



STRENGTHENING STUDENTS' COMMUNICATION SKILLS IN CIVIC EDUCATION LEARNING THROUGH THE APPLICATION OF THE SOCRATIC SEMINAR LEARNING MODEL

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Abstract:

This study aimed to analyze how the Socratic seminar learning model can strengthen students' communication skills at State Islamic Senior High School (MAN) Purbalingga. This study is a case study with a qualitative approach. The research subjects are civic education teachers at MAN Purbalingga and eleventh-grade students at MAN Purbalingga. Data collection techniques included interviews, observations, and documentation. Data validity was ensured using source- and technique-based triangulation. Data collection instruments included interview guides, observation sheets, and document checklists. Data analysis employed the Miles, Huberman, and Saldana model, which consists of data condensation, data presentation, and data verification. The results of this study indicate that strengthening students' communication skills involved the development of knowledge and insights through class presentations, as well as actively engaging in asking questions. Therefore, it was suggested that civic education teachers and students collaborate to develop and implement strategies that address the needs of civic education learning, thereby contributing to the improvement of civic education in the future.

Keywords: strengthening, communication, Socratic seminar

1. Introduction

Education plays a crucial role in shaping individuals who embody the ideals of the Indonesian nation, instilling moral values, ethics, character, and courtesy. The Indonesian

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education system is constantly changing to adapt to dynamic circumstances, societal situations, technological advancements, and dynamic knowledge. In addition to changes in the economic, political, and cultural context, human needs in alignment with external changes also play a role in assessing and influencing these changes. Based on the 1945 Constitution of the Republic of Indonesia, every person is required and entitled to pursue education in stages at different levels, including elementary school, junior high school, and senior high school. This is stated in Article 31, paragraph (1), which clearly outlines the fundamental right of every citizen to receive education and instruction. The implementation of education is also inseparable from the existence of a curriculum. In the world of education, the curriculum serves as a fundamental guideline for the teaching and learning process. Furthermore, the curriculum is a crucial factor in the success or failure of education, the ability of students to absorb knowledge, the ability of educators to teach, and the achievement of educational objectives. Notably, the curriculum is a critical instrument for educational success. The achievement of the desired educational objectives and targets will be challenging in the absence of a suitable and appropriate curriculum. In order to better prepare students to navigate the challenges of their lives, the curriculum should be designed to be attractive, systematic, comprehensive, and integrated according to the times and learning development. It is evident that there have been adjustments made to the curriculum in Indonesia that align with the transition of the Minister of Education and the implemented policies. A notable example is the transition from the 2006 curriculum to the 2013 curriculum, which occurred due to adjustments made between students and teachers. The 2013 curriculum places a greater emphasis on the development of reasoning and attitude aspects rather than rote memorization.

According to research by Tiara and Sari (2019), the 2013 curriculum emphasizes the enhancement of both soft skills and hard skills, which comprise attitude, skills, and knowledge. Additionally, there has been a change in the way competencies and subjects are interrelated. Previously, competencies were derived from subjects, but now subjects are developed from competencies. The 2013 curriculum emphasizes the integrative thematic nature of learning from one subject to all subjects to balance attitude, skills, and knowledge. In the 2013 curriculum, there are a total of 18 character education values, one of which is communication. Furthermore, civic and Pancasila education is directed to achieve two equally important objectives, one of which is communication skills. Communication is the activity of exchanging information between two individuals, either directly or indirectly, through conveyed media, enabling each individual to freely express their opinions according to the established rules. In the field of education, it is essential to maintain effective communication with students, particularly during the learning process. Effective communication between educators and students is crucial for ensuring that students can easily comprehend lessons (messages), remain engaged, and develop a genuine enthusiasm for learning. Moreover, communication is the process of conveying a message from one person to another with the aim of informing, expressing opinions, or changing attitudes or behaviors, either directly or indirectly. Generally,

communication can be defined as the process of conveying a message from the sender to the receiver. Additionally, enhancing communication skills is a crucial aspect of developing students' competencies in the 21st century. This communication skill is closely related to an individual's nature as a social being who interacts with their environment. It is essential for students to have effective communication in order to support activities that take place in the educational environment as well as in their daily lives. In the context of the educational environment, students need communication to interact with teachers and school staff, participate actively during the learning process, and engage with their peers. In addition, everyday communication occurs when interacting with parents, relatives, and friends, on social media, and in other activities (Lestari & Rahmandani, 2023).

Learning foreign languages is essential in today's global society, as it serves as a means of communication, education, knowledge acquisition, careers, and many other aspects of daily life. The interconnections between language and culture, socio-economics, politics, and other factors are undeniable. Therefore, it is crucial for the curriculum to prioritise aspects that emphasize the formation of positive attitudes towards learning foreign languages, enabling individuals to effectively communicate in different situations, acquire knowledge, secure employment, and pursue higher education, including fostering an understanding of various cultures within a global society (Iamsaard & Kerdpol, 2015). Communication skills involve conveying, seeing, and understanding the essence of others while recognizing the importance of treating every human being with integrity, freedom, and autonomous rights (Karlsen *et al.*, 2017). Additionally, Bauml *et al.* (2023) in their research highlighted the positive effect of civic education, which plays a crucial role in preparing citizens for democracy, on the younger generation and their communities. Meanwhile, the quality of civic education that teenagers in the United States receive is unequal, and researchers studying its effect struggle to determine the best ways to measure aspects of civic development in younger adolescents.

Madrasah Aliyah (Islamic senior high school), as a formal educational institution with an Islamic character, plays an important role in shaping the attitudes and personalities of its students. Parents and students expect that an Islamic-based formal secondary education provides not only general lessons in the mastery of science and technology (IPTEK) but also religious lessons. These two types of lessons are interconnected and related to students' behavior. Thus, the importance of formal religious-based education in Indonesia is emphasized. In the present day, there are still problems occurring in educational environments, including elementary, junior high, and senior high education. Similarly, there are still issues and violations at State Islamic Senior High School (MAN) Purbalingga that require attention and improvement, particularly with regard to students and civic education teachers involved in the learning process. Based on an interview conducted on February 14, 2024, with Mr. SL, a civic education teacher at MAN Purbalingga, it was discovered that some students demonstrated communication skills in civic education learning. However, some students

continue to encounter difficulties, including a lack of awareness regarding the importance of learning civic education and their limited foundational knowledge, a lack of self-awareness regarding the importance of communication skills, and a lack of engagement with the learning process. Students at MAN Purbalingga were often reluctant to ask teachers questions when they encountered difficulties in civic education learning. Additionally, a significant number of students at MAN Purbalingga still fail to pay adequate attention to the teacher's explanations. In addition to the issues encountered by students, there were also problems with the teaching models used by the teachers. The civic education teachers at MAN Purbalingga did not use more engaging learning models that could encourage more student engagement and creativity. They have not implemented any innovative approaches related to teaching materials and resources; instead, they rely solely on textbooks. Moreover, they used a monotonous teaching style, primarily lecture-based instruction. This approach often results in students being reluctant to engage in critical thinking and communication skills, as it encourages them to use only a small portion of their potential or thinking abilities.

However, previous studies have primarily focused on discussions related to critical thinking. There are other important aspects of character development that still need to be discussed. This study focused on communication skills at MAN Purbalingga as a means to address current issues and categorized individual achievements in the learning process using the Socratic seminar model. Furthermore, this study distinguished itself from previous research by specifically emphasizing critical thinking and communication skills at MAN Purbalingga. In previous research, it was discovered that there were issues related to critical thinking and communication skills. However, in other aspects of critical thinking and communication skills, other factors also influence these issues. For instance, the problems arise not only from internal issues but also from external issues, such as a lack of appreciation from the surrounding environment and parents. In order to address these learning problems, it is necessary to implement several strategies and solutions, such as improving the teaching model and applying a suitable learning model. The aim is to facilitate, assist, and empower students to engage in critical thinking and develop communication skills for problem-solving, ultimately leading to the accomplishment of optimal learning outcomes. This learning model is the Socratic Seminar.

Both teacher and student dialogues revealed that the ability to ask meaningful questions that stimulate the exchange of ideas is more important than the answers. Students are prohibited from interrupting. Prior to responding, they are encouraged to restate the key elements of different ideas, regardless of whether they are in agreement or disagreement (Jensen, 2015). Additionally, Piro and Anderson (2015) explained that the Socratic seminar helps students learn through the use of questioning, dialogue, and refutation to critically analyze their understanding and misunderstandings about a particular issue or problem. This also facilitates and helps students analyze their comprehension of issues. The Socratic Seminar is a valuable tool for developing students'

critical thinking and communication skills. It fosters meaningful dialogue among students as they engage in thoughtful discussion on predetermined issues.

2. Literature Review

2.1 Communication Skills

Rahmayanti (2014) explained that communication skills are a process skill that pertains to an individual's ability to convey or receive ideas in both oral and written form. Additionally, they encompass the expression of opinions or behaviors, either directly through verbal communication or indirectly through various forms of media. In order to improve their communication skills, people may use mathematical language, as it offers a more practical, systematic, and efficient means of conveying information. Moreover, according to Wahyudin (2008), communication plays an essential role in mathematics because it enables the exchange of ideas and the clarification of understanding. Additionally, Fahrudin (2021) described communication as the activity of sharing and conveying information to others. Communication involves sending a message that can be received by a second party. There are several factors contributing to students' low communication skills, both external and internal (Latifah *et al.*, 2022). Additionally, Matin *et al.* (2010) they explained that the ability to accurately express and understand others, as well as the transition of meaning from one or more individuals, are components of communication skills. Furthermore, Greenstein (2012) described that communication is about expression, and more complex communication skills may necessitate 21st-century skills such as analysis, evaluation, metacognition, collaboration, and information technology, which can be manifested in more interactive communication formats through the use of digital technology. External factors encompass the teaching strategies used by teachers, the use of media, and the various approaches and strategies that affect students' speaking skills. External factors, such as family, home environment, and school environment, can also have an influence on speaking skills. In addition, internal factors encompass feelings of nervousness, shyness, and the lack of a platform for expressing their opinions.

Communication skills encompass providing information about changes between areas that ensure decision-making effectiveness, as well as contributing to fostering openness in feedback and promoting understanding of individual feelings and thoughts. Additionally, these skills are used to examine the human aspect of helping with the dissemination of information (Koca & Erigüç, 2020). Communication is the process of exchanging information, a fundamental aspect that we must acknowledge. Small talk is a way of expressing or perceiving things, as well as conveying feelings between individuals. These feelings can vary (Downes, 2020). Communication skills extend beyond the realm of persuasion. In fact, these skills are associated with greater success in achieving various instrumental goals, such as persuading, teaching, or succeeding in one's career. The dimensions of social interaction tasks and the ability to generate messages are also related to relational satisfaction and personal well-being. In

communication, one must be aware of cultural differences in real-time; therefore, considering different interaction norms before speaking/reacting is important. In other words, acknowledging cultural differences is inadequate; one must demonstrate a willingness to embrace and adapt to these differences (Liontas & Siegel, 2018).

Communication skills include interpersonal intelligence (both verbal and non-verbal), relationship and collaboration skills, conflict management skills, boosting team spirit, respecting others, and being respected. At a complex level, this type of intelligence refers to an individual's ability to differentiate various interpersonal relationships and effectively respond to each situation, as well as to predict and interpret the hidden reactions of others (Petrovici & Dobrescu, 2014). Communication is a necessary skill for establishing and nurturing relationships with others, using appropriate tools to convey messages in a direct and indirect manner (Baby *et al.*, 2018).

Communication skills are the product of at least four factors that can be considered to arise from the interpretation or potential characterization of these messages. The first factor is that verbal message behavior is not a singular entity but rather a combination of various skills a person possesses, some of which may demonstrate a higher level of proficiency than others. For example, one's vocabulary mastery might exceed their pronunciation ability. The third factor highlights the multifaceted components of message behavior, enabling analysis at various levels of abstraction. The fourth factor describes an utterance at a low level of abstraction by its adherence to grammatical rules, at a more abstract level by its adherence to the rules of politeness and face-to-face interaction, and even more abstractly by its level of sophistication in social perspective-taking (Rocci *et al.*, 2016).

Experience does not always improve communication skills, leading to the development of educational programs to enhance professional communication skills in the healthcare field (Coad *et al.*, 2018). Communication skills ensure that employees can, among other things, build networks, negotiate, build trust, and articulate ideas and information across the workplace. Rapid changes in technology, increased knowledge exchange, and strong global competitiveness have prompted the business world to demand graduates who are adaptive, able to work in teams, multitask, manage cultural diversity, solve problems, and think critically; in other words, the business world seeks graduates with high-quality soft skills, particularly communication skills (Kaburise, 2016). The core of communication encompasses enjoyment, interest, public opinion, and understanding; users are required to apply their own comprehension of the structure or content of "clean society" information. Unlike information literacy, social pressures, common beliefs, and incentive motivations, social communication platforms have varying levels of media richness (network medium structure, physical proximity, recipient availability, and media richness/information richness characteristics) (Yu *et al.*, 2017). Communication skills are the abilities needed by teachers to develop students' digital information and communication skills (Claro *et al.*, 2018). Communication can be defined as a great conversation that encompasses not only the content of what is said, but also the timing of when it is said. In addition, there is a reciprocal exchange of information

between two individuals, where they take turns speaking in order to obtain clear and mutually beneficial information from each other (Tuhovsky, 2017).

Listening is an important skill that helps with the exchange of ideas in conversation. However, it can be more complex, and achieving effective listening requires consistent effort. Every individual desires to have their voice acknowledged, as it fulfills a human need. Active listening is one of the best ways to show interest in and care for someone and to make them feel heard. In interactions, one should consider the other person's perspective before forming their own opinion or responding aggressively. Eye contact during a conversation is a powerful way to use non-verbal communication to connect with others and show that one is truly paying attention to the speaker (Haunts, 2019). Communication involves expressing oneself to help share ideas, build relationships, complete potentially profitable transactions, manage groups, and delegate tasks using the appropriate tone of voice, body language, and mood (Williams, 2020). Several investigations have even come to the conclusion that body language, not verbal communication, provides the majority of the information we obtain from a conversation. Communication is a skill we use to effectively let others know our feelings, needs, and desires. It is also a skill we use to let others know that we understand what they feel, need, and want (Moore, 2015). Communication skills are crucial for personal success because, without the assistance of others, we cannot achieve our goals, and people cannot assist us if they do not know how to do so. Professionals require the essential skills of effective communication and active listening. Communication encompasses more than just speaking. The majority of it focuses on the act of listening. Effective communication, speaking effectively, and listening attentively are viable strategies for comprehending the perspective of others and integrating them to reach a resolution that satisfies all parties involved (Richards, 2015). Communication skills are crucial in the development of literacy and essential in the learning process. Through conversation, learners not only communicate information but also explore and understand ideas and concepts, identify and solve problems, organize their experiences and knowledge, and express and clarify their thoughts, feelings, and opinions (Amirzayevna, 2015). These skills encompass the ability to engage in social interactions through listening and speaking in many settings, such as at home, school, and in the community.

2.2 Civic Education

Westheimer (2019) explained that there has been a longstanding recognition of the importance of civic education for democracy. However, despite an agreement among educators about the importance of schools in preparing students to engage in civic and political life, there is a lack of agreement on the specific details of this role. Opinions on these efforts vary greatly, with some praising them while others see them as misguided. The effect on students is a weaker notion of citizenship, emphasizing positive character and patriotism over critical thinking and engaging with diverse perspectives. Furthermore, O'Brien (2023) explained that civic education influences students' citizenship experiences. For example, boys educated in single-sex schools develop skills

for organizing actions, while girls educated in single-sex schools have greater opportunities to contribute to and understand issues, as well as why they take action.

Dharma *et al.* (2019) explained that, in light of the increasingly globalized world, it is essential to confront the challenges associated with civic education in the 21st century. Moreover, active citizen participation is crucial in resolving various global issues. The participation not only entails responding to these issues but also upholding values and principles in resolving them. It is not enough to be a global citizen without empathy, mutual respect, appreciation of differences, and tolerance. By embracing these principles, individuals are empowered to give their best for a better life in this world. Therefore, civic education plays a crucial role in establishing students' awareness as global citizens by adopting a more holistic and integrative approach, enabling them to respond to global issues as human issues. According to Amri *et al.* (2023), civic education is essentially an effort to improve the quality of citizens through education. It is widely recognized that education plays a crucial role in building one's character. Civic education instills in citizens the importance of both adhering to and obeying the state while also promoting values such as tolerance and independence. The Pancasila-characterized young generation of Indonesia seems to be eroding with time. If not addressed, this could weaken the public's belief that their nation is resilient and has character. Therefore, civic education aims to cultivate awareness of a nation's character among young people, fostering their development into good and respected citizens on a global scale.

Research by Santoso *et al.* (2023) emphasized the importance of civic education in 21st-century Indonesia and its role in shaping students' character, promoting democracy, and fostering tolerance. This research used a case study approach and literature analysis to develop a theory on the philosophical practice of civic education in Indonesia. The findings of this research highlighted the curricular programs of civic education in developing individuals who possess strong moral values and intelligence, while also instilling a strong belief in Pancasila, the Indonesian ideology. According to Tolstenko *et al.* (2019), engaging in civic education is crucial because it can transform cultural images and individual awareness, shaping and changing political attitudes toward the realities of everyday life. A balanced education should include the analysis and acquisition of knowledge, the cultivation of creative skills and competencies, and the ability to handle daily tasks, while collaborating harmoniously with others.

According to Li *et al.* (2023), civic education is about what a decent citizen is and what a decent citizen does. The concept of a decent citizen is a prerequisite for civic education, which is its ultimate goal. Students' perceptions of what it means to be a decent citizen have important implications for the implementation of the civic education curriculum. Current civic education, which fosters compliant citizens who conform to prevailing values, will fail to prepare students for an ever-changing world. According to Davies (2019), civic education aims to develop knowledgeable citizens who are actively engaged in democracy and demonstrate tolerance towards others. In addition, schools play a crucial role in fostering citizenship development, but in today's diverse learning environment, where technology enhances student autonomy, the civic environment also

encompasses homes, interactions, personal social media spaces, and community organizations.

3. Methods

This study used a case study research design with a qualitative approach. A case study delves deeply into various aspects of social phenomena, utilizing multiple data sources for detailed data collection and qualitative research methods to present a case description (Creswell, 2013). This study used primary and secondary data sources. Furthermore, the research location is at MAN Purbalingga. The primary data sources consist of eleventh-grade students and Pancasila and civic education teachers at MAN Purbalingga. The data collection techniques included interviews, observations, and documentation. Moreover, interview guides, observation sheets, and document checklists were used for data collection. The validity of the data was ensured through source- and technique-based triangulation. In addition, the data analysis was carried out using the model by Miles, Huberman, and Saldana, which encompasses data condensation, data display, and data verification.

4. Results and Discussion

4.1 Results

In the 2013 Curriculum, there are 18 character education values, including critical thinking. In addition to critical thinking, communication skills are another character value. The purpose of Pancasila and civic education at MAN Purbalingga is to achieve the character goal, which is communication skills. Based on interviews with Pancasila and civic education teachers, communication skills encompass a student's ability to effectively convey information to others, as well as their understanding of that information and its content. Students also expressed the importance of communication skills. For example, ADAK explained that communication skills involve a person's ability to socialize using proper language, both directly and indirectly through media. NAF explained that critical thinking skills are systematic skills openly shared with others. This implies that each individual systematically conveys their thinking structures in a logical and broad manner. RD explained that communication skills involve speaking between individuals in a manner that does not violate or prohibit norms. LS added that communication skills involve individuals interacting with each other, asking questions, and exchanging ideas. DS mentioned that excellent communication skills enable one to communicate effectively with their environment and adapt well. Communication skills enable individuals to speak with others, thereby fostering closer relationships. Additionally, AS added that communication skills involve the ability to confidently and fearlessly express oneself during interactions, both in a direct or indirect manner, and require the use of tools as communication media.

Communication skills affect students learning Pancasila and civic education, which have a direct impact on the learning process. Good communication skills allow students to direct, organize, and plan the learning process in accordance with the learning components. On the contrary, lacking these skills may cause the process to fail. Moreover, students can be influenced by various factors, whether internal or external. According to an interview with SL, a Pancasila and civic education teacher, internal influences include knowledge and insights. If students possess the necessary skills and competencies, they can easily express themselves. However, without these competencies, students struggle to communicate with others. Additionally, external influences are related to communication skills in Pancasila and civic education learning. For instance, students who actively engage in socializing within organizations tend to find it more effortless to communicate with others. Both internal and external influences contribute to the implementation of indicators for strengthening communication skills. The indicators implemented in Pancasila and civic education learning include the use of clear and comprehensible language while also avoiding any form of offense towards others. According to interviews with students, indicators of communication skills include using proper language, engaging interactions, the ability to exchange ideas, active participation in class presentations, asking questions, responding, providing feedback, and having confidence in asking and explaining to others.

It was observed that not all students exhibited communication skills in Pancasila and civic education learning. Some students continued to struggle with certain issues, such as not seeking clarification on unclear points, engaging in self-talk during lessons, and displaying passivity during presentations. These issues created challenges for Pancasila and civic education teachers in their teaching processes. For instance, teachers need to ignite enthusiasm and deliver engaging material. According to an interview with SL, some students showed a lack of motivation and desire to learn effectively, which poses challenges in teaching them. These students struggled because they lacked knowledge and understanding of the benefits of learning Pancasila and civic education. Therefore, Pancasila and civic education teachers developed solutions to address these challenges, which had a positive effect on the learning process. In addition to addressing communication issues, Pancasila and civic education teachers provide proper guidance to ensure students develop communication skills in Pancasila and civic education learning. Based on the interview results with SL, the guidance for students regarding communication skills generally involves providing material during Pancasila and civic education learning. Furthermore, the Pancasila and civic education teachers encourage students to actively participate in class discussions by answering questions and providing information about the subject they learned. The Pancasila and civic education teachers expected that students would answer their questions consistently. If there were any issues with the Pancasila and civic education learning materials, students were required to ask questions or provide information that was not yet known and discuss it together.

In addition to the solutions provided by Pancasila and civic education teachers, the strategies employed by Pancasila and civic education teachers are crucial for strengthening students' communication skills. According to interviews with students, the strategies employed by Pancasila and civic education teachers are characterized by interactivity. These strategies typically involve forming student groups to foster interaction and idea exchange, uniting their thoughts, encouraging them to ask questions about unfamiliar material, and providing opportunities for them to demonstrate their knowledge of what they know and do not know. The strategies also include providing an explanation of all Pancasila and civic education subject matter, as well as the opportunity to ask questions about material they do not understand well. The existing guidance could stimulate students to implement the strategies employed by Pancasila and civic education teachers. These strategies could improve students' communication skills in Pancasila and civic education learning. In an interview with SL, he explained that every learning process in Pancasila and civic education relied on student groups, where students were responsible for their group performance, which they then presented in front of the class. During these presentations, it was expected that all students, not only the group leader, would actively participate and take responsibility for their group performance. Furthermore, group performance did not depend on one student; rather, all students had the opportunity to contribute to Pancasila and civic education learning. The strategies provided by Pancasila and civic education teachers strengthened students' communication skills. These strategies include teaching them through pretests, asking questions about the material, and fostering a more creative and innovative memory in Pancasila and civic education learning.

Fostering the strengthening of communication skills in Pancasila and civic education learning can lead to the development of attitudes that implement and practice these skills. These attitudes affect the knowledge competencies of students when Pancasila and civic education material is taught. According to an interview with SL, students had the ability to easily convey their ideas and thoughts, which were easily accepted by others. Pancasila and civic education teachers strived to strengthen students' communication skills through their extensive knowledge and insights gained from reading literature. In an interview with SL, he stated that they consistently strive to help students convey their acquired results. Pancasila and civic education teachers used these results as feedback. For instance, if numerous students engage with the Pancasila and civic education teacher's material, it indicates a comprehensive understanding of the material feedback.

4.2 Discussion

4.2.1 Strengthening Students' Communication Skills through the Implementation of the Socratic Seminar Learning Model

In addition to critical thinking skills, communication skills are crucial for students, as they affect every learning process in their respective schools. Thus, the communication skills applied by teachers and students create a conducive learning environment during

the teaching and learning process. In this regard, the 2013 Curriculum incorporates several characters into students' Pancasila and civic education learning. The 2013 curriculum includes 18 character education values, one of which is communication skills. Communication skills encompass a student's ability to convey information to others, engage in social interactions using proper language, speak spontaneously and systematically, interact with others, and actively engage in asking questions and exchanging ideas. This aligns with research by Rahmayanti (2014), which explained that communication skills involve the ability to convey or receive ideas orally and in writing, express opinions or behaviors directly or indirectly, systematically, and efficiently.

Communication skills affect students' learning experiences in Pancasila and civic education, which inherently impact the learning process. Positive influence allows students to direct, organize, and plan the learning process in accordance with the learning components. The influence on students can be categorized into two categories: internal and external influences. According to Latifah *et al.* (2022), several factors contribute to students' low communication skills, both external and internal. Internal influences include knowledge and insights. If students have competence and knowledge, they can easily express themselves. Conversely, if they lack competence or materials, they cannot effectively convey information to others. External influences, on the other hand, include interactions within organizations, making it easier for individuals to communicate and convey information to others. These internal and external influences serve as indicators for strengthening communication skills. In addition, Greenstein (2012) stated that communication involves expressing oneself, which encompasses more complex communication skills involving 21st-century skills such as analysis, evaluation, metacognition, collaboration, and information technology. Hence, communication involves both internal and external factors.

External factors, such as teaching strategies, media usage, approach models, and strategies, influence students' speaking skills. Moreover, external factors such as family, home environment, and school environment influence speaking skills. Furthermore, internal factors, such as nervousness, shyness, and a lack of opportunity to express themselves, also play a role. Consequently, these internal and external influences caused students to perform indicators in Pancasila and civic education learning, such as speaking in a clear and comprehensible language, using proper language, being more engaging in interaction and communication, exchanging ideas, actively asking questions and answering them, and being confident in asking questions and explaining to others. This aligns with Martin *et al.*'s (2020) explanation that communication skills involve the transition of meaning from one or more individuals and accurately expressing something and understanding others. The influence exerted by Pancasila and civic education teachers led students to engage actively in effective Pancasila and civic education learning. Therefore, strategies were implemented in Pancasila and civic education learning to strengthen students' communication skills. These strategies include organizing group-based learning processes, where students were responsible for their group performance and presented it in front of the class. In this process, it was expected

that all students, not only the group leader, would actively participate and take responsibility for their group performance.

Pancasila and civic education teachers' strategies for strengthening communication skills typically involve forming student groups to foster interaction and idea exchange, encouraging them to ask questions about unfamiliar material, providing them opportunities to demonstrate their knowledge, providing an explanation of all subject matter, providing opportunities for students to ask questions about unclear material, and using more effective methods to explain material. This corresponds to research by Moore (2015), who stated that communication plays a crucial role in creating relationships between interacting individuals. Additionally, Pancasila and Civic Education teachers' strategies led to the development of students' communication skills, fostering creativity and innovation in Pancasila and Civic Education learning. This aligns with research by Jensen (2015), who explained that Socratic seminars are excellent tools for enhancing students' thinking skills and intellectual discussions based on learned content.

5. Recommendations

Learning is a process of change in each individual related to the objectives of activities that encompass behaviors associated with knowledge, skills, and attitudes that behave with all aspects of the organism or individual. Learning activities entail the organization of learning experiences, the processing of teaching activities, the evaluation of processes, and the achievement of learning outcomes. The teacher, in their role as an educator, bears the responsibility for all these activities that take place in the learning process. Citizenship action has emerged as a promising practice in citizenship education, placing students at the core of citizenship learning by giving them the opportunity to learn about civil and political actions by engaging in research cycles, action, and reflection on issues they care about. Although the scope, content, and duration of citizenship action programs vary, there are key elements (Blevins *et al.*, 2016) including: 1) Students learn by engaging in civic activities inside or outside the classroom; 2) Students choose issues that are important to them and work to make a difference; 3) Students reflect on their actions, successes, and challenges during the project; and 4) Student voices, experiences, and decisions are valued.

6. Conclusion

The Socratic seminar is a 21st-century learning model in which learning occurs through two-way communication between teachers and students, enabling greater student involvement than teacher involvement. Therefore, it was suggested that the Socratic seminar be considered as a subject for further investigation and analysis in the context of 21st-century learning models. Strengthening students' communication skills through the implementation of the Socratic seminar learning model at MAN Purbalingga can be

observed through: a) knowledge and insight; b) active questioning and participation during class presentations; c) answering questions and providing feedback; and d) confidence in asking questions, explaining to others, and expressing opinions. There are still many limitations and challenges in this study, which led to the provision of the following recommendations: 1) Pancasila and civic education teachers were expected to provide interactive teaching that does not rely solely on textbooks but explores materials from various sources; 2) Students were expected to be more active in Pancasila and civic education learning and during Socratic seminar sessions to ensure that the material taught is fully covered; 3) The government was expected to continue providing both moral and material support to Pancasila and civic education teachers regarding curriculum development; and 4) Pancasila and civic education teachers and students were encouraged to collaborate and allocate appropriate roles to ensure better Pancasila and civic education learning outcomes in the future.

Acknowledgements

The authors would like to thank the anonymous reviewers who provided feedback and insights on earlier versions of this manuscript.

Conflict of Interest Statement

The authors declare no conflicts of interest.

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