



Deliberative Learning in Elementary Civic Education: Strengthen Students' Communication Skills from a Vocational Perspective

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Abstract: This study aims to formulate a deliberation-based Civic Education learning model from a vocational civic perspective to strengthen elementary school students' communication skills. The study employed a qualitative approach using a case study method. Data were collected through in-depth interviews with Civic Education experts and classroom teachers at SDN 268 Panyileukan, classroom observations of the deliberative learning process, and document analysis. Data analysis was conducted through the stages of data reduction, data display, and conclusion drawing and verification. The findings indicate that the integration of deliberative practices with vocational civic education enhances students' assertive and persuasive communication skills, active listening abilities, and collaborative competencies. In addition, the model fosters key character values, including tolerance, empathy, social discipline, and cooperation. This deliberation-based learning model is expected to serve as both a practical and theoretical reference for teachers, curriculum developers, and policymakers in implementing contextual and participatory Civic Education that emphasizes character development and 21st-century skills.

Article History

Received: 23-11-2025

Revised: 25-12-2025

Accepted: 04-01-2026

Published: 20-01-2026

Key Words:

Strengthening
Communication Skills;
Vocational Civic Skills;
Deliberation; Civic
Education Learning;
Elementary School; 21st
Century Education.

How to Cite: Rahmadiyahani, A., Dewi, D. A., Nanggala, A., & Avilla, R. V. (2026). Deliberative Learning in Elementary Civic Education: Strengthen Students' Communication Skills from a Vocational Perspective. *Jurnal Paedagogy*, 13(1), 119-130. <https://doi.org/10.33394/jp.v13i1.19027>



<https://doi.org/10.33394/jp.v13i1.19027>

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Introduction

21st-century education requires students to not only acquire conceptual knowledge, but also essential skills that are relevant to global dynamics. Communication, collaboration, critical thinking, and creativity are considered key competencies that every individual must possess from the early stages of education. Learning models that only focus on the cognitive realm are no longer adequate, because students must be prepared to face the complexity of social, cultural, technological, and economic changes. In today's modern era, education must be directed towards the development of life skills that balance cognitive, affective, and psychomotor aspects proportionally (Sukmanasa et al., 2023). The success of education cannot ultimately be measured solely by academic achievement, but also by the real ability of students to implement 21st-century skills in their daily lives.

The practice of Civic Education (PKn) learning in elementary schools is still dominated by conventional knowledge transfer patterns. Teachers tend to use a lecture-based approach with a focus on completing the material, so that students do not have much room for active participation. This pattern limits students' opportunities to develop their communication skills, both oral and written, as well as their critical and creative thinking skills (Duwitri, 2022). This situation makes students passive, prone to boredom, and poorly trained in conveying ideas in a structured manner. This fact highlights the serious gap



between the demands of 21st-century education and the reality of Civics Education learning in elementary schools.

Communication skill play an important role in shaping the competence and social capital of elementary school students for future success. Communication skills were chosen as the main focus among other 21st-century skills because they form the foundation for the development of critical thinking, collaboration, and creativity in the learning process. In vocational civic education, communication is the most crucial skill because it is directly related to democratic practices that require the ability to express ideas, exchange ideas rationally, and foster leadership and social responsibility in students. The ability to express opinions, listen to others' ideas, and build healthy interactions in discussions is an important foundation for the democratic process from an early age. Deliberation as a contextual learning method provides ample space to practice communication, cooperation, and democratic decision-making skills (Aura et al., 2023). The deliberation-based learning process has positive benefits for students because they gain direct experience in internalizing civic values through active involvement in class discussions. The deliberation learning model is in line with the vision of education in the global era, which emphasizes strengthening communication literacy as a comprehensive asset for facing complex changes in society.

The ability to express opinions, listen to others' ideas, and build healthy interactions in discussions are important foundations for the democratic process from an early age. Deliberation as a contextual learning method provides ample space to practice communication skills, cooperation, and democratic decision-making (Aura et al., 2023). The deliberation-based learning process has positive benefits for students because they gain direct experience in internalizing civic values through active involvement in class discussions. The deliberation learning model is in line with the vision of education in the global era, which emphasizes strengthening communication literacy as comprehensive capital for facing complex changes in society.

Innovations in civic education learning in elementary schools have basically been developed by every researcher, but the majority still focus on cognitive aspects and learning outcomes without specifically promoting the strengthening of communication skills. Quantitative research at SDN 13 Ampenan found that students' communication skills were generally good, especially in the effective use of language, although students still had difficulty organizing and conveying ideas coherently, and that there was a significant positive correlation between communication skills and civic education learning outcomes (Fakhriddinovna, 2025). A classroom action study conducted at SD Negeri 19 Tanjung Medan proved that the application of the Jurisprudential Inquiry model in PKn learning was able to significantly improve learning outcomes from an average of 69.74 in cycle I to 83.7 in cycle II (Duwitri, 2022). This reality confirms the existence of a significant research gap, namely the lack of accommodation for strengthening communication skills within the framework of PKn, especially those integrated with a deliberative learning approach and vocational civic concepts that are applicable to elementary school students.

Civic education in the vocational civic perspective is oriented towards improving the quality of civic competence, which includes civic knowledge, civic skills, and civic disposition. Vocational civic education is an approach to citizenship education that emphasizes strengthening practical and contextual citizenship competencies through social practices that are relevant to real life. This concept views citizenship not only as normative knowledge about the state and the law, but as a set of skills that are trained so that individuals are able to participate effectively, responsibly, and ethically in the public sphere. Vocational



civic education is positioned as a functional skill that is oriented towards the operational abilities of citizens, including the capacity to communicate, collaborate, and make democratic decisions that can be directly applied in social and civic contexts. This substance optimizes PKn, which is not limited to theoretical learning, but also becomes a vehicle for the practical formation of young citizens who are skilled in democracy. The integration of deliberation in vocational civic-based PKn learning provides opportunities for students to develop communication skills, cooperation, and democratic decision-making (Lundberg, 2024). This learning model is relevant to the direction of civic education and citizenship education reform, which demands a balance between theoretical and practical dimensions. This concept reinforces the urgency of research on vocational civic-based PKn learning design with a focus on strengthening communication skills.

The vocational civic approach is novel because it integrates deliberative learning and communication skills reinforcement in civic education. The novelty of this research lies in its attempt to develop a learning model that is not only oriented towards mastery of civic material, but also towards contextual and applicable learning experiences. The integration of deliberation with vocational civic education is believed to equip elementary school students with communication, collaboration, and decision-making skills that are relevant to the challenges of the 21st century (Odutayo, A. O, 2023). This research is expected to enrich the study of civic education and provide innovative learning design alternatives for elementary school teachers. The relevance of this research is further strengthened by its alignment with the global need for a young generation that is critical, communicative, democratic, and responsible as citizens.

The practical contribution of this research is to make civic education in elementary schools a real arena for students to participate and engage in communicative discussions based on civic skills or expertise. Previous research by Pradana & Sundawa (2023) shows that vocationally developed civic education can develop students' civic competencies, including communication skills, critical thinking, and creativity, through a project-based learning approach. These findings indicate that an applicative civic education learning model can bridge the gap between knowledge mastery and the development of real skills relevant to students' lives. The implementation of vocational civic education ensures that students not only understand civic concepts theoretically but also internalize democratic values through active participation in discussions and decision-making. This confirms that deliberative learning integrated into the framework of vocational civic education has great potential in shaping a young generation that is critical, communicative, and socially responsible.

Research Method

This study uses a qualitative approach with a case study method that focuses on developing a deliberative-based civic education learning model from a vocational civic perspective to strengthen the communication skills of elementary school students. This approach was chosen because case studies allow researchers to examine learning phenomena in depth and contextually in real situations, thereby enabling them to fully describe the natural learning processes, dynamics, and practices that occur (Ilhami et al., 2024). This research was conducted in October 2025, with data sources including interviews with civic education teachers, civic education experts, and civic education learning media developers; direct observation of learning activities at SDN 268 Panyileukan. SDN 268 Panyileukan was selected purposively because this school has implemented deliberative learning in civic education subjects and demonstrates diverse student communication dynamics, making it



relevant for examining the strengthening of vocational civic-based communication skills. This location also provided access to learning documents and teachers who were open to being interviewed, thus supporting comprehensive data collection in descriptive qualitative research, as well as documentation studies that include the collection of learning tools used by teachers during the learning process, as well as analysis of national and international scientific articles relevant to civic education, vocational civic education, and deliberative learning.

Data collection techniques include interviews, observation, and documentation, while data validity is obtained through triangulation of sources and techniques. Data analysis refers to the Miles, Huberman, and Saldana (2014) model, which consists of three stages: data condensation, data display, and conclusion drawing/verification. This research is oriented toward the development of substantive theory that can answer research questions while providing academic and practical contributions to the development of civic education in elementary schools.

Results and Discussion

Analysis of the impact of deliberative learning in a vocational civic perspective on strengthening communication skills (assertive or persuasive) of elementary school students.

Deliberation plays a significant role in shaping assertive communication skills in elementary school students. The deliberation process provides space for each individual to express their opinions openly, clearly, and politely, without fear of rejection or mistakes. Learning deliberation makes students more critical in expressing their opinions and wiser in accepting different arguments (Interview Results RF, October 23, 2025). This situation encourages students to speak based on their own thoughts, while also training them to respect different points of view. Assertive communication built through deliberation not only teaches speaking skills but also builds students' confidence in interacting with others (Laksana et al., 2024). The practice of deliberation in the classroom can be a strategic means of training students to convey ideas politely and in a structured manner (Observation Study Results, October 29, 2025). Civics ensures deliberation learning in elementary schools, so that it has a real impact on skills, it must be accompanied by vocational civic studies. The persuasive abilities of students are directed not toward winning arguments but toward contributing to the achievement of the common good as a shared goal in the democratic process. This orientation reflects the core meaning of vocational civic education as a practical civic competency that equips young citizens to carry out their roles and responsibilities in a participatory and responsible manner. Table 1 shows a Comparison of Assertive Communication and Persuasive Communication.

Table 1. Comparison of Assertive Communication and Persuasive Communication

Comparison of Assertive Communication and Persuasive Communication	
Assertive Communication	Persuasive Communication
The ability to express opinions and needs firmly and honestly while respecting the rights of others. The main goal is clarity of attitude and balance in social interactions.	The ability to convey ideas to influence the views or decisions of others through logical and ethical reasoning. The main goal is to encourage acceptance of an idea.

The communication pattern developed through deliberation encourages students to express their views assertively while respecting diversity of opinion. This process also trains students to use persuasive approaches by presenting rational and collectively acceptable



arguments. The ability to express rationalization logically is an important skill that can be honed through the deliberation process in the classroom. Each student is encouraged not only to express their opinions, but also to explain the basis of their thinking in a rational and accountable manner. This situation encourages students to not just follow the majority opinion, but to truly understand the substance of the issue being discussed (Interview Results HN, October 29, 2025). This kind of exercise helps students avoid simply following the majority opinion without understanding the substance of the issue. The deliberation process also provides students with real-life experience in connecting ideas with concrete evidence or examples, or relevant experiences, so that the arguments presented are more convincing (Results of Observation Study, October 29, 2025). Improving the ability to express logical rationalization ultimately strengthens critical communication skills while shaping a democratic mindset that is essential in citizenship education (Zhongyi Lu et al., 2025).

Persuasive communication in deliberation develops when students are trained to construct clear rationalizations, respond to counterarguments, and manage their emotions appropriately. Structured deliberation encourages students to build rational arguments, listen to their counterparts, and convince others without compromising communication ethics (RF interview results, October 23, 2025). This process requires students to not only express their opinions but also reinforce them with relevant rationales so that they can be accepted by the group. Documentation studies in the form of class assessment records and deliberation worksheets show that students tend to use concrete examples when trying to convince their friends, and are beginning to be able to formulate arguments in the form of coherent and polite statements (Documentation Study Results, October 29, 2025). Class discussions provide space for students to test the effectiveness of their arguments and adjust their communication strategies to be more acceptable to others. The persuasive skills developed through deliberation are important assets in building healthy and democratic social interactions in school and community environments (Suryaningsih, 2020).

Deliberation requires the ability to listen, which is just as important as the ability to speak. Students who are unable to grasp their peers' opinions will find it difficult to participate effectively, thereby hindering the deliberation process. Field findings show that some students tend to be passive when they do not understand the flow of their groupmates' opinions, so teachers need to provide stimuli such as simple argumentation games to encourage them to listen actively before expressing their views (Observation Results, October 29, 2025). Civic education as multicultural education encourages students to develop communication skills, empathy, and deliberation skills in appreciating differences (Nanggala, 2020). Findings from interviews with classroom teachers also confirm that listening skills are the foundation for building tolerance and respect for differences, as students learn to identify the core ideas before responding (Interview Results HN, October 29, 2025). The application of effective listening skills has a direct impact on achieving fair and mutually beneficial agreements during deliberations, as seen in the more orderly and argumentative dynamics of group discussions when students are accustomed to active listening (Documentation Study Results, October 29, 2025).

Deliberation serves as a medium for practicing democracy in the classroom, providing students with the opportunity to experience firsthand how decisions are made fairly and participatively. This activity not only emphasizes understanding democratic theory, but also encourages students to internalize principles such as equality, respect for differences of opinion, and collective responsibility (Nishiyama et al., 2023). The practice of deliberation provides a deliberative experience that facilitates students in practicing their ability to argue



rationally and respect the opinions of others as part of the process of character building (Interview Results RF, October 23, 2025). Learning observations show that during the deliberation process, students learn to express their opinions with logical reasoning while actively listening to their friends, resulting in respectful interactions, including the ability to negotiate and compromise when there are differences of opinion (Observation Results, October 29, 2025). The experience of deliberation in the classroom not only equips students with practical skills in communication and cooperation, but also instills democratic values that can be applied in various social contexts.

The relationship between vocational civic education and effective communication shows a close connection between the development of civic competencies and the ability to interact constructively. Vocational civic education emphasizes learning about civic knowledge, civic skills, and civic disposition, while effective communication is an important part of developing both skills and disposition (Winch, 2012). Clear, organized, and persuasive communication are civic skills that must be trained through activities such as deliberation, because through this process, students learn to express their opinions rationally, listen actively, and build ethical social relationships (Interview Results RNH, October 23, 2025). The communication skills that students acquire through deliberative practices in the classroom also shape positive civic dispositions, such as empathy, tolerance, and social responsibility, enabling students to participate actively and reflectively in group activities and the school environment (Documentation Study Results, October 29, 2025). This correlation shows that strengthening effective communication not only supports practical skills but also fosters mature civic character, enabling vocational civic education to be realized fully and meaningfully.

Changes in students' attitudes toward differences of opinion are an important aspect of the deliberation process, as each meeting almost always presents a variety of views. Students learn to express their opinions assertively without being aggressive, so that the message conveyed is still respected without offending others (Mukhlisin. M., 2022). Assertive and persuasive skills develop through students' habits of including logical rationalization, providing measured responses, and managing emotions when dealing with differences of opinion (Interview Results RF, October 23, 2025). Learning observations show that interactions during deliberations train students to convince their friends rationally without imposing their will, while fostering tolerance and a willingness to accept compromise when arguments do not fully align (Observation Results, October 23, 2025). This experience is reflected in the students' ability to participate in discussions in a more mature manner, maintain harmonious relationships, and build fair and inclusive joint decisions. Civic philanthropy-based civic education emphasizes a holistic learning approach that enhances students' empathy, social responsibility, and active communication skills through real involvement in the community to respect the political rights of marginalized groups such as people with disabilities (Nanggala et al., 2024)

The role of teachers as facilitators is key to ensuring that deliberations run effectively and participatively. Teachers are tasked with directing the discussion so that each student has an equal opportunity to express their opinions, while preventing domination by certain individuals or groups (Harell, 2019). Findings from interviews with civic education experts show that teachers play an important role in stimulating students to develop arguments, providing verbal support when students are hesitant to express their opinions, and modeling how to respond to different views ethically (Interview Results RF, October 23, 2025). Documentary studies show that teacher involvement in creating a conducive atmosphere,



where differences of opinion are welcomed openly and conflicts are managed through constructive language, encourages students to be more active, focus on listening to their friends, and be able to solve group problems cooperatively (Documentary Study Results, October 29, 2025). This role not only supports the success of deliberations, but also teaches students social skills, empathy, and responsibility in group interactions.

The impact of deliberation on collaboration and cooperation is clearly seen through the application of assertive and persuasive communication by students. The deliberation process encourages each individual to express their opinions clearly while listening to the views of their friends, thereby creating a common understanding (Samuelsson, 2016). Deliberation encourages students to develop their negotiation skills and consider their friends' rationalizations rationally, so that group decisions do not depend on the dominance of one party, but are born from a balanced exchange of ideas (RNH Interview Results, October 23, 2025). Learning observations show that in the dynamics of discussion, students learn to adjust their communication strategies to maintain group harmony, for example by giving space to passive friends or lowering the intensity of arguments when tensions arise (Observation Results, October 29, 2025). The long-term impact is seen in the students' ability to work together harmoniously, responsibly, and productively in various group activities and social activities.

Finalization of the syntax model for strengthening the communication skills of elementary school students based on research results on vocational civic education and deliberative learning

The conceptual foundation of vocational civic education emphasizes that the development of civic knowledge, skills, and dispositions is the main foundation for strengthening students' communication skills. Civic knowledge provides an understanding of rights, obligations, and principles of social life, so that students have a clear framework for thinking when interacting. Civic skills emphasize practical abilities, including effective communication, critical thinking, and collaboration skills, which facilitate students in expressing their opinions and responding to their peers' arguments constructively. Civic disposition shapes students' attitudes and character, such as tolerance, empathy, and social responsibility, which support harmonious and ethical interactions in the communication process. The integration of these three components creates a solid foundation for a model for strengthening the communication skills of elementary school students, making learning not only informative but also applicable and meaningful (Syahwaliana et al., 2025). These three components work together in deliberative activities, because students not only master civic knowledge, but are also trained to apply communication skills ethically and responsibly (Interview Results RNH, October 23, 2025). Documentation studies show that civic dispositions such as tolerance, empathy, and social responsibility develop in line with the consistent practice of deliberative communication in learning, so that these three aspects of vocational civic education form a solid foundation for strengthening students' communication skills (Documentation Study Results, October 29, 2025).

The role of deliberation in learning emphasizes the function of participatory methods as the main means of comprehensively training students' communication skills. In deliberative learning, students are given the opportunity to express their opinions openly, develop logical arguments, and adjust their delivery so that their peers can understand them (Lusiyanti. F et al., 2025). Deliberation becomes a deliberative space that allows students to practice expressing different views within a group (Interview Results RF, October 23, 2025). The deliberation process not only trains active listening skills but also creates balanced



interactions because each student is encouraged to participate without domination by any particular party, including through the teacher's strategy of stimulating passive students to participate in the discussion (Observation results, October 29, 2025). This activity not only hones verbal skills but also instills democratic values, tolerance, and collaboration in the context of daily learning.

The development of assertive communication emphasizes the ability of students to express their opinions clearly and firmly without being aggressive or offending others. Students are trained to express their ideas, desires, or objections in a way that respects their own rights while also respecting the rights of others. This process encourages students to think critically and choose the right words so that their messages are effectively received by their peers. Assertive communication shapes ethical awareness; students understand the limits of expressing their opinions and take responsibility for the consequences of their communication (Guimarães et al., 2022). Assertive communication exercises in deliberations help students to be more courageous in expressing their ideas while still using polite language. Even students who were initially passive begin to be able to express their objections in a measured manner without triggering conflict (Interview Results HN, October 29, 2025). The observation results support these findings, as seen from the increased ability of students to maintain harmonious social relationships, control their emotions during discussions, and respond more maturely to differences of opinion within the group (Observation Results, October 29, 2025).

The development of persuasive communication emphasizes the ability of students to convince their peers through logical, systematic arguments supported by concrete evidence without imposing their will. Students are trained to convey ideas in an interesting and convincing manner while respecting the opinions of others in order to create healthy dialogue. This process encourages critical thinking, analysis, and the selection of communication strategies appropriate to the audience. The service-learning model in the perspective of Civic Education plays a role in strengthening students' civic competencies because it involves direct involvement in the community, which encourages the development of social and active communication skills (Nanggala, 2021). Persuasive skills develop when students are asked to explain the rationale behind their proposals and provide justifications that are acceptable to the group without suppressing their peers' opinions (RNH Interview Results, October 23, 2025). Documentation studies show that this process improves students' ability to influence group decisions constructively and strengthens harmonious cooperation in discussion and learning project activities (Documentation Study Results, October 29, 2025).

Active listening skills emphasize the ability of students to effectively capture, understand, and respond to information conveyed by their peers. Students are trained to focus on the message being conveyed, paying attention to intonation, expression, and the context of the conversation, so that the meaning is accurately understood and does not cause misunderstanding (Trisnawati et al., 2018). This process encourages respectful interaction, as students are able to adjust their responses based on their peers' opinions or arguments. Active listening skills develop when students are accustomed to summarizing the main points of their peers' opinions before expressing their own views, thereby improving the quality of classroom dialogue and making it more orderly and empathetic (Interview Results HN, October 29, 2025). Learning observations support this, as seen in the increased mutual understanding among group members, the creation of harmonious cooperation, and more productive deliberation dynamics when students consistently apply active listening techniques (Observation Results, October 29, 2025).

Collaboration and group work emphasize the role of deliberation as a means of reaching a mutual agreement that actively involves all group members. Students learn to adjust their opinions, listen to their friends' arguments, and seek solutions that accommodate various perspectives so that common goals can be achieved (Rahmawati, 2019). Deliberation encourages students to develop negotiation and compromise skills, as they are trained to consider others' rationalizations and express their opinions rationally to build collective decisions (Interview Results RNH, October 23, 2025). Documentation studies support these findings, as seen in various learning notes and worksheets that show that deliberative interactions can strengthen a sense of shared responsibility, improve the quality of social relationships, and result in more productive group work (Documentation Study Results, October 29, 2025). The long-term impact is seen in the ability of students to work together harmoniously, respect each other, and contribute constructively in various learning and social activities.

The integration of communication in vocational civic education emphasizes how effective communication plays an important role in supporting the development of skills, knowledge, and disposition as key components of civic competence. The ability to communicate clearly, persuasively, and assertively empowers students to express ideas, engage in discussions, and respond to peers' arguments constructively, thereby honing both practical skills and conceptual understanding simultaneously. Ethical and responsive communication practices also shape positive dispositions, including empathy, tolerance, and social responsibility, which are the foundation of competent citizen interaction (Savage et al., 2021). Communication is central to vocational civic education because through dialogical processes such as deliberation, students learn to connect civic knowledge with argumentation skills and develop ethical attitudes in interactions (Interview Results RNH, October 23, 2025). Learning observations show that this integration has a real impact on students' ability to actively participate in group decision-making, build harmonious cooperation, and carry out social roles responsibly in the context of the classroom and school activities (Observation Results, October 29, 2025). Figure 1 shows the syntax of the deliberative learning model based on vocational civic education.

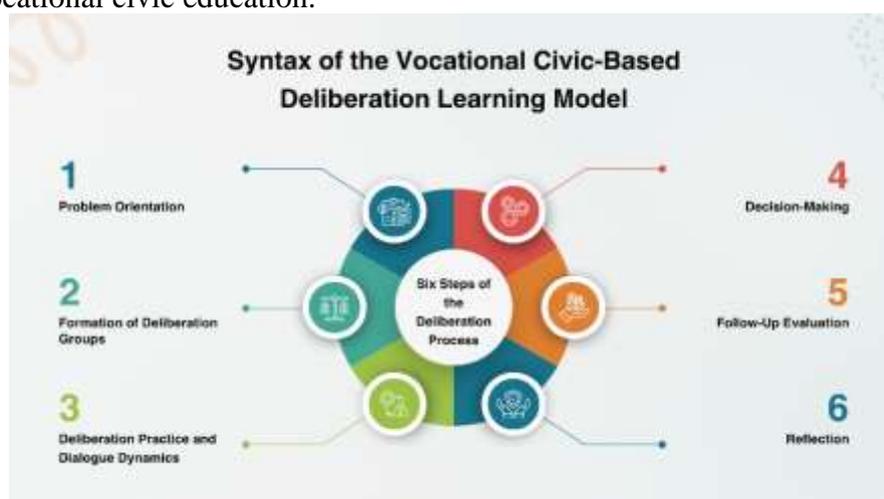


Figure 1. Syntax of the deliberative learning model based on vocational civic education

The vocational civic deliberative learning model is designed to strengthen students' communication skills while shaping their civic character in a contextual manner through six interrelated stages. (1) Problem orientation serves to foster students' critical awareness of



social and civic issues relevant to their lives, thereby laying the foundation for the development of civic knowledge. (2) The formation of deliberative groups encourages students to interact inclusively, organize roles, build cooperation, and hone civic skills through two-way communication and collaboration in solving problems together. (3) Deliberative practices and dynamic dialogue are at the core of learning, with students expressing their opinions, responding to arguments, and listening to different perspectives in an ethical manner to strengthen civic disposition and encourage deliberative participation. (4) Decision-making encourages students to reach mutual agreements through fair negotiation and compromise, thereby fostering collective responsibility and moral accountability. (5) Follow-up evaluation provides space for students to critically reassess the deliberation process and results, enabling them to understand the strengths, weaknesses, and potential for improvement of the dialogue practices that have been carried out. (6) Reflection serves to deepen students' understanding of the values of democracy, collaboration, communication ethics, and vocational civic principles, so that all learning experiences are internalized and can be applied in real-life contexts. This series of steps enables students to become accustomed to communicating constructively while forming responsible and adaptive citizenship character.

This model is powerful in its ability to simultaneously integrate civic knowledge, civic skills, and civic disposition through real-life deliberative experiences. The structured syntax optimizes students' practice of assertive and persuasive communication, active listening, negotiation, and collective decision-making. Deliberative activities open up opportunities to strengthen student participation in project-based learning, cooperation development, and the formation of democratic character from an early age. Externally, this model is in line with the demands of the Merdeka Curriculum, which emphasizes student agency, learning differentiation, and the strengthening of 21st-century competencies (4Cs). The application of this model has potential weaknesses when teachers lack a deep understanding of the concept of vocational civic or are not accustomed to facilitating truly deliberative deliberations. Differences in communication skills among students can be a challenge if not balanced with appropriate strategies to stimulate passive students (Bakar. A., 2022). Threats arise when learning time is limited, the classroom culture does not support open discussion, or when the school environment does not provide sufficient supporting documents. Without adequate system support, the effectiveness of the model can decline and the deliberative practice risks becoming a symbolic activity without substantive character building.

Conclusion

The results of the study show that the integration of deliberation and vocational civic education can improve students' assertive and persuasive communication skills and active listening skills, while also fostering tolerance, empathy, social discipline, and collaboration skills. This model is expected to serve as a practical and theoretical reference for teachers, curriculum developers, and policy makers in implementing contextual, participatory civic education learning that is oriented towards character development and 21st-century skills.

Recommendation

The research recommendations emphasize the importance of implementing a deliberative learning model in a vocational civic perspective to strengthen elementary school students' assertive and persuasive communication skills. Teachers are advised to design and



manage deliberative activities in a structured manner with an emphasis on responsible expression of opinions and respect for differences of opinion. These efforts help ensure that deliberative learning has a real impact on strengthening civic competencies. Researchers are further recommended to examine the application of the vocational civic model in different school contexts and levels and to develop more comprehensive instruments for evaluating civic communication skills. Further research is also needed to examine the long-term impact of deliberative learning on the formation of democratic character in students.

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