

## The Relationship Between Understanding the Concept of Democracy and the Attitude of Daring to Express Opinions with the Behaviour of Respecting Differences

Riska Suminar<sup>1\*</sup>, Suidat<sup>2</sup>, Virgianto Setyawan<sup>3</sup>

<sup>1</sup>SMPN-2 Tambun Selatan, Bekasi, Indonesia

<sup>2</sup>Program Magister PPKn STKIP Arrahmanitah, Depok, Indonesia

<sup>3</sup>Program Studi PPKn STKIP Arrahmaniyah, Depok, Indonesia

[\\*riskawijaya023@gmail.com](mailto:riskawijaya023@gmail.com)

### Abstract

Multicultural society holds many strengths from each group, but also holds seeds of division that come from clashes between cultures, ethnicities, races, ethics, and prevailing values. This research uses quantitative methods with correlational techniques. The population was class IX students at SMPN-2 Tambun, Bekasi, with *proportional random sampling* technique obtained a sample of 103 people. The results showed: (1) There is a relationship between understanding democracy and behaviour of respecting differences with a correlation coefficient  $r_{y1}$  of 0.776 and a regression equation at a significance level of  $\alpha = 0.05$ . (2) There is a relationship between the attitude of daring to express opinions with respect for differences in behaviour, with a correlation coefficient  $r_{y2}$  of 0.718 and a regression equation at a significance level of  $\alpha = 0.05$ . (3) There is a positive relationship between understanding the concept of democracy and the attitude of daring to express opinions together with the behaviour of respecting differences with a correlation coefficient  $R$  of 0.803 and a multiple regression equation =  $42.84 + 0.46X_1 + 0.32X_2$  and the price of  $F_{hitung} = 91.026 > F_{tabel} = 3.09$ . The null hypothesis is rejected and the research hypothesis is accepted at the 0.05 significance level.

Keywords: Democracy, Courageous Attitude, Appreciative Behavior

## 1 INTRODUCTION

Nowadays, almost all citizens in the world claim to be adherents of democracy. Democracy is practised around the world differently from one country to another. The concept of democracy is accepted by almost all countries in the world. In Indonesia, it is proven by the articles in the 1945 Constitution that provide space for the Indonesian people to have democracy. Article 6-A paragraph (1) of the 1945 Constitution which reads 'The President and Vice President shall be elected in one pair directly by the people (yasir Arafat;2014).

The democratic party that will be held in the form of general elections (Pemilu) on 14 February 2024 which will take place directly, publicly, freely, and secretly as well as honestly and fairly, is universally one of the 'core values' of democracy, which is carried out simultaneously aimed at electing 575 members of the House of Representatives (DPR), 136 members of the Regional Representatives Council (DPD), and members of the Regional Representatives Council (DPRD Provinsi and DPRD Kabupaten/Kota) throughout Indonesia for the period 2024-2029. The legislative elections are held simultaneously with the general election of the President of Indonesia in 2024 (Hilman;2004). Students' understanding of democracy is based on the power of the majority because each group cannot impose its will on other groups. Understanding the concept of democracy does not lie in a person who is influential to many people who can make decisions based on their own will.

Understanding the concept of democracy requires the realisation of an attitude of courage to express opinions.

According to Sadek, J. Sulaimân (2013), in democracy there are a number of principles that become standardised standards. Among them: (1) Freedom of speech for every citizen, (2) The implementation of elections to assess whether the ruling government deserves to be supported again or must be replaced. (3) Power is vested in the majority without disregarding minority control. (4) The role of political parties is very important as a forum for the political aspirations of the people. (5) Separation of legislative, executive and judicial powers. (6) Supremacy of law (all must be subject to the law). (7) All individuals are free to do anything without being shackled.

Scholars' Views on Democracy Henry B. Mayo explains that something is democratic when: (1) It resolves problems peacefully and institutionalised (2) It ensures the peaceful implementation of change in a changing society. (3) Organise a regular change of leaders (4) Limit the use of violence to a minimum level (5) Recognise and consider reasonable diversity (6) Ensure the upholding of justice (Miriam Budiarjo;2019). Therefore, with students' understanding of democracy that prioritises deliberation to reach consensus, we as citizens can also express our opinions and wishes, so that others can assess and conclude together so that our opinions can be heard and finally can be deliberated to reach a decision. The courage to express opinions is also regulated in Pancasila and the 1945 Constitution as the basis of life for the Indonesian people.

Indonesia is a pluralistic country, meaning that it has diversity in race, religion, gender, class, culture and ethnicity. Tilaar (2004) stated that a multicultural society holds many strengths from each group, but also holds the seeds of division that come from clashes between cultures, ethnicities, races, ethics, and prevailing values that will later become and create the disintegration of the Indonesian nation. In the diversity of the Indonesian nation, we have equal position as Indonesian citizens. In Article 26 paragraph 1 of the 1945 Constitution concerning citizens and residents, it is stated that the citizens and residents are indigenous Indonesians and people of other nations who are legalised by law as citizens.

The motto of the Indonesian nation is *Bhineka Tunggal Ika*, which means different but still one. In accordance with the motto of the Indonesian nation, the differences that exist in the Indonesian nation should not be considered a threat but rather a gift. In addition, to increase unity and integrity among all components of the nation, we must respect the equal position of citizens without distinguishing race, religion, gender, class, culture and ethnicity. Thus, there will be harmony of life between the components of the nation or Indonesian citizens (Mahfud;2016).

Respectful behaviour between citizens without differentiating religion can only be fostered in the environment of community life with an atmosphere; tolerance between religious communities, freedom of religion is implemented fairly and correctly, fostering harmony in relationships, fostering mutual understanding in relationships, not being reactive and opposing. Respectful behaviour has an important meaning in the life of society, nation and state. The importance of respectful behaviour is; (1) in social life, the position of every citizen is the same, namely being a member of society who has the same rights and obligations without having to be distinguished. The equal position of citizens can strengthen the unity of the nation, (2) respecting equal position can foster mutual love for fellow human beings, (3) respecting equal position can foster and develop an attitude of tolerance and *tepa seliro*. Tuasikal (2014) explained that this difference of opinion should not make one's self become arrogant because it has the nature of undermining others. The behaviour of respecting differences in social relations can start from the process of self-disclosure. Self-openness can help learners communicate with other learners, increase self-confidence and relationships become more familiar (Gainau;2009). The behaviour of respecting differences is a person's ability to manage emotions, viewpoints and mature beliefs, values and feelings of people around their environment (Patricia;2000).

Differences in ethnicity, race, religion, customs, mindset between individual students are a necessity that must be addressed with respect when students interact at school with

other students. It requires a student behaviour in developing respectful behaviour with the steps of self-identification, cultural interaction process and assimilation. According to this problem, every member of the school community should build harmonious relationships with others so that the understanding of the concept of democracy that is built can benefit the lives of others. In reality, students still do not clearly understand the purpose and meaning of understanding the concept of democracy, which has an impact on not having the courage to express opinions, and ultimately does not have the behaviour of respecting differences. They are still there who sort out friends from their beauty, from their ability in material or with their level of degree and association. because of the low understanding of students about the concept of democracy so that it does not make an impression and is not able to build a courageous attitude in expressing opinions, and ultimately does not have the behaviour of respecting differences (Kemendikbud;2014).

The purpose of Civic Education is for students to have the following basic abilities: (1) Think critically, rationally, and creatively in responding to civic issues, (2) Participate actively and responsibly, and act intelligently in activities in society, nation and state, and anti-corruption, (3) Develop positively and democratically to form themselves based on the characteristics of Indonesian society in order to coexist with other nations, (4) Interact with other nations in world affairs directly or indirectly by utilising information and communication technology (Rachmadtullah;2015).

Based on the above objectives, learning democracy should equip students with knowledge, intellectual skills and experience. Therefore, the understanding of the concept of democracy needs to be built and developed in order to preserve and develop the noble values of the nation that require an understanding of the concept of democracy from each citizen, so that the goal of understanding the concept of democracy is achieved, namely the creation of citizens who are willing and able to uphold the concept of democracy based on an attitude of courage to express opinions and behaviour of respect for differences. The material on the concept of democracy is taught as an effort to increase students' understanding of the concept of democracy accompanied by an attitude of courage to express opinions and behaviour of respect for differences. The goal is to prevent students from taking actions that are contrary to democratic values. This fact is in accordance with the mission of the Civics subject, namely as a subject that forms citizens to understand and be able to carry out their rights and obligations to become smart, skilled and characterised Indonesian citizens. This means that democratic learning will form an attitude of courage to express opinions and behaviour of respect for differences.

In this digital era, mutual respect, honour and forgiveness are even more important. With social media and digital platforms, we often interact with people we do not know in person. This can lead to higher conflicts and disagreements. Therefore, it is important for us to always be wise in interacting with others, especially in the digital space. Mutual respect, honour and forgiveness are not only important in social life, but also in our personal lives. These attitudes can help us become better human beings and more understanding of others. We should play an important role in maintaining harmony and peace in society. Therefore, let us maintain togetherness and unity by respecting, honouring and forgiving each other. Students' understanding of the concept of democracy is limited to rote memorisation without being followed by the ability to apply it in everyday life. This reality makes the conditions and learning objectives unachievable. The value contained in the concept of democracy becomes difficult to realise, especially in building an attitude of courage in expressing opinions, as well as the realisation of respect for differences.

## **2 RESEARCH METHODS**

This research uses a quantitative method with a correlational study approach. The purpose is to find out how the relationship between two or more variables, both the pattern, direction, nature and shape, as well as the strength of the relationship (Ulber;2009). The

target population in this study were ninth grade students at SMPN 2 Tambun Selatan, Bekasi Regency, totalling 430 students, while the affordable population was randomised to 139 students, in sampling the author used a sampling technique through representation (Quota proportional random sampling). The sample was from 11 classes at random represented by 103 students. Previously, it had been tested on class IX students outside the sample of 30 students. The research instrument for the variable Understanding the Concept of Democracy was measured using a multiple choice test and the variable Daring to Express Opinions was measured using an attitude scale questionnaire, while the variable Respect for Differences was measured using a behaviour scale questionnaire.

Data analysis techniques are carried out with the following steps (Pudjiastuti;2019): 1) Descriptive Analysis Techniques, including: Making a table of test scores, Calculating ranges, Calculating interval classes, Making frequency distribution tables, Making histogram charts, Calculating mean, Calculating mode, Calculating median and Calculating variance. 2) Data Analysis Requirements. To fulfil the requirements in using the *product moment* correlation technique, the normality and linearity requirements must be tested. The normality test is carried out to determine whether the data being examined is normally distributed or not. The homogeneity test is carried out to determine the level of homogeneity or not of the population. The linearity test is to see the shape of the relationship between the two variables whether it forms a straight line or not. To test the research hypothesis, variance analysis technique was used, after previously testing the analysis requirements, namely normality test with Liliefors, and homogeneity of variance with Bartlett test (Sujana;1992). All tests were carried out with a significant level = 0.05 and = 0.01. The formula used is *product moment* from K. Person.

### 3 RESULT AND DISCUSSION

Based on the results of hypothesis testing, it turns out that the three alternative hypotheses proposed are significantly acceptable. The description of each acceptance of the three hypotheses in question can be explained as follows:

*First*, the first hypothesis testing concluded that there is a very significant positive relationship between the understanding of the concept of democracy and the behaviour of respecting differences as indicated by the  $t_{count}$  value of 12.364 which is much greater than the  $t_{table}$  value at the alpha 0.05 significance level of 1.658 or  $12.364 > t_{0.05} (101) = 1.658$ . The pattern of relationship between these two variables is expressed by the regression equation . This equation provides information that every one unit change in understanding the concept of democracy will lead to a change in the behaviour of respecting differences by 0.66 at a constant 54.40.

The results of a simple correlation analysis between the understanding of the concept of democracy and the behaviour of respecting differences obtained a correlation coefficient  $r_{y^1}$  of 0.776. This value provides an understanding that the relationship between understanding the concept of democracy and the behaviour of respecting differences is high and positive, meaning that the higher the understanding of the concept of democracy of a student, the higher the behaviour of respecting differences of that student. Vice versa, the lower the understanding of the concept of democracy of a student, the lower the behaviour of respecting the differences of the student.

The amount of contribution or contribution of the variable understanding of the concept of democracy with the behaviour of respecting differences can be known by squaring the value of the simple correlation coefficient. The result of squaring the simple correlation coefficient value is 0.602. Statistically, this value means that approximately 60.2 per cent of the variance in the change of a student's solidarity behaviour is determined/explained by the student's understanding of the concept of democracy with a functional relationship pattern as shown by the regression equation above. That is, if all students at SMPN-2 Tambun Selatan Bekasi Regency are tested for understanding the concept of democracy and behaviour of respecting differences, then approximately 60.2 percent of the variance

of the pair of scores of the two variables will be distributed and follow the pattern of the relationship between the variables of understanding the concept of democracy and behaviour of respecting differences according to the regression line equation .

*Second*, the second hypothesis testing concluded that there is a very significant positive relationship between the attitude of daring to express opinions with the behaviour of respecting differences as indicated by the  $t_{count}$  value of 10.366 much greater than the  $t_{table}$  value at the 0.05 alpha significance level of 1.658 or  $t = 10.366 > t_{0.05}(101) = 1.658$ . The pattern of relationship between these two variables is expressed by the regression equation. This equation provides information that every one unit change in the score of the attitude of daring to express opinions will result in a change in the score of behavioural respect for student differences by 0.74 at a constant 55.96.

The results of a simple correlation analysis between the attitude of daring to express opinions and the behaviour of respecting differences obtained a correlation coefficient  $r_{y2}$  of 0.718. This value provides an understanding that the relationship between the attitude of daring to express opinions and the behaviour of respecting student differences is sufficient and positive, meaning that the higher the attitude of daring to express a student's opinion, the higher the behaviour of respecting student differences. Vice versa, the lower the attitude of daring to express a student's opinion, the lower the behaviour of respecting student differences.

The amount of contribution or contribution of the attitude variable dare to express opinions with the behaviour of respecting student differences can be known by squaring the simple correlation coefficient value. The result of squaring the simple correlation coefficient value is 0.515. Statistically, this value gives the understanding that approximately 51.5 percent of the variance in the behaviour of respecting the differences of a student is determined/explained by the attitude of daring to express their opinions with a functional relationship pattern as shown by the regression equation above. This means that if all students of SMPN-2 Tambun Selatan Bekasi Regency are measured for their courageous attitude in expressing their opinions and their respectful behaviour in expressing their opinions, then approximately 51.5 percent of the variance of the pair of scores of the two variables will be distributed and follow the pattern of the relationship between the variable of courageous attitude in expressing opinions and the behaviour of respecting student differences through the regression line equation.

*Third*, hypothesis testing concluded that there is a very significant positive relationship between understanding the concept of democracy and the attitude of daring to express opinions together with the behaviour of respecting student differences as indicated by the  $F_{count}$  value of 91.026. This value is much greater than the  $F_{count}$  value at the 0.05 alpha significance level which is 3.09, or  $F = 91.026 > F_{0.05}(2;100) = 3.09$ . The pattern of relationship between the three variables expressed by the multiple regression equation =  $42.84 + 0.46X_1 + 0.32X_2$ . This equation provides information that every one unit change in the score of understanding the concept of democracy and the attitude of daring to express opinions will result in a change in the behaviour of respecting student differences by 0.46 or 0.32.

The results of the double correlation analysis between the understanding of the concept of democracy and the attitude of daring to express opinions obtained a double correlation coefficient value of  $r_{y12}$  of 0.803. This value indicates that the relationship between understanding the concept of democracy and daring to express opinions together with the behaviour of respecting student differences is sufficient and positive. Thus, it means that the higher the understanding of the concept of democracy of a student and the higher the attitude of daring to express their opinions, the higher the behaviour of respecting student differences. Conversely, the lower the understanding of the concept of democracy of a student and the lower the attitude of daring to express his opinion, the lower the behaviour of respecting student differences.

The amount of contribution or contribution of the variables of understanding the concept of democracy and the attitude of daring to express opinions together can be seen through the coefficient of determination of 0.645. The results of this analysis indicate that

approximately 64.5 percent of the variance in changes in students' behaviour of respecting differences is determined/explained by the understanding of the concept of democracy and attitudes of respecting differences together with the functional relationship pattern as shown by the regression equation above. That is, if all students at SMPN-2 Tambun Selatan, Bekasi Regency, are examined for understanding the concept of democracy and the attitude of daring to express opinions together with respect for differences, then approximately 64.5 percent of the variance in the pair of scores of the three variables will follow the pattern of the regression equation =  $42.84 + 0.46X_1 + 0.32X_2$ . To determine the pure contribution of each independent variable to the dependent variable, a partial correlation analysis was conducted. The pure contribution of each variable is known by controlling for other independent variables. The results of the analysis are reported below.

*First*, the pure contribution of the independent variable of understanding the concept of democracy with the behaviour of respecting differences if the attitude of daring to express opinions is constant, obtained a value of 27 percent. This condition shows that there is a decrease in the level of relationship between understanding the concept of democracy and the behaviour of respecting differences. Thus, the understanding of the concept of democracy is not the only variable that can determine the behaviour of respecting differences of a student, but there are still other variables, namely the attitude of respecting differences that come into play.

*Second*, the pure contribution of the independent variable of the attitude of daring to express opinions with the behaviour of respecting differences if the understanding of the concept of democracy is constant, obtained a value of 11 percent. This condition shows that there is a decrease in the level of relationship between the attitude of daring to express opinions and the behaviour of respecting differences, which means that the attitude of daring to express opinions is not the only variable that can determine the behaviour of respecting differences, but there are still other variables, namely the understanding of the concept of democracy that also influence. Based on the description above, it can be seen that the independent variable that has the strongest relationship and the greatest contribution to the dependent variable is the understanding of the concept of democracy. Understanding the concept of democracy includes the understanding that democracy involves freedom of opinion, justice, and respect for differences. According to civic education theory, this understanding will affect how individuals perceive rights and obligations in a democratic society. Individuals with a good understanding of democracy tend to respect the views of others and recognise the importance of active engagement in social dialogue. According to Branson (2001), the concept of democracy can influence individual attitudes and actions in valuing diversity and openness of views.

The attitude of courage to express opinions refers to the courage of individuals to express their views openly despite potential differences or conflicts. Bandura's (1997) self-efficacy theory explains that this courage is related to an individual's belief in his or her ability. Individuals who feel capable of having an opinion are usually more open and not afraid to face criticism or different views. In the context of democracy, the courage to express opinions is considered important because it reflects freedom of expression and recognition of individual rights.

Meanwhile, the behaviour of respecting differences is an important element in a pluralistic society. According to social-cognitive theory (Bandura, 2001), this behaviour develops through social learning and interaction with others. Individuals who are accustomed to seeing differences as positive and supporting diversity will be better able to manage conflict and be tolerant. In addition, this behaviour is reinforced by social norms and individual experiences in an environment that values diversity. Rokeach (1973) also emphasised that social values such as tolerance and openness to differences are important foundations in the development of respectful behaviour.

The relationship between the understanding of the concept of democracy, the attitude of daring to express opinions, and the behaviour of respecting differences can be explained by the attitude consistency theory. This theory states that a good understanding of the concept of democracy will increase the attitude of courage in expressing opinions, which

will then strengthen the behaviour of respecting differences. The better one's understanding of democratic values, the more likely the individual is to be tolerant and respectful of diversity, as they understand the importance of freedom of speech and diversity of views in a democratic society. In other words, this theoretical study shows that an understanding of democracy and the courage to express one's opinion play a significant role in promoting respectful behaviour, as each of these factors supports the formation of the tolerant attitude needed in a diverse society.

### 3 CONCLUSION

The results of hypothesis testing indicate that all three alternative hypotheses (Ha) proposed in this study are accepted, thereby rejecting the null hypothesis (H0). This implies that there is a positive relationship: (1) between understanding the concept of democracy and behavior that values diversity, (2) between the attitude of courage in expressing opinions and behavior that values diversity, and (3) jointly between understanding the concept of democracy and the attitude of courage in expressing opinions with behavior that values diversity. The "t" test results for the first and second hypotheses, as well as the "F" test result for the third hypothesis, show that these relationships are highly significant, at both the 0.05 and 0.01 alpha significance levels.

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