



LEARNING CONSTRUCTIVISM IN LEARNING MORAL CREEDS AT THE MUHAMMADIYAH SCHOOL IN TEBING TINGGI CITY

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Abstract

This research aims to explore the implementation of Constructivism Theory in teaching Aqidah Akhlak at Muhammadiyah Middle School, Tebing Tinggi City. Through qualitative methods including interviews and documentation review, this research explores how teachers apply Constructivism Theory to improve student engagement and learning outcomes. Findings reveal 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 constructivist theory also faces challenges. Challenges arise when students are apathetic or unresponsive, thus hindering the full realization of the benefits of theory. This study highlights the importance of aligning educational theory with classroom practice in Islamic education and offers insights for improving teaching methods in Islamic schools.

Key Word: *Constructivism, Students, Moral Creed*

PENDAHULUAN

Republic of Indonesia Law 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 shape the character and civilization of a dignified nation in order to make the life of the nation intelligent, aimed at developing the potential of students in order to become a human being who believes and is devoted to God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent and becomes 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 it is able to compete with others (Sujana, 2019).

Teachers as educators have a role that greatly influences the optimization of the competencies possessed by students and also becomes a facilitator in alleviating students from the shackles of ignorance so that they are able to interact and adapt to social life well. One concrete step that can be taken as an initial stage is preparing a curriculum. Once the curriculum has been formed, the learning process is expected to run in accordance with the determined objectives (Arini & Umami, 2019). Teachers have enormous duties and responsibilities in the development of students in accompanying their development including the cognitive, affective and psychomotor domains (-Muhibin & Hidayatullah, 2020). The teacher's main task is to provide enjoyable learning forms and models for students so that they easily accept the knowledge provided. Teachers must be able to choose and even create learning methods that suit the characteristics of their students (Atika & Lestari, 2023).

Moral belief education is a crucial aspect in forming students' character and morals, especially in religion-based schools such as Muhammadiyah. In the current era, the moral crisis is a topic that is widely discussed. This moral crisis can be viewed 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 rapid influence of globalization and science and technology are also one of the causes of moral degradation (Mutmainnah, 2020). The strategy for instilling moral values in students is carried out with a coaching pattern that includes example and advice (Idayanti & Klulailiyah, 2022). In the practice of instilling morals in students, obstacles are often encountered, namely a lack of awareness in students (Idayanti & Klulailiyah, 2022). Morals are the main pillar for humans in building a good relationship with God (vertical) and also relationships with fellow humans (horizontal) (Mutmainnah, 2020). Instilling strong religious values and morals will help form a generation with morals, ethics and integrity.

Indonesia, characterized by its diversity and differences in characteristics, accompanied by changes in information and communication technology which is increasingly developing, has created a paradigm shift in the world of education. One real example of a change in learning paradigm is the application of constructivist learning theory. The constructivism paradigm is rooted in the philosophy of humanism and phenomenology. Developments in this paradigm also take a number of ideas developed by cognitive learning theory (Sa'adah & Azizah, 2021). According to constructivism theory, the subject, namely the teacher, must be able to construct students' real understanding through cognitive interaction (Rila et al., 2021). The constructivist learning method is included in the realm of components of the contextual learning model which has the concept that in learning what is important is the relationship between learning material and students' life experiences (Nasir, 2022). Constructivism is a learning theory that emphasizes the active role of students in constructing their own knowledge. In the context of moral education, the constructivism approach allows students to internalize values through real experiences and personal reflection.

Previous research shows that a constructivist approach to education can increase student engagement and understanding. Relevant research was conducted by Andang Suhendi et al and the research results stated that constructivism is a promising method and has a positive impact on educational progress in Indonesia because it can increase students' ability to be more creative (Suhendi et al., 2021). In research conducted by Putri et al., it is stated that the appropriate strategy for learning moral beliefs is active learning (constructivism) (Putri et al., 2023). From this description, it can be explained that the aim of this research is to find out how constructivism theory can be applied in learning moral beliefs. Implementation of various methods and learning models as a form of educational institution's efforts to be able to create effective learning. One of the schools that applies this constructivist learning theory model is Muhammadiyah Middle School in Tebing Tinggi City in the subjects of aqidah, akhlaq and also the history of Islamic culture.

METODE PENELITIAN

This study uses a qualitative method. Data collection techniques through interviews. The study was carried out by reviewing journals, namely reviewing several journals related to constructivist learning theory. The interview was conducted with one of the moral aqidah teachers at one of the Muhammadiyah vocational high schools in Yogyakarta who has applied constructivist learning theory during the lessons.

HASIL DAN PEMBAHASAN

The results of the findings in this research obtained information that at Muhammadiyah Middle School in Tebing Tinggi City, especially in the subject of moral aqidah, teachers had

applied constructivism theory. The result is that students are more actively involved in the learning process in class and the classroom atmosphere becomes more lively because the teacher succeeds in getting students to independently explore their imagination and knowledge to gain understanding according to their capacity. Apart from that, by using constructivist learning techniques, learning objectives can be achieved more optimally and successfully. Of course, in efforts to implement constructivist learning theory, not all classes at each level give a positive response and are willing to be actively involved, this is what becomes an obstacle in its implementation. However, quite a few classes also gave positive responses and showed interest when the teacher used constructivist learning theory so that the learning atmosphere was more focused and the learning objectives were achieved.

Constructivism is a type of learning that assumes that knowledge can be built little by little by humans to form complete knowledge. The constructivism group agrees that learning is a process of discovering something. It is not a process of discovering a new fact (Gusnarib Wahab & Ti, 2021). Constructivism is an active learning theory (Suparlan, 2019). Constructivism theory applies a learning process that places greater emphasis on student involvement and activeness during class (Dinda Dwi Azizaah, 2021). The constructivist group believes that the only means of obtaining knowledge is through the sense organs which directly and indirectly interact with objects and their environment (Ahmad Suryadi, Muljono Damopolii, 2022). Constructivist learning theory states that students construct knowledge through their experiences and do not receive information passively. This theory emphasizes the importance of students' active role in the knowledge construction process (Saefudin et al., 2021)

Constructivism aims for students to be actively involved in gaining knowledge from the environment and being responsible for the learning process. Its implementation will of course produce an interactive environment (Bogar et al., 2012). The emergence of constructivist learning theory is the result of a shift from behaviorism to cognitive thinking (Suhendi & ., 2018). The essence of constructivist learning theory is that students must discover and transform knowledge to others. (-Muhibin & Hidayatullah, 2020) The essence of this constructivist concept is that students succeed in building 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).

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

The implementation of constructivist learning theory is characterized by deeper pressure and demands on students during the learning process so that they are willing 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 *aqidah*, morals and history of Islamic culture at SMKN 1 Yogyakarta, it was found that the teacher had applied constructivist learning theory by paying attention to existing steps. At first the teacher provides an explanation of the learning objectives that will be achieved in the material to be taught, then the teacher provides initial stimulus or stimulation to the students by explaining a little initial description of the material, then the teacher asks questions related to the material and the students are asked to explore and provide responses or answer the problems given by the teacher. From implementing this theory the class became more active. Students' competitiveness with their peers in expressing opinions or answering teacher questions is more pronounced so that the class is more lively and learning feels more enjoyable.

In fact, teachers are happy when in the classroom when constructivist learning theory is applied, students are actively involved, students ask lots of questions and also express opinions, this indicates that the students' imagination and thinking power are running according to what the teacher expects. Students also try to develop their own creative abilities. Students freely explore the understanding and knowledge they have so that two-way communication occurs between students and this gives each other new views, even though sometimes some students' understandings contradict the actual theory. The application of constructivist learning theory is suitable for use in learning materials that are theoretical, not practical.

Teachers are very aware that implementing constructivist learning theory really supports activity and also develops students' understanding more deeply, but it cannot be denied that apart from the benefits gained from implementing this, there are also shortcomings in the theory of applying constructivist learning theory. Deficiencies in implementing this learning theory are returned to factors such as class conditions or students who are apathetic and unresponsive, resulting in failure and things not working properly.

There is an explanation regarding the advantages and disadvantages of this constructivist theory. 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 creative abilities (Lathifah, 2021). This theory also enables students to be able to solve problems that occur and foster an attitude of responsibility (Manzilah et al., 2019).

Apart from supporting factors, there are also several inhibiting factors in the constructivist learning model in general, namely insufficient time allocation and students' lack of self-confidence at the beginning of implementing 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 self-confidence. Meanwhile, efforts that can be made to overcome inhibiting factors in implementing constructivism theory among teachers are by facilitating teachers to take part 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 answers themselves, smart students cannot wait for their friends who have not finished, this requires a new adaptation process and takes quite a long time for students which is somewhat lacking and weak (Abid Nurhuda, Muhamad Fiqhussunnah Al Khoiron, Yasin Syafi'i Azami, 2023)

SIMPULAN DAN SARAN

The application of Constructivism Theory in teaching Aqidah Akhlak at Muhammadiyah Middle School in Tebing Tinggi City has shown good results in increasing student involvement and learning experiences. 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. Moving forward, it is important for educators to adapt teaching methods to suit the diverse needs of students and ensure effective application of Constructivism Theory for optimal learning outcomes in Islamic schools

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