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The Role of Youth Social Participation in Shaping Democratic Attitudes Based on Citizenship Values

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Abstrak: Penelitian ini bertujuan untuk menganalisis peran partisipasi sosial remaja dalam membentuk sikap demokratis berbasis nilai kewarganegaraan pada santri di Madrasah Diniyah Takmiliyah Al-Itqon. Penelitian ini menggunakan pendekatan mixed methods dengan desain sequential explanatory, yaitu penelitian yang diawali dengan pengumpulan dan analisis data kuantitatif, kemudian dilanjutkan dengan eksplorasi data kualitatif untuk memperkuat dan menjelaskan hasil kuantitatif. Tahap kuantitatif dilakukan melalui penyebaran angket kepada 30 santri remaja untuk mengukur tingkat partisipasi sosial dan sikap demokratis berbasis nilai kewarganegaraan. Data yang diperoleh dianalisis menggunakan teknik statistik deskriptif dan inferensial. Tahap kualitatif dilakukan melalui wawancara mendalam dan focus group discussion (FGD) guna memperoleh pemahaman yang lebih kontekstual mengenai bagaimana partisipasi sosial berkontribusi dalam pembentukan sikap demokratis santri dalam kehidupan sehari-hari. Hasil penelitian menunjukkan bahwa partisipasi sosial remaja memiliki peran yang signifikan dalam membentuk sikap demokratis berbasis nilai kewarganegaraan. Santri yang aktif dalam kegiatan sosial, keagamaan, dan kerja sama kelompok menunjukkan sikap yang lebih baik dalam aspek toleransi, penghargaan terhadap pendapat, tanggung jawab, kerja sama, dan pengambilan keputusan melalui musyawarah. Temuan kualitatif juga menunjukkan bahwa budaya kebersamaan, interaksi sosial, dan aktivitas kolektif di lingkungan madrasah memberikan kontribusi positif terhadap penguatan karakter demokratis santri. Penelitian ini menyimpulkan bahwa partisipasi sosial menjadi sarana penting dalam membangun sikap demokratis yang berlandaskan nilai-nilai kewarganegaraan pada remaja di lingkungan pendidikan Islam.

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Kata Kuci: Partisipasi sosial, sikap demokratis, nilai-nilai kewarganegaraan.

Abstract: *This Study Aims To Analyze The Role Of Youth Social Participation In Shaping Democratic Attitudes Based On Citizenship Values Among Students At Madrasah Diniyah Takmiliyah Al-Itqon. The Research Employed A Mixed Methods Approach With A Sequential Explanatory Design, In Which Quantitative Data Collection And Analysis Were Conducted First, Followed By Qualitative Exploration To Strengthen And Explain The Quantitative Findings. The Quantitative Phase Involved Distributing Questionnaires To 30 Adolescent Students To Measure The Level Of Social Participation And Democratic Attitudes Based On Citizenship Values. The Collected Data Were Analyzed Using Descriptive And Inferential Statistical Techniques. The Qualitative Phase Was Conducted Through In-Depth Interviews And Focus Group Discussions (FGD) To Gain A Deeper Contextual Understanding Of How Social Participation Contributes To The Formation Of Democratic Attitudes In The Daily Lives Of Students. The Findings Revealed That Youth Social Participation Plays A Significant Role In Shaping Democratic Attitudes Based On Citizenship Values. Students Who Actively Participated In Social, Religious, And Collaborative Activities Demonstrated Better Attitudes In Terms Of Tolerance, Mutual Respect, Responsibility, Cooperation, And Decision-Making Through Deliberation. The Qualitative Findings Further Indicated That The Culture Of Togetherness, Social Interaction, And Collective Activities Within The Madrasah Environment Contributed Positively To Strengthening Democratic Character Among Students. This Study Concludes That Social Participation Serves As An Important Medium In Developing Democratic Attitudes Rooted In Citizenship Values Among Adolescent Students In Islamic Educational Settings.*

Keyword:
Social participation, democratic attitudes, citizenship values.

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INTRODUCTION

Democracy in the 21st century faces serious challenges, including declining public trust, social polarization, and the weakening of social cohesion across various parts of the world (Dalton, 2017). In this context, the social participation of citizens serves as a fundamental indicator of democratic quality. Democracy is no longer understood merely as an electoral procedure, but as a social practice that demands active engagement in public life through the strengthening of social capital (Putnam, 2000). Adolescents, as a group in a transitional phase, hold a strategic position in determining the sustainability of democracy, as this period marks the formation of political identity and the internalization of civic values (Amnå & Ekman, 2014).

The development of digital technology has transformed the participation patterns of the younger generation, shifting from conventional activities toward more expressive, network-based digital spaces (Norris, 2011). However, this transformation presents a paradox; while it expands access to participation, it also triggers the phenomenon of "slacktivism"—shallow participation that does not necessarily correlate with an increase in the quality of public deliberation (Kahne & Bowyer, 2018). Consequently, an approach is required that can integrate the dimensions of social participation, both offline and online, with character building based on civic values.

In Indonesia, the challenges regarding adolescent participation tend to be episodic and reactive to viral issues, yet they do not fully reflect a mature civic culture (Lussier, 2016). In addressing these challenges, Islamic educational institutions, particularly the Madrasah Diniyah Takmiliyah, play a unique role as social laboratories. Madrasah Diniyah Takmiliyah Al-Itqon serves not only as a center for theological learning but also as a space for intense social interaction through collective culture and the tradition of musyawarah (deliberation). The unique interactions within the madrasah environment provide opportunities for santri (students) to hone democratic attitudes within the framework of religious values and nationalism.

Despite the rapid growth of literature on civic engagement, a research gap remains regarding how participation within traditional-nonformal religious educational institutions contributes directly to the democratic attitudes of students. Most previous studies have focused on adolescent participation in public schools or pure digital activism. This study offers novelty through an integrative analysis between the social participation of santri and the construction of civic civilization within the madrasah environment. Utilizing a mixed-methods approach with a sequential explanatory design, this research aims to analyze the role of social participation in shaping the democratic attitudes of students at Madrasah Diniyah Takmiliyah Al-Itqon, covering aspects of tolerance, responsibility, and respect for differing opinions.

RESEARCH METHOD

Research Design

This study employs a mixed-methods approach with a sequential explanatory design. This design begins with the collection and analysis of quantitative data, followed by the collection and

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analysis of qualitative data to explain and elaborate on the initial quantitative results (Creswell & Plano Clark, 2018). This approach ensures a comprehensive understanding of social participation among santri (students) and its role in shaping democratic attitudes.

Participants and Sampling

The study was conducted at Madrasah Diniyah Takmiliyah Al-Itqon in April 2026. In the quantitative phase, a total of 30 adolescent santri (aged 15–18 years) were selected using a stratified random sampling technique. For the subsequent qualitative phase, 15 informants were selected through purposive sampling based on their survey responses to represent diverse levels of social participation.

Data Collection Procedures

The research was executed in four systematic stages:

1. Instrument Development: The research instruments were developed based on indicators of conventional and digital social participation, democratic literacy, and civic awareness. The instruments underwent expert judgment for content validity, followed by a pilot test to ensure reliability, achieving a Cronbach's Alpha ≥ 0.70.
2. Quantitative Phase (QUAN): Data were gathered through a structured survey. This phase aimed to map the levels of participation and identify determinant factors.
3. Qualitative Phase (QUAL): Following the survey analysis, in-depth interviews and Focus Group Discussions (FGD) were conducted. This phase aimed to explore the motivations, barriers, and social dynamics behind the *santri*'s participation.
4. Integration and Model Validation: The final stage involved the integration of both datasets to develop a model for strengthening civic-based social participation. The model was validated through expert discussions and a limited pre-test and post-test design to measure its effectiveness.

Data Analysis

Quantitative data were analyzed using descriptive and inferential statistics (correlation and regression) to determine the significance of social participation. Qualitative data were analyzed using thematic analysis, involving transcription, coding, and the identification of emergent themes. The integration of the two methods occurred during the interpretation phase, where qualitative findings were used to provide context to the statistical trends identified earlier.

RESULTS AND DISCUSSION

This section presents empirical findings obtained from the processing of research data regarding the role of social participation in shaping the democratic attitudes of students at Madrasah Diniyah Takmiliyah Al-Itqon. The analysis was conducted through a mixed methods approach with a sequential explanatory design, where the quantitative results are presented first to map the relationships between variables, which are then further explored through qualitative findings. Respondents were tested using statistical techniques to prove the hypothesis regarding the effect of the Social Participation variable (X) on the Democratic Attitude based on Citizenship Values variable (Y). Specifically, the testing began with a correlation analysis to determine the strength of the relationship between these variables as follows:

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1. Correlation Coefficient

Correlation analysis aims to determine the strength and direction of the relationship between the Social Participation variable (X) and the Democratic Attitude based on Citizenship Values (Y). The results of data processing using SPSS 25 are presented in the following table:

Table 1. Correlation Coefficient Test Results

Variabel	Statistik	Social Participation (X)	Democratic Attitudes (Y)
Social Participation (X)	Pearson Correlation	1	.428*
	Sig. (2-tailed)		.042
	N	100	23
Democratic Attitudes (Y)	Pearson Correlation	.428*	1
	Sig. (2-tailed)	.042	
	N	23	23

*Correlation is significant at the 0.05 level (2-tailed).

Source: Processed results from SPSS 25 (2026).

Based on Table 1, a correlation coefficient (x) value of 0.428 was obtained with a significance value (Sig.) of 0.042 ($p < 0.05$). Referring to the criteria for the strength of the relationship, this value indicates that there is a moderate relationship between the social participation of students and democratic attitudes. The direction of the relationship is positive, which indicates that the higher the level of students' social participation in the madrasa environment, the higher the achievement of democratic attitudes based on the citizenship values they possess.

2. Simple Linear Regression Analysis

To measure the magnitude of the influence of the independent variable on the dependent variable, a simple linear regression analysis was conducted. The results of the analysis are presented in the table below:

Table 2. Results of Simple Linear Regression Analysis

Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	11.143	3.404		3.274	.001
Social Participation (X)	1.152	.077	.833	14.896	.000
a. Dependent Variable: Democratic Attitude Based on Citizenship Values					
Source: Processed results from SPSS 25 (2026).					

Based on the results of the regression analysis in Table 2, the regression equation can be formulated as follows:

$$Y = 11.143 + 1.152X$$

The explanation of this regression model is as follows:

- The constant (a) of 11.143 indicates that if the Social Participation variable (X) is assumed to be zero or absent, then the consistent value of Democratic Attitude (Y) is 11.143.

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- The regression coefficient (b) of 1.152 indicates that every 1% increase in the level of students' Social Participation will increase the Citizenship-based Democratic Attitude by 1.152.
- The significance value of 0.000 ($p < 0.05$) provides empirical evidence to reject H_0 and accept Ha, meaning there is a positive and significant effect of Social Participation on the formation of students' Democratic Attitude in Madrasah Diniyah Takmiliyah Al-Itqon.

3. Hypothesis Testing (t-Test)

Hypothesis testing is conducted to determine whether there is a significant partial effect between the independent variable and the dependent variable. The basis for decision-making in this regression test is by comparing the significance value (Sig.) with a probability level of 0.05:

- If Sig. < 0.05, then H_a is accepted, which means there is an effect of the Social Participation variable (X) on the Democratic Attitude variable (Y).
- If Sig. > 0.05, then H_0 is accepted, which means there is no effect of the Social Participation variable (X) on the Democratic Attitude variable (Y).

Table 3. Significance Analysis Results (t-Test)

Model	Unstandardized B	Std. Error	Beta	t	Sig.
(Constant)	11.143	3.404		3.274	.001
Social Participation (X)	1.152	.077	.833		
a. Dependent Variable: Democratic Attitude Based on Citizenship Values					
Source: Processed results from SPSS 25 (2026).					

4. Coefficient of Determination (R^2)

The analysis of the coefficient of determination is used to measure the extent to which the model can explain the variation in the dependent variable.

Table 4. Results of the Coefficient of Determination Test (Model Summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.833	.694	.691	3.96577
a. Predictors: (Constant), Social Participation (X)				
Source: Processed results from SPSS 25 (2026).				

Based on Table 4, the obtained R Square value is 0.694. This value indicates that the contribution or influence of the Social Participation variable (X) on Democratic Attitude (Y) is 69.4%. Meanwhile, the remaining 30.6% is explained by other variables or factors outside the scope of this research model.

5. Adolescent Social Participation in Developing Democratic Attitudes

The implementation of the use and fulfillment eligibility theory at Madrasah Diniyah Takmiliyah Al-Itqon shows that adolescent students actively engage in social participation with measurable objectives. In this process, students consciously use various institutional activity forums to fulfill their needs for citizenship values, means to build social cohesion, and platforms to practice organizational skills. The information and experiences they gain through such active involvement cover crucial aspects for character development, such as deliberation procedures,

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respect for differing opinions, and the cultivation of social responsibility. The use of joint activities as a means of communication and self-development demonstrates the students' independent initiative in connecting their social needs with the satisfaction obtained from real interactions in the educational environment.

The students' decision to continue relying on direct social participation is based on the perception that the institutional environment provides a more authentic and complete space for practicing democratic values compared to merely relying on digital information media. Although they have to compete with other information sources, the comfort of interacting within the madrasah tradition offers a distinct advantage, where students feel more familiar and can rely on that real experience as a means of fulfilling their identity as citizens. This demonstrates a high self-awareness regarding their choice motives; active student participation is not merely due to formal obligations, but is driven by the interest in shaping a responsible character. Ultimately, the assessment of the quality of values absorbed is entirely based on the subjective views of the students, where their trust in the effectiveness of social activities greatly depends on the image of the environment and the quality of interactions built at Madrasah Diniyah Takmiliyah Al-Itqon.

6. Fulfilling Democratic Attitudes through Social

Participation In this context, adolescent students choose social participation in educational institutions as an instrument for forming democratic attitudes based on rational considerations of an environment that is already well-known. Psychologically, humans tend to maintain comfort in familiar environments and are reluctant to adapt to new systems if their needs have been met. This aligns with the expert view that human nature tends to be resistant to new things when one already feels established in a place. Besides the comfort factor, students' satisfaction with social participation in the madrasah is triggered by the fulfillment of the need for internalization of citizenship values. Active participation in institutional activities provides access to comprehensive information and experiences regarding democracy practices. Although not all social dynamics in the Madrasah environment can be adopted absolutely, survey results show that students view direct social interaction as a fairly complete means to cultivate a democratic attitude.

In an effort to internalize democratic attitudes, the students of Madrasah Diniyah Takmiliyah Al-Itqon in the classroom make use of various social instruments that function in an integrated manner. One of the main mechanisms is the use of group discussion forums, which serve as effective communication spaces to fulfill information needs and character formation through interactive dialogue. In this context, the students act as active subjects who express ideas in deliberation forums to obtain responses from their peers. This dynamic aligns with the characteristics of new media that prioritize user-generated content, where individuals independently compose the substance of democratic values without domination or monopoly by any particular party.

In addition, optimizing exploration through organizational activities becomes a crucial method for adolescents to discover their self-identity and understand leadership structures. Through involvement in various organizational divisions, students can identify positions that align with their interests, which in turn allows for deeper understanding of responsibility in a

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specific manner. This practice ensures that all information related to duties and responsibilities is implemented concretely in the students' daily activities. Furthermore, the mechanisms of sharing and saving values in social interactions enable students to disseminate citizenship values widely through internal social networks. This process creates an effective chain of information distribution from one source to many individuals within the madrasa community. In addition, there is a value storage mechanism in which students internalize behavior patterns or social ethics that are considered important to practice in the future. For example, students who appreciate certain conflict resolution methods will store that understanding in their cognitive memory as a reference to be used again when facing similar social situations.

CONCLUSION

It can be concluded that the implementation of social participation (X) effectively contributes to democratic attitudes based on citizenship values (Y) among students of Madrasah Diniyah Takmiliyah Al-Itqon. The correlation coefficient analysis results indicate a relationship between the Social Participation variable (X) and Democratic Attitudes (Y) at a moderate level with a value of 0.428. The star indicator on the results confirms that the higher the intensity of students' social participation, the higher the achievement of democratic attitudes.

Linear regression analysis produced the equation $Y = 11.143 + 1.152X$, which shows a positive influence direction from Social Participation (X) on Democratic Attitudes (Y). With a significance value of 0.000 ($p < 0.05$), H0 is rejected and Ha is accepted, thus it can be stated that there is a significant effect of Social Participation on the formation of Democratic Attitudes. The influence of variable X on variable Y is 69.4% based on the calculation of the coefficient of determination.

There are various fundamental reasons why students of Madrasah Diniyah Takmiliyah Al-Itqon use social participation as a main means of developing democratic attitudes. One of them is the interactive atmosphere in the madrasah environment, which is considered easy to understand and familiar to the younger generation. In addition, social participation provides easy access to internalize citizenship values completely, is easy to explore, and easy to disseminate to peers. Students utilize various interaction features such as group discussions, organizations, and field research to fulfill their character needs.

Through this involvement, students not only act as recipients of values but also become agents of spreading democratic values through experience-sharing mechanisms. The types of values internalized by students through social participation are very diverse but generally practical for community life. These values include the ethics of deliberation, responsibility, as well as tolerance in diversity, which are useful for the civic life they live. The main focus of this character strengthening is directed at fundamental things such as social health, wise use of technology, and everyday democratic behavior.

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