

Deliberative Inquiry Based Learning Model in Civic Education in Fostering Student's Civic Engagement

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Abstract

Through deliberative pedagogy that integrates dialogue and community engagement into teaching, it encourages democratic practices and addresses societal challenges. Deliberative teaching is not just a learning method, but an educational revolution that puts democracy, inclusion, and justice at the core of learning because citizenship requires not only social inclusion, habits, knowledge, and evidence-based reasoning but also argumentation skills. In this study it was found that (1) the deliberative-inquiry model influences students' political attitudes and behaviors and fosters civic engagement, but this must be supported by a rights-respecting and responsive school environment to encourage students' participation in discussions (2) it can overcome racism that respects equality rights, as well as focus on their reflection and decision-making processes in the classroom (3) as the main framework in democratic discussions both inside and outside the classroom because it can build the character of compromise, actualize citizen participation, and build community.

Keywords: Deliberative, Inquiry, Civic Education, Civic Engagement, Learning Model



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Introduction

As a country that adheres to democracy in the form of a republic, it is very important to prepare citizens who have national commitment, maintain the value of equality and the ability to engage in public life by maintaining democratic ethics. This is shown in the objectives of Indonesian national education in Article 3 of Law Number 20 of 2003 concerning the National Education System, namely Indonesian education aims to shape the character of democratic and responsible citizens. Civic Education (Civics) learning is a subject that is responsible for shaping the character of citizens who are literate in democracy or in other words, Civics learning has a core value in order to foster democratic citizenship (Azra, A., 2005). As the view of political expert Delanty that democracy and citizenship cannot be separated because without the participation and action of citizens (act of citizenship), democracy is not alive.

In supporting awareness of citizen participation and engagement, it is necessary to develop a curriculum based on a deliberative perspective that is interdisciplinary in order to actively involve students in projects in their communities (Jhon J. Cogan, 2000). In his research, he explains that the main reason cited by citizens for their lack of interest in civic issues is that learning in schools and universities has not shown the relevance of tasks to real issues that occur in society. For Cogan, the deliberative perspective is a form of multidimensional citizenship attributes that are needed in the challenges of the 21st century (Jhon J. Cogan, 2000). Thus, formal education should be a forum for deliberative democracy education and true liberation of students because it can foster people to be democratic and have the motivation and ability to work for their society and democracy (Herheim, R., et al. 2021).

In addition, Cogan emphasizes the importance of deliberative perspective-based knowledge and skills in the school context because it has meaning and relevance to the wider community, the issues studied are likely to be found in their own local communities and also in other communities around the world. When associated with modern learning, deliberative has a connection with contextual learning theory because the purpose of deliberative knowledge and skills is to foster social sensitivity while contextual learning is learning that connects social reality (Nababan, D., 2023).

Contextual learning, which is a school of knowledge philosophy that believes that our knowledge and understanding are our own formations (constructions) that cannot be simply transferred from the thoughts of an educator to students, but students themselves interpret by adjusting the experiences of the students themselves (Komalasari, 2010: 15) Contextual learning itself is in line with the principles of the Merdeka Curriculum which emphasizes the holistic development of student competencies (Farhana, I. 2023). With contextual learning, students not only master knowledge, but can also develop the attitudes and values needed to become good citizens."

Philosophically, learning Civic Education in each country in the world has a role that is structured on the basis of the history and purpose of the formation of the state. Ichilov in his book "Citizenship and Citizenship Education in a Changing World" emphasizes that it is impossible to learn civic education if it is separated from its social and political context because civic education reflects social, political and value changes in society (Ichilov, O., 1998). As the Indonesian state is independent from a colonization, in other words, the shadow of imperialism and colonialism still lingers in the collective memory of citizens so that it has a goal in an effort to inherit national values and foster a spirit of nationalism or love for the country. Civic Education is also learning that has a curricular dimension that aims to develop citizen competencies known as civic engagement.

should have a concise yet relevant to the whole research in which it is reflected in a brief explanation of research highlights and its future importance should there be an actual application of the research. Other important aspects that should also be included is any controversial or thought-provoking hypothesis in which it can resonate well with the highlights of the research. The purpose and the background of the studies must be explicitly mentioned and expressed in a coherent and elaborate manner. Please avoid using frequent jargons. If necessary, provide the meaning at the beginning of usage.

Methods

This research uses a qualitative approach with a library research method to in-depth examine the concepts, principles, and characteristics of a deliberative inquiry-based learning model in fostering civic engagement. The literature analysis was conducted by reviewing various relevant scientific sources, including academic textbooks, reputable journal articles, reports from international institutions, and previous research related to citizenship education, deliberative pedagogy, inquiry learning, and developing civic engagement. This method was chosen because it allows researchers to build a comprehensive conceptual framework and theoretical argumentation based on the accumulation of existing scientific knowledge, while simultaneously identifying conceptual gaps that can be addressed through the development of a learning model (Zed, 2014; Creswell, 2018).

The literature analysis procedure was carried out through several stages: identification of relevant sources, classification of themes, critical analysis of content, and conceptual synthesis. In the analysis stage, researchers focused on the relationship between deliberation practices and inquiry processes as pedagogical strategies that encourage active participation, critical reflection, and collective decision-making in civic learning. The deliberative perspective is understood as a rational dialogue space that values diverse public views and arguments (Gutmann & Thompson, 2004), while the inquiry approach emphasizes the role of students as active learning subjects in systematically exploring civic issues (Dewey, 1938). A synthesis of these various sources is used to formulate the characteristics of the deliberative inquiry learning model that theoretically has the potential to foster civic engagement, such

as participatory awareness, social responsibility, and commitment to democratic values (Branson, 1998; Hoskins et al., 2012).

Results and Discussions

1. Results

Peter Levine is a Professor of Civic Life at Tufts University has defined that civic education means all processes that influence people's beliefs, commitments, abilities, and actions as members or potential members of society, both in school and outside it. According to him, the teaching process of learning Civic Education should be more like public deliberation in an effort for the common good (Levine, P., 2023). The main purpose of Civic Education is to prepare young people to participate in deliberate action on important social issues so that educators need to nurture students' virtue because virtue is the main foundation that must be nurtured through Civic Education in order to grow motivation to consider and take action on the needs of others (Barton, K. C., & Ho, L. C., 2020).

According to cognitive theory and recent research, the concept of civic virtue is rooted in the feelings of compassion and empathy that everyone has. These innate feelings are so limited and partial that Mencius, the Confucian philosopher, simply analogized them as “sprouts” or basic foundations because deliberate action is not possible without the development of these sprouts of virtue, educators are responsible for how students can grow virtue in order to reach out to existing social problems (Barton, K. C., & Ho, L. C., 2020). As the purpose of Civic Education is to empower learners to cultivate civic virtue and active participation in democratic deliberation (Chia, Y.T., Neoh, J.Y., 2024).

According to Levine, Civic Education should teach students about the concept of dialog using values, virtues, and dispositions such as empathy and willingness to compromise as these are aligned with the values of equal participation and inclusiveness. Thus, it can pay great attention to issues such as social justice or the struggle for social change (Levine, P., 2023). Despite the challenges, Civic Education has the potential to train a generation capable of resolving conflicts and building a harmonious society. It is therefore important to call for increased dialog and collaboration among students so that they are trained in reaching consensus rather than winning arguments (Larrain, A., Fortes, G., & Rojas, M. T., 2021).

a. Deliberative Pedagogy

A journal emphasizes the importance of deliberative teaching to foster sustainable citizenship and democratic engagement. Deliberative teaching is not just a learning method, but an educational revolution that places democracy, inclusion, and justice at the core of learning because citizenship requires not only social inclusion, habits, knowledge, and evidence-based reasoning but also argumentation skills, such as the individual and social capacity to debate and exercise individual and social rights in an effort to peacefully address sociopolitical conflicts (Larrain, A., Fortes, G., & Rojas, M. T., 2021). Deliberative pedagogy is a teaching method that develops conflict resolution skills through deliberation by prioritizing civil discourse. Civil discourse is a form of conversation or discussion conducted in a respectful, open manner, and aimed at increasing understanding, not winning (Garcia, L. M. C., et al. 2024).

A study shows that the role of deliberative democracy in higher education is crucial because it can foster collaborative reasoning among students, academic environments, and community members (Shaffer, T. J., 2020). Deliberative pedagogy as a theoretical framework that enhances civic education by fostering practical wisdom among students (Lawrence, W. Y., et al., 2021). Deliberative pedagogy in Civic Education impacts community programs and policymaking, where students practice deliberative skills, ultimately leading to more active and informed citizenship in their communities (Maurissen, L., Claes, E., & Barber, C., 2018).

This is reinforced in a journal advocating deliberative pedagogy in higher education that emphasizes civic engagement-based education. Deliberative pedagogy integrates dialogue and community engagement into teaching, encourages democratic practices and addresses societal

challenges (Longo, N.V., 2023). Citing Stitzlein's view that describes the concept of dialog that upholds the dignity and human value of the interlocutor. Stitzlein defines the value of "civility" not as a behavior, but as a desire to work with learners from different backgrounds to continue to engage in fair dialogue (Levine, P., 2023).

Open classroom discussions positively influence students' political attitudes and behaviors and foster civic engagement, but this must be supported by a rights-respecting and responsive school environment to encourage student participation in discussions (Maurissen, L., Claes, E. & Barber, C., 2018). This positive experience has been carried out in Sweden, where teachers emphasize a more open deliberative approach that can overcome racism that respects equality rights, and focus on their reflection and decision-making process in the classroom (Arneback, E., & Englund, T., 2019).

Deliberative methods can generally be described as a method in which groups need to deliberately consider problematic issues through talking and listening, reflecting, and learning before they can develop actions, plans, or make reasoned decisions (Wouters, R., et al., 2019). Deliberative communication is also considered a way to address the moral dimension in teaching, thereby enhancing the role of teachers to be responsible and professional (Englund T., 2016). Deliberative learning, according to Lyman (1981), is a learning process carried out through ongoing discussion and dialogue activities and involving various learning resources. He continued by explaining that the more varied the learning resources studied in class and outside the classroom, the stronger the "deliberative value" contained in the learning (Destini, R., & Nasution, L. A., 2021).

Likewise, the education system in Singapore has transformed the school civic education curriculum by exploring the potential of democratic engagement as a whole by encouraging citizens to actively engage in critical debates on social issues because they believe it can foster critical thinking and participation to address social problems (Chia, Y.T., Neoh, J.Y., 2024). The idea of an educational strategy to foster students' epistemic trust and critical reasoning skills through deeper deliberative learning by teaching integrative negotiation or learning that focuses on developing students' skills to negotiate more openly and productively (Leiviskä, A., 2023).

Civic Education learning needs to emphasize the habit of questioning, and skills in making good decisions and resolving conflicts. This will encourage the development of learners who will ultimately contribute effectively to nation building. Civic Education learning through inquiry-based pedagogy, provides space for students to have critical discussions and dialogues on various topics and current issues that will help them become better citizens (Hussien, S., Mohd Mokhtar, N.A., & Hashim, R., 2020). Thus, students are given the opportunity to question, discuss and reflect on the values of civic knowledge so that they do not simply receive it as an accumulation of information.

2. Discussions

a. Inquiry-based Deliberative Model

Civic Education scholars have long considered deliberative as the main framework for democratic discussion both inside and outside the classroom because it can build the character of compromise, actualize citizen participation, and build community. However, in view of its weaknesses, the deliberative model for social science pedagogy was developed by incorporating litigation discourse which plays an important role in efforts to make inquiry-based teaching important, especially in discussing solutions to issues of injustice (Hlavacik, M.J., & Krutka, D.G., 2021).

"Civic litigation" has been believed to complement the deliberative model in the classroom by incorporating it into learning with the aim of calling for critical inquiry. With a learning design framework that leads to questions about systems of power and oppression, incorporates the perspectives of the oppressed and marginalized and asks students to take concrete steps towards healing has been believed to impact the growth of learners' social capital (Hlavacik, M.J., & Krutka, D.G., 2021). The following is an explanation of the objectives, targets, paradigms, and results of the deliberative inquiry model adapted from the views of Kakabadse, et al (2007) which are depicted in the table below.

Tabel 1
Dialogue based Inquiry Approach

Characteristics	Deliberative Inquiry	Collaborative (and/or Cooperative) Inquiry	Participatory Action Research
Purpose	To expand the understanding of each inquirer's own experience by understanding of self and other inquirers, and together to develop new understanding of shared phenomena under inquiry	Creating shared meaning (co-creation of group knowledge) and change through learning.	Social transformation (readdressing power imbalances).
Thoughtfulness	Civic participation and engagement	Collaborative encounter with experience (critical subjectivity)	
Aim	Awaking from dogmatic slumbers into genuine curiosity and creation	Knowledge co-creation for change within context	
Paradigm	Perpetual learning	Participatory	
Outcome	Meaningful qualitative change.	Transformational/qualitative change.	

Source: Adapted from Kakabadse., et al (2007)

The table above illustrates that deliberative inquiry aims to broaden understanding of each individual's experiences by understanding themselves and others in a dialogue, which then develops new shared understandings toward making decisions. The focus of this deliberative inquiry method is on civic participation and engagement, which embraces a lifelong learning paradigm, enabling meaningful qualitative change.

In its development, the term "deliberative inquiry" is still interpreted in three perspectives, namely the study of curriculum, the development of the concept of deliberation-based democracy and approaches in qualitative research (Wouters, R., De Fraine, B., & Simons, M., 2019). Key figures in the deliberative tradition in education are Joseph Joe Schwab and Jhon Dewey who are known for their pragmatism paradigm that develops learning according to context or emphasizes knowledge on the value of use in practical life. Dewey argues that education is not only a tool for transmitting knowledge, but also a means to form active and critically thinking citizens in a democratic society (Kricke, M., Neubert, S., 2020). Therefore, it can be said that the concept of deliberative inquiry is an old idea that has limitations in its application.

A study in Malaysia showed that inquiry pedagogy aids effective Civic and Citizenship Education (CCE) teaching as students find the learning experience more meaningful, become more empowered in their thoughts and views, and students are more sensitized to current issues thus paving the way to become good citizens (Hussien, S., Mohd Mokhtar, N.A., & Hashim, R., 2020). This is reinforced by an article that explains that presenting deliberative-based inquiry communities in classrooms can foster communitarian dispositions, democratic skills and critical thinking among students, and promote active citizenship (Canuto, 2022). Thus, the deliberative concept is very compatible with the basic values of learning Civic Education which teaches about democratic education. Inquiry-based pedagogy is derived from constructivist learning theory pioneered by Vygotsky. Through the concept of ZDP (Zone of Proximal Development), learning is considered more effective by loading the given task slightly beyond the range of students' abilities, but can be achieved with the help of others who are more experienced in this case a teacher (Hussien, S., Mohd Mokhtar, N.A., & Hashim, R., 2020). This concept is very important in Vygotsky's social learning theory because it emphasizes the importance of social interaction in the learning process. Based on the theory of constructivism, the philosophical inquiry approach replaces teacher control of student learning and shifts it to student empowerment. Inquiry-based learning helps students acquire critical thinking skills so that it helps in making decisions about actions or beliefs that must be carried

out (Syahrial, S., et al., 2021). Therefore, inquiry-based learning can foster social sensitivity so that it is very closely related to the learning objectives of Citizenship Education.

From the discussion above, it is very important to develop innovative learning models in Citizenship Education in deliberative-based classes with a critical inquiry approach so that the objectives of Citizenship Education in an effort to foster knowledge and awareness in order to be truly involved in society because it does not only focus on civic knowledge but empowering students who have status as citizens with inherent rights and obligations. Therefore, the deliberative inquiry model can be interpreted as a learning process that increases the interaction of students in examining social problems and solutions so that it can foster social sensitivity in students.

In the journal (Kim et al., 2016), it is stated that civic engagement fosters individual trust, competence, collective identity (connection), character respect for diversity, and social care. This is in line with the concept of good citizens written by Luigi Ciccarini in the book "Citizenship, Identity, and Political Community" (2024; 63) that civic practice is related to social capital which has a tendency to work together to realize solidarity by adhering to social norms and maintaining ethical involvement in public life. In another journal, civic engagement is defined by conceptions of a good society and beliefs about how individuals should behave in order to increase youth social capital (Bhangaokar & Mehta, 2012). Therefore, the character of civic engagement developed in Civics learning is very compatible with the national education goal of becoming a responsible democratic citizen because it not only offers knowledge and skills but also values or in other words prioritizes morals and ethics.

Conclusion

The purpose of Civic Education is to activate citizens' awareness in an effort to foster social sensitivity and actively participate in solving social problems. In supporting awareness of citizen participation and involvement, it is necessary to develop a curriculum based on a deliberative perspective that is interdisciplinary in order to actively involve students in projects in their communities. learning Citizenship Education in each country in the world has a role that is structured on the basis of the history and purpose of the formation of the state as in Indonesia, which is independent from a colony, in other words, the shadow of imperialism and colonialism still lingers in the collective memory of citizens so that it has a purpose in efforts to inherit national values and foster a spirit of nationalism or love for the country.

Civic Education is also learning that has a curricular dimension that aims to develop citizen competencies known as civic engagement. Civic Education prepares young people to participate in deliberate action on important social issues so that educators need to nurture the virtue of students because virtue is the main foundation that must be nurtured through Civic Education in order to grow motivation to consider and take action on the needs of others.

In learning Civic Education, it is necessary to emphasize the habit of questioning, and skills in making good decisions and resolving conflicts known as the deliberative inquiry method. Through inquiry-based pedagogy, it provides space for students to have critical discussions and dialogues on various topics and current issues that will help them become better citizens. Thus, students are given the opportunity to ask, discuss, and reflect on the values of civic knowledge so that they do not simply accept it as an accumulation of information. deliberative inquiry model can be interpreted as a learning process that increases the interaction of students in examining social problems and solutions so that it can foster social sensitivity in students.

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