

BEYOND CLASSROOM DISCUSSION: DEVELOPING A PANCASILA-INTEGRATED CIVIL DISCOURSE MODEL FOR ELEMENTARY EDUCATION

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ABSTRACT

Discussions on Pancasila education in elementary schools have not been effective in encouraging students to express their opinions, provide reasons, and respond to differing viewpoints. This study aims to develop a Civil Discourse learning model integrated with Pancasila values for fifth-grade elementary school students. The study employs a research and development (R&D) approach using the Four-D (4D) model—which includes Define, Design, Develop, and Disseminate—with this article focusing on the first three stages. The Define stage involved five teachers and 171 students from four public elementary schools in Tasikmalaya City through observations, interviews, questionnaires, and document analysis. The Develop stage included validation by six experts and a limited pilot test conducted over two sessions. The results indicated that participation was uneven, students' ability to provide reasons was still limited, and the integration of Pancasila values into their arguments was not yet optimal. The model was developed with six components, achieving 93.12% expert validation and feasibility rates of 93.33% and 94.16%. The model demonstrates initial feasibility and the feasibility of the learning process for further development and testing.

ABSTRAK

Diskusi pada pembelajaran Pancasila di sekolah dasar belum optimal dalam mendorong siswa mengemukakan pendapat, memberikan alasan, dan merespons pandangan berbeda. Penelitian ini bertujuan mengembangkan model pembelajaran *Civil Discourse* terintegrasi nilai-nilai Pancasila untuk siswa kelas V sekolah dasar. Penelitian menggunakan pendekatan *research and development* (R&D) dengan model *Four-D* (4D) yang meliputi *Define*, *Design*, *Develop*, dan *Disseminate*, dengan berfokus pada tiga tahap pertama. Tahap *Define* melibatkan lima guru dan 171 siswa dari empat sekolah dasar negeri di Kota Tasikmalaya melalui observasi, wawancara, kuesioner, dan analisis dokumen. Tahap *Develop* mencakup validasi enam ahli dan uji terbatas dalam dua pertemuan. Hasil menunjukkan partisipasi belum merata, kemampuan memberikan alasan masih terbatas, dan integrasi nilai Pancasila dalam argumentasi belum optimal. Model dikembangkan dalam enam komponen, dengan validasi ahli sebesar 93,12% dan keterlaksanaan sebesar 93,33% dan 94,16%. Model menunjukkan kelayakan awal dan keterlaksanaan pembelajaran untuk dikembangkan dan diuji lebih lanjut.

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INTRODUCTION

Modern elementary education extends beyond the memorization of textbook knowledge. It increasingly emphasizes independent thinking, communication, collaboration, and practical problem-solving. These competencies cannot be developed through teacher lectures and note-taking alone. Students need opportunities to discuss problems, express their ideas, listen to different perspectives, and develop understanding through interaction. Classroom discussions and debates can support these processes by encouraging students to organize their reasoning and consider viewpoints other than their own (Arcidiacono et al., 2021; Cui & Teo, 2020; Heller, 2021).

Such opportunities are particularly important during elementary school, when students are developing the ability to articulate their thoughts, respond to differing opinions, and negotiate decisions with peers. However, instruction should account for their cognitive characteristics rather than impose adult standards of reasoning. Elementary students can reason about concrete problems and identify relationships between ideas, but many still require guidance to formulate complete positions and explain the reasoning behind them. From a Piagetian perspective, logical reasoning during late childhood develops through engagement with concrete and meaningful situations (Babakr et al., 2019). This perspective does not suggest that all children of the same age possess identical abilities; rather, it highlights the importance of connecting abstract knowledge with experiences that students can understand. Research has shown that structured scaffolding, clear tasks, and sustained small-group interaction can support the gradual development of elementary students' argumentation skills (Chen et al., 2016; Hong et al., 2013).

Dialogic learning places interpersonal interaction and the exchange of ideas at the very core of classroom learning. It does not treat classroom discussion as a tool to reach a single pre-determined correct answer; instead, it reserves sufficient space for students to explain their own thinking, listen carefully to classmates' ideas, embrace different perspectives, and collectively build an understanding of knowledge through continuous interactive exchanges (Guzmán & Larrain, 2024; Reznitskaya & Gregory, 2013; Sætra, 2021). Meaningful, productive discussions do not emerge spontaneously; simply allocating time for free discussion is not enough. They require teachers to establish classroom communication rules in advance and provide tangible support to ensure every student can truly participate, rather than sitting on the sidelines as passive observers. This requirement for clear rules and intentional support lies at the heart of civil discourse. In civil discourse, students explain their logic when sharing ideas, listen attentively to others, respect conflicting opinions, and respond to disagreements in constructive ways. The goal is not to win an argument, but to collectively think through problems thoroughly (Barss, 2016; Schmidt & Pinkney, 2022). Schmidt & Pinkney (2022) specifically emphasized that casual small-talk-style dialogue, themed classroom discussions, and formal debates have entirely distinct goals and require different modes of participation. This underscores the importance of teachers' intentional pre-planning and consistent positive guidance throughout the process.

Within Pancasila Education, clear and reasoned dialogue is closely aligned with the broader goal of this educational framework: cultivating students who can participate responsibly in public and social life. Pancasila Education not only provides students with civic knowledge but also fosters relevant values, dispositions, and appropriate ways of interacting with others (Mulyani et al., 2024; Syahwaliana et al., 2025). Comparative research on civic education in Indonesia and Malaysia further illustrates how civic education contributes to nation-building, while its orientation is shaped by each country's historical,

ideological, and socio-cultural context (Pratama et al., 2026). Pancasila values can therefore provide students with shared principles to guide them when expressing opinions, responding to disagreements, and making collective decisions with classmates. Values such as respect, cooperation, deliberation, and social responsibility should not remain confined to students' classroom behavior; they should also inform the processes through which students express, examine, and evaluate one another's views. In this way, classroom dialogue becomes more than a space for casual conversation. It enables students to develop logical reasoning while learning to participate in collective activities in ways that reflect these values.

Classroom discussions and dialogic learning hold significant instructional potential, but simply adding a discussion segment to a lesson will not naturally spawn high-quality critical interaction—where participants can present reasoning, explain logic, and thoughtfully respond to each other's different perspectives. Previous research has long identified this widespread problem: many classroom discussions devolve into rushing to complete tasks and produce the standard answer the teacher pre-set, with no real collision of ideas at any point. Students never have the opportunity to organize and voice their own thought processes, let alone pause to examine and interrogate others' conflicting views (Dobson & Dobson, 2021; Heller, 2021; Kobellarz et al., 2024). Beyond poor discussion quality, participation is also skewed: a small group of students always dominates, speaking first and controlling the entire conversation, while the vast majority only parrot what earlier speakers have said, almost never sharing their own genuine opinions (Guzmán & Larrain, 2024; Komalasari et al., 2023). These repeatedly verified problems all demonstrate that simply grouping students for discussion is far from sufficient. For discussions to be truly useful, the design of learning tasks and teachers' in-process guidance must actively support students, helping them learn to articulate their views clearly, find evidence to back their claims, and engage with and respond to a wide range of different perspectives.

We observed these exact same problems in our preliminary research at four elementary schools in Tasikmalaya City. Local Pancasila Education classes—Indonesia's dedicated course teaching the country's five founding principles—had long included classroom discussion segments, but these discussions barely reserved space for students to organize and exchange the reasons supporting their views. Uneven participation was also pervasive: a few active students always dominated most of the conversation, while others either remained silent for the entire lesson or unthinkingly accepted the claims of peers they perceived as more capable, never raising any questions. All the teachers we interviewed mentioned the same pattern: students could answer the core questions of the lesson, but when asked to explain why they arrived at that answer, they would immediately get stuck, unable to articulate a complete logical chain. At the same time, core Pancasila values such as cooperation and respect for others, which students could practice when interacting and playing with peers in daily life, were completely absent from classroom dialogue when they expressed their own views or evaluated others' different ideas. Furthermore, most of the learning materials used in class were worksheets with only one correct answer, leaving students no opportunity to compare different interpretations, support contrasting conclusions, or hold genuine discussions about multiple perspectives on the same issue. These on-the-ground observations all pointed to a clear need: we required a structured instructional framework that could provide all students with equal opportunities to speak, gradually train their critical reasoning skills, and root all classroom dialogue firmly in Pancasila values, so that these values were not just empty rhetoric, but could actually be used in dialogue.

Most existing research has examined critical thinking, argumentation, dialogic learning, and classroom discussion as separate dimensions. Although these studies provide important

insights into reasoning, interaction, and student participation, fewer studies have integrated these elements into a structured Civil Discourse model specifically designed for elementary Pancasila Education. Related research has often treated classroom discussion as a general instructional strategy, offering limited practical guidance on how teachers can connect students' reasoning processes with the values that should guide responsible participation in civic dialogue (Chen et al., 2016; Murphy et al., 2022; Syahwaliana et al., 2025). This gap is particularly relevant in elementary classrooms, where students require explicit scaffolding to participate in reasoned dialogue and where respectful interaction does not necessarily develop into substantive disagreement or deliberation. In response to this gap, the present study developed a Pancasila-integrated Civil Discourse learning model through the first three stages of the 4D development framework: Define, Design, and Develop. The study focused on identifying instructional needs in existing fifth-grade classroom discussions, translating these needs into the design of an instructional model, and examining how expert appraisal and a limited field trial could inform prototype refinement.

METHOD

This study employed a research and development (R&D) approach adapted from the 4D model of Thiagarajan et al. (1974), comprising Define, Design, Develop, and Disseminate. The model provides a systematic framework for instructional development and has been widely applied in educational research (Indaryanti et al., 2025). This article focuses on the Define, Design, and Develop stages; Disseminate is reserved for subsequent research.

The *Define* stage was conducted in four Public Elementary Schools (*Sekolah Dasar Negeri*, hereafter SDN) in Tasikmalaya City, Indonesia: SDN 1 Gunungpereng, SDN Dadaha, SDN Bantargedang, and SDN 4 Karangsambung. The schools were purposively selected because classroom discussion was already incorporated into Grade 5 Pancasila Education, with variation in class size and organization. Participants comprised five Grade 5 teachers and 171 students: 56 students at SDN 1 Gunungpereng, 27 at SDN Dadaha, 36 at SDN Bantargedang, and 52 at SDN 4 Karangsambung. Data were collected from October 2025 to January 2026 through classroom observations, semi-structured teacher interviews, open-ended questionnaires, and document analysis. The data focused on classroom participation, teacher facilitation, student interaction and reasoning, responses to different viewpoints, Pancasila values, and the characteristics of learning tasks. Interview and questionnaire responses were transcribed and, together with observation and document data, analyzed through open, axial, and selective coding adapted from Strauss & Corbin (1998). Data were organized using Microsoft Word, and source and technique triangulation were applied to strengthen credibility and consistency.

The *Design* stage translated the identified needs and theoretical foundations into a Pancasila-integrated *Civil Discourse* model. The model comprised six components: (1) *Value Framing and Norm Setting*, (2) *Critical Inquiry and Problematization*, (3) *Claim–Reason–Value Construction*, (4) *Structured Civil Discourse*, (5) *Reflective Value-Based Evaluation*, and (6) *Civic Commitment and Value-Based Action*. Pancasila values were integrated throughout the learning process. Supporting materials included teaching modules, student worksheets (*Lembar Kerja Peserta Didik*, hereafter LKPD), learning media, Dialogue Cards, and Value Cards, incorporating contextual problems, guiding prompts, and gradual scaffolding appropriate for fifth-grade students.

The *Develop* stage involved prototype development, expert appraisal, revision, and a limited field trial. Six experts in relevant areas independently evaluated the prototype using a validation instrument and provided comments for revision. Quantitative scores were

converted into percentages, while qualitative feedback informed revisions concerning the operational clarity of the model, argumentation assessment, alignment between the model components and supporting materials, and flexibility of implementation. The revised prototype was then implemented in a limited field trial at SDN 1 Gunungpereng in one Grade 5 class over two meetings. The first meeting involved 27 students on 31 August 2026 and the second involved 26 students on 3 September 2026. The classroom teacher implemented the model, while the researcher observed without intervening in the teaching process. The trial examined the practicality and initial implementation of the model, including procedures, student participation and interaction, teacher facilitation, and use of learning materials. Teacher reflections, student responses, classroom observations, and student work were also collected. Trial data were analyzed descriptively to identify implementation strengths, difficulties, and areas requiring further refinement. The field trial was not intended to measure instructional effectiveness but to inform subsequent prototype development.

RESULTS AND DISCUSSION

1. Instructional Needs for Civil Discourse in Fifth-Grade Pancasila Education

Students were familiar with group work, answering questions, cooperation, and respectful interaction. However, classroom discussions generally focused on completing tasks and producing expected answers rather than examining different positions, explaining reasons, or responding to alternative viewpoints. The main instructional gap was therefore not the absence of discussion, but the lack of a structured process for developing reasoned, respectful, and value-oriented civic interaction.

A key need concerned students' ability to justify their answers. Although they could respond to teachers' questions, they often struggled to explain the basis of their opinions. As G2 explained, *"The students are actually able to answer the questions, but when they are asked to explain their reasons, they often become confused or provide very brief responses."* (Interview with G2, January 2026). This difficulty involved connecting a position with an understandable justification and responding to other perspectives. Such support is consistent with Chen et al. (2016), who emphasized scaffolding for students' argumentative practices, and Bayat et al. (2022), who highlighted collaborative reasoning as a means of explaining, examining, and negotiating ideas. The model therefore needed to guide students in formulating claims, developing reasons, and connecting them with relevant values.

Participation was also uneven. Observations showed that some students dominated discussions, while others mainly listened, repeated peers' answers, or remained silent. Meaningful dialogue requires more than placing students in groups; it depends on opportunities to contribute, respond, and reconsider ideas (Vrikki et al., 2019). Reluctance to disagree was evident in G2's statement, *"When they have different opinions, the students usually choose to remain silent. They are afraid that their friends might feel offended."* (Interview with G2, January 2026). Although respect and classroom harmony are valuable, they could discourage students from expressing alternative perspectives. Some students also accepted answers from peers they considered more capable without examining the underlying reasons, limiting the comparison and reconsideration of ideas emphasized by Rudsberg et al. (2017). These conditions highlighted the need for explicit norms, turn-taking, language support for respectful disagreement, and opportunities to respond to different viewpoints.

Learning tasks further constrained argumentative interaction. The reviewed materials often emphasized identifying information, matching concepts, or producing predetermined answers, offering limited opportunities to compare perspectives, justify positions, or

negotiate meaning. As Bayat et al., (2022) suggested, collaborative reasoning requires tasks that encourage learners to articulate and examine ideas rather than reproduce expected responses. Research on young children's epistemic operations and emergent argumentation also indicates that meaningful inquiry contexts can support children in reasoning and communicating ideas (Caño & Sanz, 2025). Accordingly, the model incorporated familiar, open-ended situations that allowed multiple reasonable perspectives, supported by concrete contexts, guiding questions, and interactional scaffolds (Babakr et al., 2019). The revised materials included contextual cases, prompts linking claims with reasons, and opportunities to respond to peers, while treating developmental characteristics as tendencies requiring support rather than fixed limitations.

Pancasila values were visible in cooperation, mutual respect, and orderly participation. G3 stated, *"The most important thing is that the students are willing to cooperate and respect one another during discussions."* (Interview with G3, January 2026). However, these values appeared more consistently in students' behavior than in the reasoning used to present or evaluate opinions. As G2 explained, *"Respectful attitudes toward others are already visible, but the students are not yet accustomed to using those values as reasons when expressing their opinions."* (Interview with G2, January 2026). This distinction is important because students may demonstrate respect and cooperation without using principles such as fairness, humanity, deliberation, and mutual respect to justify their positions. Pancasila values therefore needed to guide not only classroom behavior but also claim formation, evaluation of reasons, responses to disagreement, and decisions about appropriate action. This approach aligns with the role of Pancasila values in fostering responsible civic participation and civic disposition (Mulyani et al., 2024; Syahwaliana et al., 2025). The relationship between the observed conditions, their interpretation, and the resulting instructional implications is summarized in Table 1.

Table 1. Relationship Between Observed Pancasila Values and Instructional Needs

Observed Condition	Evidence from the Define stage	Interpretation	Instructional implication
Students demonstrated cooperation during group activities	Classroom observations; G3 interview	Cooperation was already established as a classroom behavior	Extend cooperation from task completion to collaborative reasoning
Students generally showed respect toward peers	Classroom observations; G2 interview	Respect existed as an interactional norm	Teach students to maintain respect while expressing disagreement
Students tended to remain silent when holding different opinions	Classroom observations; G2 interview	Respect and the desire for harmony could lead to avoidance of disagreement	Establish explicit norms for respectful disagreement
Students could express answers but rarely connected them explicitly to values	Classroom observations; teacher interviews	Pancasila values were not consistently used as reasoning principles	Introduce prompts that connect claims and reasons with relevant Pancasila values
Students tended to accept peers' answers without critically examining them	Classroom observations; teacher interviews	Peer interaction did not always involve reasoned evaluation	Provide structured opportunities to question, compare, and justify positions

Teachers already emphasized positive interaction and cooperation	Teacher interviews; classroom observations	Existing classroom practices provided a foundation for the model	Build the model on existing practices rather than replacing them
Pancasila values were visible primarily through behavior	Classroom observations; teacher interviews	A gap existed between value enactment and value-based reasoning	Integrate Pancasila values throughout the discourse process

Source: Research Results (2026)

Classroom discussions were not yet structured to support justification, critical responses, or consideration of alternative viewpoints. Evidence from observations, teacher interviews, open-ended questionnaires, and document analysis indicated limited reasoning, uneven participation, reluctance to disagree, and reliance on peers' answers. Learning materials also emphasized predetermined responses rather than argumentative exploration. Accordingly, the model needed to support students in formulating and explaining positions, participating equitably, expressing disagreement respectfully, considering different perspectives, and connecting their reasoning with Pancasila values through structured procedures, age-appropriate scaffolding, and meaningful learning tasks. The resulting instructional needs are presented in Table 2.

Table 2. Synthesized Instructional Needs Identified in the Define Stage

Theme from Triangulated Data	Evidence Across Data sources	Instructional Need	Implication for Model Development
Limited justification	Classroom observations; teacher interviews; questionnaires	Students need support to connect positions with reasons	Claim–Reason–Value Construction
Uneven participation	Classroom observations; teacher interviews	Students need structured opportunities to participate	Structured Civil Discourse
Avoidance of disagreement	Classroom observations; G2 interview	Students need norms and language for respectful disagreement	Value Framing and Norm Setting
Peer-dependent responses	Classroom observations; teacher accounts	Students need opportunities to formulate and defend their own positions	Critical Inquiry and Problematization
Closed-ended learning tasks	Classroom observations; document analysis	Students need contextual and open-ended tasks that invite different perspectives	Revised LKPD and discussion materials
Pancasila values mainly expressed behaviorally	Classroom observations; G2 and G3 interviews	Students need to use Pancasila values as principles for reasoning and interaction	Integration of Pancasila values across all stages
Need for concrete guidance	Classroom observations; teacher accounts	Students need age-appropriate prompts and scaffolding	Dialogue Cards, Value Cards, visual prompts, and teacher modeling

Source: Research Results (2026)

The identified instructional requirements became the basis for translating existing classroom conditions into the design principles and components of the Pancasila-integrated Civil Discourse model. In particular, the findings established the need for a model that connects value formation, critical inquiry, reasoned expression, structured interaction, reflection, and civic action within a coherent instructional sequence.

2. Design Principles and Components of the Pancasila-Integrated Civil Discourse Model

The Define stage identified four instructional needs: clearer participation norms, support for organizing and explaining ideas, opportunities to consider different viewpoints, and consistent integration of Pancasila values. These needs informed the development of six interconnected components that guide students from preparing for dialogue to reflecting on discussion and taking value-based action. The model builds on familiar practices such as group work, discussion, presentation, cooperation, and respectful communication, while directing them toward more substantive exchanges. This approach is consistent with the role of Pancasila Education in preparing students for responsible civic participation (Winarno et al., 2024) and with the distinction between answer-oriented classroom talk and dialogic interaction that enables students to express, examine, and develop different perspectives (Sanchez & Athanases, 2023; Schmidt & Pinkney, 2022).

Four complementary principles guided the model: value orientation, dialogic reasoning, structured participation, and contextual scaffolding. Pancasila values serve as ethical and civic references for expressing opinions, responding to disagreement, evaluating ideas, and deciding on appropriate actions. Dialogic reasoning is developed through opportunities to formulate positions, explain reasons, and consider alternative viewpoints. Meanwhile, structured participation and contextual scaffolding support turn-taking, questioning, respectful disagreement, and age-appropriate engagement through familiar situations, guiding questions, and visual prompts. These principles were operationalized through six components: (1) Value Framing and Norm Setting, (2) Critical Inquiry and Problematization, (3) Claim–Reason–Value Construction, (4) Structured Civil Discourse, (5) Reflective Value-Based Evaluation, and (6) Civic Commitment and Value-Based Action.

Value Framing and Norm Setting establishes expectations for listening, turn-taking, respecting different opinions, and expressing disagreement appropriately. Pancasila values are introduced as practical principles for interaction rather than merely as knowledge to be memorized.

Critical Inquiry and Problematization presents contextual issues that can be examined from different perspectives. Students identify the problem, consider those affected, examine alternative viewpoints, and formulate an initial position. Such activities require clear purposes and supportive interactional conditions, particularly when addressing controversial or complex social issues (Brown et al., 2017; Sætra, 2022). Group decision-making tasks can also encourage elementary students to develop arguments and consider alternative strategies while working toward agreement (Mundwiler & Kreuz, 2018). Accordingly, teachers use open-ended and probing questions to help students explain and examine their reasoning (Al-Adeimi & O'Connor, 2021).

Claim–Reason–Value Construction guides students in stating a position, explaining its basis, and connecting it with a relevant Pancasila value. This component addresses students' difficulties in explaining their answers. Because primary students may draw on logical, emotional, and intuitive forms of reasoning when discussing complex issues (Ozden, 2020) explicit prompts can help them clarify their positions. Previous research also

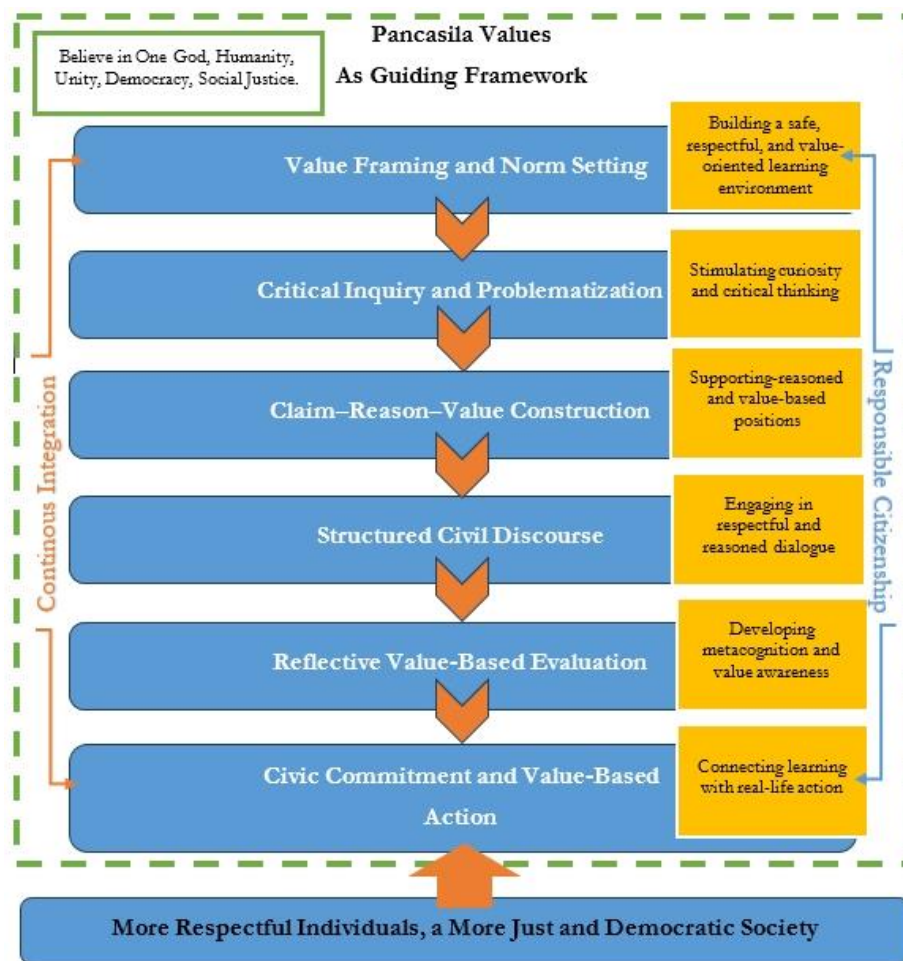
shows that elementary students can develop argumentation when supported in formulating claims, providing reasons or evidence, and responding to alternative ideas (Chen et al. (2016). Such support may further strengthen collaborative reasoning and peer decision-making (Bayat et al., 2022).

Structured Civil Discourse organizes interaction through attentive listening, turn-taking, questioning, agreement, disagreement, and responses to alternative viewpoints. This structure is intended to broaden participation and prevent discussion from being dominated by a small number of students. The teacher facilitates the exchange through open-ended prompts and follow-up questions. Dialogic teaching can support more extended student contributions in both content and reasoning (Hardman, 2019), while effective discussion also requires student-centered interaction, explicit discourse support, and gradually increasing student responsibility (Murphy et al., 2022). Teachers therefore need to create opportunities for multiple voices and cultivate open-mindedness, mutual respect, and shared dialogue through appropriate questioning and follow-up moves (Al-Adeimi & O'Connor, 2021; Sanchez & Athanases, 2023).

Reflective Value-Based Evaluation invites students to reconsider the discussion, the strength of their reasoning, their responses to different viewpoints, and the expression of Pancasila values during interaction. Civic Commitment and Value-Based Action then connects classroom discussion with practical commitments or actions that students can undertake in their classroom or school. This final component links reflection with the application of values in everyday social situations, including social responsibility and civic engagement (Abirami, 2025).

Together, the six components form a continuous instructional sequence: value framing establishes the ethical foundation, critical inquiry creates the need for discussion, claim–reason–value construction supports reasoned expression, structured civil discourse facilitates interaction, reflective evaluation encourages reconsideration, and civic commitment connects learning with action. Figure 1 illustrates the overall structure of the Pancasila-Integrated Civil Discourse Model.

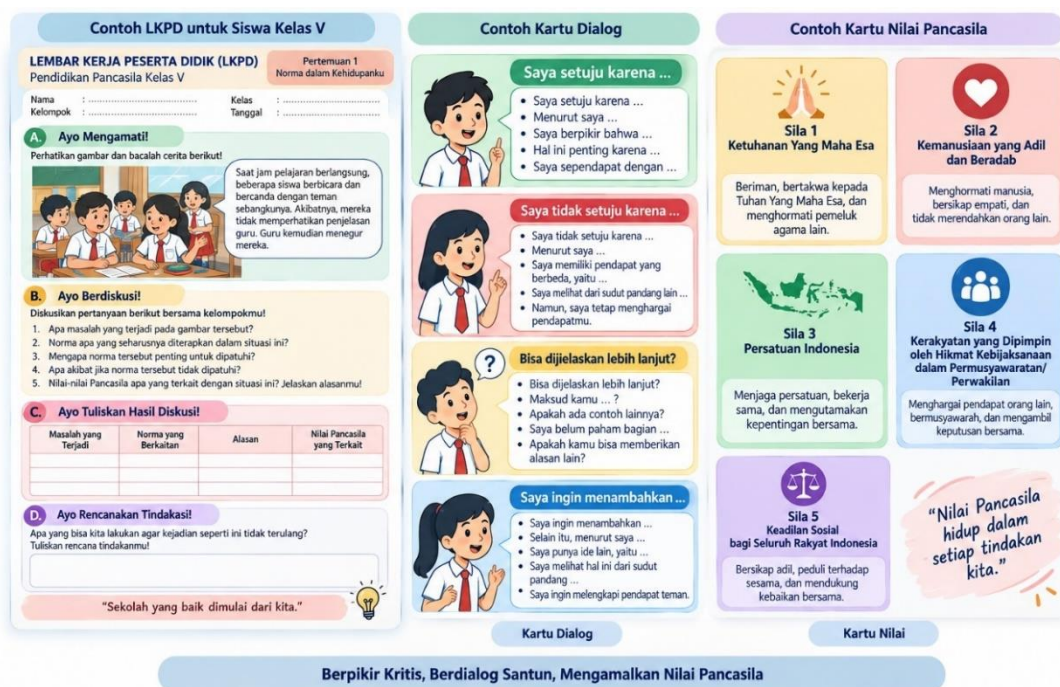
Figure 1. Pancasila-Integrated Civil Discourse Model



Source: Research Results (2026)

The six components were supported by a teacher-oriented learning module, student worksheets (*Lembar Kerja Peserta Didik*, hereafter LKPD), Dialogue Cards, Value Cards, and visual or contextual learning materials. These resources made the discourse procedures more accessible to fifth-grade students. The LKPD presented contextual problems and guided reasoning, while the Dialogue Cards provided expressions for agreeing, disagreeing, asking for clarification, and responding to peers. The Value Cards connected students' claims and reasons with relevant Pancasila values. Together, these materials served as cognitive and interactional scaffolds by helping students organize ideas, justify positions, and respond to different viewpoints. Explicit prompts, examples, and sentence starters were provided initially and could be gradually reduced as students became more familiar with the process. Figure 2 presents examples of the supporting instructional materials developed for the model.

Figure 2. Examples of Supporting Learning Materials



Source: Developed by The Authors (2026)

3. Expert Appraisal and Prototype Refinement

The Develop stage began with an expert appraisal of the instructional model and its supporting materials. Six experts in Pancasila and civic education, elementary education, and educational development reviewed the prototype to assess its appropriateness and identify aspects requiring refinement before limited implementation. The appraisal covered the model components and supporting materials using the study's validation instrument. The prototype received high ratings from the six validators, with individual scores ranging from 80.64% to 100% and an overall mean of 93.12% (Table 3). These results indicated general agreement regarding the prototype's appropriateness for further developmental testing. Nevertheless, the quantitative results were considered alongside the experts' qualitative comments, since a high validation score did not necessarily indicate that no revisions were required.

Table 3. Expert Validation Results of the Developed Prototype

No.	Validator	Score	Percentage (%)
1	IR	303/310	97.74%
2	EAM	308/310	99.35%
3	LAG	310/310	100.00%
4	KK	250/310	80.64%
5	R	293/310	94.51%
6	RE	268/310	86.45%
Mean		288.67/310	93.12%

Source: Research Results, 2026

The experts' comments primarily concerned the operational clarity of the model, particularly guidance for each stage and the assessment of students' argumentation. The

feedback also prompted closer alignment between the model syntax and its supporting materials, including the LKPD, Dialogue Cards, and Value Cards, while maintaining age-appropriate and flexible learning activities. Such use of expert feedback reflects the developmental function of formative evaluation, where the primary concern is to identify specific aspects of a prototype that require improvement. Chinien & Hlynka (1993) emphasize that prototype evaluation should generate information that can guide progressive refinement rather than be treated as a one-time judgment. These revisions clarified and strengthened the practicality of the prototype without changing its six-component structure.

The revised prototype was subsequently considered appropriate for limited developmental testing. However, the 93.12% score represented expert appraisal of the prototype, not evidence of its effectiveness. Therefore, the subsequent field trial focused on examining practical implementation, including the clarity of procedures, student responses, teacher use of the materials, and aspects requiring further refinement.

4. Limited Field Trial: Practical Implementation and Emerging Challenges

Following expert appraisal and prototype revision, a limited field trial was conducted at SDN 1 Gunungpereng to examine the practicality of the updated model before further developmental testing. The trial involved one fifth-grade class and was implemented across two learning sessions: August 31, 2026, with 27 students present, and September 3, 2026, with 26 students. The trial focused on whether the six-component model could be implemented in an authentic classroom setting and what adjustments were needed to support its use.

The classroom teacher conducted the learning activities using the revised model and its supporting materials, while the researchers observed and documented the process without intervening in instruction. Observation focused on the implementation of each model component, student participation, peer interaction, the use of supporting materials, classroom management, and the teacher's facilitation of classroom dialogue. The trial was intended to assess implementation feasibility and identify practical challenges, not to determine the model's effectiveness in improving academic achievement.

Figure 3. Implementation of the Civil Discourse Model During the Limited Field Trial



Source: Authors' Documentation (2026)

During the first session, the overall learning sequence generally followed the planned design. Value Framing and Norm Setting, Critical Inquiry and Problematisation, and Claim–Reason–Value Construction were implemented as intended. Students were able to identify the issues presented, discuss them with their groups, and begin formulating

positions and supporting reasons. However, implementation of Structured Civil Discourse was less consistent because many students hesitated to express their views without direct encouragement from the teacher.

Several practical difficulties also emerged. Some students focused primarily on completing the LKPD rather than engaging in sustained interaction with peers, while the Dialogue Cards required additional explanation before students could use them independently. Students also needed clearer instructions when moving between activities, particularly when completing one LKPD task and beginning the next. In addition, the Pancasila values embedded in the activities were not yet fully understood as principles for guiding students' reasoning and interaction. These observations indicated that the prototype was implementable, but that its instructional directions, material sequencing, and value prompts required further clarification.

The prototype and teacher guidance were revised before the second session in response to these findings. The second implementation followed a similar sequence, but several aspects became more stable. The first three components were again completed as planned, while the implementation of Structured Civil Discourse, classroom management, and the use of learning materials showed improvement. Nevertheless, some students remained reluctant to speak, and their understanding of the term "opinion" was not yet consistent. Dialogue Cards and Value Cards also continued to require occasional teacher guidance. In the final component, Civic Commitment and Value-Based Action, several students proposed overly simple solutions and had difficulty explaining how their proposed actions related to the issues discussed.

The need to adjust instructional support to students' developing capacities is also reflected in Ge et al. (2024), who emphasize that learners may progress at different developmental levels and that instructional scaffolding should be adapted to students' particular needs. Although their study examined a guided inquiry-based maker learning environment, its emphasis on responsive scaffolding is relevant to the present trial, where students required different levels of support to interpret instructions, formulate positions, and participate in classroom dialogue.

Taken together, the two sessions indicated that the model could be implemented in the observed classroom while also revealing areas requiring further refinement. The main priorities included clarifying transitions between activities, introducing dialogue-support tools gradually, strengthening mechanisms for equitable participation, providing clearer guidance for independent position formation, and making the relationship between classroom discussion, Pancasila values, and concrete civic action more explicit.

Table 4. Limited Field Trial Implementation Results

Component/Indicator	Meeting 1	Meeting 2
Preliminary Activities	12/12	11/12
Value Framing and Norm Setting	12/12	12/12
Critical Inquiry and Problematization	12/12	12/12
Claim–Reason–Value Construction	12/12	12/12
Structured Civil Discourse	18/20	19/20
Reflective Value-Based Evaluation	12/12	11/12
Civic Commitment and Value-Based Action	8/8	6/8
Classroom management and learning devices	16/20	20/20
Deep-learning indicators	10/12	10/12

Total	112/120	113/120
Percentage	93.33%	94.16%

Source: Research Results, 2026

The implementation scores were high in both sessions, increasing from 93.33% in the first meeting to 94.16% in the second. These figures should be understood as indicators of implementation feasibility and consistency rather than evidence of instructional effectiveness. The qualitative observations were particularly valuable because they revealed practical limitations that were not fully reflected in the numerical scores and provided specific directions for subsequent prototype refinement.

5. Post-Trial Feedback and Implications for Prototype Revision

Following the two limited field-trial sessions, interviews were conducted with the classroom teacher and two participating students to gather feedback on the prototype's implementation. The teacher was identified as AR, while the students were coded as S1 and S2 to protect their identities. The interviews addressed classroom participation, the use of instructional materials, the implementation of the six model components, and aspects requiring further refinement. The teacher observed that the model encouraged more frequent classroom interaction, *"The interactions became more comfortable, and classroom interaction occurred more frequently."* (Interview with AR, September 2026).

However, increased interaction did not automatically result in equal participation. Some students appeared capable of contributing but still needed encouragement, while others tended to form opinions after hearing their peers rather than developing their own positions. AR explained, *"Most students sometimes express opinions simply because they hear their friends' opinions."* He further noted, *"They are not yet accustomed to forming their own opinions and providing reasons."* (Interview with AR, September 2026). These comments reinforce the observation that opportunities for discussion must be accompanied by support for independent reasoning and more equitable participation. This distinction is important because the quality of classroom dialogue cannot be assessed solely from the amount of student talk. Bouton et al. (2025), for example, found that students with different achievement levels could produce comparable amounts of speech while differing in the complexity and connectedness of their contributions. In the present study, the teacher's feedback therefore suggests that increased interaction should be followed by further support for students to formulate, explain, and defend their own positions.

AR considered the six components feasible but emphasized the need for simple and manageable procedures for elementary students. Several activities involved multiple steps that could make students lose track of the sequence. A similar issue appeared in the LKPD, which was useful but occasionally contained instructions that were difficult to follow. The feedback therefore supported simplifying procedural directions while preserving the substantive structure of the model.

The student interviews generally reflected positive responses to the learning activities, particularly the opportunity to interact and work with classmates. S1 stated, *"They can discuss ideas with their classmates."* while S2 described the experience as *"It was enjoyable. We could discuss ideas with our classmates."* (Interviews with S1 and S2, September 2026). These responses indicate that the model was accessible and created opportunities for collaborative classroom interaction. Such opportunities, however, depend on classroom conditions that allow students to listen to one another, respond to different perspectives, and recognize each contribution as part of a shared discussion. Boyd et al. (2024) emphasize that dialogic space

is supported by interactional conditions in which classroom participants are collectively involved in the development of ideas. This consideration is relevant to the present model because positive student responses need to be accompanied by structures that support sustained and meaningful participation.

Nevertheless, the interviews also revealed challenges that were not fully captured by the implementation scores. S1 initially found the “*Ayo Lakukan*” section of the LKPD difficult and responded “*Confused*” when asked about the activity. After the task was clarified and linked to the case discussed in class, the student was able to formulate a concrete action. This suggests that the difficulty lay not in proposing an action itself, but in understanding the relationship between the discussion problem and the proposed commitment.

A similar pattern emerged in the use of the Dialogue Cards. S2 initially stated, “*I was unsure what to do.*” After receiving an example, however, the student was able to use expressions such as “*I agree with the opinion...*” and “*I disagree with the opinion...*” (Interview with S2, September 2026). AR also explained, “*At the beginning, the cards are helpful. However, once the students become accustomed to the process, the expectation is that they will not remain dependent on the cards.*” (Interview with AR, September 2026).

The convergence of teacher and student feedback indicates that the Dialogue Cards functioned effectively as initial scaffolding. They helped students understand how to express agreement and disagreement, but their use should gradually be reduced as students become more confident in expressing their own views. This gradual movement from explicit support toward more independent participation is consistent with the view that dialogic classroom practices require teachers to create and sustain opportunities for students to contribute, rather than simply provide a fixed discussion format. Bouton et al. (2024) describe dialogic spaces as interactional accomplishments that need to be opened and maintained through classroom practice. In the present model, the Dialogue Cards were therefore retained as introductory supports, while their continued use was made more flexible.

AR further emphasized that the LKPD should remain a supporting resource rather than a prerequisite for applying the model, “*The LKPD serves as a supporting tool. In fact, the model’s syntax can be implemented even without the LKPD.*” (Interview with AR, September 2026). This distinction clarifies the relationship between the model’s core structure and its supplementary materials. The six components define the instructional process, whereas the LKPD, Dialogue Cards, Value Cards, and other materials provide flexible support that can be adapted or replaced according to classroom needs.

The teacher also expressed an expectation that students would become more comfortable with disagreement and more responsible for their own opinions. From this perspective, civil discourse involves more than speaking during classroom activities. It requires students to formulate positions, provide reasons, listen to alternative views, and respond respectfully. Gutierrez (2024) similarly highlights the importance of examining how teachers’ stated commitments to dialogic argumentation are reflected in their enacted classroom practices. This perspective suggests that the teacher’s role extends beyond initiating discussion to providing responsive support that helps students develop more substantive contributions.

Overall, the post-trial feedback suggests that the prototype was generally accessible and encouraged classroom interaction, but several aspects still required refinement. The main concerns involved equitable participation, independent opinion formation, the clarity of LKPD instructions, the initial use of discourse cards, and the connection between

classroom discussion, Pancasila values, and concrete action. These findings informed the subsequent revision of the prototype while maintaining its six-component structure.

Table 5. Post-Trial Feedback and Implications for Prototype Revision

Aspect	Teacher feedback	Student feedback	Implication for revision
Classroom interaction	Interaction became more frequent, although some students remained less active	Students responded positively to opportunities for discussion and group work	Provide more explicit opportunities for individual participation
Six-step syntax	The substantive components were feasible, but overly detailed procedures could overwhelm students	—	Simplify procedural instructions while retaining the six components
LKPD	Useful as a learning aid, but some sections contained several steps	The “ <i>Ayo Lakukan</i> ” section was initially difficult to understand	Simplify instructions and clarify the connection between discussion and action
Dialogue Cards	Helpful as initial support but should not create long-term dependence	Initially difficult to use; examples helped students understand their function	Strengthen teacher modeling and provide clearer examples; gradually reduce scaffolding
Independent reasoning	Some students tended to follow peers’ opinions	—	Provide opportunities for students to formulate individual positions before group discussion
Respectful disagreement	Students still needed encouragement to express different views	Students were able to use agreement/disagreement expressions after modeling	Strengthen guided practice in expressing agreement and disagreement
Civic commitment	Students needed clearer guidance to formulate relevant actions	The proposed action became clearer after being connected to the case	Establish a clearer problem–value–action sequence
Overall feasibility	The model could be implemented with procedural simplification	Students generally responded positively to the activities	Retain the model structure while refining age-appropriate implementation

Source: Research Results, 2026

The findings from the limited field trial and post-trial interviews informed further prototype refinement. The six core components of the Civil Discourse model were retained, while revisions focused on improving procedural clarity, material accessibility, instructional flexibility, and responsiveness to fifth-grade students’ needs. The implementation procedures were simplified through clearer directions and transition prompts, while the LKPD was revised with shorter instructions and more explicit

connections among the discussed problem, relevant Pancasila values, and possible actions, particularly in the “*Ayo Lakukan*” activity. The LKPD remained an adaptable teaching aid rather than an essential component of the model.

The Dialogue Cards and Value Cards were also revised with clearer examples and guidance, supported by teacher modeling before independent use. These materials functioned as temporary scaffolds for expressing agreement, disagreement, and value-based reasoning, with their use gradually reduced as students developed greater independence. In addition, individual thinking time was introduced before group discussion to encourage students to formulate their own positions, while clearer turn-taking arrangements and teacher prompts were added to support more equitable participation. Pancasila values were further integrated as a continuous framework guiding problem exploration, position formation, dialogue, reflection, and civic action, rather than as a separate instructional activity.

Following these revisions, the prototype maintained its original six-component structure while offering clearer procedures and more adaptable supporting materials. The model components remained the essential instructional framework, whereas the LKPD, Dialogue Cards, Value Cards, and visual materials served as supplementary scaffolds that teachers could adjust or replace according to classroom conditions.

Table 6. Prototype Revisions Following the Limited Field Trial

Aspect	Finding from Limited Field Trial	Revision to Prototype
Implementation procedures	Some activities required repeated explanation	Simplified procedural guidance and clearer transitions
LKPD	Some instructions contained several steps; <i>Ayo Lakukan</i> was initially unclear	Shorter instructions and clearer problem–value–action prompts
Dialogue Cards	Students initially required guidance to use the cards	Added clearer examples and teacher modeling; gradual reduction of support
Value Cards	Students needed guidance to connect values with discussion	Added explicit prompts linking Pancasila values to the case and reasoning
Independent opinion formation	Some students followed peers’ opinions	Added individual position-formulation before group discussion
Participation	Some students remained hesitant to speak	Added structured turn-taking and teacher prompts for broader participation
Respectful disagreement	Students needed support to express different views	Strengthened guided practice in agreement and disagreement
Civic commitment	Proposed actions were not always clearly related to the case	Strengthened the problem–value–action sequence
Role of supporting materials	Materials supported implementation but were not the core of the model	Positioned LKPD and cards as flexible scaffolds rather than prerequisites
Pancasila integration	Values were not always explicitly connected to reasoning and action	Reinforced Pancasila values throughout the six components

Source: Research Results (2026)

CONCLUSION

This study developed a Pancasila-integrated Civil Discourse learning model for fifth-grade elementary education through the Define, Design, and Develop stages of the Four-D model. The resulting model consists of six interconnected components integrating Pancasila values into inquiry, reasoning, dialogue, reflection, and civic action. Expert appraisal indicated strong prototype appropriateness, with a mean validation score of 93.12%, while the limited field trial demonstrated high implementation practicability, with scores of 93.33% and 94.16% across two meetings.

The field trial also identified areas for further refinement, including clearer activity transitions, stronger support for independent position formation, broader student participation, gradual use of Dialogue Cards and Value Cards, and more explicit connections between discussion, Pancasila values, and concrete action. Overall, the model provides an initial instructional framework for integrating civil discourse and Pancasila values in elementary education. Further research is needed to examine its implementation across diverse classroom contexts and investigate its educational effects..

DECLARATIONS

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The authors have no competing interests to declare relevant to this article's content.

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During the preparation of this manuscript, the authors used ChatGPT (OpenAI) and Grammarly to assist with language-related tasks, including grammar checking, sentence refinement, spelling correction, and improving readability. SciSpace was used to support literature exploration and the identification and organization of relevant scholarly sources. These tools were not used to generate the study's core ideas, replace the authors' critical thinking, conduct data analysis, perform qualitative coding, or draw scientific conclusions. All research decisions, interpretations, analyses, and final content were reviewed and determined by the authors. The authors remain fully responsible for the accuracy, originality, integrity, and ethical compliance of the manuscript

5. Data Availability Statement

The data supporting the findings of this study are not publicly available due to privacy and ethical considerations involving participating schools, teachers, and students. Relevant data

may be made available by the corresponding author upon reasonable request, subject to appropriate ethical and institutional restrictions.

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