Bringing Sociology Closer to Students: Teachers' Initiatives for Contextual and Meaningful Learning

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ABSTRACT

This study aims to examine sociology teachers' initiatives in implementing contextual and meaningful learning at the senior high school level. Using a qualitative descriptive approach, data were collected through classroom observations and in-depth interviews with sociology teachers in Bandung and Cimahi. The findings reveal four key themes: differentiated instruction, inclusive classroom management, contextual transformation of sociological concepts, and creative use of media and methods. Teachers demonstrated sensitivity to students' social backgrounds, interests, and learning stages, linking abstract theories to current social issues and real-life experiences. These practices fostered participatory learning, critical reflection, and deeper student engagement. The study underscores the essential role of teachers in creating inclusive and transformative learning spaces where sociology is not only taught but lived.

Keywords: *Contextual Learning; Inclusive Pedagogy; Meaningful Learning; Sociology Education; Teacher Agency.*

INTRODUCTION

Sociology learning at the senior high school level faces challenges in bridging abstract concepts with students' real-life experiences. In Phase E of the sociology curriculum, students are expected to undergo a mindset shift in response to the rapid changes in global society. To achieve this, the curriculum includes basic concepts, approaches, methods, and analytical techniques to explore social phenomena and real-world issues (Mahendra, Mulyawan, & Putri, 2023). However, sociological content, which is often theoretical and curriculum-based, risks becoming irrelevant when it fails to connect with students' lived experiences. Sociology is often perceived as boring when teachers rely solely on textbooks (Wulandah, Hufad, & Sulistiono, 2023). Low student participation is often linked to a lack of interest in the media and methods used in sociology classes (Risanatul & Junaidi, 2022). As a result, sociology—despite its inherent connection to social life—often feels distant and difficult for students to understand.

On the other hand, student diversity in economic, cognitive, cultural, and learning style aspects is a crucial factor that influences the effectiveness of sociology learning. Cultural values and habits shape students' learning style preferences, as differences in cultural backgrounds significantly impact how students perceive and engage in learning activities (Diken & Özdemir, 2021). For instance, students from collectivist cultures tend to thrive in collaborative learning environments, as such cultural orientations emphasize group harmony and shared responsibility (Azmi et al., 2023; Blau et al., 2023). Socioeconomic disparities further compound this diversity—students from lower-income backgrounds often encounter barriers such as limited access to technology, learning resources, and safe study spaces, all of which can negatively affect cognitive functions like memory and concentration (Taylor et al., 2020; Zhang et al., 2022). Teachers regularly face heterogeneous classrooms, consisting of students from varied backgrounds—ranging from children of laborers and entrepreneurs to members of indigenous communities. These differences affect students' levels of understanding, interests, and responsiveness to the material. Without pedagogical adjustments, the subject matter risks becoming inaccessible to many learners.

In the context of 21st-century education, a student-centered learning approach offers a paradigm to address these challenges. This approach emphasizes accommodating students' individual needs, interests, and backgrounds to foster a more active, participatory, and meaningful learning process. In the era of Industry 4.0, modern education must integrate artificial intelligence, data management, technology, and computational thinking while developing students' abilities to reason scientifically, think critically and creatively, and solve problems collaboratively (González-Pérez & Ramírez-Montoya, 2022). Teachers are no longer merely transmitters of knowledge; they act as facilitators who guide and engage students holistically. They provide academic direction that is responsive to students' learning styles, enabling more flexible and adaptive instruction (Hati et al., 2025). A student-centered approach empowers teachers to create learning environments that are not only active and relevant but also responsive to the diverse demands of 21st-century education.

One of the core goals of relevant, student-centered education is the development of deep learning—an in-depth understanding that enables students to relate knowledge to real-life situations, think critically, and develop a reflective attitude toward their social environment. The PM approach promotes a systematic transformation of learning into experiences that are mindful, meaningful, and joyful (Huda & Hidayatullah, 2025; Mustaghfirin & Zaman, 2025; Prastyo & Santos, 2025). Achieving this requires contextualizing learning materials rather than relying on rote memorization of sociological concepts. Mindful learning emphasizes student engagement by connecting current realities with prior knowledge. Meaningful learning allows students to integrate new information with existing knowledge (Feriyanto & Anjariyah, 2024) and is enhanced by thoughtful instructional design, experiential richness, and diverse expressions of understanding (Kostiainen et al., 2018). Joyful learning, in turn, fosters a positive emotional connection to the learning process, enabling students to view education as enjoyable and personally valuable (Bhakti et al., 2018). Thus, meaningful learning is realized through the integration of mindful, meaningful, and joyful principles, supported by contextual instructional strategies.

In this context, the role of the teacher becomes central. Teachers are not only responsible for delivering content but must also take the initiative to adapt instruction to students' real-life conditions. This includes using local examples, modifying language and tasks based on students' experiences, and employing strategies that make learning feel accessible and empowering. Sociology teachers play a key role in cultivating student interest through differentiated learning approaches that consider individual needs and learning styles (Lisnawati et al., 2023).

Several studies have examined the urgency of contextual sociology learning. Contextual learning based on real-life contexts has been found effective in increasing student participation and environmental awareness (Jalal et al., 2024). Other studies highlight the integration of local wisdom as a strategy to foster creative, effective, and enjoyable learning environments (Abdurrohman et al., 2024; Mujayapura & Asyahidda, 2020). Methods such as critical questioning, discussions, film screenings, and small-scale student research have been shown to support meaningful learning. Deep learning approaches that improve students' analytical skills, empathy, and cultural awareness require professional teacher development, supportive policies, and equitable classrooms (Hotman et al., 2025). These studies emphasize the importance of learning that moves beyond textbooks and engages with real-world contexts.

However, these studies have not explicitly examined how teachers adapt contextual learning strategies to students' diverse social conditions. This study fills that gap by focusing on how sociology teachers align instructional content and methods with the heterogeneous backgrounds and lived realities of their students. By doing so, this research contributes new insights into teacher agency and pedagogical responsiveness in creating meaningful sociology learning environments rooted in student experience.

METHOD

Research Design

This study was conducted to explore the initiatives of sociology teachers in arousing students' interest in sociology learning through the contextualization of sociological concepts. A qualitative research design with a case study approach was used to comprehensively and systematically explore the experiences of sociology teachers in contextualizing instructional content. Data were collected through interviews, classroom observations, and document analysis.

The research design and data analysis process are illustrated in the following diagram (Figure 1).

Figure 1. Research Method
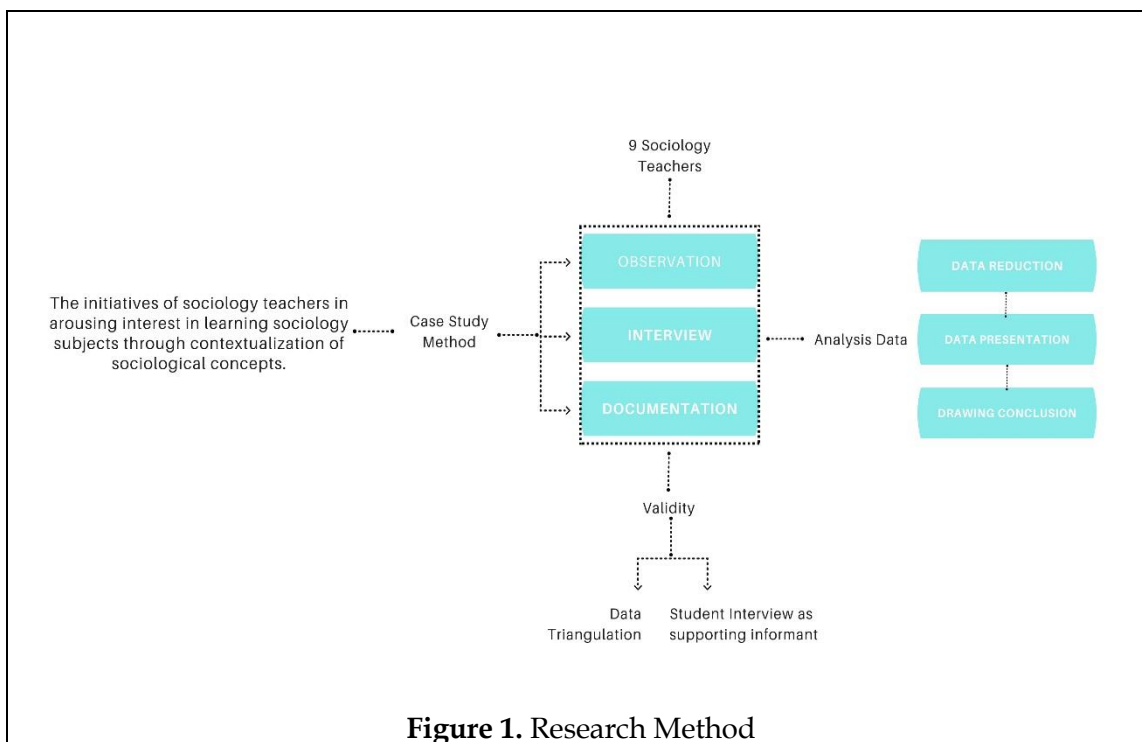
Study Site and Participants

The research was carried out in the Greater Bandung Area, targeting sociology teachers at the senior high school (SMA) level. Initial observations were conducted to identify informants who met the criteria—namely, teachers experienced in contextualizing sociological concepts in classroom practice. To ensure diversity in the data, informants were selected from a range of school types, including public and private institutions, located in both urban centers and suburban areas. In total, nine sociology teachers were involved in this study. To enhance the richness of the data and strengthen its validity, supporting informants—students taught by the selected teachers—were also interviewed. This triangulation of sources aimed to capture a more holistic view of the contextual teaching practices.

Data Collection

Three main techniques were employed for data collection: in-depth interviews with teachers and students, non-participant classroom observations, and document analysis of teaching materials. These methods were chosen to ensure triangulation and provide a multifaceted understanding of the teaching strategies implemented in diverse classroom settings.

Data Analysis

The qualitative data were analyzed using the Miles and Huberman model of data analysis. The process involved three stages: data reduction, data display, and conclusion drawing/verification. This approach enabled an in-depth interpretation of participant experiences and helped ensure that findings were closely aligned with the research objectives.

RESULT AND DISCUSSION

This study involved interviews, classroom observations, and document analysis with sociology teachers from nine different senior high schools (both public/SMAN and private/SMAS) located in urban and suburban areas of the Greater Bandung region. The diversity of school settings and teacher backgrounds provided rich and varied insights into how sociological concepts are contextualized in the classroom. The following table summarizes the key findings drawn from each teacher's practice.

Table 1. Results Summary

No.	Informant	Findings
1.	A (SMAS A)	1. Teachers have high concern for students, creating a safe and comfortable classroom atmosphere by actively managing the class with clear delivery of material and individual attention to students who are experiencing difficulties. 2. With a differentiation approach, students have different characteristics and learning phases. 3. Teachers are also aware of students' socio-economic challenges and hope that they can focus on learning even though they face problems outside of school.
2.	B (SMAS B)	1. Classroom management strategies are adjusted to students' conditions. 2. Teachers use examples from everyday life to explain the material. 3. Students appreciate the discussion and assignment methods presented, which increase learning motivation.
3.	C (SMAN A)	1. Teachers adjust learning objectives through a differentiated approach based on diagnostic assessments with the hope that all students can participate in learning without being hampered by economic background. 2. Sociology learning is designed not always to require large costs, by utilizing the surrounding environment as a learning resource.
4.	D (SMAS C)	1. Learning is teacher-centered due to limited facilities, but teachers still maintain effective and empathetic communication. 2. Teachers prioritize student feedback and adjust learning objectives to their conditions, including limitations in technology. 3. Assessment is adjusted to students' abilities, with the expectation that they are able to compile papers and present materials without relying on notes.
5.	E (SMAN B)	1. Teachers create a warm atmosphere and establish good relationships with students. 2. Learning is adjusted to students' psychological conditions and learning styles, which are varied each week. 3. Student participation is increased through questions and visual media.

		4. Planning is based on reflection on previous learning and an emphasis on behavioral regularity. 5. Collaboration between subjects supports projects such as scientific papers 6. Students say that varied teaching methods, including discussions, simulations, and the use of real examples, improve their understanding
6.	F (SMAS D)	1. Teachers understand student characteristics, choose appropriate methods and media, and conduct periodic evaluations. 2. Differentiation and technology approaches are used to enhance learning. 3. Inclusive teaching methods and guidance are adjusted to students' potential.
7.	G (SMAS E)	1. Teachers build positive relationships with students through humor and adaptive interactions. 2. Assignments and games are adjusted so that they can be accessed by all students. 3. Internet and gadget facilities support learning adjustments. 4. Students feel that learning is easier to understand and the classroom atmosphere is more relaxed thanks to the methods and media used by the teacher.
8.	H (SMAN C)	1. The teacher creates a conducive learning environment with a consistent daily routine. 2. Classroom management strategies encourage positive learning dynamics..
9.	I (SMAS F)	1. The teacher always provides positive feedback and constructive suggestions on student presentation results. 2. The contextualization of sociological concepts is taken from real field conditions such as cases that are currently viral. 3. Currently, teachers enjoy exploring elements of scouting games to be implemented in sociology learning.

Differentiation of Learning as a response to student diversity

Differentiated learning is an approach used by several informants. Through differentiated learning, teachers carry out learning that adapts to students' abilities, learning phases, learning styles, and interests. This approach aligns with recent research emphasizing that differentiated instruction accommodates diverse student needs by modifying content, process, and products based on learner profiles, thus enhancing engagement and learning outcomes (Meriyati et al., 2023; Ahmad et al., 2024). Teacher A expressed his experience that differentiated learning is seen based on students' abilities through the learning phase.

For Teacher C, differentiated learning is carried out by identifying students' interests and talents through diagnostic assessments at the beginning of learning, more relevant and challenging learning activities can be designed for each student. For Teacher E, differentiated learning is carried out by providing equal opportunities to carry out learning based on VAK (Visual, Audio, Kinesthetic) interests. "*First of all,*

process differentiation is one of the main ways to adjust learning objectives. This is done by differentiating approaches and teaching methods according to the needs and characteristics of students" (Teacher E). Teacher I also emphasized differentiated learning as the main preference in determining the learning methods that will be carried out or compiled in teaching modules.

Teacher-Student Interaction and Inclusive Classroom Management

Teachers play a crucial role in creating a warm, orderly, and supportive classroom atmosphere. For instance, Teacher E consistently fosters a relaxed and welcoming environment before starting the lesson, aiming to build positive relationships with students and enhance their comfort in learning. Observations show that the teacher gives all students equal opportunities to express their opinions, preventing classroom domination and promoting inclusive interaction. The teacher also actively maps student engagement to ensure that every individual is recognized and encouraged to participate.

During lessons, Teacher E acknowledged that students' initial responses to questions were often passive. However, through deliberate questioning techniques and encouragement, the teacher gradually increased student enthusiasm, particularly during discussions on social issues. This indicates the teacher's skill in using guided questioning to enhance classroom participation.

Similarly, Teacher B responds to disruptive classroom dynamics by restoring order and re-engaging the entire class. The teacher ensures that attention is distributed evenly, and all students are involved in classroom discussions.

Teacher A demonstrated a high level of empathy for students experiencing learning difficulties. By offering personal support and special attention, the teacher succeeded in creating a safe and inclusive environment where all students felt valued and motivated to learn. This approach not only benefits struggling students but also strengthens peer cooperation, making the learning process more meaningful and effective for the entire class.

Observations of Teacher G highlighted the teacher's effective interaction with students, particularly in maintaining positive social relationships within the classroom. This was evident in the teacher's adaptive approach, using humor and engaging behavior to foster a sense of closeness and comfort among students. According to students, the learning atmosphere became more relaxed and enjoyable, with the teacher's lively demeanor contributing to a more joyful classroom experience.

In contrast, Teacher D had to navigate a classroom with significant limitations in student resources and technology access. To address these constraints, the teacher prioritized maximizing student participation using conventional learning tools such as books and whiteboards. Despite the limited use of digital media, the teacher focused on building meaningful engagement through consistent positive feedback and task adjustments tailored to student conditions. For many students, basic technological skills such as operating a laptop or using Microsoft Word remained a challenge. As a result, foundational learning outcomes were treated as critical indicators for assessment, reflecting the need to align instructional goals with students' actual capabilities and learning contexts.

Academic Challenges: Scientific Language and Application of Theory

The challenge of delivering sociology learning lies in simplifying abstract sociological concepts so that they can be understood by students, given their varying levels of comprehension. This challenge was acknowledged by Teacher A, who emphasized the need to design lessons in ways that are more accessible and understandable for all students. As Teacher A stated:

"One of the main challenges faced by students in learning sociology is understanding material that is filled with scientific terms, such as acculturation and assimilation, which are often confusing. Many students find it difficult to understand the meaning and differences of these terms because they are not yet familiar with the academic language used. In addition, students also face challenges in linking sociological theory to social phenomena that occur in everyday life. They need to practice more in applying abstract theories to real situations, which sometimes feel far from their experience. Another challenge is the difficulty in managing complex information, because sociology material at the high school level includes various concepts that require in-depth understanding and critical analysis, so students need more time and guidance to master it."

These difficulties reflect what Vygotsky (1978) describes as the Zone of Proximal Development (ZPD)—the space between what learners can do independently and what they can accomplish with instructional support. To address this gap, teachers in this study employed various scaffolding strategies to make sociological content more accessible without diluting its academic depth.

For example, Teacher B simplified complex ideas by connecting them to students' everyday experiences. Teacher D minimized abstraction by using simple and direct language. Teacher E was particularly praised by students for consistently providing real-life examples that made sociological concepts easier to understand. As one student described:

"Mrs. E more often provides understanding in the form of direct practice or in real form. For example, every time she finishes delivering the material, Mrs. Yoni always shows real examples in everyday life so that our understanding is not limited to just knowing but understanding and comprehending. The media used in delivering the material are diverse. But I like it when Mrs. E calls one of the students to give an example of something to explain the material."

In addition, Teacher H supported students by not only giving clear instructions for assignments but also checking for comprehension, patiently re-explaining material using examples when confusion arose. Likewise, Teacher I made efforts to contextualize abstract sociological concepts by referencing viral news and relevant social issues, ensuring that learning felt connected to students' real-world contexts. These teaching practices exemplify how scaffolding—through language adjustment, contextual examples, and interpersonal responsiveness—helps students bridge the cognitive gap between theory and experience.

Media Creativity and Learning Methods

Teacher B implements sociology learning in an engaging and dynamic manner by applying various active learning strategies, including group discussions, interactive questioning, and contextual mini lectures that relate directly to students' everyday experiences. These strategies have been shown to improve conceptual understanding and learner engagement by promoting reflective thinking and meaningful participation in the learning process (Doolittle & Camp, 1999; Lim et al., 2022).

Complementing this, Teacher E utilizes visual media—such as printed images—as part of group assignments. This method not only enhances conceptual understanding but also caters to visual and interpersonal intelligences, aligning with findings that instructional strategies based on multiple intelligences improve student engagement and activity in learning environments (Gardner, 2011; Hilyana & Khotimah, 2021). A student confirmed the effectiveness of this approach, stating:

"I think learning Sociology is quite interesting, especially with the way Mrs. Yoni explains the material. She likes to use various methods, so I don't get bored easily in class. Sometimes we have group discussions or watch videos, and we also did a trial simulation, which was tense. For example, when we were learning about social problems, we didn't just read books but were also given real examples that were happening around us. That made it easier for me to understand…"

This testimonial reflects the value of multimodal learning that stimulates student engagement and promotes deeper understanding—core aspects of student-centered learning in 21st-century classrooms (Ferstephanie & Pratiwi, 2023; Xu, 2024). Beyond instructional methods, Teacher E also applies a collaborative learning model through interdisciplinary projects. For instance, students in Grade X were tasked with producing scientific papers that integrated content from subjects such as sociology, history, mathematics, and geography. This practice not only encourages higher order thinking but also builds teamwork, autonomy, and interdisciplinary awareness (Laal & Ghodsi, 2012).

Meanwhile, Teacher G benefits from a well-supported school infrastructure, including high-speed internet and digital devices in each classroom. These facilities allow teachers to adopt varied learning activities—such as educational games and adaptive digital tasks—while ensuring that all students can access the content equitably. Such efforts exemplify inclusive pedagogy and differentiate instruction, where learning design is responsive to students' individual needs and resources (Arti & Ikhsan, 2021)

To synthesize the diverse practices observed across informants, Table 2 presents the key themes emerging from the data, aligned with relevant critical pedagogy and educational theories.

Table 2. Teaching Themes, Practices, and Supporting Theories

Main Theme	Teacher Practices (Field Findings)	Supporting Theory
Differentiated Instruction	Teachers adjust learning objectives, methods, and media based on students' learning phases, learning styles (VAK), abilities, and interests (A, C, E, F, I).	*Pedagogical responsiveness*, *student-centered learning* (Walton & Osman, 2022; Hati et al., 2025)
Inclusive and Empathetic Class	Teachers create a safe and comfortable classroom environment, with special attention to students experiencing difficulties or with certain limitations (A, D, E, F, H).	*Dialogical education* (Freire, 2018), *inclusive pedagogy*
Contextualization of Concepts	Sociological concepts are explained through real-life examples, viral issues, students' personal experiences, or local social practices (B, C, E, I).	*Meaningful learning* (Kostiainen et al., 2018; Feriyanto, 2024)

Media and Method Innovation	Teachers use visual media, pictures, simulations, videos, games, and integrate cross-subject projects to increase engagement (B, E, G).	*Joyful learning, experiential learning* (Bhakti et al., 2018)
Positive Teacher–Student Relations	The teacher-student relationship is built through humor, adaptive interaction, and constructive feedback, which strengthen students' motivation and sense of comfort (A, E, G, I).	*Affective engagement, critical pedagogy* (Freire, 2018)

These findings illustrate how teacher initiatives in contextualizing sociology learning are not only pedagogically relevant but also aligned with critical and student-centered educational paradigms.

DISCUSSION

Reading Student Reality: Starting Point for Contextual Learning

Sociology teachers can explore the context of the reality around students to facilitate understanding of sociology learning. Finding context in the concepts being studied is a form of contextualization that can strengthen perceptions of the material (Khanal, 2023). Being sensitive to contextuality is a form of responsive pedagogy because it rejects universal discourse that standardizes (Walton & Osman, 2022). Abstract sociological concepts are difficult for high school students to understand if they are not accompanied by relevant examples in their lives. Thus, sociology teachers always follow the development of information and track the trends occurring in the students' environment. It is not surprising that sociology teachers use viral news as case studies, personal stories relevant to the material, and local phenomena that students can easily relate to. Consequently, sociology texts mapped in the national curriculum are adapted with local elements to make them more relevant and understandable for students.

Contextual learning, therefore, must focus not only on using concrete examples but also on the holistic design of learning. This includes activating prior knowledge, understanding concepts before focusing on details, applying knowledge in real situations, and reflecting on learning strategies (Nababan & Sipayung, 2023). Sociology teachers assess students' social conditions through diagnostic assessments, ongoing observations, and reflections on student progress to inform their pedagogical decisions. Contextual learning is characterized by meaningful connection, purposeful engagement, collaboration, creative and critical thinking, and the use of authentic assessment (Muhartini et al., 2023). Therefore, building contextual learning involves more than case-based instruction; it requires connecting deeply with students' lived experiences and designing classroom activities that are both personally relevant and socially engaging.

From Material to Meaning: Teacher Strategies in Transforming Sociological Concepts

Learning is a space for dialogue that makes education meaningful. In the perspective of critical pedagogy, actively involving students in the learning process so that they find and develop their own opinions through dialogue spaces is a source of critical thinking (Freire et al., 2018). This dialogic approach is central to transformative

praxis, where reflective inquiry and social action converge in the classroom (Luitel & Dahal, 2020). Sociology teachers realize that their role in learning is not to be the only source of truth, but rather as a facilitator to build shared knowledge. Learning materials that are linked to everyday contexts become a stimulus for students to then open up discussion paths to build their own knowledge (Askari & Baumgartner, 2024). Learning efforts that are relevant to students' experiences are not done unintentionally but also have a role from the Merdeka curriculum paradigm. The Merdeka curriculum provides learning steps that can prioritize student activities and experiences by expecting change, independence, and quality in society.

The combination of contextualization of learning materials can make learning transformative (Khanal, 2023). Abstract concepts in sociology subjects are often difficult for students to understand. Through the involvement of actual issues such as everyday life, real social practices, or utilizing issues that are currently viral on social media is a form of transforming knowledge. Knowledge is not only transferred as a form of memorization but is understood to be connected to other relevant concepts so that the concepts learned become meaningful.

Contextual learning is supported by a differentiated approach to driving sociology learning to be transformative. Differentiated learning allows for adjustments to the approach according to individual needs, interests, and potential that can help students develop relevant skills (Lisnawati et al., 2023). Contextual learning enables students to interpret the knowledge they learn flexibly (Muhartini et al., 2023). Sociology teachers carry out creative and varied learning as a marker of the teacher's role as a facilitator who is able to provide different spaces for expression.

Learning meaningful occurs when students are able to connect knowledge with experience and personal expression. Meaningful learning helps students to connect newly learned information with relevant knowledge (Feriyanto & Anjariyah, 2024). Meaningful learning occurs by paying attention to learning design, gaining rich experiences, and showing a variety of expressions (Kostiainen et al., 2018).

Building a Learning Space that Brings Sociology to Life

Education is a relationship between humans and the world that occurs when there is interaction, communication, and dialogue (Khanal, 2023). Interaction, communication, and empathy are the basis of a meaningful learning space. The practice of sociology teachers who build classrooms as pleasant, warm, and inclusive spaces encourages active participation from each student so that they can achieve their desired educational efforts. Interactive and student-centered learning will not occur if the teacher does not arrange for pleasant classroom conditions. Thus, meaningful learning is possible with the encouragement of the role of teachers who build a classroom atmosphere as an interactive and inclusive learning space.

Education is building hope. Hope encourages someone to have a belief in a better world so that they can activate certain types of bodies (Ichikawa, 2022). Teachers who are sensitive to students' conditions allow students to feel motivated. Sociology teachers create a safe space in discussions with a positive atmosphere so that they can encourage students' self-confidence to express their thoughts in class.

Education through schools is expected to solve social problems by making connections with a high sense of social responsibility with a critical and democratic classroom environment (Wang & Noordin, 2024). Presenting social issues does not

mean that it is only interpreted as a form of simplification of sociological concepts. However, sociology teachers strive to build critical awareness. By making social issues a stimulus, active student involvement in class discussions is possible compared to teachers who focus on presenting textual materials in class. Thus, sociology becomes a subject, knowledge, and skills that are close to students so that it is expected to achieve changes in knowledge, attitudes, and skills as agents of social change.

CONCLUSION

This study concludes that sociology teachers play a vital role in creating contextual and meaningful learning by responding to student diversity and aligning teaching with real-life social conditions. The findings demonstrate that differentiated instruction, inclusive classroom management, contextualization of abstract concepts, and creative use of media are key strategies that enable students to better engage with sociological knowledge. These teacher-initiated efforts not only make learning more relevant and accessible but also foster critical thinking and social awareness among students.

Understanding students' realities is the foundation for designing effective contextual learning. Teachers who integrate local contexts, current social issues, and collaborative activities help bridge the gap between textbook theories and students' lived experiences. These practices reflect principles of critical pedagogy and highlight the importance of teacher agency in transforming the classroom into a participatory, reflective, and empowering learning space.

Future research should explore students' perceptions of contextual learning and its impact on their critical thinking, civic engagement, and sociological understanding. Comparative studies across different school settings could further reveal how contextual strategies can be adapted to diverse educational environments.

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