

THE PHENOMENON OF STUDENT PARTICIPATION IN CLASSROOM DISCUSSIONS AND SOCIAL MEDIA (CASE STUDY: ANTHROPOLOGY EDUCATION, FACULTY OF SOCIAL SCIENCES, STATE UNIVERSITY OF MEDAN)

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ARTICLE INFO	ABSTRACT
Diterima: 05 September 2025 Direvisi: 10 September 2025 Disetujui: 18 September 2025 Tersedia Daring: 23 Agustus 2026 Keywords: <i>Participation; Students; Discussion; On Social Media</i>	This research aim For know Phenomenon Participation Students in Classroom Discussions and Social Media (Case Study: Anthropology Education) Faculty Knowledge Social Affairs, State University of Medan). Participation student in the learning process, both in the classroom class and on social media become important things in the world of education tall Because participation good inside and outside class can made into indicator in evaluate ability discuss, attitude highly intellectual, opinionated in a way argumentative, as well as active in convey good ideas in the room public or in the room academic. The research method that will be used is Qualitative Research with Comparative Multiple Case Study approach (Case study) double) according to Robert K. Yin is design study studies cases involving more from One case For see patterns, similarities, or difference between cases studied.
	ABSTRAK
Kata Kunci: <i>Partisipasi, Mahasiswa, Diskusi, Di Media Sosial</i>	<i>Penelitian ini bertujuan untuk mengetahui Fenomena Partisipasi Mahasiswa Dalam Diskusi Di Kelas Dan Media Sosial (Studi Kasus: Pendidikan Antropologi Fakultas Ilmu Sosial Universitas Negeri Medan). Partisipasi mahasiswa dalam proses pembelajaran, baik di ruang kelas maupun di media sosial menjadi hal yang penting dalam dunia pendidikan tinggi karena partisipasi baik di dalam maupun luar kelas dapat dijadikan indikator dalam menilai kemampuan berdiskusi, sikap intelektual yang tinggi, berpendapat secara argumentatif, serta aktif dalam menyampaikan ide-ide baik di ruang publik maupun di ruang akademik. Metode penelitian yang akan digunakan adalah Penelitian Kualitatif dengan pendekatan Studi Kasus Ganda Komparatif (Studi kasus ganda) menurut Robert K.Yin adalah desain penelitian studi kasus yang melibatkan lebih dari satu kasus untuk melihat pola, kesamaan, atau perbedaan antar kasus yang diteliti.</i>

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1. INTRODUCTION

Participation student in the learning process, both in the classroom class and on social media become important things in the world of education tall Because participation good inside and outside class can made into indicator in evaluate ability discuss, attitude highly intellectual, opinionated in a way argumentative, as well as active in convey good ideas in the room public or in the room academic indicators the expected

become the abilities possessed by graduates college tall in accordance with Law No. 12 of 2012 concerning Higher Education, Regulations Presidential Decree No. 8 of 2012 concerning Framework Indonesian National Qualifications (KKNI) and Minister of Education and Culture Regulation No. 3 of 2020 concerning National Standards for Higher Education (Sumarjono, 2020).

space education class, as room academic, should be be one of place for student For hone ability discuss, and convey opinion in a way open with still uphold tall ethics academic activities studying in class No only viewed as a formal learning process, but also an interaction forum that encourages student develop ability discuss to One with others. and courage in put forward idea (Setiyawati et al., 2025). However The reality seen in the field (especially the Anthropology Education Study Program) is very different.

Table 1. Results *pre - survey*

Category followed accounts	Amount Respondents
Account related instagram with State University of Medan (UNIMED)	34
Account Instagram Education	14
News Instagram account latest and most viral	14
Total respondents analyzed	62

Based on results pre survey, students active using social media For access about current issues happened, as tool learning, communication, and entertainment, not A little students who use account social media as tool learning, such as follow related accounts with Medan State University as means For look for information during lectures, following account education, and following account news the newest and most viral (Sumarni et al., 2025). Meanwhile when in the room class, students tend passive, when requested answer question student No can answer, when Work group There is students who do not contribute. This is show existence difference activity student discussing in the room class and on social media. More active passive in class can caused by Lots student No brave convey opinion his in a way directly in the room class, phenomenon This show existence obstacle psychological, such as shame, fear of being wrong, and not existence courage For speaking in formal forums. Active on social media due to student No need fear of being wrong, and social media nature interactive (Zain & Irianto, 2023).

Previous research conducted by Sumarni et al. in 2025, revealed that improvement participation active student in discussion can done with using a learning model *case study*. Study results the show learning models *case study* capable increase ability student in ask, express opinions, and collaborate interactive (Rosmeli et al., 2023). Discussion study - based groups case give chance for every student For interact in a way more open and collaborative (*Permendikbud No. 3 Tahun 2020*, n.d.).

As well as with research conducted by Rosmeli, Erfit, and Fathiyah (2023), students active discuss with application of learning models based project. Giving chance for they

For involved in a way direct in every learning process. Through relevant projects with problem real, students pushed For discuss, search for data, and understand context problems. Learning that is carried out in a way group create atmosphere collaborative, where every member own not quite enough answer For contribute in discussion and resolution project (Rachma et al., 2024).

Mendoza, Hutajulu, Lubis, Rahmadani, Putri in 2022 said that despite social media facilitate communication and support activity education through interaction, collaboration, and sharing source power, variable communication through social media No own impact significant to performance academic. However, collaboration proven own influence significant and the largest to performance academic students, as well as share materials and ingredients through social media. Findings This support that development technology enable social media play a role effective in the communication process in various fields, especially education. Next research conducted by Nuralizza, Arfiyanti, and Nuryanti (2023) Digital media is used student For look for reference material lectures and assignments lectures. Although digital media makes it easier access information, impact negative from use of social media like easy copy paste trigger plagiarism and laziness of thinking, which has the potential weaken ability think critical. However, on the other hand, digital media can also stimulate ability think critical Because student need choose and determine accurate and reliable information (Qadir & Ramli, 2024).

Although study previously give Lots information However Not yet answer Overall participation rate discussion students in the room class and social media. Previous research Not yet can compare or linking phenomenon participation student in two context different room classes and social media in a way simultaneously, still there is difference in understand How form and motivation participation student different or precisely each other complete in the room classes and social media (Nuralizza et al., 2023).

Research on Phenomenon participation students in the room classes and social media important For various audience. For lecturers as taker education policy, research This give description How pattern discussions on social media can made into inspiration For create more learning interactive in class. For students study This help they For understand that social media can become means For discuss in a way active, which can implemented in activity study in the room class (Nugroho & Lestari, 2022).

main purpose study This is For describe form and level participation student Anthropology of Medan State University in discussion taking place in the room classes and social media, as well as analyze factors that influence difference level participation students on both context This research focused on recognition various factor environment learning, patterns communication and culture academic push or limit involvement student in discuss (Mendoza et al., 2022).

Before carry out study field, researcher moreover formerly do Pre - survey conducted on 16- September 2025. Pre - survey done with method spread questionnaire beginning to Student Active Anthropology Education of Medan State University from Class of 2023 and 2024. Based on results Pre-survey, obtained that both Forces many people use social media as education, such as see lecture information, follow accounts

organization campus, even use social media for watch learning videos. But, results The pre - survey also showed almost perfect results same, where students using social media as tool For look for entertainment, communication with friend, see current news crowded on social media (Malnes & Najicha, 2024).

See phenomenon this, researcher make an effort For dig more in How student Actually use student using social media and how student interact in class. Researchers This browse various underlying motives student tend using social media as tool communication, entertainment, and see current news crowded on social media (Khozen & Setyowati, 2025). Where it should be student can play a role active discuss in the classroom and can assisted by Social Media For become support activity discuss while in class.

2. RESEARCH METHODS

Types of research

research method that will be used is Qualitative Research with Comparative Multiple Case Study approach (Case study) double) according to Robert K. Yin is design study studies cases involving more from One case For see patterns, similarities, or difference between the case studied. This type chosen For understand in a way in-depth and interpretive How pattern participation students, as indicator construction knowledge active, different between two context : space formal classes and social media egalitarian (Miles et al., 2014).

Research Location

Research location will focused on the Department /Study Program of Anthropology Education, Medan State University, which has stage lectures online and offline, as well make student in eye studying Anthropology of Education and Writing Ethnography of the Odd Semester 2025-2026 as a Unit of Analysis main. Second eye studying the chosen in a way random from eye course-course lectures in this semester that do lectures online and offline (face to face) face in class).

Apart from in context lectures study This also looks for data in social media owned by the informant. This is conducted so that research This can obtain comprehensive data.

Research Informants

For obtain rich and comparative data, informants key study covering Selected students in a way purposive based on level activity they are in both space (data obtained from lecturer guardian eye lectures), as well as the Lecturer in Charge of the Course for dig perspective about scaffolding and formal systems.

Informants (subjects) in study This is students of the Anthropology Education Study Program, Faculty Knowledge Social Sciences of Medan State University. The criteria are informant study This is as following(Creswell, 2020) :

1. Student active Anthropology Education Study Program class of 2023 and 2024, Medan State University, selected Because class of 2023 and 2024 still own amount eye many lectures. Not selected class of 2022 because guard neutrality researchers, considering researchers is part from class of 2022.
2. Social Media Users Instagram.

3. Active students follow eye studying Anthropology of Education and Writing Ethnography.

Selected informants overall his Already fulfil criteria informant, who is seen can give answer For digging into diverse motives, but still allows researchers do analysis in a way deep until achieved point saturated (data saturation), considering selected informants own the same characteristics with objective study (Yin, 2018).

Intra-Case Data Analysis

Initial step is analyze every context or case in a way separate and deep (Miles, Huberman, & Saldaña, 2014).

- 1 Case 1: Formal Classroom (online and offline):
 - 1) Data Reduction : Coding observation and interview data lecturer / student For identify pattern participation specific (for example, low frequency initiative spontaneous) and categorize factor related drivers / inhibitors with formal structure (Role of Lecturers, System Evaluation).
 - 2) Presentation : Creating description narrative thick (thick description) regarding how rigid scaffolding manifested and influences Discovery Learning in the environment class.
2. Case 2: Social Media Egalitarian :
 - 1) Data Reduction : Coding interview data and analysis social media content For identify pattern participation specific (for example, height) frequency and comfort expressing) and categorizing promoting factors motivation intrinsic and freedom.
 - 2) Presentation : Creating description narrative that highlights How freedom and lack of pressure academic facilitate construction meaning in a way active and spontaneous.

Cross-Case Data Analysis (Comparison and Interpretation)

After the second case understood in a way in-depth, done comparison For answer formulation problem in a way comprehensive. The first stage is carried out namely, Data pairing. Here researchers make Matrix Cross-Case Comparison for juxtapose category Key (Level of Participation, Quality Participation, and Driving / Inhibiting Factors) of Case 1 and Case 2. Matrix This help highlight similarities (universal factors) and differences (specific factors) contextual) visually (*Undang-Undang Republik Indonesia Nomor 12 Tahun 2012 Tentang Pendidikan Tinggi*, n.d.).

After that researchers do stage Identify Convergent and Divergent Patterns. At this stage Divergent, researcher explain difference patterns (for example, why the Participation Rate more high on Social Media) and factors that significantly specific differentiate second space (for example, Comfort Expressing Yourself on Social Media vs. Pressure Assessment in class). Next, the researcher identify consistent universal factors influence participation in both space (for example, Motivation general or Interaction Social), but compare How weight its influence changed (Bruner, 1990).

At the stage end researchers do interpretation Final Theory : Interesting conclusion with interpret pattern divergent and convergent This through lens Bruner's Constructivism (Bruner, 1990). The conclusion will be explain how social media

functioning as expansion effective space Because provide more flexible type of scaffolding support the active process of student Discovery Learning compared to rigid scaffolding in formal classes (Bowen, 2009).

3. RESULTS AND DISCUSSION

Previous studies about participation students in the room classes and social media.

The results of research conducted by Asafila, Radino, and Latipah (2025) entitled "Implementation method presentation interactive For increase participation student in learning", showing that implementation method presentation interactive proven capable increase participation student in room class. Through an approach that emphasizes interaction two direction between lecturers and students as well as between fellow students, activities learning become more alive and dynamic. Students No only play a role as listener passive, but active in ask, refute, answer, and also give addition material during the learning process ongoing. Involvement active This impact positive to motivation Study students, because they feel more valued, involved, and have not quite enough answer to the way learning (Hutabalian, 2024).

In line with that, Nugroho, Lestari (2022) in the journal entitled " Participation class in eye studying accounting : preparation, frequency, convenience and learning " says participation student in discussion class influential positive and significant to comfort they participate, which means the more often student involved in discussion, the more high level of confidence self they For put forward opinion in the room class.

Research conducted by Malnes and Najicha (2024) entitled "The role of social media in achieving civic participation in students " said social media give opportunity big for student For participate in a way active in life nation and state, at the same time become means expression self and criticism to issue social. Through activity share information, discussion, and delivery aspirations on platforms such as Instagram, students can expand range participation his from room class to digital space. Social media also plays a role in increase awareness politics, ability think critical, and skills communication student (Hermila et al., 2023).

In one side, Research conducted by Hutabalian (2024) entitled "The role of social media in participation students/I HKBP Nomensen University Pematangsiantar in government city Pematangsiantar" about the role of social media in participation HKBP Nomensen University students show that social media become means important for student in convey criticism, suggestions, and input. In addition study This find that form participation student through social media is very diverse, starting from from delivery information to society, making content creative, spreading the activity agenda to webinars. Social media also has an impact positive in speed up current information, improve transparency, and expanding participation students. However there are also impacts negative, including the spread of news false as well as tendency of some students For more active on social media but passive when asked participate direct.

Research position This to study previously lies in integration contextual social media as expansion room discussion significant academic achievement, beyond focus

single study previously in class discussion physique or official platform (LMS). Although study previously has identify various driving factors participation, position This give contribution unique with in a way explicit compare and explain differentiation pattern participation that emerged in two context different spaces. With Thus, research This No only confirm that social media is room participation, but also in a critical analyze why and how pattern participation there become more open and active, which is the end strengthen Spirit participatory students outside boundaries environment formal classes (Damayanti et al., 2023).

Previous studies about factor affecting participation student in discussion in the room classes and social media

Research conducted by Khozen, Setyowati (2025) entitled "The Role of Lecturers and Components of Evaluation in Increase Participation Active Students in Class" said that success increase participation active students in the room class relies heavily on two factor main, namely interactions and feedback come back constructive lecturer as well as design component clear and measurable assessment in lecture program unit (SAP). Second factor This capable create supportive learning student For more brave convey opinion, involved in discussion, as well as develop skills essential communication and collaboration for the world of work.

On the other hand, research conducted by Lestari, Pratama, Anggraeni (2023) entitled" Management facilities and infrastructure education in increase quality education students", said availability and management facilities and infrastructure education own influence direct to participation and involvement students in the room class. Facilities physique like room classy and comfortable, ergonomic furniture, and support technology like projectors, internet networks, and modern audio visual devices are proven and create environment learning and conducive and interactive. Students become more focus, active discuss, and show interest learn more tall when atmosphere class support activity learning (Asmawati, 2020).

Research conducted by Rachma, Eryadini, and Youhanita (2024) entitled " Analysis Effectiveness Use of Social Media in Support Learning Collaborative at UNIPA Campus Lamongan ", shows that use of social media in a way active can increase participation active student in learning collaborative. This study also revealed that student digital skills, engagement lecturers, and management activities on social media become factor important things that influence level participation in discussion.

In line with that, the research conducted Hasmalia, Munirah, and Andhira (2025) entitled " Analysis of Factors Influencing Activity Student in Online Learning of the Ethics and Teaching Profession Course", activeness student in online learning is influenced by a combination internal and external factors. Internal factors that play a role important covering motivation intrinsic and ability management time students. Students who have motivation tall as well as consider material lectures relevant with his profession as prospective teachers tend to more active follow activity learning. Meanwhile that, factor external parties involved influence activity student is support social, interaction with lecturers and friends colleagues, as well as support technical like availability adequate

devices and internet network. Good interaction between lecturers and students, especially through room interactive online discussions as well as giving bait come back in a way routine, proven can increase involvement student in the learning process. Support social from Friend colleagues also help create atmosphere positive and collaborative learning. In addition, the ability student in manage time in a way effective become aspect it is important that they can balance activity academic and non- academic during online learning (Asafila & Radino, 2025).

Theoretical Basis of Constructivism : Bruner

Foundation theoretical study This based on theory Constructivism developed by Bruner (1990), which emphasizes that learning is an active process in which individuals in a way independent build and revise understanding they about the world with connect information new with scheme knowledge that has been there is. Bruner emphasized Discovery Learning concept, where acquisition the most meaningful knowledge happen when students in a way active organize and formulate their ideas Alone a process that is realized through participation in discussion. In the context this, discussion, both in the room classes (offline and online) and social media, are seen No just data exchange, but rather as action construction meaning collective that is heavily influenced by language, interaction, and environment social culture place meaning the negotiated. Therefore that, level and pattern participation student is indicator direct from how far they are involved in active process construction knowledge This.

Constructivism Theory is very relevant For study difference pattern participation between room formal classes and more social media free. In the room class, construction process knowledge student tend regulated by formal structures, supervision lecturers and systems assessment, where the factors This can functioning as obstacles (rigid scaffolding, which makes student hesitant For carry out discovery learning effectively open). Scaffolding is defined as as support or help Study from lecturers who are too structured, too set, or too control so that student no space For try alone, no free explore, and in the end No discovery learning occurs (learning) find itself). On the other hand, social media offer an egalitarian and low- stress environment academic, which is inherent support motivation intrinsic and enabling student For more comfortable express and test their ideas, so that push construction more knowledge active and spontaneous. The difference in culture interaction and availability means supporters in both environment This in a way direct influence convenience student in perform active processes discover and articulate structure knowledge they.

With use Bruner's view, research This aim For No only describe How pattern participation different, but also explains Why factors specific (such as comfort, motivation, and environment) have different weights and roles in influence participation in every space. The factors identified (feed come back lecturer, system assessment, freedom express) can interpreted as elements that provide support or scaffolding to active processes construction meaning. With Thus, Bruner's Constructivism becomes runway strong For analyze that social media functioning as expansion space that is effective facilitate the discovery and negotiation process meaning students, who in turn

strengthen Spirit participatory they compared to with possible limitations felt inside room class traditional (Apriliani et al., 2024).

Framework Conceptual

This section describe connection between participation student in discussion in the room class and on social media Instagram. Classroom understood as formal place for interact in a way directly, while social media become room free to push expression and collaboration. Both each other complete in form pattern participation active and reflective students, so that help understand dynamics involvement student in two context different learning.

Participation Student as Construction Knowledge Active

For understand phenomenon participation student discussion in the room classes and social media, are required framework clear conceptual framework This summarize concepts key, relationship between concept, as well as underlying assumptions study this. With framework conceptual this, it is hoped study can done in a way systematic and directed. Participation student in discussion good in the room class and on social media is observable manifestations of the internal processes of construction knowledge active participation emphasized by Bruner. This No just presence or answer question in a way passive, but rather A action where are the students in a way active organize, test, and formulate new ideas they. Levels and patterns observed participation reflect to what extent the individual capable and motivated For carry out Discovery Learning inside environment the.

In context Constructivism, level participation (frequency and intensity) shows how much often student feel need or motivated For involving self in the negotiation process meaning. High levels on social media, for example, indicate that environment the in a way effective reduce obstacle psychological, so that facilitate encouragement default student For share and test ideas. In contrast, lower levels in formal classes may indicates that formal structure has become barrier cognitive that makes student reluctant perform internal and external scaffolding. In addition to the level, quality participation (depth construction meaning) becomes focus key. Quality refers to the extent to which students No only exchange facts, but capable serve structured, connecting arguments different concepts (structure of knowledge), and reflect deep understanding (Andhira, 2025).

Bruner argues that the most unique knowledge appear from invention self ; because that, participation quality tall is when student capable revise scheme knowledge they in a way public through language, which is visible from comments, responses, or initiative the discussion they had do. With compare level and quality participation in two room said, research This can identify which space is more effective become conducive environment for collective Discovery Learning. Social media predicted show pattern more participation active and spontaneous (level high), while in class, participation Possible more measurable and structured (quality high, but frequency low), both of which reflect How different environments (formal vs. egalitarian) provide support or obstacle to the construction process meaning individual.

In line with that, Sumarjono (2020) explains that participation Study be one of indicator main success learning. Participation student No only shown with presence, but also through activity in ask, answer, convey ideas, and discuss. High level of engagement make student more easy understand material, remembering lesson, and apply knowledge gained.

Draft participation is also not limited to space class. Apriliani, Putri, Unzilla (2024) added that improvement participation related with efforts to expand involvement individual and group in various fields, including education, social, politics, and economy. Greater participation tall usually impact on better decision making inclusive and representative, so that results achieved more fair and beneficial. In the context of students, social media space now become an important arena for they For distribute opinion, develop ideas, and build connectedness social. Participation student in the learning process No only can reviewed from aspect cognitive just and effective, but also can observed through presence they are in every lectures.

Alisalman (2022) emphasized that involvement student in a way simple reflected from available absences, both in online learning and face face. Consistent presence be one of form participation the beginning that shows existence commitment student For follow the learning process. However thus, more participatory meaningful should No stop at just present in a way physical, but also visible in involvement active they during the learning process ongoing.

Formal and Non-Formal Environmental Factors

Factors that influence participation student can separated in a way firm between formal environment (space class) and non-formal (social media), both of which act as scaffolding or precisely obstacle to construction knowledge. In space formal class, element such as the Role of Lecturers, Systems Assessment, and Feedback tend to creating a rigid scaffolding, which encourages participation based on motivation extrinsic (for the sake of value). Participation based extrinsic This risky inhibit spontaneous Discovery Learning because of fear will failure academic. In contrast, the social media environment offer non-formal space characterized by freedom, comfort expression, and the lack of pressure academic conditions This in a way strong support motivation intrinsic and promote Self Regulated Learning (SRL) or more self - scaffolding flexible. As confirmed by research by Zain and Irianto (2023), there is significant relationship between motivation learning and Self Regulated Learning in students (Alisalman, 2022).

This non-formal condition believed facilitate active processes construction meaning Because delete obstacle psychological problems that often occur appear in interaction face formal face. Apart from the factors contextual, there is Universal factors such as Motivation (general), Interaction Social, and Availability of relevant Supporting Facilities in both space. However, State of the Art research This lies in how these universal factors interact in a way different with factor contextual. For example, motivation intrinsic student For interact become Far more effective in push participation active when combined with comfort expressing oneself on social media, compared to

when must operating under supervision strict system assessment in the room class. With compare role from factors independent this research This in a way firm apply Bruner 's view : different environments in a way fundamental give different types of scaffolding. In-depth understanding obtained from analyze How formal structure (class) emphasizes validity knowledge and how non - formal structures (social media) emphasize spontaneity and frequency construction knowledge, which is ultimately give strong foundation For answer question What factor affecting participation student in discussion in the room class and social media ?

For understand context formal environment, according to Asmawati (2020) class can understood as room functional learning as if House for teachers and students, with condition comfortable physical condition as well as equipped facility support learning is also the smallest unit in structure school, which has characteristics distinctive and atmosphere different between One with others. In narrow, class interpreted as confined space four wall, place a number of student gather For accept learning. In the sense traditional, class is static because only show grouping student based on level development or age chronologically. However in a deeper sense area, class viewed as something community small that becomes part from the school community, where activities learn how to teach held in a way dynamic and creative For reach educational goals. From the perspective view didactics, class defined as group students who at the time simultaneously receive the same lesson from a teacher.

Setiyawati : Tanjung and Namora 2022 confirmed that class need designed in a way innovative to create capable atmosphere push motivation learn. This is signify that condition physique room class play a role in awaken interest at a time increase participation student in activity study. Meanwhile that, social media own influence big to method We undergo life work, and study. In the world of education, teachers and lecturers are also starting to utilizing social media in the classroom For interesting involvement student as well as support innovation in the learning process. By overall, social media can shape and influence method students Study as well as interact in daily life. Social media can used as means promotion self in a way direct, helpful students in look for answers and make decisions with fast.

Social media is an internet- based platform that provides room for its users For interact, collaborate, and exchange various form information, good in the form of images, text, video, and audio dynamic. Its presence often viewed as means modern communication that is not only make users as recipient information, but as creator at a time distributor content (Qadir, Ramli 2024).

According to Damayanti, Delima, Suseno (2023) Social media moment This hold role important in community life. Through this media, activities like exchange and look for information can done with a better way fast, easy, and efficient. Its use is also increasing wide, covering interest communication personal until used by organizations, corporations, governments, and social institutions. Various benefits offered make social media viewed as need main in life everyday. This is what makes social media increasingly popular and in demand by various circles, starting from children, adults, up to carry on age.

In the research previously by, Hermila, Ashari, Bau, Suhada (2023) said social media functions according to student as ; a) means communicate, b) source easily accessible information, c) entertainment media, d) media for learning, e) means get things new, f) means For doing business, g) means get motivation from various other people's posts, h) means interact distance far. As for the function of social media according to Riduan, Fauziah, Amelia, Sumarno (2023), Social media in the current era has be one of the most numerous means used society. Its functions are very diverse, starting from from provider information until as room learn, because many platforms, applications and websites that provide various content in the form of materials, formulas, answers, and learning solutions. In addition, social media is also utilized by its users For express self, interact, work same, share information, as well as weave communication that forms connection online.

Important data required For answer formulation problem study said, based on runway theory Bruner's constructivism and framework conceptually presented, divided become two category main. For answer formulation problem first, namely How participation student in discussion in the room class and social media, the required data is quantitative and qualitative data Participation Students in both environment. Quantitative data includes the Level of Participation (such as frequency or number of posts, comments, or interaction oral in class and digital) and Attendance (absence) as indicator commitment initial. Qualitative data covers Quality Participation (i.e., depth construction meaning, ability serve argument structured, connecting concept, and revise scheme knowledge), which is measured through analysis content from transcript discussion classes, social media posts, and responses. Comparison pattern level and quality between room this (formal) class and social media (egalitarian) will in a way direct describe " how " participation different (Andhira, 2025).

For answer formulation problem second, namely factor affecting participation student in discussion in the room class and social media, the required data is data on perception and interaction regarding Influencing Factors Participation. This data must covers factors different contextual in both environment and universal factors. Formal Environmental Factors (Class) include perception student about the Role of Lecturers, System Assessment, Lecturer Feedback (as rigid scaffolding / obstacles), and conditions physique class. Environmental Factors Egalitarian (Social Media) includes perception about Comfort Expression, Freedom, and Lack of It Academic Pressure (as support For Motivation Intrinsic / spontaneity). In addition, data needs to be covers Universal factors in both environment like level Motivation (intrinsic and extrinsic), Interaction Social, and Availability of Relevant Supporting Facilities. Analysis of this data will focus on how factors said (as scaffolding elements or resistance) weight in a way different in encourage active processes construction meaning (Discovery Learning) in space class versus social media, which provides explanation of " why " the pattern participation become different.

Conclusion

This study reveals that student participation in classroom discussions and social media within Anthropology Education at the Faculty of Social Sciences, State University of Medan, represents a dynamic form of academic engagement that reflects changes in contemporary learning environments. Student participation is not only demonstrated through verbal involvement during classroom discussions but also through digital interactions, idea exchanges, and academic communication on social media platforms. These two spaces create complementary arenas for students to express opinions, construct knowledge, and develop critical thinking skills.

The findings indicate that classroom discussions remain an important medium for developing students' argumentative abilities, intellectual attitudes, and collaborative learning skills. Meanwhile, social media provides broader opportunities for students to participate beyond formal classroom boundaries by facilitating continuous communication, information sharing, and academic discourse. However, the quality of participation is influenced by students' digital literacy, confidence in expressing opinions, and their ability to critically evaluate information.

Through a multiple case study approach, this research demonstrates that student participation is shaped by the interaction between learning culture, communication patterns, and technological developments in higher education. The phenomenon of student participation in both classroom and digital spaces shows that academic engagement has expanded from conventional face-to-face interactions into more flexible and interconnected forms of learning participation.

Therefore, higher education institutions, particularly in anthropology education, need to develop learning strategies that integrate classroom discussion and social media-based academic activities. Such integration can encourage more inclusive participation, strengthen students' critical thinking capacity, and prepare them to engage actively in academic and social environments. This study contributes to understanding the transformation of student participation in the digital era and provides a foundation for further research on learning interaction patterns in higher education.

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