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Fostering Student Engagement Through Visual, Collaborative, Narrative, and Digital Learning in Pancasila Education

A Qualitative Study in a Vocational School

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ABSTRACT

Student engagement is essential for meaningful learning in Pancasila Education, which requires students to understand civic concepts and apply values in everyday life. However, teacher-centered instruction often limits active participation, collaboration, communication, and reflection. This study explored student engagement through an integrated learning design combining visual stimuli, collaborative discussion, narrative activities, and digital media. A qualitative descriptive approach was employed at SMKN 3 Batu, East Java, Indonesia, involving one Pancasila Education teacher and 32 tenth-grade students. Data were collected through participatory observation, in-depth interviews, and documentation, and analyzed using the interactive model of Miles, Huberman, and Saldaña. Credibility was ensured through source and technique triangulation. The findings identified four interconnected forms of engagement. First, visual stimuli promoted cognitive engagement by connecting abstract civic concepts with real-life situations. Second, collaborative discussion strengthened social engagement through opinion sharing, argumentation, problem solving, and shared responsibilities. Third, narrative activities and presentations enhanced communicative and reflective engagement by encouraging students to interpret civic issues and relate them to Pancasila values. Fourth, digital media facilitated digital engagement through access to learning resources, communication, creative production, assessment, and feedback. These findings indicate that integrating visual, collaborative, narrative, and digital approaches provides opportunities for active participation and meaningful

learning. This study contributes to educational reform by illustrating how integrated instructional design can support cognitive, social, communicative, reflective, and digital engagement in Pancasila Education.

Keywords
Civic Education
Collaborative Learning
Digital Learning
Pancasila Education
Student Engagement
Visual Learning

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Introduction

The transformation of education in the twenty-first century requires a shift from teacher-centered instruction toward learning environments that position students as active participants. Contemporary education increasingly emphasizes critical thinking, creativity, collaboration, communication, and digital literacy as essential competencies for learners [1]–[2]. Such a shift requires teachers to design learning experiences that do not merely transfer knowledge but also provide opportunities for students to construct meaning, interact with others, communicate ideas, and reflect on their learning experiences [3].

This transformation is particularly relevant to civic and values education, where sustaining student engagement is a global challenge. As civic education seeks to develop students' understanding of democratic values, morality, civic responsibility, and social participation, contemporary approaches increasingly emphasize active and meaningful learning. In this context, Pancasila Education in Indonesia provides a distinctive lens for examining how these global challenges are addressed through the national educational framework. Its learning objectives extend beyond conceptual understanding because students are expected to recognize and apply Pancasila values in everyday life. The implementation of the Merdeka Curriculum further emphasizes the development of the Pancasila Student Profile, including dimensions such as critical reasoning, creativity, mutual cooperation, and global diversity [4]–[5]. Therefore, effective Pancasila Education requires learning experiences that enable students to examine real-life issues, express opinions, interact with peers, and reflect on the meaning of civic values.

Nevertheless, classroom learning in Pancasila Education continues to face challenges. Previous studies have reported the importance of strengthening student participation, character development, and contextual learning within the implementation of the Merdeka Curriculum [6]–[7]. When learning is predominantly verbal and conceptual, students may perceive Pancasila Education as theoretical rather than relevant to their lives. Such conditions

may restrict opportunities for students to develop critical thinking, communication, collaboration, and other competencies needed for active citizenship [8]–[9].

The development of digital technology provides opportunities to address these challenges. Digital media can facilitate visual representation, communication, creative production, collaborative learning, and assessment. Recent studies have demonstrated the potential of Canva as a digital learning medium for supporting creativity, learning interest, and the presentation of Pancasila-related content [10]–[12]. Interactive Canva-based media have also been developed to support students' understanding of Pancasila values [13]. The use of platforms such as Canva, YouTube, WhatsApp, and Google Forms can therefore expand learning beyond conventional classroom interaction. However, technology itself does not automatically create meaningful learning. Its educational value depends on how teachers integrate technology with appropriate pedagogical strategies and learning objectives, consistent with the principles of technological pedagogical content knowledge (TPACK) [14].

Visual learning can provide concrete representations of abstract concepts. In Pancasila Education, visual stimuli may help students recognize social problems and relate them to civic values. The use of visual representations is also consistent with dual coding perspectives, which emphasize the complementary role of verbal and visual information in supporting learning and meaning-making [15]. Collaborative learning, meanwhile, allows students to construct knowledge through interaction, exchange ideas, and collective problem solving. Such interaction is particularly relevant to the development of twenty-first-century competencies, including communication, collaboration, and critical thinking [1]–[2]. Narrative activities can further support value reflection because students are encouraged to interpret situations and communicate their understanding through stories or presentations. Digital media can then strengthen the entire process by providing resources, communication channels, creative tools, and assessment opportunities.

Previous studies have examined digital media, visual learning, collaborative strategies, or storytelling in Pancasila and civic education. Studies have specifically explored Canva-based learning media [10]–[12], digital storytelling and Pancasila-related learning [16], as well as the implementation of the Pancasila Student Profile within twenty-first-century education [9], [17]. However, these approaches are commonly examined as separate instructional strategies. Research examining how multiple forms of engagement emerge through the integration of visual, collaborative, narrative, and digital activities remains limited, particularly in vocational school contexts.

The present study addresses this gap by shifting the analytical focus from evaluating a particular learning innovation to examining student engagement as a learning process. The learning context, developed by the teacher as GADIS CERIA (*Gambar, Diskusi, Cerita, and*

Pemanfaatan Media Digital), integrates visual and narrative representations, collaborative discussion, and digital media. Consistent with the principles of Universal Design for Learning (UDL), these multiple means of representation, engagement, and expression provide varied opportunities for students to construct meaning and participate actively. Thus, rather than treating GADIS CERIA as an intervention whose effectiveness is measured quantitatively, this study examines how its integrated activities created opportunities for cognitive, social, communicative, reflective, and digital engagement.

The novelty of this study lies in its interpretation of student engagement as an integrated process emerging from the interaction of four learning dimensions: visual experience, collaborative interaction, narrative communication, and digital participation. This perspective is consistent with contemporary approaches to technology integration, which emphasize that technology should be connected with pedagogical purposes and meaningful learning activities rather than treated as an independent innovation [14], [18]. It also corresponds with the broader goal of Pancasila Education to develop students who are capable of critical reasoning, creativity, collaboration, and responsible participation in social life [4], [17].

Therefore, this study aimed to explore the forms of student engagement that emerged during Pancasila Education through the integration of visual stimuli, collaborative discussion, narrative activities, and digital media. Specifically, the study examined how students demonstrated cognitive, social, communicative, reflective, and digital engagement throughout the learning process.

Material and Methods

A. Research Design

This study employed a qualitative descriptive design to obtain an in-depth and contextually grounded understanding of student engagement during Pancasila Education learning. A qualitative descriptive approach was considered appropriate because the study aimed to capture how engagement was manifested through students' observable classroom behaviors, interactions, reflections, communication, and use of digital media rather than to measure engagement through experimental or statistical procedures.

The study focused specifically on five dimensions of student engagement: cognitive, social, communicative, reflective, and digital engagement. These dimensions were examined as interconnected forms of participation that emerged during classroom learning. The research therefore emphasized not only whether students participated in learning activities, but also how they responded to learning stimuli, constructed and exchanged ideas, reflected on their learning, collaborated with peers, communicated their understanding, and utilized digital tools.

B. Research Setting and Participants

The study was conducted at SMKN 3 Batu, East Java, Indonesia, from August to October 2025. The school was selected purposively because it represents a vocational education context in which learning is oriented toward the development of academic understanding as well as practical, collaborative, communicative, and digital competencies. This context was considered relevant to examining student engagement because vocational students participate in learning environments that integrate classroom knowledge, collaborative activities, presentation, problem solving, and the use of digital technologies. In addition, Pancasila Education in the vocational school context provides opportunities for students to connect conceptual civic knowledge with discussion, collaborative problem solving, communication, reflection, and the use of digital media.

The research involved one Pancasila Education teacher and 32 tenth-grade students from one intact class. The use of an intact class enabled the researchers to observe student engagement within its naturally occurring classroom context rather than constructing an artificial experimental setting. The students represented a heterogeneous vocational classroom in terms of gender, age, and learning participation. The participants consisted of 18 male and 14 female students, with ages ranging from 15 to 16 years. The students were enrolled in a vocational education program at SMKN 3 Batu and had varied levels of classroom participation and engagement during the learning process. The teacher had direct responsibility for planning and implementing the Pancasila Education lessons observed in the study.

The learning activities were observed across eight instructional sessions over eight weeks, from August to October 2025. Each observed session lasted approximately 180 minutes, resulting in a total of approximately 24 hours of classroom observation. The observation period covered the complete sequence of the learning activities examined in the study, including the introduction of learning materials, visual stimulation, group discussion, exchange of ideas, problem solving, presentation, reflection, and digital-media activities. Observing the same intact class across multiple sessions allowed the researchers to examine patterns of engagement across different stages of learning rather than relying on evidence from a single classroom meeting.

The vocational school context was considered important because student engagement may be shaped by the characteristics of vocational education, particularly its emphasis on active participation, collaboration, communication, practical application, and digital competence. Students were therefore observed not only in terms of their responses to teacher-led instruction but also in how they interacted with peers, contributed to group tasks, communicated ideas, reflected on their learning, and utilized digital tools to support the

completion and presentation of learning tasks. Accordingly, the setting was not treated merely as a location for data collection but as an integral part of interpreting how different forms of student engagement developed within an authentic vocational classroom environment.

C. Data Collection

Three data collection techniques were employed: participatory observation, in-depth interviews, and documentation.

Participatory observation was conducted to examine student activities throughout the learning process. Particular attention was given to students' responses to visual stimuli, participation in group discussions, exchange of ideas, problem solving, presentation activities, and use of digital media.

In-depth interviews were conducted with the teacher and selected students to obtain information concerning their experiences and perceptions of the learning process. The interviews focused on students' responses to the learning activities, perceived benefits, difficulties, and use of digital media.

Documentation was used to complement the observation and interview data. The documents included learning materials, worksheets, Canva presentations, photographs of classroom activities, digital communication records, and assessment activities.

D. Data Analysis

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing and verification. The data corpus comprised eight observation field notes, 13 interview transcripts (12 students and one teacher), and 32 documentary items, totaling approximately 126 pages of textual data. The observation data represented 24 hours of classroom observation across eight instructional sessions.

The coding process was conducted in four stages. First, the researchers identified meaningful data units from observation notes, interview transcripts, and documents. Second, these units were assigned initial descriptive codes. Third, similar codes were grouped into focused categories and then classified into five dimensions of engagement: cognitive, social, communicative, reflective, and digital. Fourth, the researchers compared evidence across observation, interviews, and documentation to verify the emerging patterns.

For example, students' activities of comparing arguments and providing reasons were coded as *analysis and evaluation* and categorized as cognitive engagement; asking peers for clarification and contributing ideas as *peer interaction* and social engagement; expressing opinions and presenting ideas as *communication of ideas* and communicative engagement; evaluating their own performance and identifying areas for improvement as *self-evaluation*

and reflective engagement; and using Canva to create presentations or digital resources to seek information as *purposeful digital participation* and digital engagement.

Thus, the analytical pathway was raw data → meaningful unit → initial code → focused category → engagement dimension → cross-source interpretation. Discrepant evidence was retained and examined rather than excluded, while conclusions were verified by returning to the original observation, interview, and documentary data.

E. Trustworthiness

The credibility of the findings was established through source and technique triangulation. Source triangulation involved comparing information obtained from the teacher and students. Technique triangulation involved comparing evidence from observation, interviews, and documentation. The use of multiple sources and techniques enabled the researchers to examine whether similar patterns of student engagement appeared across different forms of evidence.

Results and Discussions

A. Results

1. Visual Stimuli as a Trigger for Cognitive Engagement

Cognitive engagement was observed at the beginning of the learning activities when the teacher presented contextual images and videos concerning violations of legal norms, including the case of students riding motorcycles without helmets. Students were asked to identify the problem, explain its consequences, and relate the situation to legal norms and Pancasila values.

The observation records showed that 28 of 32 students met the predefined criterion of active response, namely responding verbally to the teacher's question, identifying the problem, providing a reason, or connecting the case with a relevant Pancasila value. For example, one student responded, *"Tidak memakai helm bukan hanya melanggar aturan, tetapi juga membahayakan diri sendiri. Kalau kita menerapkan nilai kemanusiaan, keselamatan orang lain juga harus diperhatikan."* Another student added, *"Berarti aturan itu dibuat bukan hanya untuk menghukum, tetapi supaya kita bertanggung jawab."* These exchanges show how students moved from identifying a visible behavior to discussing its consequences and its relationship to civic values.

The teacher also explained that contextual examples helped students relate the learning material to situations they encountered in everyday life. This observation was consistent with the students' responses during the visual-stimulus activity, in which they referred to familiar situations when explaining the consequences of violating norms. Thus, the evidence indicates that the visual materials provided a concrete context for students to identify problems, give reasons, and connect everyday situations with Pancasila values.

2. Collaborative Discussion as Social and Cognitive Engagement

After examining the visual stimuli, students worked in groups of four to five members. Each group received a worksheet containing problems related to legal awareness and violations of norms among students.

Observation showed active interaction within the groups. Students exchanged opinions, responded to peers' arguments, discussed possible solutions, and collectively completed the assigned tasks.

The group activities also involved division of responsibilities. Some students recorded discussion results, others prepared presentation materials, and others were responsible for presenting the group's ideas. This distribution of responsibilities indicated that student participation involved not only speaking but also contributing to collective task completion.

One student explained that group discussion helped them complete the worksheet because members could exchange opinions about the problems presented in the material.

The findings suggest that collaborative discussion created opportunities for both social and cognitive engagement. Students were required to process information while simultaneously negotiating meaning with peers.

3. Narrative and Presentation Activities as Communicative and Reflective Engagement

The next stage required students to transform the results of group discussions into presentations. Students used Canva to organize information and present their interpretations of the civic issues discussed.

Observation indicated that students were able to connect cases of norm violations with relevant Pancasila values. They also provided examples of how the values could be applied in everyday situations.

The presentation process required students to select relevant information, organize their ideas, communicate arguments, and respond to the classroom audience. Thus, the activity extended engagement beyond task completion toward communicative participation.

The narrative dimension also encouraged students to interpret the meaning of Pancasila values through situations that were familiar to them. Rather than simply repeating definitions, students were encouraged to explain the relationship between a social problem and a civic value.

The teacher noted that the use of Canva helped students understand the material while simultaneously encouraging them to present information creatively.

The presentation products demonstrated students' use of images, icons, animation, and infographics to communicate their understanding. This finding indicates that narrative and presentation activities supported communicative, creative, and reflective engagement.

4. Digital Media as an Extension of Learning Engagement

Digital engagement was observed not simply through the use of Canva, WhatsApp, YouTube, and Google Forms, but through how the affordances of these tools shaped students' ways of accessing, organizing, communicating, and revising knowledge. The digital activities extended the learning process from receiving information to constructing and presenting interpretations of civic issues.

Canva, in particular, provided students with a visual space to transform discussion results into a structured learning artifact. Rather than copying information directly, students selected relevant images, summarized the case, identified the related Pancasila values, and added examples of their application in everyday life. For example, one group transformed the case of students riding motorcycles without helmets into an infographic containing: (1) the problem, (2) its consequences, (3) the relevant Pancasila value, and (4) examples of responsible behavior. The structure of this product required students to move beyond recalling the definition of a norm toward understanding, applying, and explaining relationships between a social case and Pancasila values. In terms of Bloom's revised taxonomy, these activities involved primarily understanding and applying, with elements of analyzing when students differentiated the causes, consequences, and values associated with the case.

The Canva artifact also changed the form in which students communicated their knowledge. The combination of short text, images, icons, and visual organization required students to decide which information was essential and how different elements were related. Thus, the digital product functioned not merely as a presentation medium but as an external representation of students' constructed understanding. The quality of the artifact was therefore examined through the relationship among the accuracy of the Pancasila concept, relevance of the example, logical organization of the argument, and clarity of visual communication.

Digital feedback further contributed to students' engagement. After completing activities through Google Forms, students received feedback on their responses. Observation records indicated that students used the feedback to identify incorrect answers and discuss the reasons for their responses with peers or the teacher. This process provided an opportunity for students to compare their initial understanding with the expected answer and reconsider particular concepts. The digital feedback therefore functioned as information for self-correction and monitoring of understanding, rather than merely as a mechanism for recording scores.

Similarly, WhatsApp extended interaction beyond the immediate classroom by enabling the teacher to distribute learning materials, instructions, and students' work.

Students could access the materials again when preparing their group presentations. YouTube and visual resources provided contextual information that students subsequently used as references during discussion. The educational value of these platforms consequently depended on how students used the information and feedback to support subsequent learning actions.

The evidence from the digital artifacts, classroom observations, and participant accounts indicates that digital engagement involved three interconnected processes: accessing information, transforming information into learning artifacts, and using feedback to revise or evaluate understanding. The relationship can be summarized as:

Digital Input → Selection and Interpretation → Knowledge Construction → Visual/Narrative Production → Feedback → Reflection and Revision

This pattern shows that digital media supported students' movement from receiving information toward constructing and communicating meaning. However, the findings do not suggest that technology itself automatically produced higher engagement; rather, engagement became visible when students used the affordances of digital media purposefully in relation to the learning tasks.

5. The Integrated Pattern of Student Engagement

The findings indicate that the four dimensions of the learning design were interconnected rather than functioning as isolated activities.

The visual stage provided a concrete entry point into the learning problem. The collaborative stage allowed students to exchange ideas and construct understanding collectively. The narrative and presentation stage enabled students to communicate and reflect on the meaning of Pancasila values. Digital media supported and extended these activities by providing access, communication, production, assessment, and feedback.

The pattern can therefore be represented as:

Visual Experience → Problem Identification → Collaborative Construction → Narrative Communication and Reflection → Digital Extension and Feedback

This sequence demonstrates that student engagement developed progressively throughout the learning process.

Cross-source analysis identified five interconnected dimensions of student engagement: cognitive, social, communicative, reflective, and digital. Table 1 summarizes the operational indicators and empirical evidence used to identify each dimension across the observed learning activities. The engagement observed in the classroom could be categorized into five interconnected dimensions. See Table 1.

Table 1. Observed Dimensions and Indicators of Student Engagement

Engagement Dimension	Observed Engagement Indicators	Evidence from Learning Activities
Cognitive	Identifying problems, interpreting visual information, giving reasons, comparing arguments, connecting cases with Pancasila values, and discussing possible solutions	Students analyzed contextual cases, explained consequences, compared interpretations, and related social problems to relevant Pancasila values
Social	Discussing with peers, asking for clarification, responding to peers, cooperating, negotiating interpretations, and sharing responsibilities	Students exchanged and negotiated ideas during group discussions and jointly completed worksheets and presentation tasks
Communicative	Expressing opinions, explaining arguments, presenting ideas, responding to questions, and communicating group findings	Students presented their interpretations, explained the relationship between cases and Pancasila values, and responded to questions from classmates
Reflective	Evaluating understanding or performance, identifying difficulties, considering feedback, and recognizing areas for improvement	Students reflected on the clarity of their explanations and identified aspects of their presentations or understanding that needed improvement
Digital	Accessing information, organizing and creating digital artifacts, communicating through digital platforms, completing digital assessments, and using feedback for self-correction	Students used YouTube and digital resources for information, Canva to construct visual learning artifacts, WhatsApp for learning communication, and Google Forms for assessment and feedback

As shown in Table 1, the five dimensions were not treated as mutually exclusive categories; rather, several dimensions could occur simultaneously within the same learning activity, particularly during collaborative discussion and digital-based presentation.

B. Discussions

1. Visual Stimuli and Cognitive Engagement

The findings indicate that visual stimuli functioned as an important trigger for students' cognitive engagement. When students were presented with images and videos depicting familiar violations of legal norms, most students actively responded to the teacher's questions, identified the problems, and connected the situations with Pancasila values. This finding suggests that contextual visual representation can help students move from concrete experiences toward conceptual understanding. The use of visual information is consistent with the perspective that combining visual and verbal representations can support students' processing and construction of meaning [15].

The use of visual representation is particularly relevant in Pancasila Education because many of the concepts being taught, such as norms, responsibility, rights, and civic values, are abstract. Presenting these concepts through concrete situations can reduce the distance between classroom content and students' everyday experiences. Previous research on Pancasila learning has similarly demonstrated the potential of visual and digital media to make learning materials more accessible and engaging [11], [13].

In the present study, the important element was not simply the presence of images or videos but the questions that followed the visual stimulus. Students were encouraged to identify problems, explain consequences, and relate the situation to Pancasila values. Therefore, visual media served as a starting point for reasoning rather than merely as an additional teaching aid.

This finding is consistent with the broader argument that technology and multimedia become pedagogically meaningful when they are integrated with instructional strategies that require students to process and interpret information. In the context of Pancasila Education, digital media should therefore be positioned as a means of supporting students' reasoning and understanding rather than simply as a technological supplement [8], [14].

2. Collaborative Discussion and Social Engagement

The second major finding concerns the role of collaborative discussion in supporting student engagement. Students worked in groups, exchanged opinions, responded to different perspectives, and divided responsibilities when completing the learning tasks. These activities demonstrate that engagement was not limited to individual attention but also developed through social interaction.

Collaborative learning provides opportunities for students to construct understanding through interaction with peers. Such learning processes are closely related to twenty-first-century competencies, particularly communication, collaboration, critical thinking, and social participation [1]–[2]. The present study extends this perspective to Pancasila Education by showing that collaborative discussion can simultaneously support learning and provide opportunities to practice civic interaction.

This aspect is particularly important in Pancasila Education. Students are expected not only to understand civic concepts but also to develop attitudes and behaviors that support participation in social life. When students listen to different opinions, express their own arguments, negotiate ideas, and share responsibilities, classroom learning provides a small-scale environment for practicing these forms of interaction. This finding is consistent with the emphasis of the Pancasila Student Profile on mutual cooperation, critical reasoning, and responsible participation [4]–[5], [17].

However, the findings should not be interpreted as evidence that students' civic dispositions increased quantitatively. The qualitative evidence only demonstrates that the learning activities provided opportunities for students to practice behaviors associated with civic participation. A longitudinal or quantitative study would be necessary to establish whether these experiences produce measurable changes in civic dispositions.

3. Narrative Activities and Meaning-Making

Narrative activities and student presentations represented another important dimension of engagement. Rather than simply presenting the results of group discussions, students were required to construct evidence-based explanations by identifying specific social problems, relating them to relevant Pancasila values, and explaining the reasoning underlying their interpretations. During the presentations, students organized information, selected relevant examples from the learning materials and discussion, articulated relationships between social problems and civic values, and responded to questions or alternative viewpoints from their peers. This process moved beyond the reproduction of information toward interpretation and justification, as students were required to explain why particular Pancasila values were relevant to the social problems under discussion. Such activities provided opportunities for students to develop conceptual understanding, reasoning, communication, and dialogic engagement, which are important dimensions of civic learning. Research on argumentation in civic education similarly emphasizes that meaningful argumentation involves the use of relevant knowledge, reasoning, and justification rather than merely expressing an opinion [19]–[20].

Narrative learning is particularly relevant to value-oriented subjects because students can connect concepts with situations, experiences, and consequences. Rather than memorizing the meaning of Pancasila values, students are encouraged to explain how those values can be interpreted and applied in concrete circumstances. This approach is compatible with the broader orientation of Pancasila Education toward contextual understanding and the internalization of Pancasila values [7], [21].

The use of digital storytelling and creative digital production has also been explored as a means of supporting active learning and student participation. Recent research on digital story-based media in Pancasila learning demonstrates the potential of digital narratives to support students' understanding of Pancasila values [16].

In the present study, Canva provided students with a medium through which they could organize textual and visual information into a presentation. Thus, technology functioned not only as a means of accessing information but also as a tool for students to produce and communicate knowledge**.** This finding is supported by research showing that Canva can be

used to facilitate creative production and student engagement in Pancasila-related learning [10], [12].

This distinction is important. Digital learning becomes more meaningful when students move from being consumers of digital content to producers of learning artifacts. In this study, students' presentations represented the transformation of classroom discussion into a communicative product.

4. Digital Media and Student Engagement

The findings further demonstrate that digital media supported multiple and interconnected aspects of student engagement. YouTube provided visual and contextual information that helped students access and interpret learning materials, Canva enabled students to transform ideas from collaborative discussions into visual learning artifacts, WhatsApp extended communication and coordination beyond classroom interaction, and Google Forms provided opportunities for assessment and feedback. These findings suggest that the contribution of digital technology was not determined by the use of particular applications, but by how their affordances were aligned with pedagogical purposes and different stages of learning. Digital tools can support meaningful engagement when they enable students to access and interpret information, interact with peers, construct and communicate knowledge, produce learning artifacts, and respond to feedback [14], [18]. In this study, these functions were interconnected: information accessed through YouTube became material for discussion, collaboratively developed ideas were represented through Canva, WhatsApp supported continued communication, and Google Forms enabled students to check their understanding and respond to feedback. Thus, rather than functioning as separate technical tools, the platforms formed a complementary digital learning ecosystem that extended opportunities for cognitive, social, communicative, reflective, and digital engagement across and beyond classroom activities.

This finding is consistent with research showing that digital environments can expand opportunities for communication and interaction beyond the physical classroom. Technology integration can support learning when digital tools are connected with pedagogical purposes, content, and student activities [14]. Recent bibliometric evidence also indicates the growing attention to technology integration within project-based learning and technology-supported instructional models [18].

Nevertheless, the findings also indicate that digital integration should not be equated with simply using many applications. The pedagogical function of each platform is more important than the number of technologies used. Canva was meaningful because students used it to create a product; WhatsApp was meaningful because it supported communication; and Google Forms was meaningful because it facilitated assessment and

feedback. This interpretation is consistent with the TPACK perspective, which emphasizes the integration of technological knowledge with pedagogical and content knowledge rather than technology use in isolation [14].

Therefore, the central issue is not how much technology is used, but how technology is integrated into the learning process**.** This principle is particularly important in Pancasila Education because digital media should strengthen, rather than replace, opportunities for reasoning, communication, collaboration, and value reflection.

5. Integration of Visual, Collaborative, Narrative, and Digital Learning

The most important finding of this study is that the four learning components functioned as an interconnected sequence rather than as independent activities. Visual stimuli introduced students to a contextual problem; collaborative discussion allowed them to exchange and construct ideas; narrative and presentation activities required them to communicate and reflect; and digital media supported access, production, communication, assessment, and feedback.

This pattern suggests that student engagement is multidimensional. Cognitive engagement emerged through problem identification and reasoning. Social engagement developed through collaboration. Communicative engagement appeared through presentation and argumentation. Reflective engagement emerged when students connected classroom problems with Pancasila values, while digital engagement developed through meaningful use of technology.

Such an integrated approach is important because learning reform should not focus on replacing one conventional teaching method with one new method. Instead, teachers can design a sequence of complementary activities that provides students with multiple opportunities to participate. This approach corresponds with twenty-first-century learning frameworks that emphasize the interconnected development of critical thinking, creativity, communication, collaboration, and digital competence [1]–[2].

Research on educational technology likewise indicates that technology integration is most meaningful when it is connected to clear pedagogical purposes rather than treated as an independent innovation [14], [18]. Technology can contribute to learning when its affordances support students in accessing information, constructing and communicating knowledge, collaborating with peers, receiving feedback, and reflecting on their understanding. In this sense, the educational value of digital media does not primarily depend on the presence of particular applications, but on how these technologies are embedded within the learning process and connected to students' cognitive, social, communicative, and reflective activities. This perspective is consistent with student-centered approaches that position learners as active participants in constructing meaning

rather than passive recipients of information. Collaborative learning, for example, provides opportunities for students to negotiate ideas and develop shared interpretations, while reflective activities enable them to examine their own understanding and respond to feedback. Digital media can extend these processes by providing additional spaces for information access, knowledge representation, communication, and feedback beyond face-to-face classroom interaction [14], [18].

From this perspective, the learning design examined in this study can be understood as an interconnected sequence:

Visual Context → Problem Identification → Collaborative Construction → Narrative Communication → Reflection → Digital Extension and Feedback

Each stage provides a distinct but interconnected opportunity for engagement. Visual contexts provide concrete situations from which students identify and interpret problems; collaborative construction allows them to compare perspectives, negotiate meanings, and develop shared explanations; narrative communication requires students to organize and articulate their understanding; reflection provides opportunities to evaluate their explanations and identify areas for improvement; and digital extension enables learning artifacts, information, communication, and feedback to continue beyond the immediate classroom interaction. Importantly, the sequence should not be interpreted as a linear progression in which engagement necessarily increases from one stage to another. Rather, it represents a pedagogical structure in which different forms of engagement can overlap and reinforce one another. For example, cognitive and social engagement may occur simultaneously during collaborative discussion, while communicative, reflective, and digital engagement may intersect when students create, present, receive feedback on, and revise digital learning artifacts.

Thus, the conceptual contribution of this study lies not in proposing a particular digital tool or a single instructional technique, but in showing how visual, collaborative, narrative, reflective, and digital activities can be deliberately connected within a Pancasila Education learning process. Such integration provides multiple entry points for student participation and creates opportunities for engagement to be expressed through interpreting problems, exchanging ideas, communicating arguments, evaluating understanding, and responding to feedback. The framework therefore positions technology as an extension of pedagogical processes rather than as a substitute for them, suggesting that meaningful technology integration depends on the alignment between digital affordances, learning objectives, and the forms of engagement expected from students [14], [18].

6. Implications for Pancasila Education

The findings have practical implications for teachers of Pancasila Education. First, teachers can begin lessons with contextual visual materials that represent situations familiar to students. Second, these materials should be followed by questions that require interpretation and reasoning. Third, collaborative tasks can be used to encourage students to exchange ideas and practice shared responsibility. Fourth, narrative and presentation activities can provide opportunities for students to communicate and reflect on civic values. Finally, digital platforms can be integrated according to their specific pedagogical functions. These principles are aligned with the development of the Pancasila Student Profile, particularly critical reasoning, creativity, and mutual cooperation [4]–[5].

The approach is also relevant to the broader development of digital and civic competencies. Research in Indonesian civic education has emphasized the importance of strengthening Pancasila values and character within the context of the Merdeka Curriculum and twenty-first-century education [6]–[7], [17]. Digital media and technology can therefore function as instruments for creating learning experiences that connect civic knowledge with communication, creativity, collaboration, and participation.

However, implementation needs to consider several contextual constraints. Differences in students' digital literacy, availability of devices, internet access, and instructional time may influence the quality of technology-supported learning. Consequently, teachers need to provide scaffolding and alternative learning arrangements for students who experience difficulties. This consideration reinforces the importance of pedagogical planning in technology integration rather than assuming that the availability of digital tools automatically leads to meaningful learning.

Conclusion

This study explored student engagement in Pancasila Education through the integration of visual, collaborative, narrative, and digital learning activities. The findings indicate that student engagement emerged across interconnected cognitive, social, communicative, reflective, and digital dimensions. Visual stimuli helped students identify problems and connect abstract civic concepts with familiar situations. Collaborative discussion encouraged students to exchange ideas, develop arguments, solve problems, and share responsibilities. Narrative and presentation activities supported communication, creativity, and reflection on Pancasila values. Digital media expanded opportunities for accessing learning materials, communicating, producing learning products, completing assessments, and receiving feedback. The study contributes to learning reform by demonstrating that student engagement can be supported through an integrated learning sequence rather than through a single instructional strategy. In Pancasila Education, such an approach provides opportunities

for students to experience civic values through discussion, collaboration, communication, reflection, and responsible participation. However, the findings should be interpreted within the limitations of the study. The research was conducted in a single vocational school and involved one Pancasila Education teacher and 32 tenth-grade students, which limits the transferability of the findings to other educational contexts. In addition, the use of participant observation may have introduced researcher bias in interpreting students' engagement, despite the use of interview data and learning documents to support cross-source analysis. The qualitative design also does not permit statistical claims regarding changes in student engagement or civic dispositions. Future research could address these limitations by involving larger and more diverse samples across different school contexts and by employing quantitative or mixed-method designs. Further studies could also explore the development of a dedicated Learning Management System (LMS) or digital behavioral nudging strategies to support continuous citizenship education, particularly by extending opportunities for reflection, interaction, and value-based learning beyond the classroom.

Conflict of Interest

The authors declare that there is no conflict of interest related to this study.

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