
DIGITAL SOCIAL STUDIES LEARNING WITH LOCAL COFFEE: A COMMUNITY-BASED APPROACH FROM THE FIELD TO THE DIGITAL MARKETPLACE

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Abstract

This study explores the implementation of digital social studies learning integrated with local coffee potential through a Community-Based Learning (CBL) approach in junior high schools located in coffee-producing areas of Jember Regency. The study is grounded in the challenge of social studies learning that often remains theoretical and disconnected from students' social realities. Positioned within the discourse of contextual and transformative education, this research examines how local community resources can be integrated with digital technology to enhance learning relevance. Using a qualitative case study design, data were collected through in-depth interviews, participatory observation, and documentation involving teachers, students, school principals, coffee farmers, and local entrepreneurs. The findings indicate that integrating local coffee potential into digital social studies learning increases student engagement, conceptual understanding of socio-economic processes, digital literacy, and entrepreneurial awareness. Students demonstrated higher motivation and creativity through project-based activities such as field observations, interviews, and digital content production. The study concludes that community-based digital social studies learning rooted in local potential offers an effective and replicable model for creating meaningful, contextual, and future-oriented education, particularly in rural and agrarian contexts.

Keywords: Community-Based Learning; Digital Social Studies; Local Potential; Coffee Education; Contextual learning

INTRODUCTION

Social studies learning plays a strategic role in developing students' civic knowledge, social awareness, and character formation. However, a persistent challenge in social studies education is its tendency to remain theoretical and detached from students' lived social realities. In many classroom practices, social studies is still delivered through abstract explanations and textbook-centered instruction, resulting in low student engagement and limited relevance to everyday life. In the context of the digital era and the Industrial Revolution 4.0, this condition becomes increasingly problematic, as learning is expected to integrate technology while remaining meaningful and contextually grounded in students' environments. One pedagogical approach that addresses this challenge is Community-Based Learning (CBL), which emphasizes direct student engagement with real social contexts and community resources (Freeman et al., 2020).

Local potential constitutes a rich but often underutilized learning resource in social studies education. In regions with strong agrarian characteristics, local commodities can serve as concrete entry points for understanding social, economic, and cultural processes. Coffee, particularly in areas such as Jember Regency, represents not only an agricultural product but also a socio-cultural identity and an economic foundation for local communities. Integrating coffee as a learning resource enables students to explore concepts of production, distribution, consumption, and social organization in ways that are directly connected to their family and community experiences (Widodo & Setiawan, 2018). Such contextualization allows social studies learning to move beyond abstraction and become more grounded and meaningful.

The digital transformation of education provides new opportunities to strengthen contextual learning through technology-supported environments. Digital platforms, Learning Management Systems, and multimedia resources enable students to access local-based learning materials flexibly while engaging in interactive and participatory activities. The integration of digital media, such as documentary videos, visual simulations, and digital marketing content, allows students to connect local practices with broader socio-economic dynamics. As emphasized by Kurniawati et al. (2022), digital transformation in education becomes more meaningful when it is rooted in local wisdom rather than merely adopting technology as an instructional tool. Therefore, the convergence of digital learning and local potential represents a strategic pathway for enhancing the relevance of social studies education.

Within this context, the concept of learning “from the field to the digital marketplace” emerges as an innovative model that bridges community experience and digital competence. Through field observations, interviews with coffee farmers, and project-based digital content creation, students are involved in the learning process from local production systems to digital representation and promotion. This approach supports the development of 21st-century skills, including critical thinking, collaboration, creativity, and digital literacy, while simultaneously strengthening students’ understanding of socio-economic realities. Such learning practices align with the vision of the Merdeka Curriculum, particularly the Project for Strengthening the Pancasila Student Profile, which emphasizes experiential and project-based learning (Kemendikbudristek, 2022).

Community involvement in social studies learning also redefines the role of schools as centers of social engagement and empowerment. Through collaboration with coffee farmers, local entrepreneurs, and community leaders, teachers function as facilitators who connect academic content with real-world practices. Students gain firsthand insights into collective production systems, market challenges, and issues of economic inequality, which are often difficult to grasp through conventional classroom instruction (Sutrisno & Mardiyah, 2019). Previous studies have shown that community-based learning enhances student motivation and learning outcomes by fostering a sense of ownership and relevance in the learning process (Hidayati & Prasetyo, 2020).

Previous research shows that community-based learning can significantly improve student motivation and learning outcomes. When students feel that the subject matter is directly related to their lives, engagement and ownership of the learning process increases. In the context of coffee-growing areas, this becomes particularly relevant as students can feel an emotional connection to the material. They are not only learning for the exam, but also for their lives and future (Hidayati & Prasetyo, 2020). This is the essence of contextual education.

Local potential-based social studies learning integrated with digital technology can increase the relevance of learning, student engagement, and understanding of the socio-economic realities of the surrounding community (Sukidin et al., 2025). Coffee as a social studies learning medium also teaches the values of sustainability, environmental preservation and social justice. Students can learn about the impact of climate change on coffee plants, the distribution of profits between farmers and collectors, and the importance of cooperatives as a form of economic solidarity. All these issues are important topics in contextual and critical social studies learning. This approach shapes students into environmentally and socially conscious citizens (Nasution et al., 2021). These values are important provisions in facing global challenges.

Digital transformation in social studies learning must be accompanied by teacher training and strengthening digital infrastructure. Many teachers in coffee-producing areas are not accustomed to integrating local potential with learning technology. In fact, the availability of technology must be balanced with the digital literacy of educators in order to create authentic learning experiences. Research shows that community-based technology integration can strengthen the role of teachers as learning innovators (Putri et al., 2020). Therefore, increasing the capacity of teachers is a key factor in the success of this model.

The utilization of digital content such as farmer profile videos, coffee post-harvest processes, and local marketplaces can enrich social studies learning resources. This allows students to learn across disciplines, such as geography, economics, sociology and entrepreneurship. Students can also develop digital products in the form of blogs, vlogs, or simple e-commerce to symbolically market local coffee products. This learning leads to a digital-based Project-Based Learning model that suits the characteristics of Gen Z (Rahmawati et al., 2023). This innovation is able to foster digital skills while strengthening a sense of love for local potential.

The integration of local potential and technology also addresses the challenge of low relevance of learning to community needs. Education often fails to reflect local needs and contexts so it feels alien to learners. With a community and digital approach, learning becomes more contextualized and sustainable. This strengthens the role of schools as agents of social change in the community (Sari & Hamidah, 2021). Schools are not only a place for knowledge transfer, but also a center for community empowerment. This learning model also encourages collaboration between various parties such as teachers, students, farming communities, coffee entrepreneurs, and digital activists. This cross-sector collaboration creates a dynamic and mutually reinforcing learning ecosystem. This is a concrete form of the quadruple helix approach in education, namely the synergy between education, community, business and technology (Yunus & Mufidah, 2022). Thus, social studies learning becomes a forum for economic empowerment based on local wisdom. Students are not only learners, but also actors of change.

As an agricultural country, Indonesia has tremendous potential in developing learning based on regional potential. Unfortunately, this potential is often neglected because the curriculum is too oriented towards national standards without local flexibility. A community-based digital approach allows differentiation of learning according to regional context. This innovation can support the implementation of Merdeka Curriculum, which provides space for local creativity and uniqueness (Kemendikbudristek, 2023). Education must be a mirror of the students' environment and social reality.

The development of this model is also in line with global trends regarding the importance of entrepreneurial literacy and contextual education. Many developed countries have implemented project-based learning and local potential to improve students' social and economic skills. Indonesia also needs to adopt similar strategies to make education more adaptive to the changing times. Coffee as a global commodity is a meeting point between local learning and international issues such as fair trade, globalization and sustainability (Suharyanto et al., 2021). That way, students learn to be local and global citizens at the same time.

This model is expected to be an alternative in improving the quality of social studies learning that is relevant, inspiring and down to earth. By integrating local potential, digital technology, and community approaches, students have a holistic learning experience. They do not just memorize concepts, but experience, reflect and create solutions to the social realities they face. This also encourages a sense of belonging to the region and pride in the coffee farming profession. This kind of education is capable of producing a creative, characterful, and adaptive generation. With these arguments, the author sees the importance of developing a coffee community-based digital social studies learning model as an educational innovation in coffee-producing areas such as Jember. This model integrates local and global dimensions, technology and culture, theory and practice. Hopefully, this research can contribute to curriculum development, improving teacher quality, and strengthening school-community collaboration. In addition, this model can also be replicated in other regions with different local potentials. Thus, education truly becomes a tool for empowerment and social transformation.

Despite the growing body of research on community-based learning and digital education, empirical studies that specifically examine the integration of local agrarian commodities within digital social studies learning at the junior secondary level remain limited. Existing studies tend to address community-based learning, entrepreneurship education, or digital learning separately, without sufficiently exploring how these dimensions intersect within a single instructional model

rooted in local potential. Therefore, this study seeks to explore the implementation of digital social studies learning integrated with local coffee potential through a Community-Based Learning approach in junior high schools located in coffee-producing areas of Jember Regency. By examining learning processes, student experiences, and community involvement, this research aims to contribute to the development of contextual, transformative, and locally grounded social studies learning models that are responsive to both local and global educational challenges.

METHOD

This research uses a qualitative approach with a case study design to describe in depth the process of digital social studies learning based on local coffee potential with a *community-based* learning approach in Jember District. The case study design was chosen because researchers wanted to explore the phenomenon contextually, particularly how teachers and students in coffee-producing areas integrate local resources into technology-based learning. The location of this research is SMPN 5 Tanggul and SMPN 6 Tanggul, two public schools located on the slopes of the Jember coffee mountains that have agrarian socio-economic characteristics. Informants in this study were selected purposively, consisting of social studies teachers, students, school principals, and local coffee farmer community leaders who have relevance to the learning process. The selection of informants was done by considering their active involvement in local potential-based learning activities, as well as their ability to provide in-depth information according to the research focus.

Table 1. Research Informants

No	Informants	Quantity	Description
1	Social Studies Teachers	4	2 teachers each from SMPN 5 and SMPN 6 Tanggul
2	8 th Greade Students	16	8 students from each school (involved in the digital project)
3	School Principal	2	School Principal of SMPN 5 and SMPN 6 Tanggul
4	Farmers	4	Representatives of coffee farmers from the area around the school
5	Coffee Entrepreneurs	2	Representatives of coffee businesses that have been running for 5 years

Data were collected through in-depth interviews, participatory observation and documentation. Interviews were conducted in a semi-structured manner to allow informants to freely explain their experiences and views regarding the social studies learning process that highlights the potential of local coffee. Observations were conducted during the learning process, both in the classroom and when students conducted field activities with the coffee farming community, to capture the dynamics of interaction, learning activities, and the use of digital media. Documentation in the form of photos, videos, lesson plans, and students' digital works were collected to strengthen the data findings. Data analysis was conducted using the Miles and Huberman (2014) technique through three stages, namely data reduction, data presentation, and conclusion drawing/verification, which took place interactively and continuously throughout the research process. To ensure the validity of the data, researchers used triangulation of sources and techniques, member checks to key informants, and thick description, so that the research results have strong credibility, transferability, and dependability.

RESULT AND DISCUSSION

Findings

The findings indicate that integrating local coffee potential into social studies learning enhances contextual understanding among students. Social studies teachers at both schools

reported that concepts of production, distribution, and consumption became more concrete when linked directly to coffee farming activities familiar to students' daily lives. Classroom observations confirmed that students were able to explain the stages of coffee production coherently, drawing on their own experiences and interactions with the local farming community.

The results of interviews with social studies teachers at SMPN 5 Tanggul show that teachers have started to integrate local coffee potential in social studies learning. They said that this contextual learning makes it easier for students to understand the concepts of production, distribution and consumption. Teachers feel that the community-based approach is more relevant than the conventional lecture method. In this process, the teacher acts as a facilitator, while students actively explore the surrounding environment. The application of this model is greatly helped by the students' familiarity with coffee farming. At SMPN 6 Tanggul, the same approach has also been implemented, with the support of the principal and local community leaders. The principal stated that collaboration with the coffee farming community enriches students' learning experience. Students not only learn theory from books, but also gain practical understanding from direct sources. This also increases the learning motivation of students who were previously passive in the classroom. Community involvement provides a new nuance in social studies learning that has been considered rigid.

“Since we began integrating local coffee into the Social Studies curriculum, students have become much more engaged. They no longer rely only on textbooks; instead, they directly observe their parents’ coffee farms. After that, we extend the learning into the digital space – students map the production and marketing process using simple digital tools. Now they understand that local potential can be connected to the digital economy.”

(Result Interview with Social Studies Teacher 1, 2025)

“The community-based learning approach makes the learning experience come alive. We collaborate with the coffee community to explain cultivation, distribution, and product branding. In class, I ask students to discuss how their local coffee products could be promoted through digital marketplaces. From there, many creative ideas emerge that would never appear in conventional classroom settings.”

(Result Interview with Social Studies Teacher 2, 2025)

The second theme highlights a noticeable increase in student engagement and learning motivation. Interview and observational data show that students participated more actively in discussions, group work, and presentations when learning materials were connected to their family backgrounds and local environment. Social studies learning was no longer perceived as detached academic content but as a meaningful process closely related to students' lived experiences.

Classroom observations showed that students showed great enthusiasm when asked to map the coffee production chain in their area. They could explain in detail the stages from harvesting, processing, to distribution to the local market. In fact, some students were able to mention the names of collectors, coffee mill owners, and coffee communities they knew. Activities such as group discussions and presentations were more lively and interactive. Social studies learning feels more concrete because it departs from the reality they experience themselves. Teachers also utilize digital media such as local documentary videos, Google Slides and Canva to support the learning process. Students were asked to make a presentation on the potential of local coffee as part of their digital project assignment. Documentation shows digital products such as infographics, posters, and short videos on coffee farmer profiles and coffee processing. This proves that digital approaches can be effectively combined with contextual learning. Teachers felt that the use of technology increased the attractiveness of learning as well as students' digital literacy skills.

“Before this program, I thought coffee was just my parents’ job. After participating in the community-based Social Studies lessons, I learned that coffee can be marketed outside the region through online marketplaces. The assignment to create a digital product profile made me realize that our village has strong economic potential.” (Result Interview with 8th Grade Students, 2025)

“We learned how to photograph coffee products, design simple logos, and post them on social media. Through this process, I really understood Social Studies concepts about production, distribution, and consumption in real-life situations. Learning feels more meaningful because it connects directly to our daily experiences.”
(Result Interview with 8th Grade Students, 2025)

“The most memorable moment was when we had discussions with the coffee community. They shared their business journey from the farm to online stores. That experience motivated me to continue my studies so that one day I can develop my family’s coffee business using digital technology.”
(Result Interview with 8th Grade Students, 2025)

From interviews with students, they feel proud that the material they learn is directly related to the lives of their parents who are mostly coffee farmers. They feel valued because their background is made part of the learning. Students also feel more confident when explaining the coffee farming process because they see and help their parents every day. This fosters a new enthusiasm for learning, as what they are learning no longer feels foreign. Some students even expressed their desire to become coffee entrepreneurs in the future. Coffee farming community leaders who became informants expressed their support for this activity. They consider that community-engaged education like this can be a bridge for the younger generation to understand the importance of sustainable coffee farming. Coffee farmers are also happy to share their experiences and hope that their children can continue the family business with a more modern approach. Interview documentation shows that the farmers feel valued as a source of knowledge and inspiration. This interaction also strengthens the relationship between the school and the surrounding community.

“We are grateful to be involved in the school’s learning program. In the past, children saw coffee farms only as their parents’ workplace. Now they understand the value chain — from harvesting and post-harvest processing to digital marketing. Some students even helped us create product catalogs for online marketplaces. This collaboration benefits both the school and our community.”
(Result Interview with Leader of Coffee Farmer Community, 2025)

“When students visit our coffee production house, we show them the roasting and packaging process. Then they start asking how we sell the products online. From there, we discuss product photos, descriptions, and digital promotion strategies. We see great potential in these students as the next generation of local economic actors.”
(Result Interview with Local Coffee Entrepreneur, 2025)

“I feel proud that education today does not focus only on theory but also values local wisdom. The children are no longer ashamed of being children of coffee farmers. Through digital-based learning, they now see coffee as a promising opportunity for the future. I hope they will continue this work in a more modern way.”
(Result Interview with Senior Coffee Farmer, 2025)

Observation of the field learning activities showed a positive synergy between students, teachers and the community. Students conducted interviews with farmers, documented the harvesting process, and recorded information to be analyzed in class. This activity strengthens the understanding of social studies concepts such as human interaction with the environment, social mobility, and economic inequality. The teacher directs students to look at the challenges faced by farmers such as fluctuating prices and limited market access. Students are invited to reflect on how solutions can be designed through a digital entrepreneurship approach. One interesting finding was the emergence of student creativity in creating educational content associated with local coffee. Some students created short videos for social media on the "steps of traditional coffee making", while others created marketing simulations of local coffee products. This shows that this approach

not only enhances knowledge, but also 21st century skills such as critical thinking, collaboration, and digital communication. Teachers encourage students to not only be digital consumers, but also producers of meaningful content. This is in line with the objectives of Merdeka Curriculum, which emphasizes project-based learning.

This reflect with interview “*Social studies learning has often been considered too theoretical by students. When the material is linked to the coffee around them, students find it easier to understand the concepts of production, distribution and consumption because they see and experience them first-hand.*”

(Result Interview with Social Studies Teacher)

However, the interview results also revealed some challenges in implementing this learning. One of them is the limited access to the internet and digital devices in students' homes, especially in mountainous areas. Teachers must adjust strategies by using blended learning methods or group assignments at school. In addition, not all students have the same digital skills, so further assistance is needed. Despite this, students' enthusiasm remained high and they showed gradual progress. Observations showed that the group presentation activity on local coffee trained students' courage in public speaking. They learned to express their opinions, divide tasks, and integrate field data with social studies theory. The teacher provided an assessment rubric that assessed aspects of activeness, creativity, and the quality of the digital content they produced. This activity is not only cognitive, but also affective and psychomotor. These skills become important capital for students to face future challenges.

In terms of documentation, the researcher noted that students' work is displayed in the classroom and published through the school's social media accounts. This is a form of appreciation for students' work and strengthens their motivation to work better. Teachers also compile digital portfolios as documentation of the community-based learning process. This documentation will serve as evaluation material as well as inspiration for other teachers who want to implement a similar approach. Cross-subject collaboration has also begun to emerge, such as the involvement of Indonesian language teachers in the preparation of video scripts. An interview with the principal showed that this innovation is in line with the school's vision to create graduates who are adaptive, creative and love the environment. The principal hopes that this approach can be implemented in a sustainable manner and even become a good practice within the education office. She also emphasized the importance of training teachers to be better prepared to use technology in local-based learning. Support from school leaders is an important factor in the success of this innovation. With a management that is open to innovation, teachers are more free to explore learning.

Analysis of findings from interviews and observations shows that local coffee-based social studies learning changes students' paradigm about education. They no longer see school as a place for memorization, but as a space that connects them to real life. The understanding of social, economic and culture becomes more meaningful as it is linked to their experiences and family background. This shows that learning that promotes local identity can strengthen self-identity and community pride. Students become more reflective of their role in society. The integration of digital technology in social studies learning allows students to broaden their horizons to the global level. Some students began to find out about the world coffee trade, differences in local and export coffee prices, and issues of economic justice. They are invited to compare the conditions of local farmers with farmers in other countries through online information search . This is a starting point for shaping global awareness and a sense of social justice early on. In other words, this approach opens up space for locally-based global literacy.

Overall, the results show that the digital social studies learning model based on the local coffee community is able to increase students' motivation, concept understanding, creativity and digital skills. Although faced with a number of challenges, this approach is considered effective in creating contextual and transformative learning. The role of teachers as facilitators, communities as learning resources, and technology as a tool have formed a strong learning ecosystem. This

model can be replicated in other areas with different local potential. This research confirms that education rooted in local culture and strength is the foundation for character building and empowering future generations.

"I felt more enthusiastic about learning social studies because it was about coffee in my own neighbourhood. I became more courageous in explaining in class because I know the process."

(Class VIII student, Interview, 2025)

The results demonstrate that digital social studies learning integrated with local coffee potential through a Community-Based Learning approach leads to more contextual conceptual understanding, increased student engagement, the development of digital literacy, growing economic and entrepreneurial awareness, and the strengthening of local identity as well as school–community relations. These findings are consistently supported by interview, observation, and documentation data.

Discussion

Digital-based social studies learning that raises local potential such as coffee provides an opportunity to contextualize teaching materials with students' real lives. This is in line with the constructivist approach that emphasizes the importance of authentic experiences in building knowledge (Richardson, 2015). Local potential such as coffee is not only economically relevant but also socially and culturally, which can be integrated in social studies learning. Through a community-based approach, learners learn from their surrounding environment and are directly involved in the learning process. Community-based learning also strengthens the connection between school and community (Santoso, 2020).

The findings show that the integration of local coffee potential in social studies learning encourages students' active participation and develops their creativity. According to Nurlaili et al. (2018), a community-based approach allows students to experience first-hand the learning context discussed in class. This strengthens the transfer of knowledge from theory to practice. Student engagement in real-world projects such as coffee processing and digital marketing enhances 21st century skills, particularly critical thinking, collaboration and digital literacy. This learning experience adds value to social studies learning that was previously considered theoretical.

This approach also strengthens students' local identity as part of the coffee-producing community. Local identity is an important element in strengthening students' character and nationalism (Wulandari & Wahyudi, 2019). When students understand the economic and cultural value of local coffee, they tend to value the potential of their region more. This creates a deep sense of responsibility and pride. The integration of these values in social studies becomes relevant because social studies does not only discuss cognitive material, but also shapes social attitudes.

The use of technology in social studies learning provides a wide space of expression for students to develop digital content. For example, students create vlogs, digital poster designs, and coffee product catalogs that are marketed through social media. This activity is in line with the concept of *blended learning* that combines field experience with digital activities (Graham et al., 2016). In this context, learning becomes more flexible and engaging. It also facilitates the improvement of students' digital literacy in the era of industrial revolution 4.0.

Findings from the interviews show that teachers play an important role as facilitators and mediators between coffee communities and schools. The teacher's role is not only to teach, but also to bridge learning needs with students' social reality. According to Suryani (2018), teachers in community-based learning must have the ability to build social networks and relationships. Teachers at SMPN 5 and 6 Tanggul proved that collaboration with the coffee farming community can strengthen local content in learning. This shows that teachers are key actors in local-based education innovation.

Students' project-based learning, such as visiting coffee farms, interviewing farmers, and designing digital promotional media, creates a rich learning experience. According to Thomas

(2020), Project-Based Learning (PjBL) encourages students to solve real problems with a collaborative approach. The application of PjBL in the context of coffee potential allows students to build a comprehensive social and economic understanding. Students not only learn about community livelihoods, but also about market dynamics and commodity distribution. Thus, social studies learning becomes applicable and touches everyday life.

One of the successes of this approach is the growth of *entrepreneurial mindset* in students. They are invited to think not only as students, but also as potential economic actors who are able to see opportunities. Such learning supports the integration of entrepreneurship education in the social studies curriculum (Fitriyani & Rahayu, 2021). In addition to understanding economic theory, students are trained to make simple business plans, calculate profits, and market products. This is an important provision for students, especially in areas with limited access to formal employment. In this learning, documentation is an important part as a medium of reflection and concept reinforcement. Students document their learning process in the form of a digital portfolio. This portfolio includes photos of activities, narratives of experiences, and creative products produced. According to Barrett (2015), digital portfolios increase students' metacognitive awareness and foster a sense of ownership of the learning process. In addition, these portfolios can be an alternative evaluation tool that is more holistic than written tests.

The involvement of coffee communities in social studies learning provides a new dimension to the relationship between school and community. This model proves that local communities can be *co-teachers* who provide practical insights and local values. According to Suastra (2017), the integration of local culture in education strengthens the relevance of learning and preserves local wisdom. The coffee farmers who became resource persons also shared their knowledge about the cultivation process, distribution and history of coffee in the area. This enriches the learning content with authentic local knowledge. During the observation process, it was found that students were more enthusiastic when learning outside the classroom, especially during activities in coffee farms or processing sites. The contextualized and open learning environment stimulates students' curiosity and emotional engagement. This kind of learning is in line with *experiential learning* theory (Kolb, 2015), where direct experience is the basis for building knowledge. Students' interaction with the real environment strengthens the connection between social studies concepts and social practice. They are not only recipients of information, but also producers of meaning.

This research also found that this learning model strengthens collaboration between students. In digital projects, students work in teams to design and produce promotional media. This teamwork trains communication skills, decision-making, and responsibility. According to Trilling and Fadel (2009), collaboration is a key skill in 21st century education. This shows that community-based learning has not only cognitive, but also social impact. Teachers who became informants stated that the application of this model fosters students' awareness of the potential of their region. This awareness is important considering that many young people tend to leave their area without understanding the local potential. Social studies serves to foster a critical understanding of space and resources (Permendikbud No. 37/2018). By recognizing the potential of local coffee, students are invited to think about their future within the framework of sustainability. They understand that the local economy can be a dignified way of life.

This approach also strengthens integration across subjects. For example, when students learn the coffee production process, they also learn processing science and technology. When creating digital content, they develop language and information technology skills. Learning becomes *interdisciplinary* and in line with the Merdeka Curriculum approach (Kemdikbudristek, 2022). The social studies teacher here acts as a coordinator linking the various competencies across disciplines. In general, this research confirms that social studies learning can be transformed into more lively and meaningful if it is linked to the local context and digital technology. This model shows that community-based contextual education is not only possible, but very relevant for the current generation. The involvement of students, teachers and communities creates a holistic

learning ecosystem. According to Mulyasa (2021), contextual learning encourages the simultaneous formation of character, skills and knowledge. This result is in line with the objectives of the Merdeka Curriculum, which emphasizes real experience-based learning.

Thus, the *Digital Social Studies Learning with Local Coffee learning* model can be used as an alternative strategy to strengthen social studies learning that is contextual, transformative, and oriented towards local empowerment. The potential of coffee as part of local culture and economy has proven to be a strong entry point for multidimensional learning. This research also contributes to the development of community-based learning literature and digitalization of education. Future recommendations are the development of thematic modules and LMS that facilitate similar models in other schools. This model can be replicated for other local commodities according to the characteristics of each region.

CONCLUSION

This research concludes that digital social studies learning with local coffee potential through *Community-Based Learning* approach can increase students' engagement, understanding of local context, and entrepreneurial literacy. Learning activities that are integrated between local resource potential, digital technology utilization, and community involvement, create an authentic and relevant learning experience. Through field exploration, interviews with farmers, and digital content production, students not only conceptually understand social studies material, but also build 21st century skills such as collaboration, creativity, and digital literacy. This approach also strengthens the cultural and agrarian identity of students, the majority of whom come from coffee farming families, while fostering awareness of the sustainability of the local economy. Therefore, the integration of social studies learning with community-based local potential through digital media is an innovative strategy that deserves to be replicated in other areas with similar local resource wealth.

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