

Integrating Democratic Values into Extracurricular Activities as a Practice of Students Political Education at Senior High School 6 Gorontalo

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ABSTRACT

This study aims to analyze the patterns and factors of integrating democratic values in extracurricular activities at SMAN 6 Gorontalo. The research uses a descriptive qualitative approach through in-depth interviews, participatory observations, and document analysis. The research informants totaled 8 people, consisting of 1 principal, 1 vice principal for student affairs, 3 extracurricular coaching teachers, and 3 students who were active in intra-school organizations and involved in the planning and decision-making process of activities. The results of the study show that the value of democracy is integrated through participatory and collective student organizational practices, but it is more dominant at the practical level than reflective awareness. The integration is influenced by the role of coaching teachers, participatory school culture, school policy support, and student agency. This study emphasizes the importance of reflective reinforcement so that extracurricular activities function optimally in the formation of civic disposition.

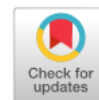
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INTRODUCTION

Democracy education is widely understood as a strategic instrument in shaping active, critical, and participating citizens in political life. In countries that show a high level of democratic leaning, democratic citizenship education is positioned as a key element in preparing the younger generation to be able to participate meaningfully in democratic life, emphasizing strengthening the capacity of individuals to play an active, reflective, and responsible role as citizens in a democratic system (KalevS et al., 2025).

In the philosophical study of democracy education, the idea has gained a deep conceptual articulation through John Dewey's (1937) thought about democracy as *a way of life*, which affirms that democracy is not solely understood as a political system, but as a social practice that must be experienced, practiced, and reflected in daily life (in Gulo & Mendrofa, 2025)

In addition to carrying out academic functions, schools become a strategic arena for early political socialization that facilitates students to understand and internalize democratic values as part of the formation of their political culture (Tabang et al.,s 2025).

The function of political socialization of schools is becoming increasingly important in the midst of democratic challenges characterized by increasing political apathy among the younger generation, information fragmentation, and weakening trust in democratic institutions (Muhamad Karo & Afriani, 2024). Democracy education is expected to be able to develop students' civic dispositions, such as the ability to dialogue rationally, respect differences of views, and participate in responsible public decision-making (Yasa et al., 2025). Thus, political education cannot be reduced only to the mastery of normative knowledge about

the political system, but must be understood as a learning process that emphasizes direct democratic experience, reflection, and practice.

Along with the development of the digital society and the flow of global information, the challenges of political education are increasingly complex. The phenomenon of misinformation, disinformation, and political polarization demands the strengthening of the capacity of political reasoning and civic ethics in students (Dotutinggi et al., 2023). Political education needs to be oriented towards the development of political literacy and critical thinking skills so that students are able to navigate public spaces that are full of conflicts of interest and ideological differences (Karolčík et al., 2025). This challenge underscores the importance of educational spaces that enable students to experience democracy as a social practice, not just an abstract concept.

In the study of democracy education, the purpose of democracy education in schools is to prepare citizens to act and behave democratically through activities that instill knowledge, awareness and democratic values in the younger generation (Zahrah et al., 2024). The goal places the school as an agent of social change that not only transmits values, but also creates a democratic social order in which students can experiment with the principles of participation, equality, and deliberation. Therefore, the opportunities for democratic education lie not only in the formal curriculum, but also in the ethos, school culture, and daily practices that shape students' political experiences.

However, in practice, democracy education in schools is often still focused on formal learning in the classroom, especially through citizenship subjects (Pratiyaksi et al., 2025). This approach tends to place students as recipients of knowledge, rather than as active subjects in democratic practice. In fact, extracurricular activities provide an alternative pedagogical space rich in democratic experiences, such as collective decision-making, leadership, negotiation of interests, and conflict resolution. These activities have the potential to become social laboratories for contextual and meaningful political learning.

In the perspective of deliberative democracy, democratic practice emphasizes the importance of deliberation, rational exchange of arguments, and the active involvement of citizens in the decision-making process (Silviawati & Ansori, 2025). Applied in the context of education, extracurricular activities can be understood as a microcosm of democracy, where students learn to articulate views, listen to other perspectives, and build shared decisions within the framework of the school's collective interests. Thus, the integration of democratic values in extracurricular activities not only serves as a complement to the formal curriculum, but as a substantive political education practice (Maimun et al., 2024; Dotutinggi et al., 2023).

Nevertheless, empirical studies of political education in schools still tend to focus on curriculum design, educational policies, or the perspectives of teachers and institutions. Relatively few studies explicitly place student experiences at the center of analysis, particularly in the context of extracurricular activities. In fact, students are the main actors who experience firsthand the dynamics of school democracy, as well as subjects that shape the meaning of political education in their daily lives. Neglect of students' perspectives has the potential to result in a partial understanding of how democratic values are truly integrated and lived out in educational practice.

The research gap is even more evident when extracurricular activities, which are factually the most intense democratic praxis spaces in schools, have not been positioned as the main locus of student political education analysis. Most studies still view democracy education as a formal curriculum domain, while the process of internalization, negotiation, and practice of democratic values in the non-curricular space of schools tend to escape systematic studies. In addition, the lack of research based on the local context of secondary schools in Indonesia leads to a lack of empirical understanding of how democratic values are practiced in real life in school life with specific social and cultural characters.

Based on these gaps, this study specifically focuses attention on the integration of democratic values in extracurricular activities as a practice of political education of students at SMAN 6 Gorontalo. This research not only seeks to fill the study gap related to the role of

non-curricular spaces in political education, but also places students' experiences as the center of analysis to understand how democracy is lived, negotiated, and interpreted in daily school practices. Thus, this research is expected to make a significant conceptual and empirical contribution to the development of the study of democracy education, especially in the context of secondary schools in Indonesia.

METHOD

This study uses a qualitative approach with a descriptive design to in-depth examine the integration of democratic values in extracurricular activities at SMAN 6 Gorontalo. The qualitative approach was chosen because it allows researchers to interpret the meanings, processes, and social practices constructed by educational actors in the natural context of the school. The focus of the research is not directed at the measurement of variables, but rather at a holistic understanding of student experiences and organizational dynamics as an arena for socializing democratic values. This approach is in line with Creswell's view that qualitative research aims to understand social phenomena from the perspective of participants in their real-life contexts (Creswell & Clark, 2017)

The implementation of research is carried out through structured and reflective stages, including identification of research focus, tracing of theoretical and empirical studies, determination of research context and informants, collection of field data, repeated data analysis, as well as extraction of meaning and preparation of research findings. The stages are designed in a flexible but systematic manner to maintain coherence between the research objectives, the data collection process, and the results of the analysis, as emphasized in interpretive qualitative research.

The source of research data consists of primary data and secondary data. Primary data was obtained from informants who were directly involved in the implementation and implementation of extracurricular activities, namely school principals, vice principals for student affairs, extracurricular coaching teachers, and students who were active in intra-school organizations at SMAN 6 Gorontalo. The research informants totaled 8 people, consisting of 1 principal, 1 vice principal for student affairs, 3 extracurricular coaching teachers, and 3 students who were active in intra-school organizations. This data is used to uncover democratic practices, patterns of inter-stakeholder relations, and students' experiences in the collective decision-making process. Secondary data were obtained from school policy documents, student programs, organizational structures, activity reports, and scientific literature relevant to democracy education and civic education, which served as a contextual and triangulative basis for primary data.

Data collection was carried out through participatory observation, in-depth interviews, and document analysis. Participatory observation is used to record directly the dynamics of the organization, the deliberation process, and the form of student participation in extracurricular activities. In-depth interviews were conducted in a semi-structured manner to explore the informant's subjective interpretation of democratic values and the factors that affect their integration. Document analysis was conducted to examine the suitability between field practice and the school policy framework.

Data analysis was carried out simultaneously from the data collection process using an interactive analysis model that emphasizes the process of coding, categorization, and discovery of substantive themes. The reduced data is presented in the form of an analytical narrative to reveal the pattern of integration of democratic values and the factors that influence them, then interpreted critically within the framework of the theory of democracy education and political socialization. The validity of the data is maintained through triangulation of sources and techniques, peer discussions, and confirmation of findings to key informants to ensure the credibility of the research.

FINDINGS AND DISCUSSION**Pattern of Integration of Democratic Values in Extracurricular Activities as a Student Political Education Practice**

The results of the study show that the integration of democratic values in extracurricular activities at SMAN 6 Gorontalo takes place mainly through participatory and collective student organizational practices, not through formally designed and structured democratic learning. Extracurricular activities become a social space that allows students to experience democracy directly in the context of real school life. Through active involvement in intra-school organizations, students not only understand democracy as a normative concept, but live it as a social practice that lives in relationships between individuals and groups.

The findings of the study show that the most prominent democratic values in extracurricular activities at SMAN 6 Gorontalo are deliberation, participation, equality of roles, and collective responsibility. The process of selecting organizational administrators, preparing work programs, dividing tasks, and evaluating activities is carried out through an open discussion mechanism and joint decision-making. In this context, the organizational structure of students does not only function as an administrative tool, but rather as a political learning arena that trains students to understand democratic procedures contextually. Each student has a relatively equal opportunity to express their aspirations, influence decisions, and receive the results of collective agreement.

Apart from being a vehicle for internalizing values, extracurricular activities at SMAN 6 Gorontalo also shape students' democratic perception of the relationship between power and authority. Direct involvement in the decision-making process fosters an understanding that leadership is not one-sided domination, but rather a collective mandate born of members' trust. A culture of meetings, evaluation forums, and open discussions builds a deliberative experience that trains students to make rational arguments, respect differences of view, and resolve conflicts through dialogue. At the level of attitude tendencies, these experiences form a more participatory, tolerant, and responsible civic disposition in the social life of the school.

However, the results of the research at SMAN 6 Gorontalo also show that the integration of democratic values in extracurricular activities is still stronger at the level of social practice than at the level of reflective awareness. Most students carry out democratic procedures as organizational routines without fully interpreting the underlying values critically.

Democracy is practiced as an organizational working mechanism, but it is not yet fully understood as a normative principle related to the rights, obligations, and responsibilities of citizens. This condition shows a gap between the democratic experience that students experience and the ability to reflect on it as part of a broader civic consciousness.

The findings confirm that extracurricular activities at SMAN 6 Gorontalo have functioned as a vehicle for *experiential learning*, but have not been fully integrated with the conceptual reflection process. Without reflective reinforcement, the democratic practices experienced by students have the potential to stop at the procedural and instrumental levels. Therefore, a pedagogical bridge is needed that connects the experience of student organizations with a conceptual understanding of democracy so that the internalization of values takes place in a more profound and sustainable manner.

The findings of this study are in line with various previous research results that show that democracy education in schools is more effective when it takes place through social practice than through a normative approach alone. Previous research has confirmed that student involvement in school organizations and extracurricular activities contributes significantly to the formation of civic dispositions, such as political participation, tolerance, and social responsibility (Andriani et al., 2025; Zelviana et al., 2025; Khoiri et al., 2025).

The findings of previous research findings are in line with the results of research at SMAN 6 Gorontalo where democracy education in schools is more effective when it takes place through social practices rather than through normative approaches. Democratic education that focuses on the cognitive aspect tends to produce conceptual understanding without adequate praxis experience (Zahra & Nabila, 2024). In contrast, the integration of

democratic values through extracurricular activities provides hands-on experience that shapes students' democratic habits, attitudes, and orientations. However, the study also confirms that an experiential approach without critical reflection risks resulting in a superficial and unsustainable internalization of value.

Analytically, these findings strengthen the sociopolitical view that defines democracy education as a process of political socialization that takes place gradually through daily social interaction. The value of democracy is understood not as an entity that is transmitted linearly from teacher to student, but as the result of social construction formed through collective practice, perception, and experience. Extracurricular activities at SMAN 6 Gorontalo act as an informal political socialization space that shapes students' civic orientation through participation and deliberation mechanisms.

In the context of civic education, these findings indicate that schools have a strategic role not only as academic institutions, but also as micro-public spaces that shape democratic culture. The integration of democratic values through extracurricular activities at SMAN 6 Gorontalo shows that civic learning can take place implicitly through the practice of student organizations. However, in order for this integration to have a stronger impact, systematic efforts are needed to link students' democratic experiences with conceptual reflection through teacher mentoring, student coaching, and integration with PPKn subjects (Ningsih & Paramitha, 2025).

Conceptually, the integration of democratic values in extracurricular activities at SMAN 6 Gorontalo can be analyzed through three main dimensions. First, democratic values, which include the principles of participation, equality, deliberation, and shared responsibility as a moral foundation in the management of student organizations (Nufus et al., 2024). Second, democratic perception, which is the way students understand the decision-making process, leadership, and power relations in school organizations, which is formed through organizational experience (Tawahid et al., 2025). Third, democratic tendencies, namely the patterns of attitudes and actions of students in responding to differences of opinion, conflicts of interest, and collective decisions, as a result of the accumulation of internalized values and perceptions through repetitive social practices (Putra & Pranika, 2024).

These three dimensions interact with each other and form the orientation of students' citizenship in democratic life in the school environment. Thus, extracurricular activities at SMAN 6 Gorontalo not only function as a complement to academic activities, but as a strategic instrument in the formation of a school democratic culture. These findings affirm the importance of positioning extracurricular activities as an integral part of democratic education that is oriented towards the formation of students' civic dispositions in a complete and sustainable manner.

Factors Influencing the Integration of Democratic Values in Extracurricular Activities as Students' Political Education Practices

The results of the study show that the integration of democratic values in extracurricular activities at SMAN 6 Gorontalo is influenced by a combination of structural factors and individual factors that interact with each other in school life practices. The integration of democratic values does not take place automatically, but is shaped by institutional conditions that allow student participation, as well as the capacity and readiness of students as subjects who are actively involved in organizational activities. Thus, the quality of democratic practices in extracurricular activities is largely determined by the social and cultural context of the school in which the activity takes place.

One of the main factors that affect the integration of democratic values is the role of extracurricular coaching teachers. At SMAN 6 Gorontalo, the coaching teacher not only functions as a supervisor of activities, but also as a facilitator of democratic values in the student organization process. The way teachers guide discussions, give space to differences of opinion, and encourage joint decision-making have a direct effect on the development of deliberation practices and student participation. When supervisory teachers are open and non-authoritative, student organizations tend to develop as a more egalitarian democratic learning

space. Conversely, an overly instructive coaching approach has the potential to limit the space for deliberation and dwarf students' democratic experience.

In addition to the role of teachers, school culture is a significant structural factor in shaping the integration of democratic values. The school culture at SMAN 6 Gorontalo that gives legitimacy to student involvement in decision-making creates a conducive climate for democratic practices. The values of participation, dialogue, and openness internalized in school life strengthen extracurricular activities as micro public spaces. In this context, the integration of democratic values does not depend only on one specific activity, but is supported by the entire system of values, norms, and habits that live in the school environment.

School policy factors also play an important role in determining the quality of integrating democratic values. Policy support for extracurricular activities, both in the form of time allocation, facilities, and institutional recognition, provides space for students to manage organizations more independently. At SMAN 6 Gorontalo, policies that give students the flexibility to design work programs and manage activities are a structural prerequisite for the growth of democratic practices. Without adequate policy support, extracurricular activities tend to be ceremonial and lack space for meaningful democratic learning.

In addition to structural factors, student characteristics also affect the integration of democratic values in extracurricular activities. The level of student activity, organizational ability, confidence, and previous social experience determine the extent to which students are able to take advantage of the democratic space available. Students who have experience interacting in heterogeneous social groups tend to be more adaptive to the practice of collective deliberation and decision-making. In contrast, students with limited social experience require more intensive mentoring in order to participate optimally in the organization.

The interaction between structural factors and student agency forms a pattern of integration of democratic values that are contextual and adaptive. The structure of the school provides a framework and opportunities, while students as actors determine how those opportunities are leveraged in practice. At SMAN 6 Gorontalo, the integration of democratic values develops not as a result of a single factor, but as an accumulation of relationships between school policies, the role of supervisors, school culture, and student characteristics. This pattern shows that democratic education cannot be separated from the social context in which students interact.

The findings of this study are in line with the results of previous research which emphasized that the success of democracy education in schools is highly determined by a conducive institutional climate and the quality of the relationship between teachers and students. Teachers play an important role in creating an environment that fosters tolerance through example, integration of democratic values in learning, and continuous evaluation so that the internalization of democratic values takes place effectively (Maimun et al., 2024). Previous studies have shown that teachers play a strategic role as agents of political socialization that bridge normative democratic values with students' daily practices (Gea et al., 2026; Gulo et al., 2024; Prayoga et al., 2022). In addition, other research confirms that participatory school culture contributes significantly to the formation of students' civic disposition (Munandar et al., 2025).

When compared to research that placed the integration of democratic values solely as a result of a formal curriculum, these findings show an important difference. The integration of democratic values in extracurricular activities at SMAN 6 Gorontalo is more influenced by relational and cultural factors than by the design of the written curriculum. This reinforces the view that democratic education is not enough to rely solely on policy documents and learning tools, but requires a social environment that allows these values to be practiced consistently.

Analytically, these findings reinforce the perspective that views democracy education as a process of political socialization that involves interaction between structures and agencies. Structural factors provide limitations and opportunities, while student agency determines the dynamics of democratic practices in the life of the organization. The integration of democratic

values is understood as a dynamic process, in which students' values, perceptions, and attitudes are formed through repeated social experiences in the context of the school.

In the context of civic education, the factors that affect the integration of democratic values in extracurricular activities at SMAN 6 Gorontalo show that schools have a strategic role in shaping a culture of democracy through policies, coaching, and the creation of a participatory climate. Extracurricular activities have the potential to become an effective instrument of political education if supported by a democratic school structure and reflective educational actors.

Thus, the integration of democratic values in extracurricular activities cannot be understood partially, but rather as the result of a complex interaction between structural and individual factors. These findings confirm that strengthening democratic education in schools needs to be directed at the development of a participatory school culture, increasing the capacity of teachers and coaches as value facilitators, as well as empowering students as active subjects in sustainable democratic practices.

CONCLUSIONS

The conclusion shows that the integration of democratic values in extracurricular activities at SMAN 6 Gorontalo takes place mainly through participatory and collective social practices, so that student organizations function as micro public spaces in the formation of civic dispositions. The values of deliberation, participation, equality of roles, and shared responsibility are strongly internalized at the level of practice and social relations, but have not fully developed into critical reflective awareness. This condition marks a gap between the experience of democracy experienced by students and the ability to interpret it as a normative principle of citizenship. The integration of democratic values is influenced by the dynamic interaction between structural factors including the role of teachers, school culture, and institutional policies with student agencies as social actors, thus forming contextual and adaptive patterns. Conceptually, these findings affirm that democracy education is a process of political socialization that is constructed through collective experience, not just cognitive transmission, and demands reflective strengthening and pedagogical integration between extracurricular experiences and PPKn learning so that the internalization of democratic values takes place in a whole, critical, and sustainable manner.

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