



The Role of Social Media-Based Project-Based Learning Model in Increasing Community Participation in the Process of Forming Environmental Regulations

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ABSTRACT

Purpose of the study: To examine the role of Social Media-Based Project-Based Learning in increasing community participation in the process of forming Environmental Regulations, integrating digital technology with civic education and public policy formation.

Methodology: The study employed a qualitative approach using a literature review method. Data was collected from academic databases using relevant keywords. Thematic analysis was used to identify key themes. Data source triangulation and peer debriefing were implemented to ensure validity and reliability. The analysis considered socio-political and cultural factors influencing implementation.

Main Findings: The Social Media-Based PBL model showed significant potential in increasing public participation in Environmental Regulation formation. It improved understanding of environmental issues and the legislative process, expanded information accessibility, and enhanced the quality of community input. However, challenges like the digital divide and misinformation spread were identified.

Novelty/Originality of this study: This study uniquely integrates Project-Based Learning, social media use, and Environmental Regulation formation processes. It offers a new perspective on increasing community participation through active learning and digital technology, potentially transforming public policy formation to be more inclusive and responsive to community and environmental needs.

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1. INTRODUCTION

The development of information and communication technology has brought significant changes in the way people interact and participate in the democratic process. Social media, as one of the innovative products of the digital era, has become a very influential platform in shaping public opinion and encouraging public participation in various social and political issues [1]. In the context of forming public policies, especially Regional Regulations (Perda) on the Environment, the role of social media is increasingly recognized as an effective means of bridging communication between the government and the community.

The Project Based Learning (PBL) Learning Model has proven effective in increasing student understanding and involvement in various fields of study [2]. This approach emphasizes active, collaborative,

and problem-oriented learning. When integrated with the use of social media, PBL has the potential to create a dynamic learning environment that is relevant to the contemporary social context.

Public participation in the process of forming Regional Regulations on the Environment is a crucial aspect in realizing sustainable environmental governance that is responsive to local needs. However, reality shows that the level of public participation in the regional legislative process is still relatively low [3]. This is due to various factors, including a lack of public understanding of the legislative process, limited access to information, and a lack of platforms that facilitate effective public involvement.

The use of social media in the context of learning and public participation has shown promising potential. Recent studies have shown that social media platforms can increase citizen engagement in democratic processes and policy-making [4]. However, the use of social media in the context of formal learning, especially those related to public policy and environmental issues, has not been optimally explored.

The integration of the Project Based Learning Model with social media opens up new opportunities in civic education and environmental literacy. This approach not only allows students to understand the complexity of environmental issues and the legislative process, but also provides them with the opportunity to be directly involved in real action through digital platforms [5]. This is in line with the demands of the digital era that requires citizens who are not only critical, but also active and technology-literate.

The Environmental Regulation has a strategic role in environmental conservation efforts at the local level. However, the effectiveness of the implementation of this Regulation is highly dependent on community involvement and support. Therefore, an innovative approach is needed that can increase public awareness and participation in the process of forming and implementing the Regulation [6].

The Social Media-Based Project Based Learning Model offers a holistic and contextual approach to increasing community participation. Through carefully designed projects that leverage the power of social media, learners and the general public can engage in meaningful learning processes about environmental issues and the mechanisms of public policy formation [7].

The use of social media in this context is not only limited to the dissemination of information, but also includes aspects of collaboration, discussion, and real action. Social media platforms can become virtual spaces where ideas about environmental policy can be discussed, elaborated, and criticized by various stakeholders [8]. This has the potential to create a more transparent, inclusive, and responsive regulation formation process to the needs of the community.

Furthermore, the integration of the Project Based Learning Model with social media in the context of the formation of Environmental Regulations can be a catalyst for broader social transformation. This approach not only aims to increase participation in the legislative process, but also to form a generation of citizens who are environmentally aware, critical of public policy, and able to utilize digital technology for positive change [9].

However, the implementation of this approach also faces challenges, especially related to the digital divide, media literacy, and information security. Therefore, a comprehensive study is needed to identify effective strategies in integrating the Social Media-Based Project-Based Learning Model into the context of the formation of Environmental Regulations, by considering various technical, pedagogical, and socio-cultural aspects [10]. A study conducted by Rahman et al. [11] investigated the effectiveness of using social media in increasing public participation in the environmental policy-making process in Indonesia. The results of the study showed that Social media platforms can be an effective tool to reach and engage the public in discussions about environmental policy. However, this study also identified challenges such as the digital divide and the spread of inaccurate information as major barriers to optimizing the potential of social media for public participation.

Meanwhile, research conducted by Wijaya and Putri [12] focused on the implementation of the Project Based Learning Model in environmental education at the secondary school level. This study found that the PBL approach can improve students' understanding of local environmental issues and encourage them to engage in real action for environmental conservation. However, this study did not specifically explore the integration of social media in the learning process or its relationship to the public policy-making process.

Although previous studies have explored the use of social media in public participation and the effectiveness of the Project Based Learning Model in environmental education, there is still a gap in understanding how these two approaches can be effectively integrated to increase public participation in the process of forming Environmental Regulations. This study aims to fill this gap by comprehensively examining the role of the Project Based Learning Model Based on Social Media in the specific context of environmental policy formation at the regional level.

The novelty of this study lies in the innovative integration between the Project Based Learning Model, the use of social media, and the process of forming Environmental Regulations. This approach offers a new perspective in increasing community participation through active learning and the use of digital technology, which has the potential to transform the process of forming public policy to be more inclusive and responsive to the needs of the community and the environment.

This research has high significance considering the urgency to increase community participation in the formation of environmental policies in the digital era. The results of this study are expected to provide

theoretical and practical contributions in the development of effective learning models to increase environmental awareness and public participation, as well as provide policy recommendations for local governments in optimizing the role of social media and innovative learning approaches in the legislative process.

2. RESEARCH METHOD

2.1. Type of Research

This study uses a qualitative approach with a literature review method to examine the role of the Social Media-Based Project-Based Learning Model in increasing community participation in the process of forming Environmental Regulations. The qualitative approach was chosen because of its ability to explore and understand complex social phenomena, such as community participation and the process of forming public policy [13]. The literature review method allows researchers to analyze and synthesize various relevant literature sources, provide a comprehensive understanding of the research topic, and identify gaps in existing knowledge.

2.2. Population and Research Sample

The research population consists of academic literature, including peer-reviewed journal articles, books, research reports, and other scholarly publications related to social media-based PBL, community participation, and environmental regulations. The sample selection follows specific inclusion criteria to ensure relevance and quality of the analyzed materials. This approach ensures a comprehensive yet focused examination of the research topic.

2.3. Data Collection Technique

Data collection is conducted through systematic literature search and documentation review. The process involves:

- a. Systematic database searches using predetermined keywords
- b. Application of inclusion and exclusion criteria for literature selection
- c. Documentation of relevant findings using standardized forms
- d. Cross-referencing of sources to ensure comprehensive coverage
- e. Collection of supporting materials such as case studies and empirical research findings

2.4. Research Instrument

The primary research instrument is a systematic literature review protocol that includes:

- a. Documentation analysis sheets for recording and organizing findings from various sources
- b. Thematic coding templates for identifying and categorizing key themes
- c. Peer review assessment forms for the debriefing process
- d. Data triangulation matrices for comparing and integrating information from different sources [14].

2.5. Data Analysis

Data analysis in this study used a thematic analysis approach, which allows for the identification, analysis, and reporting of patterns (themes) in the data [15]. The thematic analysis process was carried out through several stages: (1) familiarization with the data, (2) initial coding, (3) theme search, (4) theme review, (5) defining and naming themes, and (6) writing the report. This approach allowed researchers to identify key themes that emerged from the literature related to the role of the Social Media-Based Project Based Learning Model in the context of community participation and the formation of Environmental Regulations.

To increase the validity and reliability of the study, a data source triangulation technique was used, in which information from various types of sources (e.g., journal articles, books, and research reports) was compared and integrated [16]. In addition, peer debriefing was carried out by involving independent researchers to review and provide input on the data analysis and interpretation process, helping to reduce researcher bias and increase the credibility of the findings.

In the analysis process, special attention was paid to the following aspects: (1) characteristics and effectiveness of the Project Based Learning Model in the context of environmental and civic education, (2) the role of social media in enhancing public participation and policy literacy, (3) challenges and opportunities in integrating PBL and social media to enhance public participation in the formation of Regional Regulations, and (4) best practices and lessons learned from similar initiatives in various contexts [17].

A comparative analysis was also conducted to compare findings from different studies, identifying patterns, trends, and differences in the approaches and reported results. This helped in developing a more nuanced understanding of how the Project Based Learning Model can be effectively applied in different contexts [18].

To ensure accurate and contextual interpretation, the analysis also considered socio-political and cultural factors that may influence the implementation of the Project Based Learning Model and public participation in the process of forming Environmental Regional Regulations. This is important considering the

variations in local government systems, levels of technology penetration, and cultures of public participation in different regions [19].

In the data synthesis process, a narrative synthesis approach was used to integrate findings from various sources and develop a coherent argument about the role and potential of the Social Media-Based Project Learning Model in increasing community participation. This approach allows researchers to capture the complexity and nuances of the topic being studied, while still presenting the findings in a structured and easy-to-understand manner [20]. Finally, the results of the data analysis and synthesis are presented in the form of a descriptive narrative that outlines the main themes, trends, and implications of the research findings. Data visualizations such as diagrams and tables are also used to help present key findings in a clear and accessible manner. The presentation of the results of this study aims to provide a comprehensive understanding of the potential and challenges in implementing the Social Media-Based Project Learning Model to increase community participation in the process of forming Environmental Regulations [21].

2.6. Research Procedures

- a. Conduct a systematic search of literature with predetermined keywords
- b. Select literature based on inclusion criteria
- c. Conduct a thematic analysis of selected literature
- d. Conduct peer debriefing involving independent researchers
- e. Conduct data synthesis using a narrative synthesis approach
- f. Pay attention to specific aspects in the analysis, such as the characteristics and effectiveness of the Project Based Learning Model, the role of social media, challenges and opportunities, and best practices
- g. Present the results in the form of descriptive narratives accompanied by data visualizations such as diagrams and tables

3. RESULTS AND DISCUSSION

3.1. Result

Tabel 1. Hasil Penelitian

Aspect	Key Findings	Impact
Public Participation	<ul style="list-style-type: none"> • Increased public understanding of environmental issues • Enhanced environmental problem analysis skills • Improved legal framework comprehension 	Higher quality and knowledge-based participation
Social Media Platform	<ul style="list-style-type: none"> • Facebook, Twitter, Instagram as discussion spaces • Online environmental awareness campaigns • Public opinion surveys and collaborative regulation drafting 	Increased information reach and accessibility
Participation Quality	<ul style="list-style-type: none"> • More structured input • Data-driven proposals • High local context relevance 	Enhanced quality of discussion and deliberation
Challenges	<ul style="list-style-type: none"> • Digital divide • Inaccurate information dissemination • Data security and unbalanced representation 	Requires specific solutions and mitigation

The Social Media-Based Project Based Learning (PBL) model shows significant potential in increasing public participation in the process of forming Environmental Regulations. This approach combines the power of project-based learning with the reach and interactivity of social media, creating a dynamic platform for public engagement in environmental issues and the legislative process. The implementation of Social Media-Based PBL in the context of forming Environmental Regulations resulted in increased public understanding of the complexity of environmental issues and the local legislative process. Participants in this program demonstrated improved ability to analyze local environmental problems, understand relevant legal frameworks, and propose constructive solutions.

The use of social media as the main platform in PBL has proven effective in expanding the reach and increasing the accessibility of information related to Environmental Regulations. Platforms such as Facebook, Twitter, and Instagram have become active virtual spaces for discussion, information sharing, and mobilizing support for environmental initiatives. Projects developed within the Social Media-Based PBL framework include various forms of public engagement, ranging from online environmental awareness campaigns, public opinion

surveys on local environmental issues, to collaborative drafting of Perda proposals through digital platforms. The diversity of these projects allows for more inclusive participation, involving various segments of society with diverse interests and expertise.

The results of the study also show an increase in the quality of community participation in the regulation-making process. Input and proposals generated through PBL projects tend to be more structured, data-based, and relevant to the local context. This contributes to an increase in the quality of discussion and deliberation in the legislative process. The integration of social media in PBL facilitates more intensive interactions between the community, environmental experts, and policy makers. Online discussion forums, webinars, and live Q&A sessions on social media create a more open and responsive dialogue space, increasing transparency and accountability in the regulation-making process.

However, the study also identified several challenges in implementing Social Media-Based PBL. Issues such as the digital divide, the spread of inaccurate information, and data security are major concerns. In addition, there are challenges in ensuring balanced representation of various community groups in the online participation process. Evaluation of the long-term impact of this approach shows the potential to create a more sustainable culture of public participation in environmental issues and the regional legislative process. Program participants showed an increased sense of ownership of local environmental policies and a tendency to remain involved in similar processes in the future.

3.2. Discussion

Analysis of the research results through the perspective of legal theory, especially the theory of deliberative democracy, shows that the Social Media-Based Project Based Learning (PBL) Learning Model contributes significantly to realizing the principles of public participation in the formation of laws. In accordance with Habermas's thinking about public space, this approach creates a discursive forum that allows for the exchange of ideas and rational arguments in the process of forming Environmental Regulations [22]. Social media, in this context, functions as an extension of the digital public space that expands public access and participation.

From the perspective of educational theory, especially Vygotsky's social constructivism, Social Media-Based PBL offers a rich and contextual learning environment. This approach allows participants to construct their understanding of environmental issues and legislative processes through social interaction and collaboration in real projects [23]. The use of social media as a learning platform strengthens the social aspect of the knowledge construction process, allowing for a broader exchange of ideas and perspectives.

Digital communication theory, especially the concept of the networked public sphere proposed by Yochai Benkler, provides a framework for understanding how Social Media-Based PBL changes the dynamics of public participation in policy-making. Social media platforms create decentralized communication networks, allowing for faster and broader circulation of information and mobilization of support for environmental issues [24]. This has the potential to shift the balance of power in the policy-making process, giving a stronger voice to the public.

The integration of PBL with social media in the context of the formation of Environmental Regulations reflects a paradigm shift in civic education and public participation. This approach is in line with the concept of 'civic learning' proposed by Peter Levine, where learning is not only about the government system, but also involves active participation in the democratic process [25]. Social media, in this case, functions as a catalyst that accelerates and expands the reach of civic learning and participation.

Analysis through the lens of responsive legal theory developed by Nonet and Selznick shows that Social Media-Based PBL has the potential to encourage the formation of Environmental Regulations that are more responsive to community needs. This approach facilitates more intensive dialogue between policy makers and the community, allowing the law to be more adaptive to complex social and ecological realities [26]. However, challenges remain in ensuring that community input is truly integrated into the final legal product.

From the perspective of communication theory, especially the media ecology theory proposed by Neil Postman, the use of social media in PBL creates a new information environment that influences the way the community interacts with environmental issues and the policy-making process [27]. Social media is not only a communication tool, but also shapes public perceptions and behavior towards public participation. This requires special attention to media literacy and critical thinking in the implementation process.

Paulo Freire's critical education theory provides an important perspective in understanding the transformative potential of Social Media-Based PBL. This approach is in line with Freire's concept of 'liberation education', where learning becomes a process that empowers people to become agents of change in environmental issues and public policy [28]. However, it is important to ensure that this process does not simply reproduce existing power structures, but actually opens up space for marginalized voices.

Finally, the analysis through digital democracy theory suggests that Social Media-Based PBL represents a new form of technology-mediated democratic participation. In line with Lincoln Dahlberg's thinking, this approach has the potential to broaden and deepen deliberative democracy by facilitating more inclusive and

reflective public discussions [29]. However, challenges remain in addressing issues such as polarization of opinion, echo chambers, and the dominance of digital elites in online discussion spaces [30].

The findings of this study show alignment with several previous theories and studies. Habermas's public sphere theory is confirmed through the effectiveness of the digital discursive forums created, where social media acts as an extension of the public sphere that allows the exchange of ideas and rational arguments. Vygotsky's Social Constructivism also proves relevant, as seen from the success of collaborative learning and the role of social interaction in building a collective understanding of environmental issues. Benkler's Digital Communication Theory provides reinforcement to the findings on the effectiveness of decentralized communication networks in shifting the balance of power towards more meaningful public participation. Interestingly, this study reveals several differences with previous studies. Compared to Levine's Civic Learning concept, this study finds a much more active and integral role of social media in the learning process and public participation. In the context of Responsive Legal Theory, this study identifies more complex implementation challenges, especially in terms of adapting to a dynamic digital environment. Challenges such as the digital divide, the spread of inaccurate information, and the need for balanced representation are important findings that require special attention. As a general conclusion, the Social Media-Based PBL Model has proven effective in improving the quality of public participation, expanding the reach of community involvement, and creating a more inclusive deliberation space. However, this effectiveness needs to be balanced with addressing emerging challenges, especially in terms of the digital divide and the need for adequate digital literacy.

Research Implications. This research has significant implications both theoretically, practically, and policy-wise. Theoretically, this research makes an important contribution to the development of project-based learning theory in the context of public policy, as well as enriching the understanding of the role of social media in enhancing public participation. This research also helps develop a conceptual framework for integrating digital technology into the regulation-making process. From a practical perspective, the research results provide guidance for local governments in using social media to enhance public participation, provide insight for educators and facilitators in implementing the PBL model for public policy education, and assist stakeholders in designing more effective community engagement strategies. In a policy context, this research encourages the development of policies that support the use of digital technology in the legislative process, highlights the importance of increasing public digital literacy, and provides input for improving public participation mechanisms in regulation-making.

Research Limitations. Although this research has been conducted systematically, there are several limitations that need to be acknowledged. From a methodological perspective, the use of the literature review method limits the ability to observe implementation directly, there is limited access to some paid literature sources, and the focus of the research on publications from 2019-2024 may ignore valuable insights from previous research. Contextual limitations also arise due to variations in socio-cultural contexts and governance systems between regions that can affect the generalization of findings, differences in the level of technology penetration and digital literacy between regions, and limitations in analyzing the long-term impact of model implementation. Regarding data sources, the study faces challenges in the form of limited previous studies that specifically discuss the integration of PBL and social media in the context of environmental regulation, the possibility of publication bias in the literature used, and limitations in accessing implementation data at the local level.

Recommendations for Future Research. Based on the findings and limitations of this study, several recommendations can be put forward for future research. In terms of methodology, empirical research is needed with a mixed-method approach to validate the findings of the literature review, the development of longitudinal studies to observe long-term impacts, and the implementation of comparative case studies in various regions with different contexts. Expanding the focus of research is also needed to investigate the effectiveness of various social media platforms in increasing public participation, examining the factors that influence the successful implementation of the social media-based PBL model, and examining the impact of the model on the quality of the resulting regulations. In practice, future research needs to develop a more detailed implementation framework, examine strategies to overcome the digital divide in community participation, and examine the effectiveness of various forms of intervention in increasing public participation. In the context of policy, it is necessary to analyze the impact of regulations related to the use of social media on the implementation of the model, research on the roles of various stakeholders, and assess the integration of the model with existing e-government systems. Finally, the development of instruments to measure the effectiveness of the model comprehensively, research on more measurable indicators of success, and study the impact of the model on the quality of public participation are also important areas for further research.

4. CONCLUSION

The Social Media-Based Project Based Learning (PBL) Learning Model shows significant potential in increasing public participation in the process of forming Environmental Regulations. This approach successfully

combines the power of experiential learning with the broad reach of social media, creating a dynamic platform for public engagement in environmental issues and the legislative process. The results of the study showed an increase in public understanding of the complexity of environmental issues, an increase in the quality of participation in the Perda formation process, and the creation of a more open dialogue space between the community, experts, and policy makers. However, the implementation of Social Media-Based PBL also faces challenges, especially related to the digital divide, the spread of inaccurate information, and data security. This study highlights the importance of a holistic approach in integrating digital technology into the public participation process, by considering aspects of digital literacy, inclusivity, and sustainability. To maximize the potential of this approach, close collaboration is needed between educational institutions, local governments, and community groups in designing and implementing effective and sustainable Social Media-Based PBL programs.

Several recommendations can be put forward for further development. First, there needs to be a development of a special platform for public deliberation integrated with AI technology for content moderation and a real-time data verification system. Second, further research should focus on longitudinal studies to measure long-term impacts and comparative analysis of the effectiveness of various social media platforms. In terms of implementation, it is necessary to develop practical guidelines for local governments and programs to improve community digital literacy. Finally, in terms of policy, it is necessary to develop supporting regulations for e-participation, standardization of digital public participation processes, and a comprehensive participant data and privacy protection system. These recommendations are expected to be the basis for the development and refinement of the Social Media-Based PBL model in the future, so that it can be more effective in supporting public participation in the formation of environmental regulations. Further research needs to consider the sustainability and adaptability aspects of this model to technological changes and social dynamics that continue to develop.

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