participated in group discussions for 30 consecutive school days.

The cooperative learning approach acknowledges the possibility of conflict and pre-existing status differences between groups. Cooperative learning programs were explicitly designed to meet the academic requirements of contact theory to mitigate these difficulties, making them in many ways the most successful (Slavin, 1995). Several studies of cooperative learning have been conducted. In (Winarni & Lutan, 2020) study, teachers implement cooperative learning in physical education for 8th-grade students. In (Habsiah, 2017) study, teachers apply the STAD model in Social Science. Meanwhile, teachers apply the Singapore Cooperative Learning model in (Salpykova et al., 2016) study.

Social-cognitive skills training arose out of the belief that young children's prejudice directly results from the absence of particular cognitive or social-cognitive skills and typically attempts to teach children more advanced perspective-taking skills and empathy. Several studies of Social-cognitive skills have been conducted. In (Whetstone & Pezdek, 1990) study, applying "A World of Difference" program: training to respond to instances of prejudice and discrimination. In (Aboud & Fenwick, 1999) study, "More Than Meets the Eye" program: training to learn internal attributes about racial outgroup members.

Teaching Honesty

There has been limited empirical research to determine that honesty learning methods are effective (Lee, 2013). Along with direct instruction, six studies examined the effectiveness of completing activities (Fenster, 2016) or homework assignments (Estow et al., 2011) to improve paraphrasing skills and the proper usage of a particular documentation style. The practical activities significantly increased scores on tests designed to assess attitudes, knowledge, and skills about plagiarism in these studies. (Landau et al., 2016) also found that students who received feedback and examples of plagiarism were significantly more likely to detect plagiarism in a written passage and were more confident in their understanding of plagiarism.

(Elander et al., 2010) examined an intervention designed to teach authorship to help students write and avoid committing plagiarism. The intervention was integrated into existing courses, and sessions were delivered two to four weeks before assignment submission. The authors reported increased confidence in writing, understanding authorship, and avoiding plagiarism, particularly for first-year university students, as evidence for intervention effectiveness. In addition to discussions about academic integrity and causes of cheating, Trautner and Borland (2013) found that the sociological imagination teaching and learning approach encouraged students to view scenarios of academic dishonesty as both personal problems and public issues.

However, this behavior does not develop in a vacuum-driven solely by internal mechanisms. Children are also influenced by the environment around them, including being

socialized about the value of honesty (Lavoie et al., 2016). They receive social messages from parents, teachers, and other adults about the importance of telling the truth (Lavoie et al., 2016; Talwar & Crossman, 2011). (Ma et al., 2018) found that children who observed an honest classmate who receive a reward from an experimenter did become more honest. (Lee et al., 2014) and (Talwar et al., 2016) revealed that classic moral stories effectively teach children about the consequences of lying and the virtue of honesty. (Sai et al., 2020) found that overheard conversations can be used to promote truth-telling. (Bender et al., 2018) found that increasing young children's honesty can induce self-awareness.

Teaching Deliberation

Konstanz Method of Dilemma Discussion (KMDD) is based on the Lawrence Kohlberg experiences as one of the innovatory ways of fostering deliberation competencies with children and adolescents (Lind, 2006). (Nishiyama, 2019) reveals that schools contribute to deliberative systems when they bridge children's everyday practices and deliberative actions in the public space. In light of the findings, this study suggests conceptualizing schools as a 'mediating space'. In (Taurina & Engele, 2018) study, the teacher provides an image and makes conversation about ways to deal with a real problem situation. (Prasiwi et al., 2017) found that storytelling can improve dialogue skills.

Method

Type and Design

This study is a descriptive qualitative with a case study design. A descriptive qualitative with a case study design try to reveal a process and understand human in the social context as deep as possible of a case context (Sugiyanto et al., 2016; Creswell in Susila, 2016; Marshall & Rossman in Setyaningsih, 2019; Creswell in Susanto & Jaziroh, 2017). This study focused on educators' and students' activities in Central Java, Indonesia, internalizing democracy values in their place. Democracy values in the present study are defined as honesty, tolerance, and deliberation. The authors conducted this study at seven places in Central Java, Indonesia (See Table 1). These places are proved as democratic places based on data. This study was conducted from February to April 2021.

Data and Data Sources

The data in this study consist of transcripts of in-depth interviews. The data sources in this study were informants from seven selected places (see Table 1). The selection criteria are as follows: (1) Located in Central Java (2) Have an excellent record of democracy values at the national level (3) willing to be informants. At this moment, the selected places with the excellent achievement record.

1. Lazismu of Surakarta City (Lazismu Surakarta). As a charity institution, Lazismu (national) won the award as a charity institution with the best annual report 2019 (Baznasjabar.org 2019). Meanwhile, Lazismu of Surakarta City received the WTP (Unqualified) Award Charter in 2019 from the public accounting firm (Solo-news, 2019).
2. Peron Village (Desa Peron)
3. Public High School of 3 Surakarta (SMA 3 Surakarta). A High School with the highest integrity index in Indonesia based on national final examination report. Released by Indonesian Ministry of Education and Culture (Okezone, 2016).
4. Elementary School of Muhammadiyah Salatiga (SD M Salatiga). An elementary school with success of honesty canteen (national honesty program)
5. Salatiga Regency (Salatiga). Salatiga is the most tolerant city in Indonesia based on the 2020 Tolerant Cities Index released by the Setara Institute (Jatengprov, 2021)
6. Al Firdaus Elementary School (SD Al Firdaus). An elementary school as the best inclusive education provider at the 2012 Inclusive Education Award event by the Indonesian Ministry of Education and Culture (Solopos, 2012).
7. Muhammadiyah Student Association of Central Java (IPM Jawa Tengah). Won an award as the runner up of the best youth organization 2014 (Sangpencerah, 2015).

In the present study, the authors implemented four ethical principles: (1) Obtained informed consent to all informants involved. (2) Protected the privacy or confidential of informants. (3) Did not implement deceitful practices. (4) Gave freedom to all

informants to reject or withdraw from the study.

Table 1. Informants' Demographics

Initial	Institution	Gender	Age	Role	Status	Value
LAZ	Lazismu Surakarta	Female	25	Educator	Manager	Honesty
KEN	Desa Peron	Female	30	Educator Student	& Member	Honesty
SMA1	SMA Surakarta	3 Male	47	Educator	Teacher	Honesty
SMA2	SMA Surakarta	3 Male	44	Educator	Teacher	Honesty
SDM	SD M Salatiga	Male	38	Educator	Teacher	Honesty
UKSW	Salatiga	Female	22	Educator Student	& Member	Tolerance
ALF1	SD Al Firdaus	Female	30	Educator	Teacher	Tolerance
ALF2	SD Al Firdaus	Female	32	Educator	Teacher	Tolerance
ALF3	SD Al Firdaus	Female	43	Educator	Teacher	Tolerance
IPM1	IPM Tengah	Jawa Male	22	Educator Student	& Member	Deliberation
IPM2	IPM Tengah	Jawa Male	22	Educator Student	& Member	Deliberation

Data collection technique

The interview used in this study was semi-structured. The authors have prepared the draft of the questions. The authors conducted several interviews with all informants about the internalization of democracy values by educators.

Data Validity and Analysis

Several methods were adopted to enhance validity, including 1st tier triangulation (of researchers), well-documented audit trail of materials and processes (Carcary, 2009; Cohen et al., 2000; Rodgers & Cowles, 1993), and respondent verification (George & Apter, 2004; Lincoln & Guba, 1985). Meanwhile, the qualitative data analysis process was used in the present study, including data reduction, data display, and conclusion drawing (Miles & Huberman, 1994). At first, the authors transcribed the results of an interview with all informants. Then, the authors categorized the verbatim into the dimension of the internalization of democracy values. In this part, the authors employed some category tables. Then, the authors analyzed verbatim based on particular themes. After that, the authors formulate the patterns among the internalization of values. At last, the authors concluded.

RESULTS

The results showed that the informants both acted as educators and students and had diverse experiences in cultivating democracy values. Four major themes emerged in this study, including strategy, barriers, outcomes, and prevention.

Strategy is how educators instill democracy values. There are six strategies found in general, including modeling, rules, lectures, habituation, monitoring, and the environment. The obstacles are the obstacles for educators in carrying out the planned strategy to instill democracy values. Barriers identified include time constraints, external environment, individual instability, and individual differences. The results here are the result of inculcating democracy values in knowledge, attitudes, and behavior. The last is prevention or steps educators take to prevent students from taking undemocratic actions while preventing students from maintaining undemocratic behavior. Prevention carried out by the informants included brainstorming, religion, and counseling. More details are in Table 2.

Table 2. Emergent Themes

Themes	Findings
Strategy	Modeling Rules Lectures Habituation Monitoring Environment
Obstacle	Time constraints External Environment Individual Instability Individual Differences
Result	Knowledge Attitude Behaviour
Prevention	Brainstorming Religion Counseling

Strategy

The first strategy adopted by informants was to set an example. The role model intended is to provide a positive example or a good example in applying democracy values. Informants show positive examples both through themselves and others. Informants carry out self-modelling as leaders, teachers, parents, and seniors. Meanwhile, other parties are used as role models as examples of figures in real stories, characters in children's fiction stories, and senior figures of students.

In instilling honesty, LAZ as the leader of a humanitarian organization proves and shows his subordinates that he works with high integrity, without fraud. ALF as a teacher, provides examples and consistently practices examples of how to treat peers who have differences. In addition, ALF also shows positive modeling in children's storybooks. Meanwhile, IPM1 shared that the organizational coach at his school told how he carried out deliberation at their age (15-17 years old) and consistently demonstrated how to apply the value of deliberation well.

"I think it should start with yourself first. For example, if I am teaching my sister to be honest, then I have to be honest first as an example that my sister can learn later." (LAZ)

"Yes, we invited us to think, plus-minus being honest or dishonest, we will continue to insert it with religious activities, besides making their minds open" (SMA1)

"We can also give examples or stories about what to do." (ALF3)

"The coach gave some considerations (of options). If we take an option, then there are strength and weakness. So, we think how good it is? Then the coach teaches us about hard work and honesty." (IPM1)

Informants believe standard and firm rules or procedures in Central Java are the second key strategy in instilling democracy values. A mutually agreed rule binds and gives instructions on what to do and what not to do. Rules can be in the form of standard operating procedures (SOP) in an institution, written and unwritten rules at school, and unwritten rules agreed upon in an organization or community. This rule will be aimed at forcing students to apply democracy values at first. Informants believe that rules that are implemented consistently will instill democracy values internally slowly.

In instilling the value of honesty, LAZ makes and enforces SOPs for all staffs. ALF agrees with students to conduct behavior that respects differences and respects distributive justice. Students from ALF are arranged to accept the "privilege" given to students with special needs. Meanwhile, IPM1 shows that when they are about to carry out deliberation in their organization,

they show the desired flow and procedures to genuinely democratic deliberation.

"I think it is unlikely for them to be dishonest, especially with the procedures that we have made which are very strict in a financial context." (LAZ)

"Sometimes, we also have special agreements with children. If they did this, then the consequences would be like this. They make a statement. (ALF2) "

"So the deliberations flow like this. Well then when no one agrees, we have first to consider which one to do." (IPM1)

Lectures are the third and most popular strategy for informants to instill democracy values. A lecture is an activity to provide knowledge and views orally. Lectures are intended to change students' knowledge and perceptions so they will change attitudes and behavior. The knowledge provided includes concepts, characteristics, implementation, rules, and consequences. The lecture material given can also be combined with questions and answers, imagination, and self-reflection.

In implementing the lecture strategy, HR introduces honesty, characteristics, and the consequences of implementing these values. ALF tries to combine lectures with self-reflection to make it stronger in changing students' views. Meanwhile, IPM1 shared that in his organization, new members were given a lot of knowledge and understanding in running the organization democratically through deliberation.

"Then how to internalize is first given an understanding of what honesty is, then the virtues of being honest" (HR)

"That we have some friends with unfortunate conditions. Do you want to be like them?. Do not want? So, we have to be grateful." (ALF2).

"In the school level (lowest level), we were told that this organization is formed together so we must move together" (IPM1)

The fourth strategy is to ensure habituation. Habituation is making sure students do (think or behaviour) something repeatedly until they feel part of themselves. Habituation is considered successful when a person feels something is missing when he misses it. Informants consider that the application of behavior following democracy values will instill these values firmly. In instilling the value of honesty in schools, schools where HR teaches build a "honesty canteen." An honesty canteen is a place where students are accustomed to making buying and selling transactions independently. Transactions in the "honesty canteen" test as well as familiarize students to adopt honest behavior. After doing lecture and modeling strategies at the ALF school, students are also accustomed to doing some behaviors that reflect the values of tolerance. ALF believes that repeating lectures, modeling, will synergize with the habituation strategy. On the other hand, IPM1 said that the organizational builder he followed made a regular schedule of meetings to get used to deliberation properly.

"Besides, there is also an honesty canteen which often profitable. Our honesty canteen does not experience any losses at all. " (HR)

"We need a long time. We have to do habituation. Sometimes, today they have understood, but tomorrow they will ask again. So we have to do habituation every day. The difference in character, need different habituation. " (ALF3)

"In the school level, we did meeting (deliberation) every week." (IPM1)

Informants agree that to instill democracy values; good supervision is needed. This is to ensure that the strategies implemented are practical and efficient. LAZ explained that in her institution, supervision is realized through written daily reports. Written reports ensure that the

strategy for habituating honest behavior is working correctly. ALF realizes that students in the class must continuously be monitored for changes in their behavior. The observed behavior changes reflect the tolerance values already at the stage where they are embedded. Meanwhile, the organizational coach followed by IPM1 functions as a monitor for implementing deliberation orderly and consistent.

"We have a policy for other employees with daily reports. It is encourage them to be discipline in their work. However, it cannot be denied that there are loopholes for lying or cheating. At least, we can monitor each of their work activities" (LAZ)

"We stand by in class. That is why we know the changes in children. We are always in class. We never leave children. " (ALF1)

"For example, compiling a program and designing something, there must be a coach." (IPM1)

The effectiveness of modeling strategies is considered to improve in line with increasing of the role models. The role model does not only rely on educators from among teachers, coaches, or parents. Other parties can be empowered to become role models. They can be school staffs and senior students in schools or people in the home environment and other places. In other words, creating a democratic environment is a good strategy for most components of society. KEN admitted that the community in his village had shown an example in applying the value of honesty. ALF also assesses that the senior students in the school have shown good examples regarding tolerance, thus creating a tolerant environment for the junior ones. Meanwhile, IPM1 realized that most of the members of its organizations at the local and regional levels had exemplified the value of good deliberation, namely, not leaving the arena of deliberation when it took place (walkout).

"In general, in Peron Village, mostly people are honest. Dishonest people are only a few" (KEN)

"Our school is an inclusive school. There are so many differences. From these differences, they (upper-class students) do not make fun of each other. That is the point. " (ALF1)

"I have never walked out (during meetings). We never experienced any voting, only deliberation (while at his organization). " (IPM1)

Obstacle

The first obstacle is educators' limited time to instill democracy values and carry out prevention and curation. The internalization of democracy values, such as honesty, tolerance, or deliberation experienced by democracy educators, takes quite a long time. Starting from transferring knowledge, changing perceptions and attitudes, and changing behavior often takes up other academic time (cognitive and psychomotor). SMA2 admitted that there was no particular time for efforts to instill the values of honesty in their schools. Meanwhile, ALF finds that students often forget the tolerant knowledge that has been given. Meanwhile, IPM1 sometimes finds the organization's head having to skip deliberations in making urgent decisions. Consequently, sometimes there is unrest from members of the organization.

"There are no special and specific time. We take a little time during teaching and learning " (SMA2)

"If the time is long enough, we have to do habituation. Sometimes, they understand today, and will ask again tomorrow" (ALF3)

"So yeah, sometimes there is a decision that is taken quickly. Where made a decision quickly, there was a lack of transparency." (IPM1)

The external environment also influences the success of educators in instilling democracy values. However, this is only experienced by honesty value educators in SDM schools. However, students in the SDM school have an environment outside the school environment, namely the

neighborhood. Schools cannot ensure that democracy values applied and accustomed to in schools will also be available outside the school environment.

"The challenge is that when the children leave the school environment (where they live, etc.), the school cannot control it. For example, living in a dishonest environment, sometimes they are influenced to be dishonest" (SDM)

Another thing that becomes a challenge for democracy educators is the instability of students, especially children. Children are still not consistent in controlling their egos. What is considered unpleasant by the child will be challenging to follow. Children are also very easily influenced by their surroundings. As stated by KEN, his children are still often inconsistent with honest behavior.

Meanwhile, students who have passed childhood cannot always escape their egocentric nature. The interests and advantages that someone suddenly realizes can lead to a change in implementing democracy values. As happened in IPM1's organization.

"In my opinion, the mindset of a child is dynamic. Sometimes being obedient for a few days, but sometimes the contrary. That is children, we cannot change them spontaneity right?" (KEN)

"Just a simple example, yesterday at the national congress, you know, when the decision was made on the candidate for formation, there was still a problem. The result was the impact on the opposition, more to the conflict. This conflict existed within the organization itself. It was raising a character killing. That is the conflict." (IPM1)

Individual differences are also a real problem or challenge felt by informants. Students who come from diverse backgrounds and characteristics require educators to provide various treatment as well. From various treatments, it also takes a variety of times. In the school context, SMA1 faces the fact that incoming students have different inputs regarding the value of honesty. Some students are already at the embedded stage, and some are not yet embedded. Similar to SMA1, ALF also stated that students needed different ways and times to learn tolerance. Meanwhile, IPM1 stated that the interests and needs of the various regions were the most significant challenges in creating a democratic organizational atmosphere (consensus).

"...each student have their culture (attitude). There are basicly bad (dishonest) students as well as basicly good (honest) students. It would be more difficult to treat the bad ones (to be a honest person)". (SMA1)

"Yes individually, because every child is different. We cannot do same way". (ALF3)

"Because of the different interests among groups and region. Each region has its own needs" (IPM1)

Result

The results of the internalization of democracy values can be in the form of cognitive, affective, and psychomotor. Cognitive learning outcomes are in the form of knowledge about the concepts, consequences, and applications of democracy values. Affective learning outcomes are the emergence of a positive attitude to accept these democracy values. Meanwhile, psychomotor learning outcomes can be observed from actions or behaviors that reflect democracy values.

One of the indicators of success in the form of knowledge according to SMA1 is the consequences obtained by applying the value of honesty. Meanwhile, UKSW feels that it has achieved the result of learning tolerance by knowing and realizing that there are differences from other people. Meanwhile, IPM2 feels that it has gained a lot of knowledge about various good and correct implementation of deliberation, such as arguing, lobbying, and answering criticism.

"Yes I told you. The student is already thinking, 'uhm, why did I cheat? I do not get a benefit, right? So the student can think (like that)". (SMA1)

"The Success, I can understand friends who come from across country". (UKSW)

"Know the ethics of arguing, know how to lobbying well, know how to answer criticism". (IPM2)

The success of internalizing democracy values in terms of attitudes is also quite diverse. SMA2 had students who decided to take a no-take stance on tests. Meanwhile, UKSW said that his high school friends took a stance to accept UKSW of a different religion. This attitude of accepting differences was a manifestation of the value of tolerance. IPM1 takes a tolerant attitude and accepts deliberation decision that is not by his thought. IPM1 takes the position that the most important thing is the organization's success, not about the acceptance of his thinking as an individual.

"There is a story about my student. Maybe now he has graduated from university. One day in a test, he did not get a perfect score, because he did not want to answer incorrectly. He knew that his teachers' answer was incorrect". (SMA2)

"In high school, I was a one and only only Christian student. All of my classmates were moslem, but they accept me as their mate." (UKSW)

"Because I think it is okay if my idea is not accepted, as long as we can work optimally with the the other idea." (IPM1)

The tremendous success achieved by educators may be the success of changing the behavior of students. However, these results are the longest and most challenging to obtain. For the value of honesty, one of the successes of student behavior that can be observed by SDM is the honesty of students during the national exam. In addition, several other behaviors observed were the success of the honesty canteen and the high number of reported items found by students. UKSW feels the tolerant behavior she has implemented, namely by respecting and helping his mother in religious matters. Meanwhile, IPM2 claims to have implemented the deliberation procedure positively and adequately as a form of successful internalization of democracy values in the form of skills.

"During the national exam, there were many news about students were cheating. Thank God it was not here at all. That is based on the recognition of supervisors who come from other schools." (SDM)

"In the end, we became more harmonious. Love each other more. We have a shop, if my mother pray, I will replace her to handle the shop. If I want to go to church, my mother waking up me." (UKSW)

"Respect the opponent's argument, argue without dropping, self-management when his opinion is not used" (IPM2)

Prevention

Apart from preparing a strategy for internalizing democracy values properly, educators must also prevent harmful behavior. The strategies used to prevent and contrary values of democracy by educators are brainstorming, religious approaches, and counseling. SDM and teachers in his school provide knowledge and stimulate perceptions regarding acts of dishonesty. Meanwhile, UKSW conducted brainstorming on students who were considered lacking in applying tolerance values by realizing that every individual has the right to live with their nature and way. Meanwhile, IPM1 states that the effort to respond to organizational members who do not prioritize the value of deliberation is by providing knowledge again regarding the value of deliberation.

"Advising children that when they are dishonest, they will not be liked by their friends. In addition, by inserting a moral message about honesty in learning videos. (SDM)

"According to the principle that in life, everyone cannot be forced to live the same as us." (UKSW)

"If my friends are still selfish, means that they are still not finished with themselves. They have to introspect themselves again. I mean, we only give them knowledge, advice. " (IPM1)

Religion is one of the preventions and curative strategies against undemocratic actions. SDM, as educators in Islamic-based elementary schools, of course, always inserts religious arguments when dealing with students who are known to have acted dishonestly or want to be dishonest. It is no different from UKSW, which also always remembers the Christian religious doctrine of love to avoid the thought of intolerance within itself.

"Religious doctrine is applied. For example, a person who lies is sinful, and the threat is hell ". (SDM)

"If people are different from us, that is fine. We must live based on love like that." (UKSW)

The last anti-democracy prevention strategy is through counseling. Counseling is the assistance given to students when they face problems or deviations in applying democracy values. KEN provides individual counseling to children who are known to have committed dishonest acts. KEN admits that she sometimes gets out of control in providing this counseling. ALF also stated that students who were caught acting toward intolerance would be subjected to individual counseling and brainstorming. Meanwhile, in the organization, the chairperson and other leaders also act as counselors for members who feel they are starting to act without paying attention to the spirit of deliberation to reach consensus. This counseling begins with lobbying.

" I think to treat my daughter smoothly, but sometime I can not control my self and express my anger, hehe." (KEN)

"... For nosy kids, there is a note. If you are like this, then you will be like this... We have never humiliated a child in public. We chat, we invite discussion to find the best solution." (ALF3)

"There are several members that do not support A (a person). A will visit those members and do lobbying ... At the province level, we do Tabbayun. Tabbayun is an activity of leader give advice directly to the member." (IPM1)

DISCUSSION

Strategy

Modeling is one of the strategies used by informants in internalizing democracy values. This is in line with research by (Lee et al., 2014) and (Talwar et al., 2016), which revealed that classic moral stories effectively teach children about the consequences of lying and the virtue of honesty. Meanwhile, lecturing is one of the strategies used to provide insights into consequences. This is in line with the study of (Trautner & Borland, 2013) found that the sociological imagination teaching and learning approach is encouraged students to view scenarios of academic dishonesty as both personal problems and public issues. Habituation, the application of the model of LVE in school habituation, significantly affects the student's character development by 42.1% (Saripudin & Komalasari, 2015). Children's environments are also influenced by the environment around them, including being socialized about the value of honesty (Lavoie et al., 2016). They receive social messages from parents, teachers, and other adults about the importance of telling the truth (Lavoie et al., 2016; Talwar & Crossman, 2011).

Obstacle

Time limitations. Based on the results of previous research, it is different from (Mardiyanto, 2009), which states that the inhibiting factors in implementing democracy at Batang 4 Public Middle School, Indonesia are time, student laziness, and a low sense of tolerance. Moreover, the results of (Saputra, 2013) study of obstacles in the implementation of democratic values in the management of Student Council performance at 3 Semarang Public School, Indonesia are time constraints, conflicts of interest in organizations, and organizational experience. External environment If, on the other hand, the values to be taught in school are contradictory to those

learned outside of school, some conflict must necessarily be engendered in the students. They may verbally accept values that oppose one another, but they cannot act based on opposing values. In such cases of conflict, pupils must reject values learned through enculturation if they are to make choices based on those taught by the school (Arnstine, 1961). Illustrated of this are the studies in dishonesty conducted by Hartshorne and May. It was found that children were honest in some situations and dishonest in apparently similar settings (Arnstine, 1961). Individual differences. The inhibiting factors for instilling Democratic Values in Boarding Schools at Ihsanul Fikri Islamic Boarding School: (1) lack of hostel caregivers; (2) individual differences in students (Sarifah, 2017).

Prevention

Brainstorming efforts were made to overcome the inhibiting factors for the implementation of democracy values in Civics learning for sophomore of 2 Trenggalek Public Vocational High School, Indonesia among others: (a) Teachers provide understanding, (b) Habituation of behavior, (c) Reprimand, (d) Awareness from parents, (e) Communication effective (Hidayani & Rukmini). Religion. Apart from this guidance, Kiai (principal) and other teachers also always admonish them if they find lying students. Besides that, the Kiai also imposed sanctions for his students who violated the rules of the Islamic boarding school with very educational sanctions (Khoiriyah, 2019). Good Communication Counseling. Communication can work well if both parties are willing to find solutions together to help students solve problems. Mental conditions that are still unstable sometimes make students close communication with others, including with teachers at school (Rini, 2017).

CONCLUSION

The results showed that the informants, both as educators and students, had diverse experiences related to internalizing democracy values. Four major themes emerged in this study, including strategy, barriers, outcomes, and prevention. The limitation of this research is that it explores the values of democracy separately. In addition, data collection for less than a year is considered to be less comprehensive. More comprehensive longitudinal research is needed.

CONFLICTS OF INTEREST

The author(s) declare(s) that there is no conflict of interest regarding the publication of this article

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