

Constructivism Learning in Learning Moral Beliefs at SMK 1 Muhammadiyah School Yogyakarta

Henik Nur Indahsari¹, Riky Supratama², Dina Auliatil Wahyuni³, Izza Nazalia⁴, Hanura Dewi Fadilah⁵

¹ UIN Sunan Kalijaga Yogyakarta, Indonesia, ^{2,3} STITMA Yogyakarta, Indonesia, ⁴ UIN Sunan Ampel Surabaya, Indonesia, ⁵ Al Azhar Cairo University, Egypt

e-mail: 23204011003@sudent.uin-suka.ac.id¹, rikysupratama@stitmadani.ac.id², businesstrue24@gmail.com³, izzanazalia@gmail.com⁴, hanura.dewi@gontor.ac.id⁵

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Abstract:

This research aims to explore the implementation of Constructivism Theory in the teaching of Aqidah Akhlak at SMK Muhammadiyah 1 Yogyakarta. Through qualitative methods including interviews and documentation reviews, this study explores how teachers apply Constructivism Theory to improve student engagement and learning outcomes. The findings revealed that when teachers apply Constructivism Theory, students become more actively involved in the learning process, resulting in a dynamic and interactive classroom environment. The implementation of this constructivism theory also faces challenges. Challenges arise when students are apathetic or unresponsive, thus hindering the realization of the full benefits of theory. The study highlights the importance of aligning educational theory with classroom practice in Islamic education and offers insights for improving teaching methods in Islamic schools.

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Corresponding Author:

Henik Nur Indahsari

UIN Sunan Kalijaga Yogyakarta, Indonesia.

e-mail: 23204011003@sudent.uin-suka.ac.id

Introduction (مقدمة)

Law of the Republic of Indonesia No.20 concerning the national education system (Sisdiknas) Chapter II article 3 concerning the function of national education explains that: National Education functions to develop abilities and form the character and civilization of a dignified nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen (Minuchin, 2003). The function of education that is expected to be realized is to eliminate all sources of ignorance and backwardness so that they are able to compete with others (Sujana, 2019).

Teachers as educators have a role that greatly influences the optimization of competencies possessed by students and also becomes a facilitator to alleviate students from the shackles of ignorance so that they are able to interact and adapt in social life well. One of the concrete steps that can be taken as an initial stage is to develop a curriculum. After the curriculum has been formed, the learning process is expected to run according to the predetermined goals (Arini & Umami, 2019). Teachers have a very large task and responsibility in the development of students in accompanying their development, including the cognitive, affective and psychomotor domains (-Muhibin & Hidayatullah, 2020). The main task of teachers is to provide fun forms and models of learning for students so that they can easily accept the knowledge given. Teachers must be able to choose and even create learning methods that suit the characteristics of their students (Atika & Lestari, 2023).

Moral faith education is a crucial aspect in the formation of students' character and morals, especially in religion-based schools such as Muhammadiyah. In today's era, moral crises are a topic that is widely discussed. This moral crisis can be reviewed from various things including; lack of understanding of the importance of moral education and wrong social factors, mass media, both print and electronic media, the influence of globalization and science and technology that is so rapid is also one of the causes of moral degradation (Mutmainnah, 2020). Strategies in instilling moral indigo in students are carried out with a coaching pattern that includes example and advice (Idayanti & Klulailiyah, 2022). In the practice of cultivating morals in students, they often encounter obstacles, namely lack of awareness in students (Idayanti & Klulailiyah, 2022). Morality is the main pillar of human beings in building a good relationship with God (vertical) and also relationships with fellow humans (horizontal) (Mutmainnah, 2020). Instilling strong values of faith and morals will help form a generation that is moral, ethical, and with integrity.

Indonesia with its characteristics of pluralism and differences in characteristics accompanied by changes in information and communication technology that is increasingly developing has made a paradigm shift in the world of education. One of the real examples of a change in learning paradigm is the application of constructivism learning theory. The constructivist paradigm is rooted in the philosophy of humanism and phenomenology. The development in this paradigm also takes a number of ideas developed by cognitive learning theory (Sa'adah & Azizah, 2021). According to constructivist theory, the subject, namely the teacher, must be able to compile the real understanding of students through cognitive interaction (Rila et al., 2021). The constructivism learning method is included in the realm of the contextual learning model component which is conceptualized that in a learning that is important is the relationship between learning materials and students' life experiences (Nasir, 2022). Constructivism is a theory of learning that emphasizes the active role of students in building their own knowledge. In the context of moral faith education, the constructivist approach allows students to internalize values through real experience and personal reflection.

Previous research has shown that a constructivist approach in education can improve student engagement and understanding. Relevant research was conducted by Andang Suhendi et al and the results of the study stated that constructivism is a promising method and has a positive impact on the progress of education in Indonesia because it can improve students' ability to be more creative (Suhendi et al., 2021). In the research conducted by Putri et al, it was

stated that the right strategy in learning moral beliefs is active learning (constructivism) (Putri et al., 2023). From this description, it can be explained that the purpose of this research is to find out how the theory of constructivism can be applied in the learning of moral beliefs. The implementation of various methods and learning models is a form of effort by educational institutions to be able to create effective learning. One of the schools that applies this constructivism learning theory model is at SMK Muhammadiyah 1 Yogyakarta in the subject of aqidah akhlaq and also Islamic cultural history.

Method (منهج)

This study uses a descriptive qualitative approach because it seeks to understand in depth the application of constructivist learning theory in a real context. The subject of the study is a teacher of Aqidah Akhlak at one of the Muhammadiyah Vocational High Schools (SMK) in Yogyakarta who has applied constructivism learning theory in the teaching and learning process. The selection of this subject is based on the consideration that the teacher has direct experience in the use of the constructivist approach.

The data collection technique was carried out through in-depth interviews and journal reviews. Interviews are conducted in a semi-structured manner, namely with open-ended question guidelines so that teachers can explain in detail experiences, strategies, and obstacles in the application of constructivism in the classroom. Meanwhile, journal reviews are carried out by reviewing a number of national and international journals that are relevant to constructivism learning theory. This literature review aims to strengthen the theoretical basis as well as become a material for comparison with findings in the field (Supratama, Ramadani, et al., 2024).

The collected data is then analyzed qualitatively through three stages, namely data reduction, data presentation, and conclusion drawn. At the reduction stage, the researcher selects and simplifies the interview data. Furthermore, the data is presented in the form of a descriptive narrative so that it is easy to understand. The final stage is in the form of drawing conclusions by interpreting the findings of the interview and connecting them with the theory of constructivism obtained from journal reviews (Supratama, Kholifah, et al., 2024).

To maintain the validity of the data, this study uses a triangulation technique, which is comparing the results of interviews with findings from related journals. In addition, a member check is also carried out, which is to reconfirm the results of the interview with the teacher so that it matches the real experience he has experienced.

Result (نتائج)

The findings in this study were obtained information that at SMK Muhammadiyah 1 Yogyakarta, especially in the subject of moral beliefs, teachers have applied the theory of constructivism. The result is that students are more actively involved in the learning process in the classroom and the classroom atmosphere becomes more lively because the teacher succeeds in making students to independently explore their imagination and knowledge to gain understanding according to their capacity. In addition, by using constructivism and learning

anchovies, learning objectives can be achieved more optimally and successfully. Of course, in an effort to implement constructivism learning theory, not all classes at every level give a positive response and are willing to be actively involved, this is an obstacle to its implementation. But not a few classes also gave a positive response and showed interest when teachers used this constructivist learning theory so that the learning atmosphere was more directed and learning goals were achieved. Results should be clear and concise.

Discussion (مناقشة)

Constructivism learning theory

Constructivism is a type of learning that assumes that knowledge can be built little by little by humans so that it can be built up as a whole. Constructivist groups agree that learning is the process of discovering something. Not the process of discovering a new fact (Gusnarib wahab & Ti, 2021). This constructivism is an active theory of learning (Suparlan, 2019). Constructivism theory applies a learning process that emphasizes more on student involvement and activeness during class (Dinda Dwi Azizaah, 2021). Constructivist groups argue that the only means of acquiring knowledge is through sensory tools that directly and indirectly interact with objects and their environment (Ahmad Suryadi, Muljono Damopolii, 2022). Constructivist learning theory states that learners construct knowledge through their experiences rather than passively receiving information. This theory emphasizes the importance of the active role of learners in the process of knowledge construction (Saefudin et al., 2021).

Constructivism aims for students to be actively involved in acquiring knowledge from the environment and to be responsible for the learning process. In its implementation, of course, it will produce an interactive environment (Bogar et al., 2012). Munculnya teori belajar konstruktivisme ini akibat dari adanya pergeseran pemikiran behaviorisme ke kognitif (Suhendi &., 2018). The essence of this constructivist learning theory is that students must discover and transform science into others (-Muhibin & Hidayatullah, 2020). The essence of this constructivism concept is that students succeed in building an understanding based on what makes sense to them (Habsy et al., 2023). Constructivist learning theory emphasizes that students receive and actively construct knowledge through experience, reflection, and interaction (Angraini et al., 2024).

Constructivism learning theory has several characteristics, including: student-centered learning, integrating old and new knowledge, having different views in students, seeking knowledge naturally, contextual learning so that it can give rise to real experiences, and the last is a fun, competitive, cooperative, creative, active, and innovative learning process (Abid Nurhuda, Muhamad Fiqhussunnah Al Khoiron, Yasin Syafi'i Azami, 2023).

Implementation of constructivism learning theory in the subject of moral beliefs

The implementation of constructivism learning theory is characterized by deeper pressure and demands on students during the learning process when they want to develop their imagination (Hatija, 2023). Constructivist learning theory emphasizes that students receive and actively construct knowledge through experience, reflection, and interaction (Angraini et al., 2024).

Based on the results of an interview with a teacher who teaches the subject of *aqidah akhlak* and Islamic cultural history at SMKN 1 Yogyakarta, it was found that teachers have applied constructivism learning theory by paying attention to the existing steps. At first, the teacher gives an explanation of the learning objectives that will be achieved in the material to be taught, then the teacher provides an initial stimulus or stimulus to students by explaining a little initial description of the material, then the teacher gives questions related to the material and students are asked to explore and provide responses or answer problems given by teachers. From the implementation of this theory, the class becomes more active. The competitiveness of students with their peers in expressing opinions or answering teachers' questions is more pronounced so that the class is more lively and learning feels more fun.

Actually, teachers are happy when in the classroom when applying this constructivism learning theory students are actively involved, students ask a lot of questions and also express opinions, it indicates that students' imagination and thinking are running with what the teacher expects. The creativity of students is also developed by themselves. Students freely explore their understanding and knowledge so that there is a two-way communication between students and it provides a new perspective between each other even though sometimes some students' understandings are contrary to the actual theory. The application of constructivism learning theory is suitable for use in learning materials that are theoretical rather than practical.

Teachers are well aware that the implementation of constructivism learning theory is very active and also develops students' understanding more deeply, but it is undeniable that in addition to the benefits obtained in the implementation, there are also disadvantages of the theory of application of constructivism learning theory. The shortcomings in the implementation of this learning theory are returned to the factors of the state of the class or students who are apathetic and less responsive so that there is a failure and does not run properly.

There are explanations related to the advantages and disadvantages of this theory of constructivism. The weakness of this theory is that students' understanding is usually different from the actual theory. The advantage is that students are used to being active and involved in the learning process and honing their creativity (Lathifah, 2021). This theory also makes students be able to solve problems that occur and foster an attitude of responsibility (Manzilah et al., 2019).

In addition to supporting factors, there are also several inhibiting factors in the constructivist learning model in general, namely insufficient time allocation and lack of student confidence at the beginning of the implementation of the constructivist learning model. Efforts that can be made to overcome the inhibiting factors of the constructivist learning model in students are that teachers try to form positive attitudes in students such as confidence. Meanwhile, efforts that can be made to overcome the inhibiting factors in the implementation of constructivism theory in teachers are by facilitating teachers to participate in training and work shops (-Muhibin & Hidayatullah, 2020). There are several notes regarding the shortcomings in the implementation of constructivism theory, namely: not all students can easily find the answer on their own, good students cannot wait for their unfinished friends, this requires a new adaptation process and takes a long time for students who are somewhat lacking and weak (Abid Nurhuda, Muhamad Fiqhussunnah Al Khoiron, Yasin Syafi'i Azami, 2023).

Conclusion (خاتمة)

The application of Constructivism Theory in the teaching of Aqidah Akhlak at SMK Muhammadiyah 1 Yogyakarta has shown good results in increasing student engagement and learning experience. By encouraging active participation and independent exploration of knowledge, teachers have created a dynamic and interactive classroom environment. However, challenges such as student apathy and lack of responsiveness can hinder the full benefits of this pedagogical approach. This study underscores the importance of bridging the gap between educational theory and classroom practice in Islamic education. Going forward, it is important for educators to adapt teaching methods to suit the diverse needs of students and ensure the effective application of Constructivist Theory for optimal learning outcomes in Islamic schools.

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