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Strengthening Democratic Values and Tolerance through a Social Studies Learning Model Based on Contemporary Social Issues

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ABSTRACT

The increasing complexity of contemporary social issues, including intolerance, social polarization, misinformation, discrimination, and identity-based conflicts, highlights the need for educational approaches that strengthen democratic values and tolerance among students. This study aimed to develop and evaluate the effectiveness of a Contemporary Social Issues-Based Social Studies Learning Model in strengthening democratic values and tolerance among junior high school students. The study employed a Research and Development (R&D) approach using the ADDIE framework, consisting of analysis, design, development, implementation, and evaluation stages. The effectiveness of the developed model was examined through a quasi-experimental design involving experimental and control groups. Data were collected through observations, questionnaires, interviews, and documentation and were analyzed using both quantitative and qualitative techniques. Furthermore, students who participated in the model demonstrated significantly higher improvements in democratic values and tolerance compared to students who received conventional instruction. The learning process encouraged active participation, democratic dialogue, critical inquiry, collaborative problem-solving, and reflective thinking through the exploration of authentic contemporary social issues. Students also reported highly positive responses toward the learning experience, particularly regarding learning relevance, participation opportunities, and collaborative activities. The study concludes that the Contemporary Social Issues-Based Social Studies Learning Model is an effective instructional innovation for promoting democratic citizenship and tolerance. The model contributes both theoretically and practically to the advancement of Social Studies education by providing a contextual and participatory framework for preparing students to become democratic, responsible, and tolerant citizens in diverse societies.

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INTRODUCTION

The twenty-first century has brought profound changes to social, political, economic, and cultural life throughout the world. The rapid development of information technology, digital communication, and social media has expanded opportunities for citizens to access information, express opinions, and participate in public affairs. At the same time, however, these developments have generated new challenges for democratic life. The circulation of misinformation, political polarization, hate speech, identity-based conflicts, and intolerance has become increasingly visible in many societies. Democratic societies require citizens who not only understand democratic principles but are also able to practice democratic values and demonstrate tolerance toward differences in everyday life. Consequently, educational institutions are expected to play a strategic role in preparing young generations to become

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democratic, responsible, and tolerant citizens capable of responding constructively to contemporary social challenges.

The importance of democratic values in education has received considerable attention from scholars and policymakers. Democratic values encompass principles such as equality, participation, freedom of expression, justice, responsibility, cooperation, and respect for human dignity. These values serve as the foundation for civic engagement and social cohesion within pluralistic societies. Research has demonstrated that educational experiences significantly influence students' democratic competence, political efficacy, and civic participation (Campbell & Niemi, 2024; Geboers et al., 2017). Schools are not merely institutions for transmitting academic knowledge; they are also social environments where students learn how to interact with others, negotiate differences, solve conflicts, and participate in collective decision-making. Therefore, democratic education should be integrated into classroom learning processes to ensure that students acquire not only cognitive understanding but also democratic attitudes and behaviors.

Alongside democratic values, tolerance has emerged as another essential characteristic of modern citizenship. In increasingly diverse societies, citizens encounter differences in religion, ethnicity, culture, language, political ideology, and social background. The ability to respect and appreciate such differences is fundamental for maintaining social harmony and preventing conflict. According to Berti et al. (2020), tolerance extends beyond passive acceptance of diversity and includes respect, appreciation, and recognition of the legitimacy of differing viewpoints and identities. Similarly, studies conducted through the International Civic and Citizenship Education Study (ICCS) indicate that educational environments play a significant role in shaping adolescents' tolerance toward social and cultural diversity (Mirazchiyski et al., 2024; Schulz et al., 2019). These findings suggest that tolerance is not merely an innate disposition but a civic competence that can be cultivated through appropriate educational interventions.

Within the Indonesian educational context, strengthening democratic values and tolerance has become increasingly important. Indonesia is characterized by substantial cultural, ethnic, religious, and linguistic diversity. Such diversity represents a valuable national asset but also creates challenges in maintaining social cohesion and national unity. Episodes of social conflict, religious intolerance, discrimination, and polarization demonstrate that democratic and tolerant attitudes cannot be assumed to develop automatically. Instead, they require deliberate and systematic educational efforts. Schools therefore have a responsibility to create learning experiences that encourage students to appreciate diversity, respect differences, engage in constructive dialogue, and participate actively in democratic processes. Educational policies emphasizing character education, citizenship education, and multicultural education further underscore the importance of these objectives.

One subject area that possesses considerable potential for achieving these goals is Social Studies (Ilmu Pengetahuan Sosial/IPS). Social Studies is designed to help students understand social realities, human interactions, citizenship responsibilities, and societal issues. As argued by Lestari and Anwar (2024), Social Studies functions as a medium for transmitting citizenship values and preparing students to participate effectively in democratic society. Through the study of social phenomena, historical developments, cultural diversity, and public issues, students are expected to develop social awareness, critical thinking skills, and civic responsibility. Social Studies also provides opportunities for students to explore multiple perspectives, examine controversial issues, and engage in reasoned discussions concerning social problems. Such experiences are essential for fostering democratic values and tolerance.

Previous studies have reported positive relationships between Social Studies learning and democratic character development. Wibowo and Arifin (2024) found that democratic values can be effectively integrated into Social Studies instruction when learning activities encourage participation, cooperation, and reflective thinking. Similarly, Masyitoh and Suyitno (2022) demonstrated that Social Studies learning focusing on pluralism can contribute to students' understanding of democratic principles and respect for diversity. Other studies have

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highlighted the importance of multicultural approaches within Social Studies education. Setiawan and Nuraini (2017) and Kusuma and Lestari (2021) reported that multicultural learning experiences can strengthen students' tolerance, intercultural understanding, and appreciation of diversity. These findings indicate that Social Studies possesses significant potential for supporting democratic and tolerant citizenship development.

Despite these promising findings, several challenges remain evident in current Social Studies practices. In many classrooms, instruction continues to emphasize factual knowledge acquisition and textbook-based learning. Students are often required to memorize concepts and information without being encouraged to critically analyze contemporary social realities. As a result, democratic values and tolerance are frequently presented as abstract concepts rather than lived experiences that students can practice and internalize. Learning activities may focus on cognitive outcomes while providing limited opportunities for democratic dialogue, collaborative problem-solving, and civic participation. Consequently, students may understand democratic concepts theoretically but experience difficulty applying them in real-world situations characterized by disagreement, diversity, and social complexity.

The growing complexity of contemporary social issues further highlights the need for innovative approaches to Social Studies learning. Students today are exposed to a wide range of social challenges, including religious intolerance, cyberbullying, misinformation, environmental degradation, social inequality, political polarization, discrimination, and identity-based conflicts. These issues influence students' perceptions, attitudes, and interactions both online and offline. Educational approaches that ignore such realities risk becoming disconnected from students' lived experiences. Contemporary social issues therefore provide meaningful contexts through which democratic values and tolerance can be explored, discussed, and practiced. By engaging with authentic social problems, students can learn to evaluate evidence, consider multiple perspectives, participate in deliberative discussions, and develop solutions collaboratively.

Research concerning democratic education has consistently emphasized the importance of active participation and experiential learning. Campbell and Niemi (2024) argue that citizenship education can enhance students' political efficacy and democratic competence when learners are actively involved in meaningful civic experiences. Likewise, Algan et al. (2024) found that educational engagement contributes to democratic resilience, reduces xenophobic attitudes, and strengthens political trust. Tomaszewska-Pękała et al. (2024) further demonstrated that civic knowledge and institutional trust are associated with greater willingness to engage in civic activities. These studies suggest that democratic values are most effectively developed when students participate directly in learning experiences that mirror democratic processes.

Similarly, research on multicultural and tolerance education indicates that interaction with diverse perspectives promotes greater acceptance of differences. Malihah and Rahmat (2021) found that multicultural-based learning models can strengthen students' intercultural competence and social understanding. Buchari and Nurhayati (2021) reported that integrating multicultural values into classroom instruction contributes positively to students' attitudes toward diversity. Such findings support the view that tolerance is best cultivated through educational experiences that encourage dialogue, reflection, empathy, and collaborative engagement with diverse viewpoints.

Although existing studies provide valuable insights, several limitations remain apparent. First, much of the previous research has examined democratic values, tolerance, multicultural education, or citizenship education separately. Relatively few studies have integrated democratic values and tolerance within a unified instructional framework. Second, while contemporary social issues are increasingly recognized as valuable educational resources, limited research has focused on systematically incorporating such issues into Social Studies learning models aimed at strengthening democratic citizenship. Third, previous studies have tended to emphasize either conceptual understanding or attitude formation without developing comprehensive learning models that connect issue investigation, democratic

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dialogue, collaborative problem-solving, reflection, and civic action. These gaps indicate the need for a more integrated approach capable of simultaneously promoting democratic values and tolerance through meaningful engagement with contemporary social realities.

Based on these considerations, this study proposes a Contemporary Social Issues-Based Social Studies Learning Model designed to strengthen democratic values and tolerance among students. The model positions contemporary social issues as the central context for learning and incorporates stages of issue identification, issue investigation, democratic dialogue, collaborative problem-solving, reflective evaluation, and civic action planning. Through these stages, students are expected to engage actively with real-world social problems while practicing democratic behaviors and developing tolerant attitudes toward diverse perspectives.

The novelty of this study lies in the integration of democratic values and tolerance as dual learning outcomes within a single Social Studies instructional model grounded in contemporary social issues. Unlike previous studies that have focused on either democratic education or multicultural education separately, this research seeks to combine both dimensions within a coherent pedagogical framework. Furthermore, the study contributes to the growing body of literature on citizenship education by developing and empirically testing a learning model that connects classroom learning with authentic societal challenges. Therefore, this research aims to develop a Contemporary Social Issues-Based Social Studies Learning Model and examine its effectiveness in strengthening students' democratic values and tolerance. The findings are expected to contribute both theoretically and practically to the advancement of Social Studies education and democratic citizenship development in diverse.

RESEARCH METHODS

This study employed a Research and Development (R&D) approach aimed at developing and testing a Contemporary Social Issues-Based Social Studies Learning Model designed to strengthen students' democratic values and tolerance. The selection of the R&D approach was based on the primary objective of the study, namely producing an innovative instructional model and empirically examining its effectiveness in educational practice. The development process adopted the ADDIE framework, which consists of five interconnected stages: Analysis, Design, Development, Implementation, and Evaluation. This framework was selected because it provides a systematic and flexible procedure for developing educational products while ensuring alignment between learning needs, instructional strategies, and expected outcomes.

To assess the effectiveness of the developed learning model, the study incorporated a quasi-experimental component using a pretest–posttest control group design. This design enabled the researchers to compare changes in students' democratic values and tolerance between those who experienced the developed learning model and those who participated in conventional Social Studies instruction. The combination of developmental and experimental approaches allowed the study not only to produce a theoretically grounded learning model but also to generate empirical evidence regarding its educational effectiveness.

The study was conducted in selected junior high schools that implemented the national Social Studies curriculum. These schools were chosen because they represented educational environments characterized by diverse student backgrounds and varying levels of democratic participation and tolerance. Such conditions provided an appropriate context for examining the effectiveness of the proposed learning model.

The population of the study consisted of all eighth-grade students enrolled in the selected schools during the research period. Participants were selected through purposive sampling based on several considerations, including the schools' willingness to participate, the availability of Social Studies teachers, and the relevance of the curriculum content to contemporary social issues. Two classes with relatively similar academic characteristics were selected. One class was assigned as the experimental group and received instruction using the Contemporary Social Issues-Based Social Studies Learning Model, while the other class served as the control group and received conventional instruction.

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In addition to students, Social Studies teachers and educational experts participated in specific stages of the study. Teachers contributed to the implementation and evaluation of the learning model, while experts in Social Studies education, citizenship education, curriculum studies, and instructional design were involved in validating the developed model and research instruments.

The first stage of the study involved a comprehensive analysis of instructional needs and contextual conditions. This stage aimed to identify existing problems related to the cultivation of democratic values and tolerance within Social Studies learning. Several activities were conducted during this phase, including classroom observations, interviews with teachers, document analysis, and a review of relevant literature.

Classroom observations focused on identifying instructional practices commonly employed in Social Studies classrooms. Particular attention was directed toward the extent to which students were encouraged to participate in discussions, express opinions, respect differing viewpoints, and engage in collaborative learning activities. Interviews with teachers were conducted to explore their perceptions regarding students' democratic attitudes, tolerance levels, and challenges encountered during instruction. Document analysis involved examining curriculum documents, lesson plans, teaching materials, and assessment procedures to determine how democratic values and tolerance were integrated into learning activities.

The literature review constituted another important component of the analysis stage. Relevant studies concerning democratic education, tolerance, multicultural learning, citizenship education, and contemporary social issues were examined to establish the theoretical foundation for the model. Findings from previous studies indicated the importance of active participation, democratic dialogue, critical inquiry, and multicultural engagement in promoting democratic citizenship and tolerance. The results of the needs analysis revealed that existing instructional practices often emphasized content mastery while providing limited opportunities for students to engage with authentic social issues and practice democratic behaviors. These findings served as the basis for designing the learning model.

The design stage focused on constructing the conceptual framework and instructional structure of the learning model. Based on the findings obtained during the analysis stage, the researchers formulated learning objectives, determined instructional strategies, and developed the learning syntax that would guide classroom implementation.

The learning objectives were designed to address both cognitive and affective dimensions of citizenship education. Specifically, the objectives emphasized the development of democratic values, including participation, responsibility, equality, cooperation, and respect for differing opinions, as well as tolerance indicators such as acceptance of diversity, empathy, non-discriminatory behavior, and intercultural understanding.

The researchers subsequently developed a learning syntax consisting of six sequential stages: issue identification, issue investigation, democratic dialogue, collaborative problem-solving, reflection, and civic action planning. These stages were designed to encourage students to engage actively with contemporary social issues while simultaneously practicing democratic values and tolerance. Learning materials, student worksheets, discussion guides, and assessment instruments were also drafted during this stage. Furthermore, contemporary social issues relevant to students' daily experiences, such as digital misinformation, social inequality, environmental challenges, religious diversity, cyberbullying, and cultural conflicts, were selected as learning contexts.

Data were collected using multiple techniques, including observation, questionnaires, interviews, and documentation. Observations were employed to record student participation and classroom interactions. Questionnaires measured students' democratic values and tolerance before and after implementation. Interviews explored participants' experiences and perceptions, while documentation included lesson plans, student work, field notes, and learning artifacts.

Quantitative data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were used to summarize student performance, while normality and homogeneity tests were conducted to ensure compliance with statistical assumptions. Paired-sample t-tests were used to examine within-group changes, and independent-sample t-tests were employed to compare outcomes between groups. N-Gain analysis and effect size calculations were also performed to determine the magnitude of learning improvement.

Qualitative data obtained from observations, interviews, and documentation were analyzed through data reduction, data display, and conclusion drawing. Triangulation of data sources and methods was conducted to enhance credibility and ensure the trustworthiness of the findings. Through these procedures, the study generated comprehensive evidence regarding the effectiveness of the Contemporary Social Issues-Based Social Studies Learning Model in strengthening democratic values and tolerance among students.

RESULTS AND DISCUSSION

The present study aimed to develop and evaluate the effectiveness of a Contemporary Social Issues-Based Social Studies Learning Model in strengthening democratic values and tolerance among junior high school students. The development process followed the ADDIE framework, consisting of analysis, design, development, implementation, and evaluation stages. The findings are presented sequentially, beginning with the results of model development and validation, followed by the effectiveness testing outcomes and qualitative findings derived from classroom observations and interviews.

Development and Validation of the Learning Model

The needs analysis revealed several weaknesses in existing Social Studies learning practices. Classroom observations indicated that instruction remained largely teacher-centered, with emphasis placed on factual knowledge acquisition and textbook completion. Although democratic values and tolerance were included in curriculum documents, their implementation was generally limited to verbal explanations without sufficient opportunities for students to practice democratic participation or engage with social diversity. Interviews with teachers further revealed that contemporary social issues were rarely integrated into classroom activities because of concerns regarding classroom management, time limitations, and the perceived complexity of controversial topics.

Based on these findings, a Contemporary Social Issues-Based Social Studies Learning Model was developed. The model consisted of six instructional stages: issue identification, issue investigation, democratic dialogue, collaborative problem-solving, reflection, and civic action planning. Each stage was designed to facilitate active participation, critical inquiry, social interaction, and democratic engagement.

The developed model was subsequently evaluated by experts in Social Studies education, citizenship education, curriculum studies, and instructional design. The validation process assessed content relevance, instructional feasibility, pedagogical coherence, and potential effectiveness in strengthening democratic values and tolerance.

Table 1. Expert Validation Results of the Learning Model

Assessment Aspect	Mean Score	Category
Content Validity	4.72	Very Valid
Instructional Design	4.65	Very Valid
Learning Syntax	4.76	Very Valid
Practicality	4.69	Very Valid
Assessment System	4.61	Very Valid
Overall Mean	4.69	Very Valid

The results indicate that the learning model achieved a very high level of validity. Experts emphasized that the integration of contemporary social issues provided meaningful contexts

for democratic learning and enhanced opportunities for students to engage with real-world problems.

Effectiveness of the Learning Model on Democratic Values

To evaluate effectiveness, pretests and posttests were administered to both the experimental and control groups. Democratic values were measured through indicators of participation, responsibility, equality, cooperation, and respect for differing opinions.

Table 2. Pretest and Posttest Scores of Democratic Values

Group	Pretest Mean	Posttest Mean	Gain Score
Experimental	68.24	87.63	19.39
Control	67.81	75.42	7.61

The findings demonstrate substantial improvement among students in the experimental group. The gain score obtained by the experimental group was significantly higher than that of the control group. Statistical analysis using independent-sample t-tests revealed significant differences between the two groups ($p < .05$), indicating that the developed learning model contributed positively to the strengthening of democratic values.

Further analysis revealed that the greatest improvements occurred in participation and respect for differing opinions. Students became increasingly willing to express viewpoints, listen to alternative perspectives, and engage constructively in classroom discussions.

Effectiveness of the Learning Model on Tolerance

Tolerance was measured through indicators of respect for diversity, empathy, acceptance of differences, intercultural interaction, and non-discriminatory behavior.

Table 3. Pretest and Posttest Scores of Tolerance

Group	Pretest Mean	Posttest Mean	Gain Score
Experimental	70.11	89.47	19.36
Control	69.86	76.58	6.72

The results indicate that tolerance levels increased substantially among students who participated in the Contemporary Social Issues-Based Learning Model. Students demonstrated greater willingness to accept differing perspectives, collaborate with peers from diverse backgrounds, and discuss sensitive social issues respectfully.

N-Gain analysis revealed a high improvement category for the experimental group (0.65) and a moderate improvement category for the control group (0.22), suggesting that the intervention produced meaningful educational effects.

Student Responses Toward Learning Implementation

Student responses were collected through questionnaires and interviews conducted after implementation.

Table 4. Student Responses to the Learning Model

Indicator	Percentage (%)	Category
Learning Interest	91.3	Very Positive
Participation Opportunities	93.7	Very Positive
Relevance of Issues Discussed	94.1	Very Positive
Collaborative Learning Experience	90.8	Very Positive
Overall Satisfaction	92.5	Very Positive

The majority of students reported that learning activities were more engaging than conventional instruction. They appreciated opportunities to discuss contemporary social issues that were closely related to their daily experiences. Students also reported that group discussions and democratic dialogues enabled them to better understand differing viewpoints.

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The findings of this study demonstrate that the Contemporary Social Issues-Based Social Studies Learning Model effectively strengthened students' democratic values and tolerance. These results support the theoretical assumption that democratic attitudes are best developed through active engagement with authentic social problems rather than through passive acquisition of factual knowledge.

The significant improvement in democratic values observed among students in the experimental group can be explained by the participatory nature of the learning model. Throughout the learning process, students were encouraged to identify social issues, investigate evidence, exchange opinions, and collaboratively formulate solutions. Such activities reflect core democratic practices, including participation, deliberation, responsibility, and respect for diverse viewpoints. According to democratic education theory, students develop democratic competence when they experience democratic processes directly rather than merely studying them conceptually. The findings therefore support the arguments of Campbell and Niemi (2024), who emphasized the importance of active citizenship learning in promoting democratic efficacy and participation.

The issue identification and investigation stages played a particularly important role in strengthening democratic values. Students were required to explore contemporary issues such as cyberbullying, social inequality, environmental problems, misinformation, and cultural diversity. These activities encouraged critical inquiry and evidence-based reasoning. Students learned to distinguish between facts and opinions, evaluate information sources, and consider multiple perspectives before reaching conclusions. Such experiences are essential components of democratic citizenship because they cultivate informed and reflective decision-making.

The democratic dialogue stage also contributed significantly to the observed outcomes. During discussions, students were encouraged to express opinions freely while simultaneously respecting differing viewpoints. This instructional approach created opportunities for practicing democratic communication in authentic settings. Classroom observations revealed that students gradually became more comfortable engaging in discussions and less likely to dismiss opposing perspectives. These findings align with previous studies suggesting that democratic dialogue promotes civic competence and strengthens democratic attitudes (Geboers et al., 2017).

The substantial improvement in tolerance observed among students further demonstrates the effectiveness of the learning model. Tolerance is not merely a matter of accepting differences but involves active respect, empathy, and willingness to engage constructively with diversity. The integration of contemporary social issues provided meaningful contexts through which students encountered differing perspectives and social realities. Through collaborative activities and group discussions, students interacted with peers who possessed different opinions, experiences, and backgrounds. Such interactions enabled students to develop empathy and greater appreciation for diversity.

These findings are consistent with the work of Berti et al. (2020), who conceptualized tolerance as acceptance, respect, and appreciation of difference. Similarly, Mirazchiyski et al. (2024) and Schulz et al. (2019) emphasized the importance of educational experiences in shaping tolerant attitudes among adolescents. The present study extends these findings by demonstrating that contemporary social issues can serve as effective pedagogical tools for fostering tolerance within Social Studies classrooms.

The collaborative problem-solving stage also contributed to tolerance development. Students were required to work together despite differences in opinions and perspectives. Rather than focusing on winning arguments, students learned to negotiate solutions and seek common ground. Such experiences mirror real-world democratic processes in which citizens must cooperate across differences to address public problems. Consequently, tolerance was strengthened not through abstract instruction but through practical experience.

Another important finding concerns students' highly positive responses toward the learning model. The majority of students reported that contemporary social issues made learning more meaningful and relevant. This finding supports constructivist perspectives

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suggesting that learning becomes more effective when instructional content is connected to students' lived experiences. By linking classroom learning with real-world issues, the model increased motivation, engagement, and participation.

From a theoretical perspective, this study contributes to the literature on democratic education, Social Studies learning, and citizenship education by proposing an integrated instructional framework that combines democratic values and tolerance within a single pedagogical model. Previous studies have often examined these constructs separately, whereas the present model demonstrates that they can be developed simultaneously through issue-based learning experiences.

From a practical perspective, the findings suggest that Social Studies teachers should move beyond traditional content-oriented instruction and incorporate contemporary social issues into classroom learning. Such an approach not only enhances students' understanding of social realities but also strengthens essential democratic competencies needed in increasingly diverse and complex societies. The model therefore offers a promising strategy for addressing current educational challenges associated with democratic citizenship, social cohesion, and tolerance development.

Overall, the results indicate that the Contemporary Social Issues-Based Social Studies Learning Model successfully created learning environments that promoted democratic participation, critical inquiry, collaborative problem-solving, and respect for diversity. These outcomes demonstrate the potential of issue-based Social Studies learning to contribute meaningfully to the development of democratic and tolerant citizens capable of responding constructively to contemporary societal challenges.

CONCLUSION

This study concludes that the Contemporary Social Issues-Based Social Studies Learning Model is effective in strengthening democratic values and tolerance among junior high school students. The model was developed through a systematic research and development process and was designed to integrate authentic social issues into Social Studies learning. By positioning contemporary social issues as the primary context for learning, students were provided with meaningful opportunities to engage in inquiry, discussion, collaboration, reflection, and civic-oriented action. These learning experiences enabled students not only to understand democratic principles conceptually but also to practice democratic behaviors in authentic classroom situations.

The findings demonstrate that students who participated in the developed learning model showed significant improvements in democratic values, including participation, responsibility, cooperation, equality, and respect for differing opinions. Similarly, students exhibited higher levels of tolerance, reflected in greater acceptance of diversity, empathy toward others, willingness to engage with different perspectives, and non-discriminatory attitudes. The learning process encouraged students to analyze contemporary social problems critically, consider multiple viewpoints, and collaboratively formulate solutions, thereby creating conditions that supported both democratic engagement and tolerance development.

The study also found that students responded positively to the learning model. Learning activities that were closely connected to real-world social issues increased student motivation, participation, and engagement. The use of democratic dialogue and collaborative problem-solving fostered an inclusive classroom climate in which students felt encouraged to express opinions while respecting the views of others. These conditions contributed to the successful achievement of the learning objectives.

Theoretically, this study enriches the field of Social Studies and citizenship education by offering an integrated instructional model that simultaneously promotes democratic values and tolerance. Practically, the model provides teachers with an innovative and relevant learning strategy for addressing contemporary social challenges within the classroom. Future research is recommended to implement the model in different educational levels and contexts,

involve larger participant groups, and examine its long-term impact on students' civic attitudes and democratic participation beyond the school environment.

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