

INTERNALIZING CONSTITUTIONAL VALUES THROUGH PROJECT-BASED LEARNING OF ARGUMENTATIVE TEXTS IN THE ERA OF DIGITAL TRANSFORMATION

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ABSTRACT

The rapid expansion of digital technology has transformed the ways students access information, communicate, and participate in public discourse, creating new challenges for constitutional education. The increasing circulation of misinformation, declining quality of public deliberation, and limited constitutional awareness among young citizens highlight the need for innovative learning approaches that integrate civic values with digital literacy. This study aims to examine the effectiveness of project-based argumentative text learning in fostering the internalization of constitutional values and strengthening students' digital citizenship awareness. The research employed a quantitative approach using a quasi-experimental design with a non-equivalent control group. The study was conducted at SMA Negeri 10 Malang and involved 60 eleventh-grade students divided into an experimental group and a control group. Data were collected through constitutional values internalization questionnaires, digital citizenship awareness questionnaires, and argumentative writing assessments. The data were analyzed using descriptive statistics, independent samples t-tests, and Pearson correlation analysis. The findings indicate that students who participated in project-based argumentative text learning demonstrated a substantially higher improvement in constitutional values internalization and digital citizenship awareness than those who received conventional instruction. The learning process encouraged students to engage with authentic public issues, evaluate information critically, construct evidence-based arguments, and reflect on constitutional principles within digital contexts. Furthermore, a strong positive relationship was identified between argumentative competence and the internalization of constitutional values, suggesting that argumentation serves not only as a linguistic skill but also as a mechanism for civic value formation. These findings contribute to the development of an interdisciplinary learning model that bridges language education, constitutional education, and digital literacy, offering practical implications for strengthening democratic citizenship in the era of digital transformation.

Keywords: argumentative text learning, constitutional values, digital citizenship, project-based learning, students

1. INTRODUCTION

Digital transformation has fundamentally reshaped patterns of social interaction, access to information, and citizens' participation in the public sphere. Advances in information technology have created extensive opportunities for developing twenty-first-century knowledge and skills; however, they have also generated challenges such as misinformation, opinion polarization, declining quality of public discourse, and the erosion of value-oriented perspectives in social life. In this context, education is expected not only to cultivate digitally competent learners but also to foster constitutional awareness as a foundation of democratic life. Constitutional values including the rule of law, respect for human rights, civic responsibility, equality before the law, and democratic participation, must be internalized through learning processes that are relevant to the characteristics of the digital generation (Buldani et al., 2025). Strengthening constitutional values has become increasingly important as digital spaces have emerged as the primary arena for shaping the civic identities and public opinions of young people (Devi et al., 2026).

Previous studies have demonstrated that the internalization of civic and democratic values requires contextual, participatory, and experiential learning approaches. Umamy et al. (2025) found that local narratives in children's storybooks serve as an effective medium for instilling democratic values among elementary school students through processes of identification and reflection on social experiences closely related to their daily lives. In higher education, research on strengthening civic literacy through digital literacy has shown that the integration of digital technologies enhances students' ability to understand citizenship issues, think critically, and participate responsibly in the digital public sphere (Kristiawan et al., 2026). These findings suggest that value internalization requires learning media and strategies that actively engage learners in constructing knowledge and civic experiences.

Within the field of citizenship education, project-based approaches have increasingly been explored as learning models capable of connecting conceptual knowledge with social practice. Basariah et al. (2024) demonstrated that the implementation of a digital-based Project Citizen model positively influenced the improvement of students' civic literacy in the era of digital citizenship. Similar findings were reported by Dahliyana et al. (2025), who developed the Digital Project Citizen model and found significant improvements in students' civic competencies following participation in digital project-based learning activities. Likewise, Maharani et al. (2024) reported that Project-Based Learning was more effective than conventional instruction in enhancing students' civic knowledge. Collectively, these studies indicate that project-based learning possesses substantial potential for developing citizenship competencies in the era of digital transformation.

Despite these advances, previous studies have primarily focused on strengthening civic character, digital literacy, democratic literacy, or general citizenship competencies. Research specifically examining the internalization of constitutional values through language learning, particularly through project-based learning of argumentative texts, remains limited. Yet

argumentative texts provide learners with opportunities to develop critical thinking skills, examine public issues, evaluate evidence, and construct rational and responsible arguments. These competencies constitute essential prerequisites for nurturing citizens who understand and uphold constitutional principles within democratic societies. Although studies on integrating civic values into digital learning have demonstrated positive contributions to students' democratic literacy (Seprie et al., 2024), they have not specifically investigated how project-based argumentation activities can function as a medium for internalizing constitutional values.

A further research gap can be observed in the limited number of studies that integrate Indonesian language learning, citizenship education, and digital transformation within a unified pedagogical framework. Most existing studies continue to position values education as an exclusive domain of Pancasila and Citizenship Education. However, strengthening constitutional values requires interdisciplinary approaches that enable learners to construct understanding across diverse learning contexts. At the same time, the dynamics of digital life demand stronger argumentative competencies so that learners can critically assess information, evaluate public claims, and formulate positions grounded in constitutional principles. The relevance of reinforcing constitutional values in digital spaces has become increasingly evident as contemporary public discourse frequently addresses issues concerning the limits of state authority, citizens' rights, and institutional legitimacy (Harsanti et al., 2026). Furthermore, the internalization of Pancasila and citizenship values in the digital era requires learning strategies that move beyond conceptual mastery and promote reflective as well as applied learning experiences (Aprianto, 2025).

Based on these considerations, this study is motivated by the question of how project-based learning of argumentative texts can serve as a medium for internalizing constitutional values among learners in the era of digital transformation. The study aims to analyze the process of internalizing constitutional values through project-based learning of argumentative texts and to identify its contribution to strengthening learners' digital civic awareness. Theoretically, this research contributes to the advancement of scholarship in values education and citizenship education through an argumentative literacy perspective. Practically, the findings are expected to provide a foundation for developing innovative learning practices that simultaneously integrate digital literacy, argumentative skills, and constitutional education.

The research addresses the following questions: (1) How is project-based learning of argumentative texts implemented to internalize constitutional values among learners? (2) Which constitutional values are developed through project-based argumentative activities? and (3) How does such learning contribute to strengthening learners' civic awareness in the era of digital transformation?

The originality of this study lies in its development of an integrative perspective that connects constitutional education, argumentative text learning, and project-based learning within the context of digital transformation. Unlike previous studies that have focused primarily on digital literacy, civic character, or values education in general, this research positions

project-based argumentative texts as a pedagogical medium for internalizing constitutional values in a contextual, reflective, and participatory manner. Its scientific novelty resides in the formulation of a model for the internalization of constitutional values through project-based argumentative activities that bridges civic literacy, digital competence, and democratic education within the learning ecosystem of the twenty-first century.

2. LITERATURE REVIEW

The internalization of constitutional values is a process of cultivating citizens' awareness of the fundamental principles of national and civic life, reflected in respect for human rights, the rule of law, democracy, social responsibility, and public participation. Contemporary citizenship education no longer focuses solely on the acquisition of constitutional knowledge; rather, it seeks to develop citizenship competencies that enable learners to apply these values in their everyday lives (Print, 2020). In the era of digital transformation, the need for the internalization of constitutional values has become increasingly urgent, as digital spaces serve as the primary arena for opinion formation, political participation, and social interaction. Research on the internalization of Pancasila values indicates that character formation in the digital age requires learning experiences that promote reflection, participation, and active learner engagement in constructing the meaning of the values being studied (Aprianto, 2025). Similar findings were reported by Umamy et al. (2025), who demonstrated that the internalization of democratic values is more effective when learners are actively involved in interpreting and reflecting upon issues closely connected to their lived realities.

One educational approach with significant potential to support this process is the learning of argumentative texts. Argumentation is not merely a language skill; it also involves the ability to evaluate information, construct logical reasoning, and make decisions based on evidence that can be justified. Kuhn (2019) argues that argumentation serves as a vehicle for the development of reflective thinking because it encourages individuals to consider multiple perspectives before forming a position on a particular issue. Within the context of citizenship, argumentative competence contributes to the development of a democratic culture through rational dialogue and respect for differing viewpoints (Osborne, 2018). Consequently, the learning of argumentative texts has strong relevance as a medium for internalizing constitutional values, as learners are encouraged not only to understand legal norms and constitutional principles conceptually but also to employ them as foundations for constructing arguments regarding public issues.

The effectiveness of argumentative learning can be further enhanced through the implementation of Project-Based Learning (PjBL). This model positions learners as active participants engaged in investigation, problem analysis, collaboration, and the creation of products based on authentic issues. Guo et al. (2020) demonstrated that PjBL simultaneously improves critical thinking, collaboration, communication, and problem-solving skills. In the field of citizenship education, Basariah et al. (2024) found that the implementation of a digital-based Project Citizen model contributed to the enhancement of students' civic literacy through their direct involvement in analyzing public issues. Similarly, Dahliyana et al. (2025) reported

that digital citizenship projects strengthened students' participation in understanding democratic issues and public policy. The strength of these studies lies in their ability to demonstrate the effectiveness of project-based learning in developing citizenship competencies. However, their focus remains largely confined to civic literacy and democratic participation, leaving the specific process of internalizing constitutional values through argumentative activities insufficiently explored.

The rapid development of digital technology has also generated a growing need to strengthen digital citizenship. Choi et al. (2018) explain that digital citizenship encompasses the ability to use technology critically, ethically, and responsibly within social life. Research has shown that strengthening civic literacy through digital literacy enhances students' capacity to understand citizenship issues and evaluate information circulating within digital public spaces (Kristiawan et al., 2026). Nevertheless, digital literacy does not automatically lead to constitutional awareness. The ability to access information must be accompanied by the ability to interpret and assess information based on principles of law, democracy, and citizens' rights. The importance of strengthening constitutional values becomes increasingly evident as contemporary public discourse frequently addresses issues concerning the limits of state authority, the protection of citizens' rights, and institutional legitimacy (Harsanti et al., 2026).

Based on the foregoing review, it can be concluded that previous studies have established the contribution of project-based learning to strengthening civic literacy, the role of digital literacy in enhancing civic competence, and the effectiveness of argumentative learning in developing critical thinking skills. However, limited attention has been given to integrating these three dimensions within a framework of constitutional values internalization. Therefore, this study advances an integrative perspective that positions project-based learning of argumentative texts as a means of internalizing constitutional values in the era of digital transformation. Through the processes of identifying public issues, gathering digital information, constructing arguments, and reflecting on the constitutional values embedded within those issues, learners are expected to develop a more substantive and contextualized form of civic awareness.

3. METHODS

This study employed a quantitative approach using a quasi-experimental design, specifically the non-equivalent control group design. The design was selected to examine the effectiveness of project-based learning of argumentative texts in fostering the internalization of constitutional values and strengthening students' digital civic awareness. The independent variable was project-based learning of argumentative texts, while the dependent variables included the internalization of constitutional values and students' digital civic awareness.

The study was conducted at SMAN 10 Malang during the second semester of the 2025/2026 academic year. The research population consisted of all eleventh-grade students enrolled in Indonesian Language classes. The sample was selected through cluster random sampling by choosing two classes with relatively equivalent academic characteristics. Class XI-

1 was assigned as the experimental group, while Class XI-2 served as the control group. Each class consisted of 30 students, resulting in a total sample of 60 participants. The experimental group received instruction through project-based learning of argumentative texts, whereas the control group participated in argumentative text instruction using the conventional methods commonly employed by the teacher.

The instructional intervention implemented in the experimental group was developed based on the Project-Based Learning (PjBL) framework, which included the stages of identifying public issues, formulating project questions, gathering information from various digital sources, constructing evidence-based arguments, presenting argumentative products, and reflecting on the constitutional values identified throughout the learning process. Project activities focused on analyzing contemporary issues related to citizens' rights, democracy, the rule of law, public participation, and social responsibility in digital environments. This model was selected because it provides students with opportunities to connect constitutional concepts to real-world issues encountered in their daily lives (Guo et al., 2020).

Data were collected using a constitutional values internalization questionnaire, a digital civic awareness questionnaire, and an argumentative competence test. The constitutional values internalization questionnaire measured indicators such as respect for citizens' rights and obligations, legal awareness, democratic participation, tolerance, and social responsibility. The digital civic awareness questionnaire assessed students' ability to use technology critically, ethically, and responsibly. Instrument validity was established through expert judgment, while reliability was examined using Cronbach's Alpha coefficient with a minimum acceptable value of 0.70 (Hair et al., 2022).

The study was conducted through three stages: pretest, treatment, and posttest. Descriptive statistics were employed to describe the distribution and tendencies of scores for each variable. Prior to hypothesis testing, normality and homogeneity tests were conducted to ensure that the assumptions of statistical analysis were met. Differences in learning gains between the experimental and control groups were analyzed using the independent samples t-test. Furthermore, the relationships among argumentative competence, constitutional values internalization, and digital civic awareness were examined using Pearson's correlation coefficient at a significance level of 0.05. These analyses were intended to identify the effects of project-based learning of argumentative texts on strengthening students' constitutional values in the era of digital transformation.

4. RESULTS AND DISCUSSION

Results

This study involved 60 eleventh-grade students from SMAN 10 Malang, divided into two groups: 30 students in the experimental group and 30 students in the control group. The experimental group received project-based learning of argumentative texts, whereas the control group participated in argumentative text instruction through a conventional approach. Data analysis was conducted to determine changes in the internalization of constitutional values and

digital civic awareness before and after the intervention, as well as to identify the relationship between argumentative competence and the internalization of constitutional values.

a. Description of Constitutional Values Internalization Data

The internalization of constitutional values was measured using a questionnaire encompassing indicators of legal awareness, respect for citizens' rights and obligations, democratic participation, social responsibility, and appreciation of diversity. The results indicated that the initial conditions of both groups were relatively comparable. The mean pretest score of the experimental group was 68.27, while that of the control group was 67.91.

Following the intervention, both groups demonstrated improvements in their scores. However, the increase in the experimental group was substantially greater than that of the control group. The mean posttest score of the experimental group reached 87.43, whereas the control group attained 76.25. The gain score in the experimental group was 19.16 points, compared with only 8.34 points in the control group.

Table 1. Pretest and Posttest Results of Constitutional Values Internalization

Group	N	Pretest	Posttest	Gain
Experimental	30	68,27	87,43	19,16
Control	30	67,91	76,25	8,34

Improvement in the experimental group occurred across all measured indicators. Democratic participation showed the highest increase, rising from a mean score of 67.50 to 89.20. Legal awareness increased from 69.10 to 87.80, while respect for citizens' rights and obligations improved from 68.40 to 86.70. Social responsibility increased from 67.80 to 88.10, and appreciation of diversity rose from 68.55 to 85.35.

Table 2. Improvement in Constitutional Values Internalization Indicators in the Experimental Group

Indicator	Pretest	Posttest
Legal awareness	69,10	87,80
Citizens' rights and obligations	68,40	86,70
Democratic participation	67,50	89,20
Social responsibility	67,80	88,10
Appreciation of diversity	68,55	85,35

These findings suggest that project activities requiring students to identify public issues, gather information from multiple sources, and construct evidence-based arguments contributed to a deeper understanding of constitutional principles that underpin democratic life.

b. Description of Digital Civic Awareness Data

Digital civic awareness was measured through indicators including critical information access, digital communication ethics, responsible social media use, digital security, and

participation in digital public spaces. The findings indicated that both groups possessed relatively similar initial levels of digital civic awareness. The mean pretest score of the experimental group was 70.14, compared with 69.88 in the control group.

After the intervention, the mean score of the experimental group increased to 88.36, while the control group reached 78.11. The gain score for the experimental group was 18.22 points, whereas the control group improved by only 8.23 points.

Table 3. Pretest and Posttest Results of Digital Civic Awareness

Group	N	Pretest	Posttest	Gain
Experimental	30	70,14	88,36	18,22
Control	30	69,88	78,11	8,23

The most substantial improvement in the experimental group was observed in the indicator of evaluating digital information. Prior to the intervention, many students tended to accept information from digital media without adequately verifying its sources. Following participation in project-based learning, students demonstrated stronger abilities to compare information from multiple sources, assess source credibility, and avoid disseminating unverified information.

Additionally, improvements were observed in digital communication ethics. Students became more cautious when expressing opinions in digital environments and showed greater consideration of legal and ethical aspects when commenting on public issues examined during the learning projects.

c. Results of Assumption Testing

Prior to hypothesis testing, the data were examined to ensure compliance with statistical assumptions. The Kolmogorov–Smirnov normality test yielded significance values of 0.128 for the experimental group and 0.174 for the control group. Since both values exceeded 0.05, the data were considered normally distributed.

The homogeneity of variance test using Levene’s Test produced a significance value of 0.217, indicating that the variances of the two groups were homogeneous and therefore suitable for further analysis.

Table 4. Results of Assumption Testing

Test Type	Sig. Value	Interpretation
Experimental group normality	0.128	Normal
Control group normality	0.174	Normal
Homogeneity	0.217	Homogeneous

d. Results of the Between-Group Comparison

Differences in learning gains between the experimental and control groups were analyzed using an independent samples t-test on gain scores. The results revealed significance values of 0.000 for constitutional values internalization and 0.000 for digital civic awareness. Both values were below 0.05, indicating statistically significant differences between the two groups.

Table 5. Results of the Independent Samples t-Test

Variable	t-value	Sig. (2-tailed)
Constitutional values internalization	6.842	0,000
Digital civic awareness	5.977	0,000

These findings indicate that students who participated in project-based learning of argumentative texts experienced significantly greater improvements in both constitutional values internalization and digital civic awareness than those who received conventional instruction.

e. Relationship Between Argumentative Competence and Constitutional Values Internalization

The relationship between argumentative competence and constitutional values internalization was examined using Pearson's correlation analysis. The results revealed a correlation coefficient of 0.721 with a significance value of 0.000, indicating a strong positive relationship between the two variables.

Table 6. Results of Pearson Correlation Analysis

Variables	r	Sig.
Argumentative competence and constitutional values internalization	0,721	0,000

These findings indicate that improvements in students' ability to construct logical, data-driven, and evidence-based arguments are associated with higher levels of constitutional values internalization. The stronger the quality of students' arguments, the greater their tendency to demonstrate attitudes reflecting legal awareness, social responsibility, respect for citizens' rights, and democratic participation.

Discussion

The findings of this study demonstrate that project-based learning of argumentative texts makes a significant contribution to the internalization of constitutional values among students. These results indicate that a learning process integrating argumentation activities, project completion, and the utilization of digital resources creates more meaningful learning experiences than instruction centered primarily on content delivery. The improvements observed in the experimental group suggest that students' understanding of constitutional values does not develop merely through memorization of concepts but through active engagement in identifying issues, analyzing information, and formulating solutions based on

constitutional principles. In this context, learning functions not only as a means of knowledge transfer but also as a space for developing civic awareness that enables students to recognize the relevance of constitutional values in everyday life.

The highest improvement was observed in the indicator of democratic participation, indicating that project activities provided students with opportunities to experience democratic practices directly within the learning environment. Throughout the learning process, students engaged in group discussions, collective decision-making, the distribution of responsibilities, and the presentation of arguments that had to be justified rationally. These experiences reflect fundamental democratic principles that position individuals as subjects who possess the right to express their opinions while simultaneously bearing the responsibility to respect the views of others. Consequently, democratic values were not understood merely as abstract concepts found in textbooks but became lived social experiences encountered directly by students during the learning process. This finding suggests that value internalization is more effective when learners are provided with opportunities to actualize values through concrete actions.

The improvement in the legal awareness indicator suggests that project-based learning of argumentative texts encouraged students to understand the relationship between legal regulations, citizens' rights, and social life. In constructing argumentative texts, students were required not only to express opinions but also to identify legal foundations relevant to the issues under discussion. This activity required students to understand the role of law as an instrument that regulates social life while simultaneously protecting citizens' rights. When discussing issues such as misinformation, personal data protection, cyberbullying, or freedom of expression on social media, students indirectly learned how constitutional principles are applied within contemporary social contexts. Such understanding reinforced the awareness that law is not merely a set of coercive rules but a mechanism that ensures justice and social order.

The findings also revealed improvements in students' respect for citizens' rights and obligations. This improvement can be explained by the nature of argumentative activities, which require students to consider multiple perspectives before taking a position on a particular issue. When analyzing public issues, students encountered diverse and often competing interests, making it necessary for them to understand both the rights possessed by individuals and the limits of those rights within communal life. This capacity to view issues from multiple perspectives contributed to the development of more inclusive attitudes and greater respect for the rights of others. Within citizenship education, understanding the balance between rights and responsibilities constitutes a fundamental element in the formation of responsible citizens.

The improvements in social responsibility and appreciation of diversity indicate that project-based learning strengthens the affective dimension of constitutional education. Throughout the project process, students worked not only individually but also collaboratively with peers who possessed different backgrounds, experiences, and perspectives. These interactions encouraged students to develop mutual respect, tolerance, and responsibility for tasks agreed upon collectively. These findings are consistent with the work of Aini (2025), who argued that value internalization becomes more effective when learners participate in social

experiences that allow them to practice values directly. In other words, the success of value internalization is determined not only by the content being taught but also by the quality of the learning experiences encountered by students.

The results of this study reinforce the findings of Umamy et al. (2025), who concluded that the internalization of democratic values develops through learners' active involvement in understanding and interpreting the social realities surrounding them. Although different instructional media were employed, both studies share the fundamental principle that value internalization occurs when learners are given opportunities to construct meaning independently through engagement with authentic issues. This study extends previous findings by demonstrating that project-based argumentative texts can serve as an effective medium for internalizing broader constitutional values, including legal awareness, democratic participation, respect for citizens' rights, and social responsibility.

In addition to enhancing the internalization of constitutional values, this study demonstrates that project-based learning of argumentative texts contributes significantly to strengthening students' digital civic awareness. This finding is highly relevant to the characteristics of digital societies, which are marked by rapid information flows and intensive online interactions. Within such environments, the ability to access information alone is insufficient unless accompanied by the capacity to evaluate source credibility and understand the social consequences of digital actions. The findings indicate that students became more critical in assessing information and more cautious in using digital media as a means of communication and public participation.

These changes occurred because project-based learning required students to utilize a variety of digital sources when constructing their arguments. During the process of gathering information, students learned to distinguish reliable information from content lacking clear foundations. They also learned to verify facts, compare sources, and identify potential biases within information. These activities directly fostered critical thinking skills, which constitute a central component of digital literacy. The findings support previous research on strengthening civic literacy through digital literacy, which suggests that technology-enhanced learning can improve learners' capacity to understand citizenship issues in a more critical and responsible manner (Kristiawan et al., 2026).

From a broader perspective, the findings indicate that digital transformation has altered the ways in which education cultivates character and civic awareness. Sulistiyani and Suharto (2025) argue that education in the digital era must integrate technological utilization with the development of scientific rationality. The results of this study demonstrate that such integration can be achieved through project-based learning of argumentative texts, which encourages students to develop logical reasoning, evaluate the validity of information, and draw conclusions based on verifiable evidence. Consequently, technology functions not merely as a learning tool but also as a medium for developing the forms of reasoning required for democratic life.

The increase in digital civic awareness observed in this study is also related to efforts to revitalize Pancasila values in the Society 5.0 era. According to Rais et al. (2025), the primary challenge facing younger generations is not merely technological proficiency but the ability to utilize technology in accordance with moral values, ethical principles, and social responsibility. The findings indicate that students engaged in argumentative projects demonstrated a greater tendency to consider ethical dimensions when expressing opinions in digital environments. They were concerned not only with the accuracy of information but also with the potential social consequences of disseminating that information. This finding suggests that constitutional education integrated with digital literacy can serve as a strategic instrument for developing civic character in the era of digital transformation.

The strong relationship identified between argumentative competence and the internalization of constitutional values makes an important contribution to citizenship education theory. Traditionally, argumentative competence has been viewed primarily as an academic skill associated with critical thinking and language literacy. The findings of this study suggest that argumentation serves a broader function as a vehicle for value formation. When students construct arguments regarding public issues, they do not merely process information; they also evaluate alternative courses of action based on principles they regard as valid and desirable. This evaluative process constitutes the essence of value internalization because students do not simply acquire knowledge of values but actively employ those values as a basis for decision-making.

The relationship between argumentative competence and constitutional values internalization further indicates that civic character formation cannot be separated from the development of critical thinking skills. Students capable of constructing logical arguments are more likely to understand the social, legal, and moral consequences of actions. Conversely, students with weaker argumentative skills tend to accept information passively without conducting adequate evaluation. These findings reinforce the results of Sukini (2026), who demonstrated the important role of argumentative activities in enhancing students' critical thinking abilities. However, the present study extends those findings by showing that argumentative competence also contributes to the development of constitutional awareness and civic identity.

Overall, the findings demonstrate that project-based learning of argumentative texts effectively bridges language learning, digital literacy, and constitutional education within a single integrated instructional process. This learning model provides students with opportunities to understand constitutional values through authentic learning experiences, strengthen critical thinking through argumentative activities, and develop digital civic awareness that aligns with the demands of democratic societies in the era of digital transformation. These findings indicate that Indonesian language education possesses significant strategic potential as a medium for citizenship education, capable of integrating knowledge, skills, and character development within a unified learning process.

5. CONCLUSION AND LIMITATION

This study demonstrates that project-based learning of argumentative texts contributes significantly to strengthening the internalization of constitutional values and students' digital civic awareness. The integration of argumentation activities, problem-solving tasks, and the use of digital information resources enables students to understand constitutional values in a more contextualized manner through direct engagement with public issues relevant to their daily lives. Such a learning process not only develops students' ability to construct logical and evidence-based arguments but also fosters legal awareness, respect for citizens' rights and responsibilities, democratic participation, social responsibility, and critical attitudes toward the use of digital media. The findings highlight the strategic role of Indonesian language education as a medium for citizenship education that can integrate the development of literacy competencies, critical thinking skills, and constitutional character formation within the context of digital transformation. The primary contribution of this study lies in the development of an instructional approach that bridges constitutional education, digital literacy, and argumentative learning through authentic and participatory project-based learning experiences.

Despite these contributions, several limitations should be considered when interpreting the findings. First, the study was conducted in a single school with a relatively small sample size, which limits the generalizability of the results. Second, the measurement of constitutional values internalization and digital civic awareness relied primarily on questionnaires and tests that captured students' conditions within a specific period of time. Consequently, the findings do not fully reflect the sustainability of attitudinal and behavioral changes over the long term. Third, the study focused exclusively on argumentative text instruction at the senior high school level and therefore did not encompass different educational levels or other areas of learning content.

Accordingly, future research should involve larger and more diverse samples to enhance the generalizability of findings. Longitudinal research designs are also recommended to examine the sustainability of value internalization over time. Furthermore, future studies should adopt mixed-methods approaches that combine quantitative and qualitative data in order to provide a more comprehensive understanding of the processes through which students develop constitutional awareness and digital citizenship in the era of digital transformation.

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