Lentera :
Jurnal Kajian Bidang Pendidikan dan Pembelajaran
2026, 6(1), 43-54
https://doi.org/10.56393/lentera.v6i1.4676

Enhancing Student Responsibility Through Social Media Project-Based Contextual Teaching and Learning in Learning

Ahmad Ibnu Sya'ban [1*], Prihatin Sulistyowati [1], Yenni Sunaryati [2]
[1] Universitas PGRI Kanjuruhan, Malang
[2] Sekolah Menengah Pertama Negeri 10, Malang
* Author Correspondence

Article History
Received : 22 July 2026;
Revised : 2 September 2026;
Accepted : 25 November 2026.

Keywords
Contextual Teaching and Learning;
Social Media Project;
Student Responsibility;
Pancasila and Civic Education;
Classroom Action Research.

Abstract
Students' low sense of responsibility in Pancasila and Civic Education learning is indicated by a lack of discipline, participation, and sub-optimal implementation of social media ethics. This condition necessitates improvement efforts through learning that is more contextual and student-centered. This study aims to enhance student responsibility through the implementation of social media project-based Contextual Teaching and Learning. Utilizing Kemmis and McTaggart's Classroom Action Research model across two cycles, each cycle comprises planning, acting, observing, and reflecting stages. The study was conducted in Class VIII A of State Junior High School 10 Malang during the even semester of the 2025/2026 Academic Year, involving 33 students. Data were collected using observation sheets, questionnaires, and documentation of learning activities. The data were analyzed descriptively using averages, classical mastery percentages, data reduction, data display, and conclusion drawing. The results showed that the average score for student responsibility increased from 58.3 in the pre-cycle to 71.0 in Cycle I and reached 83.7 in Cycle II. Classical mastery also increased from 33.3% to 60.6% in Cycle I and achieved 84.8% in Cycle II. Social media project-based Contextual Teaching and Learning proved effective in enhancing student responsibility in terms of discipline, participation, and social media ethics in learning.

Contact : Corresponding author e-mail: ahmadibnusyaban@gmail.com
How to Cite : Sya'ban, A. I., Sulistyowati , P., & Sunaryati, Y. (2026). Enhancing Student Responsibility Through Social Media Project-Based Contextual Teaching and Learning in Learning. *Lentera : Jurnal Kajian Bidang Pendidikan Dan Pembelajaran*, *6*(1), 43–54. https://doi.org/10.56393/lentera.v6i1.4676

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License. Allows readers to read, download, copy, distribute, print, search, or link to the full texts of its articles and allow readers to use them for any other lawful purpose. The journal hold the copyright.

Introduction

Pancasila and Civic Education plays a strategic role in developing students into characterful, democratic, and responsible citizens in accordance with Pancasila values. The position of Pancasila as the foundation of national life underscores the importance of deep comprehension so that its values are not merely appreciated theoretically but internalized through concrete actions (Hamdini, Murjainah, & Arafat, 2025). Therefore, revitalizing critical thinking and classroom experimentation in Pancasila learning is crucial to fostering active civic awareness (Gultom, 2025).

One character aspect that needs to be developed through Pancasila and Civic Education is responsibility, as it serves as the foundation for students in fulfilling their rights and obligations as citizens both at school and within community life (Gesi, 2024). The Merdeka Curriculum also places character strengthening as an essential component of the Pancasila Student Profile, emphasizing that students should demonstrate responsible behavior, mutual cooperation, critical reasoning, and noble character in various life situations (Hamdini et al., 2025). The development of student responsibility and social attitudes in the school environment is strongly influenced by the real role of teachers as facilitators and role models (Lessnusa et al., 2024), as well as social support from the surrounding environment that can boost student achievement motivation (Nurrahman & Kharunisa, 2024). Furthermore, instilling social care character integrated into Pancasila and Civic Education content reinforces shared responsibility (Rafifah et al., 2024). Therefore, the learning process should be designed not only to develop cognitive abilities but also to provide meaningful and contextual learning experiences capable of fostering student responsibility (Aminah et al., 2022).

Based on initial observations conducted in Class VIII A of State Junior High School 10 Malang, the level of student responsibility in Pancasila and Civic Education learning was still classified as low. This situation was evident from low student discipline in completing assignments on time, a lack of active participation during group discussions, and an unoptimized understanding of ethics when using social media as a learning medium. Building student discipline and character essentially requires structured habituation based on local values and school environment wisdom (Lestari et al., 2025), where synergy and collaboration between teachers and parents serve as key factors in enhancing this discipline (Tasane et al., 2024). Pre-cycle measurements indicated that the average score for student responsibility reached only 58.3 with a classical mastery rate of 33.3%, indicating that the majority of students had not met the established success indicators. These data highlight a gap between the ideal conditions expected in Pancasila and Civic Education learning and the actual conditions in the classroom, necessitating remedial action through more effective learning interventions.

The low level of student responsibility is presumed to be influenced by several factors. Learning that is still dominated by conventional instruction deprives students of opportunities to engage in contextual learning that demands active involvement in solving real problems. Instruction should accommodate the diverse characteristics of learners through differentiation and practical engagement to make the learning process relevant (Manobi et al., 2024). Additionally, learning activities have not fully provided space for students to collaborate, make decisions, and independently take accountability for their work outcomes (English & Kitsantas, 2013).

The utilization of social media, which is closely tied to students' daily lives, has not yet been directed toward serving as a learning medium capable of fostering positive character (Lukman et al., 2026). In today's digital era, understanding and applying digital literacy among students still require strengthening so that technology use yields positive impacts (Sholeha et al., 2024). Consequently, students tend to be less disciplined, less actively participating, and lack adequate awareness regarding social media ethics during the learning process (Yuniarsih & Santosa, 2024).

If these issues are not promptly addressed, the goal of Pancasila and Civic Education to shape responsible citizens will be difficult to achieve. In the short term, low student responsibility can impair the quality of the learning process because students participate less, lack discipline in completing tasks, and are less capable of working in groups (Rifai et al., 2019; Gultom, & Mari, 2025). In the long term, this condition has the potential to hinder the formation of student character as citizens who can utilize digital media responsibly (Putri, 2025). Therefore, learning innovations connecting instructional content with students' real-life experiences are required so that responsibility can develop through authentic learning activities (Amanda et al., 2024).

One alternative strategy that can be implemented to address these problems is the social media project-based Contextual Teaching and Learning model. Contextual Teaching and Learning emphasizes the connection between learning materials and real life, enabling students to gain meaningful learning experiences through discovering, experiencing, and applying knowledge in daily contexts (Sasmin & Yusuf, 2023). Integrating social media projects into learning provides students with opportunities to create products relevant to their digital lives while practicing discipline, cooperation, participation, and responsibility throughout all project completion stages (Ulzana et al., 2025). Applying the Contextual Teaching and Learning model combined with literacy activities or innovative media has been proven to enhance student reading interest, engagement, and learning motivation (Putri et al., 2024). In the context of Pancasila Education, using innovative media such as word-picture cards or digital visual products has been shown to facilitate concept understanding and increase active student engagement (Janah et al., 2024). Through such activities, students not only comprehend civic concepts theoretically but also implement responsibility values in ethical digital media usage (Putri, 2025).

Several previous studies have demonstrated that the implementation of Contextual Teaching and Learning can increase student engagement, learning outcomes, and character through more meaningful learning (Nopiyanti et al., 2020). Other research has reported that project-based learning effectively enhances responsibility, teamwork abilities, and critical thinking skills because students are directly involved in authentic task resolution (Barus et al., 2025). Collaborative learning based on cultural mapping or real projects has proven effective in honing critical thinking skills and empathy among learners (Gultom, 2025; Indawati et al., 2025). Meanwhile, studies on social media utilization in education indicate that digital media can serve as an effective tool to enhance student engagement when used purposefully and accompanied by reinforcement of social media ethics (Makkar, 2023). Distinct from these previous works, this study integrates the Contextual Teaching and Learning model with social media-based projects

in Pancasila and Civic Education, specifically focusing on enhancing student responsibility across discipline, participation, and social media ethics aspects.

Based on the background description, the research problem is formulated as follows: How can the implementation of social media project-based Contextual Teaching and Learning enhance student responsibility in Pancasila and Civic Education learning in Class VIII A of State Junior High School 10 Malang? This study aims to improve student responsibility through the application of social media project-based Contextual Teaching and Learning. Theoretically, the research findings are expected to contribute to the body of literature on applying contextual learning in character education. Practically, the results are expected to serve as an alternative strategy for teachers in designing contextual, innovative instruction aligned with digital-era student characteristics, as well as a reference for future research developing social media project-based learning.

Method

This study is a Classroom Action Research project employing the Kemmis and McTaggart model, which comprises four stages: planning, acting, observing, and reflecting. The study was conducted in Class VIII A of State Junior High School 10 Malang during the even semester of the 2025/2026 Academic Year, involving 33 research subjects. The object of the study was the enhancement of student responsibility through the implementation of social media project-based Contextual Teaching and Learning in Pancasila and Civic Education. The research was carried out across two cycles, with each cycle consisting of four meetings. Data were collected through observation, questionnaires, and documentation using learning implementation and student responsibility observation sheets validated by a field supervisor and a senior Pancasila and Civic Education teacher, questionnaires to measure discipline, participation, and social media ethics, and documentation comprising activity photos and student project outputs. Data were analyzed using quantitative and qualitative descriptive techniques. Quantitative analysis involved calculating average scores and classical mastery percentages, whereas qualitative analysis followed data reduction, data display, and conclusion drawing stages. The criteria for action success were set at a minimum of 80% classical mastery with average scores exceeding 75 in discipline, participation, and social media ethics.

Results and Discussion

Results

The pre-cycle phase began with observations to obtain a factual overview of student responsibility levels in Pancasila and Civic Education learning. Observations were conducted prior to implementing instructional actions to ensure baseline student conditions were identified objectively. The data obtained during this phase formed the basis for identifying factors influencing student responsibility during the learning process. Furthermore, observation results served as a benchmark for designing appropriate intervention actions tailored to student needs. Thus, conducting pre-cycle observations played a vital role in directing the action plan for subsequent cycles.

Observations during the pre-cycle phase focused on three aspects of student responsibility: discipline, classroom participation, and social media ethics. Discipline was

assessed through compliance with classroom rules and timeliness in assignment completion. Classroom participation was evaluated based on student engagement during learning activities, including discussions, question-and-answer sessions, and group work. Meanwhile, social media ethics was observed through students' responsible behavior when utilizing digital media during learning activities. These three aspects were selected as they adequately represent the responsible behavior targeted in this study.

Pre-cycle observation results indicated that student responsibility remained in a category needing improvement. Most students had not demonstrated consistency in applying the three observed aspects of responsibility during learning. This condition signaled a need for instructional intervention capable of encouraging active involvement and meaningful learning experiences. These initial findings served as the baseline for implementing social media project-based learning with a Contextual Teaching and Learning approach. A summary of pre-cycle observation results for each indicator of student responsibility is presented in Table 1.

Table 1. Recapitulation of Pre-Cycle Student Responsibility Enhancement

Analysis Aspect	**Average**	**Mastery**
Discipline	62	38%
Participation	55	28%
Social Media Ethics	58	30%
Total Average	58.3	33.3% (11 out of 33 students)

Action implementation in Cycle I was carried out by applying the social media project-based Contextual Teaching and Learning model. Learning was designed to enable students to connect course material with real-world situations through creating projects published responsibly on social media. Students worked in groups to design content matching the learning material while practicing responsibility values throughout the project execution process. Results from Cycle I are presented in Table 2. Implementation outcomes indicated improvement compared to pre-cycle conditions. Students began showing discipline in task completion, group discussion participation increased, and their understanding of social media ethics began to develop.

Table 2. Recapitulation of Cycle I Student Responsibility Enhancement

Analysis Aspect	Average	Mastery
Discipline	74	67%
Participation	70	58%
Social Media Ethics	69	55%
Total Average	71.0	60.6% (20 out of 33 students)

Based on the table, the average student responsibility score increased from 58.3 in the pre-cycle to 71.0 in Cycle I. The percentage of classical mastery also increased from 33.3% to 60.6%, representing an increase of 9 students achieving mastery. Nevertheless, these results had not yet met the established success indicators, necessitating continuation into Cycle II. Beyond improved observation scores, students appeared more enthusiastic during project-based

activities. Learning became more contextual as students linked material to daily life through social media use. However, reflective analysis revealed several ongoing challenges, including uneven group task division, leaving some students less active in project completion.

Results from Cycle II are detailed in Table 3. Action execution in Cycle II reflected refinements based on Cycle I findings. The teacher increased guidance intensity for each group, restructured task distribution for greater equity, provided continuous formative feedback during learning, and added reflection sessions regarding social media ethics following project completion. These improvements exerted a positive impact on student responsibility growth. Students displayed improved discipline in meeting deadlines, group discussion engagement grew more active, and awareness of social media ethics increased significantly.

Table 3. Results of Cycle II Student Responsibility Enhancement

Analysis Aspect	Average	Mastery
Discipline	86	87.9%
Participation	83	81.8%
Social Media Ethics	82	78.8%
Total Average	83.7	84.8% (28 out of 33 students)

The results of Cycle II indicate a substantial improvement in student responsibility compared with the previous cycle. The average student responsibility score reached 83.7, while classical mastery increased to 84.8%, with 28 out of 33 students achieving the minimum required score of 75. These findings demonstrate that most students successfully met the established research benchmarks, indicating that the instructional interventions positively contributed to the development of student responsibility. The improvement also reflects the effectiveness of integrating social media-based projects into Contextual Teaching and Learning (CTL) to create more meaningful and engaging learning experiences in Pancasila and Civic Education.

Improvements in student responsibility were evident across all observed aspects, including discipline, classroom participation, and social media ethics. Students demonstrated greater consistency in completing assignments within established deadlines, participating actively in classroom activities, collaborating effectively during project implementation, and using social media more responsibly as a learning resource. These behavioral changes indicate increased student engagement and a stronger sense of responsibility throughout the learning process. Overall, the findings confirm that integrating social media-based project activities into Contextual Teaching and Learning is an effective instructional approach for enhancing student responsibility in Pancasila and Civic Education.

Given the Cycle II classical mastery reaching 84.8%, meeting the established success benchmark, action implementation was concluded. A comprehensive recapitulation of results across pre-cycle, Cycle I, and Cycle II was compiled to illustrate student responsibility progression throughout the study. This recapitulation reveals gradual, step-by-step increases in both average responsibility scores and classical mastery percentages across all research stages.

These outcomes indicate that the intervention yielded consistent positive effects on student responsibility. Results across all study stages are summarized in Table 4.

Table 4. Recapitulation of Student Responsibility Enhancement Results

Stage	Average	Mastery	Number of Mastered Students
Pre-Cycle	58.3	33.3%	11 students
Cycle I	71.0	60.6%	20 students
Cycle II	83.7	84.8%	28 students
Total Gain	+25.4 points	+51.5 percentage points	+17 students

According to this recapitulation, the average student responsibility score increased by 25.4 points, rising from 58.3 in the pre-cycle to 83.7 in Cycle II. Classical mastery also expanded from 33.3% to 84.8%, marking an increase of 17 students achieving mastery. These results demonstrate that social media project-based Contextual Teaching and Learning effectively enhances student responsibility in discipline, participation, and social media ethics. Overall findings confirm that the study objectives were achieved according to preset success indicators.

Discussion

The findings indicate that implementing social media project-based Contextual Teaching and Learning effectively increases student responsibility in Pancasila and Civic Education learning progressively from pre-cycle to Cycle II. Improvements were evident in discipline, participation, and social media ethics, all of which showed consistent growth toward research target criteria. These findings confirm that linking instructional content to real-life contexts through meaningful projects encourages students to take greater responsibility for their learning process (Solissa et al., 2023).

In Cycle I, initial gains in student responsibility were observed, though they fell short of the success benchmark. This condition suggests that students were still adapting to learning demands that required active engagement in collaborative project execution (Muzammil & Laili, 2026). Some students remained reliant on more active peers, leading to sub-optimal group task distribution (Laal et al., 2013). Furthermore, student understanding of social media ethics varied, highlighting the need for more intensive teacher guidance (Nadia & Nuriza, 2026). Consequently, Cycle I outcomes formed the foundation for refining action strategies in the subsequent cycle.

Refinements in Cycle II—such as increasing teacher scaffolding intensity, implementing more equitable group task allocation, providing ongoing formative feedback, and adding reflection sessions on social media ethics—proved effective in elevating learning quality. Closer teacher guidance enabled all students to participate according to their respective responsibilities, rendering peer interactions more effective (Kraatz et al., 2020). Continuous feedback helped students refine project outputs based on constructive input, thereby developing their accountability for both learning processes and outcomes (Granberg et al., 2020). As a result, responsibility gains in Cycle II were higher than those in the preceding cycle.

The success of interventions in this study can be explained through the core tenets of Contextual Teaching and Learning, which position real-world experiences as learning sources, enabling students to construct knowledge through meaningful activities (Aden et al., 2025).

Social media projects offered authentic experiences connecting curriculum content with daily life while training students to take responsibility for every stage of task completion (Chang et al., 2024). Direct student involvement in designing, developing, and publishing project deliverables cultivated not only conceptual knowledge but also discipline, teamwork skills, and ethical digital media awareness (Wingkolatin et al., 2026). Thus, the observed responsibility growth is a logical consequence of heightened student engagement in contextualized learning experiences (Sumarna & Gunawan, 2022).

These research findings align with constructivist theory, which posits that knowledge is comprehended more effectively when learners construct their own understanding through authentic learning experiences (Saguni, 2020). Moreover, Contextual Teaching and Learning theory asserts that instruction becomes more meaningful when content relates to daily situations, motivating students to apply knowledge in relevant contexts (Hamid et al., 2024). Therefore, using social media projects in this study served as an effective vehicle for instilling student responsibility because learning activities operated within contexts close to their lives (Susilo, 2026).

The study's results also support prior research showing that Contextual Teaching and Learning and project-based approaches enhance student character, specifically responsibility, active participation, and collaboration skills (Shodiq, 2023). Similarities between this study and earlier research lie in increased student engagement through contextual learning activities (Peronia & Saputro, 2025). The unique contribution of this study stems from integrating social media as a project medium, extending student responsibility beyond academic task completion into ethical social media practice as a core competency of digital citizenship (Mesra et al., 2024).

Observations throughout the study also revealed positive gains in non-cognitive student attributes. Students showed greater discipline in completing tasks, participated more actively in group discussions, and displayed increased confidence when presenting ideas. These improvements demonstrate that project-based contextual learning impacts not only target responsibility indicators but also learning motivation and peer interaction quality (Basuki et al., 2025). Although minor implementation challenges occurred—particularly in Cycle I regarding uneven task allocation and varied digital ethics awareness—they were resolved through enhanced teacher scaffolding, clearer role definitions, continuous feedback, and post-activity reflection. These adjustments boosted overall instructional quality, allowing all students to participate optimally.

This study has limitations, as it was conducted in a single classroom across two action cycles, meaning the findings cannot be generalized directly to different educational settings. Additionally, responsibility measurement relied on observations and questionnaires, leaving potential room for subjective evaluation. Nevertheless, the findings imply that social media project-based Contextual Teaching and Learning offers an effective alternative strategy for cultivating student responsibility in Pancasila and Civic Education. Beyond fostering affective traits, this model supports 21st-century skill development through contextual, collaborative learning tailored to digital developments (Sinta et al., 2024).

Conclusion

Based on the classroom action research results, it can be concluded that implementing social media project-based Contextual Teaching and Learning (CTL) is effective in enhancing

student responsibility in Pancasila and Civic Education. This enhancement is demonstrated by progressive growth in student discipline, participation, and social media ethics from pre-cycle through Cycle II, highlighted by an average responsibility score increase from 58.3 in pre-cycle to 71.0 in Cycle I and 83.7 in Cycle II, alongside a classical mastery increase from 33.3% to 84.8%, fulfilling all target criteria. Instructional refinements in Cycle II—including enhanced teacher guidance, equitable task distribution, formative feedback, and reflective sessions—proved successful in optimizing student engagement and responsibility growth. Consequently, social media project-based Contextual Teaching and Learning represents a viable, effective instructional strategy for developing student responsibility, particularly within Pancasila and Civic Education contexts sharing similar student characteristics.

Acknowledgments

The authors express their gratitude to State Junior High School 10 Malang for their willingness and support during the execution of this research. The authors also extend their appreciation to Universitas PGRI Kanjuruhan Malang for academic support, guidance, and facilities provided throughout the research process and manuscript preparation. Contributions and collaboration from all parties were invaluable to the smooth execution and success of this study.

Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

References

Aden, R. E., Bahar, C. A., & Sandi, M. (2025). Peran Model Pembelajaran Kontekstual Dalam Mendukung Pengelolaan Pembelajaran Aktif, Bermakna, Dan Berpusat Pada Siswa. *Nubuat Jurnal Pendidikan Agama Kristen Dan Katolik*, *2*(4), 17–26. Https://Doi.Org/10.61132/Nubuat.V2i4.1468

Aden, R. E., Bahar, C. A., & Sandi, M. (2025). Peran model pembelajaran kontekstual dalam mendukung pengelolaan pembelajaran aktif, bermakna, dan berpusat pada siswa. *Nubuat: Jurnal Pendidikan Agama Kristen Dan Katolik*, *2*(4), 17–26. https://doi.org/10.61132/nubuat.v2i4.1468

Amanda, T., Sunarso, S., Murdiono, M., & Istiqomah, A. (2024). Implementation of citizenship project-based learning model to strengthening student responsibility character in Pancasila courses. *Journal of World Science*, *3*(11), 1542–1553. https://doi.org/10.58344/jws.v3i11.1232

Aminah, A., Hairida, H., & Hartoyo, A. (2022). Penguatan pendidikan karakter peserta didik melalui pendekatan pembelajaran kontekstual di sekolah dasar. *Jurnal Basicedu*, *6*(5), 8349–8358. https://doi.org/10.31004/basicedu.v6i5.3791

Barus, A. A. B., Purba, E. E., Sidebang, L. K., & Juliana, E. (2025). Efektivitas model pembelajaran berbasis proyek dalam meningkatkan kemampuan berpikir kritis siswa: Systematic literature review. *SAKOLA: Journal of Sains Cooperative Learning and Law*, *2*(1), 706–712. https://doi.org/10.57235/sakola.v2i1.5909

Basuki, Hidayat, S., & Santosa, C. A. H. F. (2025). The effectiveness of Contextual Teaching and Learning (CTL) in education: A systematic literature review and meta-analysis.

International Journal of Accounting Management Economics and Social Sciences (IJAMESC), 3(6), 1984–2003. https://doi.org/10.61990/ijamesc.v3i6.658

Chang, Y., Choi, J., & Şen-Akbulut, M. (2024). Undergraduate students' engagement in project-based learning with an authentic context. *Education Sciences*, 14(2), 168. https://doi.org/10.3390/educsci14020168

English, M. C., & Kitsantas, A. (2013). Supporting student self-regulated learning in problem- and project-based learning. *Interdisciplinary Journal of Problem-Based Learning*, 7(2). https://doi.org/10.7771/1541-5015.1339

Gesi, S. L. (2024). Peran guru membentuk sikap tanggung jawab peserta didik dalam pembelajaran Pendidikan Pancasila dan Kewarganegaraan. *PAIDEA: Jurnal Pendidikan Dan Pembelajaran Indonesia*, 4(1), 29–34. https://doi.org/10.56393/paidea.v4i1.2498

Granberg, C., Palm, T., & Palmberg, B. (2020). A case study of a formative assessment practice and the effects on students' self-regulated learning. *Studies in Educational Evaluation*, 68, 100955. https://doi.org/10.1016/j.stueduc.2020.100955

Gultom, A. F. (2025). Revitalizing Pancasila as living philosophy: Socratic-based classroom experimentation to foster critical thinking skills. *PAIDEA: Jurnal Pendidikan Dan Pembelajaran Indonesia*, 5(2), 78–91. https://doi.org/10.56393/paidea.v5i2.4174

Gultom, A. F. (2025). Toward a transformative multicultural pedagogy: The role of cultural empathy in university. *DIDACTICA: Jurnal Kajian Pendidikan Dan Pembelajaran*, 5(2), 60–74. https://doi.org/10.56393/didactica.v5i2.4175

Gultom, A. F., & Mari, G. (2025). The civil religion debate: Is Pancasila a substitute for or a protector of traditional faiths?. *KASTA: Jurnal Ilmu Sosial, Agama, Budaya Dan Terapan*, 5(3), 154–169. https://doi.org/10.58218/kasta.v5i3.2427

Hamdini, D. A., Murjainah, M., & Arafat, Y. (2025). Analisis karakter Profil Pelajar Pancasila pada siswa kelas IV dalam implementasi Kurikulum Merdeka di sekolah dasar. *Primary Education Journals (Jurnal Ke-SD-An)*, 5(3), 954–961. https://doi.org/10.36636/primed.v5i3.5819

Hamid, J., Pebriyan, P., & Gusmaneli, G. (2024). Pembelajaran kontekstual: Solusi untuk meningkatkan kualitas pendidikan. *Realisasi*, 1(3), 01–12. https://doi.org/10.62383/realisasi.v1i3.113

Indawati, N., Wiraningsih, H., & Mulyanti, W. S. (2025). Application of collaborative cultural maps to improve critical thinking skills. *MINDSET: Jurnal Pemikiran Pendidikan Dan Pembelajaran*, 5(1), 28–34. https://doi.org/10.56393/mindset.v5i1.3280

Janah, F. S., Nadziroh, N., Chairiyah, C., & Pratomo, W. (2024). Pengembangan media kartu gambar kata dalam pembelajaran Pendidikan Pancasila di sekolah dasar. *Sistem-Among: Jurnal Pendidikan Sekolah Dasar*, 4(1), 13–19. https://doi.org/10.56393/sistemamong.v4i1.2098

Kraatz, E., Nagpal, M., Lin, T., Hsieh, M., Ha, S. Y., Kim, S., & Shin, S. (2020). Teacher scaffolding of social and intellectual collaboration in small groups: A comparative case study. *Frontiers in Psychology*, 11, 587058. https://doi.org/10.3389/fpsyg.2020.587058

Laal, M., Geranpaye, L., & Daemi, M. (2013). Individual accountability in collaborative learning. *Procedia - Social and Behavioral Sciences*, 93, 286–289. https://doi.org/10.1016/j.sbspro.2013.09.191

Lessnusa, A., Ritiauw, S. P., & Rusfadir, S. A. (2024). Peran guru dalam mewujudkan sikap sosial siswa di sekolah dasar. *LUCERNA: Jurnal Riset Pendidikan Dan Pembelajaran*, 4(1), 9–14. https://doi.org/10.56393/lucerna.v4i1.2299

Lestari, L., Pramita, R. A., & Anakota, R. (2025). Character education discipline in Muhammadiyah Boarding School Dormitory Madrasah Tsanawiyah Muhammadiyah 2

Aimas based on local wisdom. *PEDAGOGI: Jurnal Pendidikan Dan Pembelajaran*, 5(1), 1–12. https://doi.org/10.56393/pedagogi.v5i1.2887

Lukman, D., Yanti, N., & Rahmi, S. (2026). Integrasi media sosial dan literasi digital sebagai strategi pembelajaran karakter pelajar di era transformasi digital. *Jurnal Cakrawala Pendidikan Sekolah Dasar*, 2(1), 11–19. https://doi.org/10.65659/69899m66

Makkar, N. (2023). Social media and student engagement in education: A systematic review of the literature. *International Journal of Arts Humanities and Social Studies*, 5(2), 84–90. https://doi.org/10.33545/26648652.2023.v5.i2a.299

Manobi, A. E. R. P., Sumadi, T., & Abdillah, F. (2024). Pemahaman dan praktik guru Pendidikan Pancasila berbasis pembelajaran berdiferensiasi di sekolah menengah atas. *EDUCARE: Jurnal Penelitian Pendidikan Dan Pembelajaran*, 4(2), 32–38. https://doi.org/10.56393/educare.v4i2.2639

Mesra, R., Tuerah, P. R., Pangalila, T., Salem, V. E., & Korompis, M. V. (2024). The role of social media in supporting character education programs: An analysis of integrated curriculum management in the digital era. *Jurnal Pendidikan Ilmu Pengetahuan Sosial (JELAS)*, 1(3), 106–111. https://doi.org/10.64924/pgzg7j44

Muzammil, M., & Laili, N. (2026). Optimalisasi model Contextual Teaching and Learning (CTL) berbasis digital sebagai upaya penguatan pendidikan karakter di madrasah diniyah. *Educational: Jurnal Inovasi Pendidikan & Pengajaran*, 6(3), 1550–1561. https://doi.org/10.51878/educational.v6i3.11164

Nadia, A., & Nuriza, K. I. (2026). Teachers' role in guiding students' digital literacy on social media use. *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman*, 15(2), 906–919. https://doi.org/10.54437/urwatulwutsqo.v15i2.3147

Nopiyanti, N., Mujiyanto, M., & Sujiono, S. (2020). Penerapan model pembelajaran Contextual Teaching and Learning (CTL) untuk meningkatkan keaktifan dan hasil belajar siswa Agama Buddha pada materi Pancasīla Buddhis kelas VII SMP N 2 Keling Kabupaten Jepara. *Jurnal Pendidikan Sains Sosial Dan Agama*, 4(2), 29–45. https://doi.org/10.53565/pssa.v4i2.99

Nurrahman, A. L., & Kharunisa, N. Z. (2024). Peran dukungan sosial dalam meningkatkan motivasi berprestasi pada siswa sekolah menengah atas. *LENTERA: Jurnal Kajian Bidang Pendidikan Dan Pembelajaran*, 4(2), 66–71. https://doi.org/10.56393/lentera.v4i2.2807

Peronia, P., & Saputro, T. V. D. (2025). Analysis of students' digital literacy capabilities with the implementation of the elementary school project-based learning model. *JOURNAL OF ALIFBATA: Journal of Basic Education (JBE)*, 5(2), 130–139. https://doi.org/10.51700/alifbata.v5i2.1013

Putri, I. K., Nugroho, W., & Pratiwi, D. J. (2024). Pengaruh model Contextual Teaching and Learning berbasis literasi baca tulis terhadap minat baca siswa. *PIJAR: Jurnal Penelitian Bidang Pendidikan Dan Pembelajaran*, 4(1), 8–17. https://doi.org/10.56393/pijar.v4i1.2370

Putri, N. (2025). Pendidikan karakter dalam era media sosial. *JKP: Jurnal Khasanah Pendidikan*, 4(1), 23–27. https://doi.org/10.58738/jkp.v4i1.1013

Rafifah, H. N., Pratomo, W., Nadziroh, N., & Chairiyah, C. (2024). Implementasi karakter peduli sosial melalui muatan mata pelajaran Pendidikan Pancasila dan Kewarganegaraan di kelas sekolah dasar. *KOGNISI: Jurnal Penelitian Pendidikan Sekolah Dasar*, 4(1), 1–7. https://doi.org/10.56393/kognisi.v4i1.2112

Rifai, S. S., Uswatun, D. A., & Nurasiah, I. (2019). Model Project Based Learning (PjBL) untuk meningkatkan sikap tanggung jawab ilmiah peserta didik di kelas tinggi. *JIPVA (Jurnal Pendidikan IPA Veteran)*, 3(2), 127. https://doi.org/10.31331/jipva.v3i2.874

Saguni, F. (2020). Penerapan teori konstruktivis dalam pembelajaran. *Paedagogia: Jurnal Pendidikan*, 8(2), 19–32. https://doi.org/10.24239/pdg.vol8.iss2.46

Sasmin, S., & Yusuf, O. Y. H. (2023). Engaging classrooms: Authentic, inclusive engagement. *Arus Jurnal Psikologi Dan Pendidikan*, 2(2), 165–177. https://doi.org/10.57250/ajpp.v2i2.215

Sholeha, S. M., Rahman, A., & Hermuttaqien, B. P. F. (2024). Analisis tingkat pemahaman dan penerapan literasi digital pada siswa kelas V sekolah dasar. *PELITA: Jurnal Kajian Pendidikan Dan Pembelajaran Indonesia*, 4(2), 62–75. https://doi.org/10.56393/pelita.v4i2.2840

Shodiq, S. F. (2023). Pendidikan karakter dalam konteks digital: Memperkuat kemandirian dan keterampilan sosial. *At Turots: Jurnal Pendidikan Islam*, 5(1), 138–146. https://doi.org/10.51468/jpi.v5i001.208

Sinta, D., Faqihuddin, A., Nurhuda, A., & Rahman, E. S. B. E. A. (2024). The role of digital media in optimizing project-based learning to practice 21st century skills. *Educative: Jurnal Ilmiah Pendidikan*, 2(3), 129–138. https://doi.org/10.70437/educative.v2i3.477

Solissa, E. M., Mustoip, S., Marlina, M., Cahyati, S. S., & Asdiana, A. (2023). Components of Contextual Teaching and Learning as the basis for developing a character education model. *JED (Jurnal Etika Demokrasi)*, 8(1), 38–46. https://doi.org/10.26618/jed.v8i1.9758

Sumarna, C., & Gunawan, H. (2022). Foundations of constructivism philosophy in classroom learning. *International Journal of Science and Society*, 4(3), 53–65. https://doi.org/10.54783/ijsoc.v4i3.499

Susilo, D. F. A. (2026). Pendidikan karakter berbasis digital literacy untuk membentuk siswa yang bertanggung jawab. *Kajang: Jurnal Teknopedagogi Nusantara*, 1(2), 158–168. https://doi.org/10.67200/kajang.v1i2.24

Tasane, M. I., Salamor, L., & Ritiauw, S. P. (2024). Peran guru dan orang tua dalam meningkatkan kedisiplinan siswa di sekolah dasar. *MELIOR: Jurnal Riset Pendidikan Dan Pembelajaran Indonesia*, 4(2), 54–63. https://doi.org/10.56393/melior.v4i2.2831

Ulzana, Y., Restian, A., Astuti, R. D., & Ustadza, C. A. (2025). Implementasi pendidikan karakter holistik untuk penguatan nilai empati dan tanggung jawab anak sekolah dasar. *Journal of Science, Education and Studies*, 4(3). https://doi.org/10.30651/jses.v4i3.29138

Wingkolatin, W., A, K. A., Rintaningrum, R., Pradana, M., Nuswantara, K., & Dewi, D. A. (2026). Strengthening students' academic ethics through a digital citizenship–based social education model. *Scaffolding: Jurnal Pendidikan Islam Dan Multikulturalisme*, 8(1), 834–853. https://doi.org/10.37680/scaffolding.v8i1.8919

Yuniarsih, K., & Santosa, S. (2024). Peran guru dalam menanamkan karakter positif dalam bermedia sosial: Studi fenomenologi di jenjang SD/MI. *Jurnal Perspektif*, 17(1), 71–84. https://doi.org/10.53746/perspektif.v17i1.178