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Authentic Sociology Learning Design: A Social Constructivism Approach Through Collaboration with Government Social Programs

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ABSTRACT

Objective: Studying sociology gains real significance when it is linked to real-life situations, creating a challenge for teachers to incorporate society into their sociology lessons. This study seeks to connect sociological content with social programs through collaborative projects. Social programs run by both the public and private sectors can provide an individual with a genuine understanding of social issues. **Method:** The study employs a qualitative design with a social constructivist approach, emphasizing collaborative learning through interaction, discussion, and sharing of knowledge among students. Data were gathered through interviews and document analysis. The informants consist of sociology teachers, sociology researchers, and coordinators of sociology education programs. Additionally, the study involves informants from organizations responsible for implementing social programs. To integrate sociological material, it is necessary to simplify sociological material to facilitate the process of collaboration, bringing society into sociology classes. **Results:** The integration of government social programs into high school sociology instruction through a social constructivist approach fosters meaningful, contextual, and in-depth learning. By engaging in real-life experiences, participating in social dialogue, and receiving mentorship from teachers and peers, students not only grasp sociological concepts on a theoretical level but also cultivate empathy, social awareness, and essential 21st-century skills. **Novelty:** This study emphasizes on integrating government social programs as contextual learning resources through intersectoral collaboration. This approach positions these programs as authentic learning environments enabling students to connect sociological theories with real social conditions, aligning with Vygotsky's social constructivism and supporting deeper conceptual understanding in sociology learning.

INTRODUCTION

The 21st century's demands require educators to prepare students through a holistic approach highlighting essential life skills, including communication, cross-cultural collaboration, and critical thinking (Teo, 2019). There is no exception in sociology. To strengthen authentic and constructivist learning in sociology, this study positions government social programs as essential contextual resources enabling students to engage with real social issues. Integrating these programs into classroom instruction offers a practical pathway for bridging sociological concepts with lived community realities through collaborative, intersectoral partnerships. According to the Sociological Literacy Framework (SLF), sociology is expected to offer key concepts and skills supporting the development of students' sociological perspective (Ferguson, 2016). Sociology is a field t using a multi-paradigm method to study events or phenomena, producing more comprehensive and realistic knowledge to comprehend social processes (Ünsal, Ağçam, Korkmaz, 2017). As a study discussing the social relationships of human beings and related institutions, sociology subject matter ranges from race to social class, culture to patterns of behavior, family to state, crime and morals to religion, social stability to migration, and economics to radical changes in society (Nnebedum, 2019). In

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addition, sociology as a discipline encompasses four key aspects: interpreting social reality in a focused manner, generating theories grounded in multiple paradigms, identifying research problems, and designing strategies for empirical research methods (Ferreira & Serpa, 2017). For that reason, it is necessary to develop sociological learning by looking at the basic concepts of sociology itself. Defining the core in sociology also provides parameters for measuring student learning (Ballantine et al., 2018), improving pedagogical practice (Ferguson, 2016), and giving teachers a guide to learning design (Howard & Butler, 2018).

On the one hand, sociology is a crucial subject for high school students for a number of reasons. First, studying sociology can improve 'students' desire and enthusiasm in conducting scientific research on social processes and organizations as well as their comprehension of the social environment (Miskolczi & Rakovics, 2018). This is due to the fact that students will be familiar with both quantitative and qualitative data. Second, as they examine how the social environment influences their thoughts, emotions, and behavior, students develop analytical abilities about the social world (Miskolczi & Rakovics, 2018). The desire to know the basic specifications of society in which individual lives and understand the group and environment in which they live influences the way the individual behaves. Third, sociology helps students understand the rapidly changing social world and enhances reflective and critical thinking skills as an essential skill in dealing with the global problems of the 21st Century (Miskolczi & Rakovics, 2018). This is due to the fact that sociology's comprehension of social dynamics has influenced poverty, crime, violence, and climate change. Furthermore, the revolutionary century's profound shifts strengthened the idea that sociology is a crucial subject to learn about and comprehend in order to provide logical explanations for major shifts in society (Bahtiar & Sartono, 2020). Additionally, the primary goal of the SLF is to encourage shifts in how students interpret social phenomena by engaging with and applying sociological concepts, theories, and skills enabling them to view the social world from a sociologist's perspective (Ferguson, 2016).

The results demonstrate how deep learning enhances students' analytical skills, empathy, and cultural awareness, facilitating the integration of classroom theory with real-world applications (Damanik & Muhammad, 2025). Deep learning in sociology provides paradigm shift from correlation and causality to social prediction accelerating philosophic and social science development (Chen et al., 2021). On the one hand, deep learning comprehends data and information converted into knowledge or Action mode to transform realities has become new technology paradigm source resulting from artificial intelligence (González Arencibia et al., 2019). Deep learning in Indonesian curriculum is conceived as an ennobling approach by giving emphasis on creating conscious, meaningful and joyful learning circumstance and process (Suyanto et al., 2025). Although the term deep learning is often associated with artificial intelligence, within the field of education it refers to a pedagogical approach emphasizing critical understanding, reflection, and meaningful knowledge construction. In this sense, deep learning shares a close conceptual relationship with authentic learning, as both aim to promote learners' engagement in real-world contexts, encourage higher-order thinking, and support the integration of knowledge through active participation.

Therefore, authentic learning can be regarded as a practical realization of deep learning pedagogy, where students construct meaning through relevant, contextual, and collaborative experiences. It was found that the implementation of authentic learning

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strategies significantly enhanced the problem-solving abilities of students in the experimental group (Aynas & Aslan, 2021). Implementing authentic learning strategies served as an effective means to restore learners' interest and engagement in the learning process (Sudirman & Haling, 2024). To implement authentic learning, every education level should be supported with conducive learning ecosystem, broad meaningful learning partnership, and effective digital technology use. Therefore, a sociology learning design is required to implement authentic learning approach in order to match the objective of education, particularly at Senior High School level.

To comprehend this condition, sociological learning strategies must be developed with the primary objective to make students possess critical, reflective, and problem-solving skills about the social reality. In order to do this, students must not only comprehend social issues but also grasp concepts and make connections between ideas, attitudes, and knowledge by challenging, dissecting, and integrating them into social processes (Miskolczi & Rakovics, 2018). The science of learning must be taken into consideration in order to enhance student learning outcomes (Messineo, 2018). In a nutshell, metacognition, mindfulness, guided practice, multitasking myths, and the power of empathy are five concepts from the science of learning the sociologists may apply to improve the student experience (Messineo, 2018). Students' creative learning is encouraged by schools that can give them practical experiences. Real learning the students can see is one of the breakthroughs in education focusing on developing abilities leading to students' intellectual and social growth. To include actual social concepts into sociology classes, learning mechanisms must be developed. Social programs run by the public and private sectors are examples of different types of societies. Students learn to understand social issues, think critically, and come up with answers in these kinds of social activities. In governmental and social organizations, projects are seen as a strategic tool for decision-making. They serve as technical tools for addressing issues related to the public interest and act as mechanisms for transforming adverse or problematic conditions into situations that better serve society's well-being (Norma & Francisco, 2016).

According to a constructivist viewpoint, during the learning process, students gain information by referencing their own experiences, interpretations, and meanings. Students actively participating in knowledge construction are able to identify societal meanings and use this knowledge in their learning activities (Mohajan, 2018). Thus, education should be seen as a process of modifying social relationships so that students are prepared to adapt effectively to the social world rather than just transmitting static ideas from one generation to the next. Students actively participating in the construction of their own knowledge are able to identify societal meanings and use this information throughout their educational experiences (Lenkauskaitė et al., 2020). Teachers use the idea of social constructivism to help students develop relationship between their attitudes, norms, values, behavioral traits, behaviors, and emotions in addition to improving their academic learning, knowledge, and scientific abilities (Kapur, 2018). Moreover, social constructivist theory maintains that learning is fundamentally a social process and that knowledge is grounded within the individual. It is through cultural activities and the use of what Vygotsky calls "tools of intellectual adaptation" (such as memory strategies, mnemonics, and mind maps) that individuals develop and internalize knowledge (Abderrahim & Gutiérrez-Colón Plana, 2021). Teachers use the idea of social constructivism to help students develop relationship between their attitudes, norms, values, behavioral traits, behaviors, and emotions in addition to

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improving their academic learning, knowledge, and scientific abilities (Chivanga, 2016). Furthermore, social constructivist theory suggests that learning is fundamentally a social process, with knowledge embedded within individuals through cultural and academic activities supporting their acquisition of understanding (Adom et al., 2016).

To help students comprehend the real social environment, sociological education through social programming provides a way of successful contact with the outside world. Under these circumstances, sociology teaching in high school focuses on contemporary social challenges through connections with sociological theoretical ideas and research techniques. This study aims to analyze potential partnership between schools and government's social programs as the authentic contextual learning source for students in understanding social reality.

RESEARCH METHOD

This study employed a qualitative research approach with a case study design to explore how sociology learning is implemented through collaboration with government social programs. A qualitative approach is appropriate for examining social processes in depth and understanding participants' perspectives within their real-life contexts (Creswell, 2013). The case study design allows the researcher to investigate a bounded system through multiple sources of evidence, enabling a comprehensive understanding of the learning practices carried out in the school setting (Yin, 2018). Data were collected through document analysis and semi-structured interviews with sociology teachers, following the principles of qualitative inquiry emphasizing naturalistic data, interpretive analysis, and contextual understanding (Merriam & Tisdell, 2016).

Informants were selected purposively based on their knowledge and relevance to the research focus. The primary participants included sociology teachers, as members of the sociology teachers' association who provided information on core sociological materials and learning design. This selection strategy ensured access to rich, credible information and minimized potential researcher bias.

Interviews are a crucial component of data collection methods because they reveal people's perceptions and interpretations of the world. By asking pertinent questions yielding accurate and trustworthy information, in-person interviews let researchers gather extremely thorough qualitative data from informants (Paley, 2015). To reduce biased data, interviews also enable the triangulation of information from different sources. Researchers questioned participants on the accuracy of the information while restating and summarizing it during the interview procedure. Sociology introduction books, social program materials, and sociology teacher learning implementation plans are examples of documents the researchers use in addition to interview approaches to support their findings.

In addition to interview techniques, document analysis was employed to complement and corroborate the qualitative data. The analyzed documents included sociology introduction textbooks, materials from government social programs, and lesson implementation plans prepared by sociology teachers. Each type of document served a specific function in the analysis: textbooks provided the conceptual and theoretical foundation of sociological learning; social program materials illustrated the real-world contexts and social issues addressed through partnerships; and the teachers' lesson plans demonstrated the pedagogical application of those sociological concepts in classroom settings.

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The process of analyzing data is carried out through organizing, breaking it down into manageable units, coding it, and interpreting it, to gain a deep understanding of the phenomenon. Thematic analysis can be used to analyze data obtained from interviews, by identifying, recording, and analyzing themes arising from the data (Vaismoradi et al., 2016). In this study, data analysis is conducted in three stages. First, interview transcripts are compiled to identify information with similar meanings. Second, the researcher encodes interview data and analyzes documents to identify recurring connections. To make the codes and findings more interpretable, a table is created. Third, after comparing the data, the researcher synthesizes and interprets the findings to draw conclusions. Data validity is ensured through source triangulation, strengthening the credibility of qualitative study by comparing information from various informants and different data collection methods. In this research, interviews and document analyses were cross-checked to determine the level of data validity.

RESULTS AND DISCUSSION

Results

The data obtained from the lesson plan documents and teacher interviews show a consistent pattern in designing sociology learning through collaboration with government social programs. The integration is oriented toward creating authentic and meaningful learning experiences connecting sociological theories with real social issues. Document analysis and interview data reveal that sociology learning materials at the high school level reflect three main domains: (1) sociological thinking (theory and methods), (2) basic sociological concepts, and (3) the expansion of sociological studies. These findings align with the general structure of introductory sociology courses at the university level, yet differ in terms of competency depth and expected outcomes.

Teachers and curriculum developers highlighted several issues regarding current teaching practices: first, inconsistent definitions and usage of sociological terms; second, overlapping concepts often presented normatively rather than analytically; and third, limited connection between theoretical understanding and real-life social phenomena. Table 1 summarizes the simplification of sociology materials in secondary education, reflecting the thematic organization derived from document analysis of textbooks and learning plans.

Table 1. Reflection of Sociological Learning Materials

Scope of Sociology	Basic Concept of Sociology	Expansion of Sociology Studies
1. Meanings of Sociology	1. Society	1. Social Interaction
2. Theory of Sociology	2. Culture	2. Deviant Behavior and Social Control
3. Methods of Sociology	3. Self, Groups, and Organization	3. Social Stratification
4. Perspective of Sociology	4. Social Institutions	4. Social Change
	5. Social Structure	5. Social Issues

Table 1 broadly shows that the topics included in the introduction to sociology can be organized into three main components. Within the scope of sociology, it is clear that learning sociology, as a scientific discipline, involves theories and methods that are inseparable. Meanwhile, the basic concepts of sociology are grouped into five categories to simplify the learning coverage. Although a detailed examination reveals a wide range of sociological material, at the high school level these five indicators are the ones most

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commonly taught. High school students are not expected to become social scientists (sociologists). This simplification into core theoretical, methodological, and conceptual components ensures that the content remains pedagogically appropriate for high school students, expected to develop foundational sociological understanding rather than master the full breadth of sociological scholarship. By refining the scope, the table provides a more structured framework supporting teachers in delivering precise and conceptually aligned instruction. This organization also strengthens the coherence between curriculum goals and classroom practice, ensuring that essential sociological ideas are communicated accurately and effectively.

Further analysis of the interview data indicates that teachers tend to adapt sociological themes such as social interaction, deviant behavior, stratification, and social change to suit students' contextual realities. Most teachers emphasize cognitive knowledge rather than authentic social engagement. Teachers acknowledged the importance of connecting sociology content with real social life. Table 2 shows that students' participation in government initiatives such as the Population Awareness School (BKKBN) and the Digital Literacy Movement enables teachers to apply contextual and experience-based learning. Collaboration with external institutions also allows students to observe and reflect on ongoing social phenomena, helping them realize the relevance of sociological concepts to everyday realities. Despite its pedagogical benefits, the implementation of such collaborative programs faces challenges related to time constraints and school readiness. Limited teacher networks with government agencies highlight the need for support from school leaders and curriculum coordinators. Nonetheless, this collaboration has proven valuable in enhancing conceptual understanding, developing social empathy, and strengthening students' critical thinking. Ensuring the program's sustainability requires systematic institutional support, policy alignment, and stronger intersectoral partnerships.

Table 2. Thematic Findings from Teacher Interviews

Theme	Empirical Findings	Interpretation
Relevance of Sociology Learning to Real Life	Engagement in real-life social activities, such as government and community programs, enhances students' understanding of abstract sociological concepts.	Real-life social programs provide authentic contexts where students can construct knowledge through experience and observation, aligning with constructivist learning principles.
Contextual Learning through Government Collaboration	Collaboration between schools and government institutions such as the Social Service and BKKBN enables students to experience the practical application of sociological theory in real social settings.	Integration with government social programs supports situated learning, allowing students to internalize sociological knowledge through meaningful participation.
Enhancing Student Social Sensitivity	Students' participation in literacy and population awareness programs fosters greater empathy and critical consciousness of social inequality. These real-world learning experiences enhance students' social sensitivity and encourage them to engage reflectively with societal issues.	Participation fosters social consciousness and critical thinking, key goals in 21st-century sociology education.
Challenges in Implementation	It emphasizes the necessity for organizational commitment and	Implementation requires institutional support and curricular

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Theme	Empirical Findings	Interpretation
	strategic coordination to ensure the continuity of cross-sector partnerships.	flexibility to sustain collaboration with external partners.
Teacher's Role as Facilitator of Experience-Based Learning	Teachers serve as mediators bridging students' real-life social experiences with sociological concepts taught in the classroom.	Teachers act as mediators between theory and real-world practice, facilitating knowledge construction through reflection and guided analysis.

The analysis of lesson plan documents and teacher interviews reveals a consistent pattern in the design of sociology learning integrating government social programs. Teachers deliberately align sociological content—such as family institutions, social issues, social change, and deviant behavior with initiatives like the Population Alert School (BKKBN), Poverty Reduction Program, and Smart Digital Literacy. These programs function as experiential learning, allowing students to observe and reflect on real-life phenomena, thereby bridging abstract sociological concepts with lived experiences. One teacher highlighted that collaboration with government agencies provides students with direct opportunities to see how sociological theory is applied in society.

Both lesson plan structures and teacher feedback indicate a strong emphasis on authentic and contextual learning. Project-based activities begin with the identification of social problems, followed by field observation, reflection, and reconstruction of sociological understanding. Teachers noted that students often struggle with abstract concepts, such as social structure or deviant behavior, but participation in programs like the Family Planning Program helps them gain a better understanding of sociological concepts through active engagement.

Furthermore, integrating social programs into the curriculum enhances students' social sensitivity and critical thinking. Teachers observed that students became more empathetic and critically conscious of social inequalities after participating in literacy and population awareness programs. Teachers act as facilitators connecting classroom theory with real-world practice, guiding students to relate their observations in society to sociological concepts. Nevertheless, there are some challenges in its implementation, including limited coordination with government agencies and scheduling conflicts with regular classes. Some teachers noted that not all educators have established networks with external institutions, underscoring the need for institutional support and flexible curriculum planning to sustain collaboration between schools and social program partners.

Discussion

Discussing the sociology curriculum for high school is inseparable from the content of introduction to sociology taught at universities. However, aligning the two is not simple, as the competencies expected of high school students differ from those required of university students. According to Atkinson & Lowney (2016: 7), three learning-outcome visuals are presented. First, "appreciate structure" comprises two elements: identifying historical contexts shaping individual life stories and explaining how class, race, and gender affect social relationships and life chances. Second, "criticize individual explanations of behavior" means distinguishing personal troubles from public issues.

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Third, "think critically" covers two skills: using qualitative and quantitative evidence to answer empirical questions, and locating, using, and evaluating online data sources.

Meanwhile, the scope of sociology learning must take into account four key principles. The first is the continual development of sociological imagination. The second is recognizing sociology as a multiparadigm discipline. The third is understanding the complexity of social reality as the core object of social science. And the fourth is analyzing individuals across different levels (Ferreira & Serpa, 2017). These conditions lead to several reflections on the development of sociology the high school teachers need to consider. First, many sociological terms seem to be similar but actually differ in meaning, requiring careful explanation. Second, concepts seeming related cannot always be reduced to one another logically. Third, sociological analyses are still often presented in a normative manner. Although this paper does not aim to ideally design sociology material for secondary education, it offers an empirical picture of how sociology is taught. Given the dynamic development of the discipline, it is essential to outline a conceptual roadmap of basic sociological ideas for high school students.

Sociological perspective in SLF introduces 5 themes: the Sociological Eye, Social Structure, Socialization, Stratification, also Social Change and Reproduction (Ferguson, 2016). For the Sociological Eye covers sociological imagination, key theoretical perspectives, founding theorists, the social construction of everyday life, and an understanding of how social forces affect individuals (Ferguson, 2016). Efforts to define sociological "cores" help schools design learning and place sociology as a valuable and important part of the educational curriculum (Ballantine et al, 2016; Ferguson, 2016), can also provide parameters for measuring student learning (Ballantine, et al. 2016), improve pedagogical practice (Ferguson, 2016), and provide teachers with guidance for learning design and content (J. Howard & Butler, 2018). Simplifying the material helps make sociology easier to learn and offers a clearer picture of how sociological concepts are organized. The next challenge lies in developing strategies to effectively teach these various sociological terms to students in a practical way. Concepts must be translated into daily contexts so they can be understandable and internalized as knowledge.

Using a social constructivist approach, an effective learning environment can be created by involving students both as individual learners and as members of their sociocultural context. Learning is viewed as an active process in which experience plays a key role in forming understanding and meaning, implying that an individual's knowledge of the world is shaped by how they interpret their experiences. In other words, knowledge is acquired through social interaction and the individual's cognitive abilities. Constructivist learning activities may include experiments, research projects, field trips, films, and classroom discussions.

This study aims to formulate strategies for teaching sociological material through three stages: intellectually interpreting knowledge, reflecting on everyday phenomena, and reconstructing knowledge to address practical and sociocultural issues. These stages are implemented through collaborative project-based learning activities carried out in social programs organized by both the government and private community institutions. This approach to learning helps students address sociocultural problems, enabling them to connect academic knowledge with real-life conditions, and motivating them to shape new perspectives for themselves. In other words, learning through social programs allows students to construct meaning by interacting with real environments, resulting in socially and culturally formed understandings. Participation in social activities can

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inspire students to generate knowledge based on their prior cognitive experiences and existing understanding.

Table 3. Collaboration of Sociological Materials with Social Programs

Role of Sociological Knowledge	Role of Social Programs
Identifying student' cognitive knowledge	Provide opportunities for exploration of students ideas in real life
Explaining social phenomena	Provide stimulation for students to develop ideas
Apply knowledge to socio-cultural issues	Reflecting on daily life
Students' Cognitive Competence: Reconstructing Student Knowledge	

Table 3 illustrates how integrating sociological knowledge with social programs within learning materials helps shape students' sociological understanding. Establishing clear learning objectives is essential, as these competencies guide what students are expected to achieve throughout the collaborative project. Moreover, student interaction—working together and contributing mutually during the learning process—serves as an important indicator of learning effectiveness. The core of constructivist learning lies in the learner's active effort to build knowledge through solving real-world problems, often in cooperation with others. Students construct understanding by engaging in problem-solving activities collaboratively with peers or groups. This learning design meets the key components of constructivist theory: the presence of real social programs, contextual application of knowledge, the use of society as a learning resource, and multiple ways of expressing ideas. The foundation of constructivist learning approach is that students collaborate in groups to exchange ideas, solve problems, or create new insights enhancing their existing knowledge (Akpan et al., 2020).

Integrating sociological learning materials with social programs serves six main purposes. First, it allows students to engage in contextual learning. Second, it enables them to apply their knowledge to real socio-cultural problems. Third, it fosters interaction among students within study groups. Fourth, it utilizes the diverse ideas the students bring. Fifth, it supports the students in reconstructing their understanding. Sixth, it offers meaningful learning experiences. These goals align with the core elements of 21st-century learning, emphasizing creativity, inquiry, experimentation, collaborative problem-solving, and innovation (Howard & Butler, 2018).

Table 4. Integration of Sociological Materials with Social Programs

Social Programs	Sociological Material	Student Affective Competence
Population Alert School Building a Quality Family Drug Management Agency Enters School Poverty Reduction Institute Smart Digital Literacy	Family Institute Deviant Behavior and Social Control Social Issues Socio-Cultural Change	1. Providing information and understanding 2. Instilling Consciousness 3. Cultivating a critical attitude 4. Building Independence

In the context of Sociology Learning at Senior High School Level, social constructivism approach suggested by Lev Vygotsky becomes a strong foundation to design a meaningful and authentic learning experience. Vygotsky emphasizes that knowledge is constructed through social interaction and cultural mediation, and develops in proximal development zone – an area between what the students can do independently and what they can gain with assistance (Vygotsky, 1978). In this

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perspective, the government's social program presented in the classroom becomes an effective means of presenting authentic experience that can be mediated through teachers' guide and peer collaboration.

Table 5. Social Program for Authentic Learning

Social Program	Relevant Sociological Issues	Learning Activities	Constructive Product Expected
Population Alert School	Population growth, density, migration, demographic bonus	Discussion of local case, survey on people around school	Students conclude the social impact of density and develop data-based solution
Building a Quality Family	Family structure, gender role, family values	Inter-generation interview, development of the profile of ideal family	Students construct critical understanding on social values and the change of family structure
Drug Management Agency Enters School	Social deviation, social control	Anti-drug campaign simulation, case study on law violation	Students reflect social norm and design community-based intervention
Poverty Reduction Institute	Social inequality, stratification, social mobility	Field observation, social project of empowerment	Students analyze factors causing poverty and design local solution
Smart Digital Literacy	Globalization, media, social change	Content Analysis of social media, critical digital literacy project	Students construct understanding on the effect of technology on social behavior

The integration of programs such as Population Alert School and Building a Quality Family generates social issues relevant to study contextually. Through interview, local case study, and mapping of family in community, the students experience a process of constructing social meaning rooting in daily reality. The result of study confirms that learning occurs when students actively represent their experience in narrative and symbolic forms (Bruner, 1986). Therefore, a social project-based learning enables the students to create meaning through representing their social experience in various forms, including writing, presentation, and visual work.

The programs such as Drug Management Agency Enters School and Poverty Reduction Institute give the students an opportunity of developing social skills and ethics. In the activities such as anti-drug campaign simulation and study on poor community, the students not only understand social deviation theoretically but also experience how social norm and control are applied to the real context. The concept of scaffolding, developed further by Bruner based on Vygotsky's idea, indicates that teachers' support in early stages is so crucial that the students are capable of completing their task independently (Schunk, 2012). This process reveals how social facilitation becomes an integral part of authentic learning.

In addition, the Smart Digital Literacy program is very relevant to globalization and social change. The students are invited to analyze digital content, understand the role of media in crating opinion, and developing the critical digital literacy consciousness. This activity reflects "situated learning", the learning occurring in meaningful authentic context (Sawyer & Stetsenko, 2018). In this case, technology becomes a cultural tool mediating the students' higher-order critical thinking process and broadening how they comprehend social world. Thus, Sociology learning integrating partnership and

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government's social program not only bolster the interrelation of theory and practice but also grows in-depth social consciousness. The students not only gain knowledge but also construct meaning and social identity through interactive and reflective process. A meaningful learning is created when the students are capable of connecting new information with real experience, and participating in social process encouraging exploration, discussion, and collaboration (Ormrod et.al, 2019). This approach reflects the essence of social constructivism in creating a living transformative learning space. Table 4 shows that the learning does not stop at concept mastery but continues to the critical reflection on social reality, the construction of new knowledge based on field experience and the creation of active collaboration between students, teachers, and learning partnership (government).

The findings of this study suggest that integrating government social programs into high school sociology learning creates authentic learning experiences bridging theoretical knowledge with real-world contexts. Students engage directly with social issues through observation, participation, and reflection, fostering deeper understanding, critical thinking, and social sensitivity. Teachers facilitate this process by guiding students to connect classroom concepts with lived experiences, reinforcing the constructivist principles underlying authentic learning. Despite challenges such as coordination with external agencies and scheduling constraints, the study highlights that contextual, experience-based learning not only enhances students' comprehension of sociological concepts but also prepares them to apply knowledge meaningfully in real-life situations.

CONCLUSION

Fundamental Finding: This study identifies that sociology learning materials at the high school level can be classified into three essential components: sociological thinking (theory and method), foundational concepts, and the expansion of sociological studies. Applying a constructivist approach through collaboration with government and private social programs provides students with direct exposure to real social phenomena. Such collaboration bridges theoretical learning with practical experience, allowing students to engage with authentic sociological realities rather than abstract concepts alone. **Implication:** The findings highlight that integrating social programs into sociology instruction can enhance students' capacity to recognize and analyze socio-cultural issues in their surroundings. This approach promotes active knowledge construction, critical reflection, and social engagement. It reinforces the value of authentic, experience-based learning as a means to deepen conceptual understanding while cultivating civic responsibility and empathy. Consequently, the model proposed in this study offers a promising pedagogical framework for contextual and experiential sociology education.
Limitation: The empirical portion of the study did not yet integrate digital or technology elements into the actual learning design, despite the fact that it incorporates digital literacy as part of its larger conceptual framework. To create a more complete 21st-century model, future research should operationalize these digital components. **Future Research**: Future investigations should explore the integration of digital platforms and technology-mediated social programs to further enhance the authenticity and relevance of sociology learning. Such research could expand the constructivist approach by situating students' learning experiences within contemporary digital social environments, thereby enriching both pedagogical design and sociological understanding.

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