

Strategy for Instilling Democratic Values Through Social Media Among Students: A Case Study at SMP Negeri 3 Ponorogo

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Abstract: Democratic values need to be instilled in students as part of developing the character of democratic citizens. The emergence of social media provides an opportunity for schools to integrate democratic values into the learning process. This study aims to analyze the strategy of internalizing democratic values through social media for students at SMP Negeri 3 Ponorogo. This study used a qualitative method with a case study approach. Data were collected through observations and interviews involving Pancasila Education teachers. The results showed that the strategy of internalizing democratic values was implemented through value transformation and value transactions. Value transformation occurred through the delivery of democratic content and a democracy-centered video production project. Value transactions were realized through discussions, question-and-answer sessions, and feedback within the context of Problem-Based Learning (PBL) and Project-Based Learning (PJBL). The implementation of digital democracy was seen through freedom of expression, digital participation, and digital literacy and ethics. Students actively expressed their opinions, provided comments on other groups' assignments, and conveyed their aspirations through digital media. In addition, teachers instilled the ability to filter information, use polite language, and respect differences of opinion. This study concludes that social media is an effective tool for instilling democratic values and strengthening digital democracy in schools.

Keywords: Internalization of values; democracy; social media; digital democracy.

INTRODUCTION

Education plays a crucial role in shaping students into democratic and responsible citizens, capable of actively participating in society. One way to achieve this is by instilling democratic values from junior high school onward. (Tuhuteru, 2023) Democratic values such as freedom of expression, tolerance, openness, responsibility, and cooperation need to be instilled in students so that they can appreciate differences and participate constructively in social life. (Giawa, 2024) This shows that Pancasila and Citizenship Education (PPKn) play an important role in instilling democratic values in students by fostering an attitude of tolerance, freedom of expression, open communication, responsibility, and cooperation in the learning process.

Advances in information and communication technology have brought about significant changes in the world of education. Today, social media is not only used as a means of communication and entertainment, but has also become a space for student interaction, learning, and social participation. (Kumar, 2024) Young people are the largest group of social media users, so digital platforms have great potential to be used as contextual learning media that are in line with students' lives. (Shalina, 2022) The use of social media in education can provide opportunities for students to express their opinions, engage in discussions, collaborate, and develop critical thinking skills, all of which are integral to the practice of democracy in everyday life.

Instilling democratic values through social media requires teaching strategies that actively engage students. Teaching models such as Problem-Based Learning (PBL) and Project-Based Learning (PJBL) provide opportunities for students to discuss, express opinions, solve problems, and produce work that reflects democratic values. (Trihastuti, 2022) Through these activities, students not only gain a conceptual understanding of democracy but also gain hands-on experience in applying democratic principles in the digital space. Thus, social media can serve as an effective tool for integrating democracy education with digital literacy development.

Previous studies have examined the instillation of democratic values in junior high school environments. According to (Fadillah et al., 2022) This study investigated the instillation of democratic values through social studies teaching and found that values such as tolerance, freedom of expression,

cooperation, and self-confidence were instilled through methods such as discussions, question-and-answer sessions, demonstrations, and classroom teaching. (Wirawan, 2020) also shows that democratic culture in junior high schools is fostered through school policies, extracurricular activities, and providing equal opportunities to students in various school activities. In addition, according to (Widiawati et al., 2025) It was found that the implementation of democratic values in Pancasila education is carried out through group discussions and collaboration to encourage students' freedom of expression. However, most of this research still focuses on the internalization of democratic values through face-to-face learning and school culture, so it has not extensively examined the use of social media as a means of instilling democratic values.

The rise of social media has created new opportunities for students to participate, communicate, and express their opinions digitally. Although a number of studies have addressed democratic education and participatory learning in junior high schools, most research has focused on the use of conventional methods such as discussions, debates, simulations, and learning projects. (Pratiyaksi et al., 2025) There is little research specifically examining how strategies for internalizing democratic values through social media are implemented in Pancasila education, particularly research examining the processes of value transformation, value transactions, and strengthening digital democracy, which include students' freedom of expression, digital participation, digital literacy, and digital ethics. Therefore, this study aims to address this gap by analyzing strategies for instilling democratic values through social media at SMP Negeri 3 Ponorogo as a form of implementing digital democracy in the educational environment.

Instilling democratic values is a crucial part of shaping students' character as democratic citizens in the digital age. The emergence of social media has opened up new opportunities for schools to integrate democratic education into the learning process, making it more contextual and tailored to the characteristics of the digital generation. (Tambunan et al., 2024) Through the use of social media, students not only gain knowledge about democracy but also have the opportunity to practice democratic values such as freedom of expression, tolerance, responsibility, cooperation, and respect for differences of opinion in the digital space.

The results of the study indicate that the strategy for instilling democratic values at SMP Negeri 3 Ponorogo is implemented through a process of value transformation and value transaction. Value transformation is carried out by conveying democratic materials and content through social media and by involving students in a democracy-centered digital content creation project. Meanwhile, value transactions are realized through discussions, question-and-answer sessions, collaboration, and feedback in Problem-Based Learning (PBL) and Project-Based Learning (PJBL). These strategies enable students to actively participate in the learning process while internalizing democratic values through direct experience.

Based on these findings, it can be concluded that social media is an effective medium for instilling democratic values while developing students' digital democracy competencies. This study also fills a gap in previous research, which primarily focused on instilling democratic values through conventional learning and school culture, by demonstrating that social media can function as a learning space that supports the internalization of democratic values in a more participatory manner and in line with technological advances. Therefore, the targeted use of social media in Pancasila education can serve as an alternative strategy to strengthen democratic education and cultivate critical and responsible digital citizens who are able to participate positively in democratic life.

METHOD

This study employed a qualitative research method with a case study approach. The qualitative approach was chosen to gain an in-depth understanding of the strategies for instilling democratic values through social media among students at SMP Negeri 3 Ponorogo. This study aims to systematically describe the process of internalizing democratic values carried out by teachers through the use of social media in learning activities, as well as to identify forms of digital democracy developing in the school environment. The focus of this study is directed at the learning strategies implemented by Pancasila Education teachers in instilling democratic values in students through various social media-based learning activities.

The data sources in this study consist of primary and secondary data. Primary data were obtained directly through interviews and observations with Pancasila Education teachers, who served as key informants involved in the learning process and the use of social media as a tool for democratic education. Furthermore, observations were conducted on learning activities that utilize social media to support the internalization of democratic values. Meanwhile, secondary data were obtained from various sources, such as books, scientific journals, research articles, school documents, learning modules, and documentation of learning activities relevant to the themes of digital democracy and civic education.

The data collection methods used in this study included observation, interviews, and documentation. Observations were conducted to directly observe the implementation of learning using social media as a medium for teaching democracy, including interactions between teachers and students during discussions, assignments, and the expression of opinions through digital platforms. In-depth interviews were conducted with Pancasila Education teachers to obtain information on strategies used to instill democratic values, the implementation of social media-based learning, and obstacles encountered during the learning process. Documentation was used to supplement the research data in the form of screenshots of learning activities, student project results, photos of activities, learning tools, and other documents supporting the analysis process.

Data analysis was conducted qualitatively, following the stages of data collection, data grouping, data interpretation, and conclusion drawing. The researcher collected data from observations, interviews, and documentation, then organized the data according to the research focus. Next, the data were analyzed through an interpretive process to identify strategies for instilling democratic values through social media applied in Pancasila education. The results of the data interpretation were then presented descriptively to gain an in-depth understanding of the process of internalizing democratic values and the implementation of digital democracy at SMP Negeri 3 Ponorogo. To ensure data validity, this study used source triangulation and methodological triangulation by comparing the results of observations, interviews, and documentation obtained during the study.

RESULTS AND DISCUSSION

Strategies for Instilling Democratic Values Through Social Media

Based on the research results, the strategy for internalizing democratic values at SMP Negeri 3 Ponorogo was implemented through two stages: value transformation and value transaction. Value transformation was carried out by conveying democratic content through social media and providing learning projects related to democratic issues. Social media was utilized as a means of delivering learning materials while strengthening students' understanding of democratic values in everyday life.

Interviews with Pancasila Education teachers revealed that the teaching of democratic principles extends beyond classroom instruction to social media, which is utilized as a learning tool. Teachers explained that students are given project assignments to create videos on democracy, particularly during events such as regional elections (Pilkada) or student council elections (Pemilos). Through these activities, students are encouraged to understand the importance of participation, freedom of expression, and responsibility in a democracy.

In addition to value transformation, the internalization of democratic values is also achieved through value transactions. Teachers and students engage in two-way interactions through discussions, question-and-answer sessions, and feedback throughout the learning process. Based on interviews, these activities are often implemented in Problem-Based Learning (PBL) and Project-Based Learning (PJBL) models. Through these learning models, students are given the opportunity to express their opinions, propose solutions to problems, and respond democratically to the opinions of their peers.

Observations of student behavior during the learning process also indicate the application of democratic values in daily interactions. Students began to demonstrate courage in expressing opinions in discussions, responding to the opinions of their peers, and participating in decision-making related to learning activities. This change was evident in the increased involvement of students, who previously tended to be passive, becoming more active in expressing ideas when given the opportunity to discuss and express their opinions. Furthermore, students also demonstrated an attitude of respect for differences of opinion by listening to their peers' responses and responding without imposing their own

will. These findings provide concrete evidence that the internalization of democratic values is not only evident in students' understanding of the concept of democracy but also reflected in their behavior and participation during the learning process.

Research findings indicate that the use of social media in Pancasila education can support the internalization of democratic values through content delivery, digital interactions, and learning activities that involve active student participation. This is consistent with research conducted by (Hanif & Salsabillah, 2024), which explains that digital media has become a crucial tool in the process of political socialization and civic education in the digital era.

Implementation of Digital Democracy Among Students

Based on the results of research conducted at SMP Negeri 3 Ponorogo in 2026, the implementation of digital democracy in Pancasila Education learning is seen through providing space for students to express opinions, criticisms, and suggestions openly through digital media. This study involved 1 Pancasila Education teacher as the main informant, with the characteristics of the informant including teachers who teach Pancasila Education subjects in grade VIII and have 4 years of teaching experience. The selection of teachers as informants was based on their direct involvement in the learning process and the use of social media as a means of learning democracy.

Observations were conducted on eighth-grade students involved in social media-based learning activities. During the research period, researchers observed several learning activities, including group discussions, commenting on project results, expressing opinions through Google Forms, and presenting project results. Each activity was observed for approximately 15 minutes, with special attention paid to student participation, courage to express opinions, ability to provide responses, and students' attitudes in respecting differing opinions. Reporting on the setting, data collection period, observed units, and data collection procedures is important to clarify the context of qualitative research findings.

Based on interviews and observations, teachers provide students with opportunities to comment on other groups' project results and provide feedback through digital platforms, such as Google Forms. Students are not only directed to provide answers but are also encouraged to offer criticism and suggestions politely and constructively. Teachers allow students the freedom to express their views while adhering to communication norms and ethics. This demonstrates that digital media is used not only as a means of delivering material but also as a space for students to practice freedom of expression and responsibility in expressing their opinions.

Observations of student behavior indicate that digital participation is not only evident in student engagement in assignments, but also in their courage to express their opinions and respond to those of their peers. During the first discussion, some students remained passive, with only a few expressing their opinions. In the next discussion, the number of students responding increased to eight. This change demonstrates a growing sense of courage in participating and articulating opinions through digital spaces. Furthermore, students began to demonstrate the ability to respond without imposing their own opinions and to accept differing views in discussions.

Students' digital participation was also evident in their involvement in providing feedback on other groups' assignments, participating in online discussions, and interacting in various social media-based learning activities. Interview findings indicated that teachers did not restrict student comments as long as they were polite and constructive. This demonstrates that social media has been utilized as a learning space that encourages active student involvement in the digital democracy process.

The findings of this study align with research by (Sartika et al., 2024), which explains that digital citizenship can be developed through learning activities that encourage student communication, collaboration, and participation in digital spaces. Furthermore, research by (Azzahra and Sumardjoko, 2023) shows that providing space for freedom of expression can support democratic awareness, social responsibility, and students' ability to articulate their aspirations politely. Therefore, the implementation of digital democracy at SMP Negeri 3 Ponorogo can be seen not only in the use of social media as a learning medium, but also in the tangible changes in students' courage to participate, express opinions, provide responses, and respect differences of opinion.

Digital Literacy and Ethics as a Means to Strengthen Democratic Values

Based on the research findings, digital literacy and ethics are key aspects of the strategy for instilling democratic values at SMP Negeri 3 Ponorogo. Teachers pay special attention to students' ability to filter information obtained from social media, given the abundance of digital information that can influence students' mindsets and character. Furthermore, teachers instill the importance of using polite and respectful language in all digital interactions and encourage students to respect differences of opinion throughout the learning process.

These efforts demonstrate that learning about democracy through social media focuses not only on freedom of expression but also on fostering a sense of moral responsibility in the use of digital technology. Digital literacy helps students understand how to choose reliable information, while digital ethics fosters mutual respect and tolerance in digital communication. Thus, These findings indicate that social media can function as a useful learning medium to support the internalization of values. democratic values.

The findings of this study are in line with (Susanto et al., 2024) This study explains that digital citizenship education plays a role in fostering digital civility by strengthening ethical interactions, digital responsibility, and respect for others in the digital space. The study emphasizes that social media should be utilized as a learning tool to shape young citizens who are able to participate actively and ethically in digital life. Furthermore, this study's findings are supported by research conducted by (Rahayu et al., 2025), which states that citizenship education plays a strategic role in shaping students' digital ethics by instilling moral values, tolerance, responsibility, and respect for diverse opinions on social media. These values serve as an important foundation for building a culture of digital democracy in educational settings.

Table 1. Strategy for Instilling Democratic Values Through Social Media at Ponorogo State Middle School No. 3

No.	Strategy	Objective	Implementation	Developing Democratic Values	Research Evidence
1	Value Transformation	Instilling an understanding of democratic values	Teachers deliver democracy material and content through social media and provide projects for making democracy-themed videos.	Freedom of expression, participation, responsibility	Students were given the project of creating a video on the theme of democracy, specifically related to regional and presidential elections. This activity encouraged students to understand the importance of participation, freedom of expression, and responsibility.
2	Transaction Value	Increase democratic interaction among students.	Teachers implement discussions, question and answer sessions, collaboration, and feedback through PBL and PJBL.	Freedom of speech, cooperation, tolerance, respect for differences of opinion	Students are given the opportunity to express opinions, propose solutions, and respond to friends' opinions democratically during the learning process.
3	Freedom of Speech	Build the courage to voice your opinion	Teachers provide space for students to express opinions, criticisms, and suggestions through digital media while still paying attention to norms and ethics.	Freedom of expression, courage to express opinions, responsibility	Students can provide comments on other group projects and convey criticism and suggestions politely and constructively through digital media such as Google Forms.
4	Digital Participation	Increasing student engagement	Students are involved in online discussions, providing comments on other groups' assignments,	Active participation, openness, responsibility	Observations showed an increase in student engagement. In the next activity, the number of students

			expressing opinions, and various social media-based learning activities.		responding increased to eight, after previously remaining passive.
5	Digital Literacy and Ethics	Cultivating democratic values in the digital space.	Teachers guide students to filter information, use polite language, be responsible in communicating, and respect differences of opinion.	Tolerance, responsibility, respect for differences, democratic ethics	Teachers pay attention to students' ability to filter information and instill the use of polite language and an attitude of respect for differences of opinion in digital interactions.

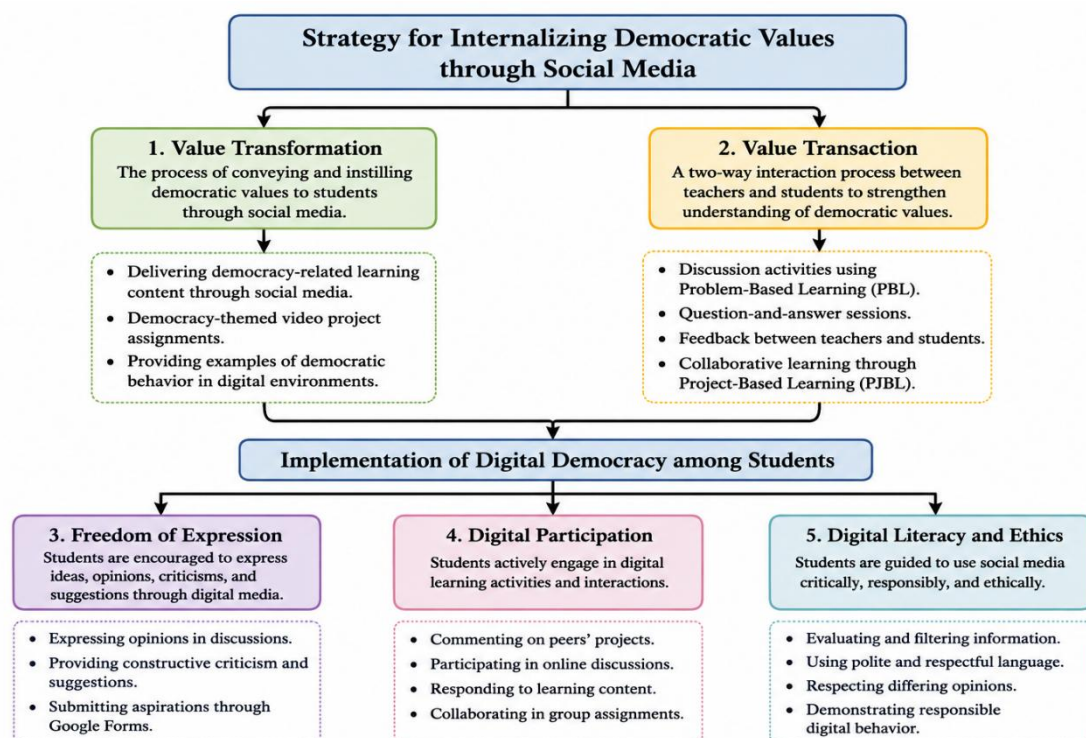


Figure 1. Strategies for Internalizing Democratic Values through Social Media Among Students of SMP Negeri 3 Ponorogo

CONCLUSION

Based on the research results, the strategy of instilling democratic values through social media at SMP Negeri 3 Ponorogo was implemented through a process of value transformation and value transaction. Value transformation was achieved through the delivery of democratic content and the provision of social media-based projects, while value transactions were realized through discussions, question-and-answer sessions, and the provision of feedback during the learning process. This strategy provides opportunities for students to understand and practice democratic values during learning activities. The implementation of digital democracy is evident in the existence of freedom of expression, digital participation, and the strengthening of digital literacy and ethics among students. Students are given space to express their aspirations, provide feedback on peer assignments, and interact actively through digital media while still upholding norms and ethics. Thus, social media has proven to be an effective tool for instilling democratic values while shaping the character of digital citizens who are critical, responsible, and respectful of differences of opinion.

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