

## Implementing Constructivism Theory of SKI Lesson

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### ABSTRACT

*This study aims to describe the application and the factors that influence the application of constructivism learning theory in SKI subjects at MA Unggulan KH. Abd. Wahab Hasbulloh Tambakberas Jombang. This research method is qualitative research. Data collection techniques were obtained by using: 1) Observation; 2) Interview; 3) Documentation. The data obtained from the research is processed by means of triangulation techniques including reducing data, presenting data, then conclusions. The results of this study indicate that the application of SKI learning based on Constructivism theory at MA Unggulan KH. Abd Wahab Hasbulloh namely initial activities, core activities, and closing activities. In the application of learning using film or video screening media. The supporting factors are the relevance of the materials, methods, and learning media, and the strategic location of the agency. Then there are inhibiting factors, lack of confidence in students, and lack of time management.*

**Keywords:** *Learning model of Islamic education; cultural of Islamic History; Constructivism theory.*

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### INTRODUCTION

The role of the teacher as an educator is very influential in optimizing the competencies possessed by students so that they are ready and able to interact and adapt well in real life. Of course, the achievement of learning objectives must be supported by the maximum role of the teacher. Teachers must know and apply the right steps in the learning process. Therefore, to realize the learning objectives comprehensively, the teacher must be able to understand the existing learning concepts. Islamic religious education in schools is very important, meaning that in preparing to face society directly, religious basics, laws that are starting to develop in society (Hidayat, 2015). The lack of innovation and creativity of teachers in applying various methods related to subject matter, especially SKI subjects, therefore SKI lessons are considered difficult and boring lessons. So it is not surprising that in following the SKI subjects students become lazy and lack enthusiasm (Wardani & Samsu, 2022).

Therefore, SKI learning should be able to encourage students to be creative and imaginative in understanding the learning theory, so that students have new ideas. By applying the constructivism learning model, students are given the freedom to express their ideas in their own language, so that students play an active role in the learning process (Shofiyani *et al.*, 2022). The concept of constructivism learning is learning centered on understanding. That the learning process carried out by students is a process of knowledge construction, understanding and experience carried out by students. Knowledge is not only given immediately (given), but also a long and long process. The next knowledge in humans is actually a journey from someone who conducts a study of understanding and analysis in order to be understood properly. According to constructivists, knowledge can be obtained personally (Kurniawan, 2021)

### METHOD

This study uses a qualitative method, which is a scientific research that aims to understand a phenomenon in a scientific social context by prioritizing a process of deep communication interaction between researchers and the phenomenon under study. The data or information to be collected is in the form of a description. In addition, this study places more emphasis on disclosing the meaning contained

in the description of the data because this research uses a qualitative method approach. The method of data collection in this research uses interview, observation and documentation. Interview is a means of gathering information by submitting orally which will be answered orally. While observation is the systematic observation and recording of the symptoms that appear on the object of research. To obtain clear data and in accordance with the research problem, the researchers went to the research location and interviewed SKI teachers, in interviews and observations in learning activities MA Unggulan KH. Abd Wahab Hasbulloh Tambakberas Jombang. Then the data obtained is analyzed by means of data reduction, data presentation, and the last is drawing conclusions from the data that has been processed, it will be seen with triangulation techniques, where researchers use different data collection techniques to obtain data from the same source. Such as observations, interviews, and documentation for the same data source simultaneously (Sugiyono, 2010). With this triangulation, researchers can draw solid conclusions not only from one point of view, so that the truth of the data can be more accepted.

## **RESULT AND DISCUSSION**

### **Result**

In the application of the theory of Constructivism at MA Unggulan KH. Abd Wahab Hasbulloh, as for the learning steps as follows: First, the teacher conducts an introduction by providing motivation so that students are more enthusiastic in participating in learning activities. In this case the teacher plays a video about related material. Second, the teacher forms small groups. At this stage students are invited to find concepts through investigation, data collection through an activity designed by the teacher. Third, each student writes a conclusion from the lessons learned from the video about the material. Fourth, the students then discuss their opinions. Fifth, the teacher guides students to write the formulation of the results of group discussions. Students provide explanations and solutions based on the results of their observations, the teacher's job is to provide reinforcement, not to provide information. Sixth, students present the results of their discussions with other groups. Seventh, the teacher and students formulate conclusions from the results of the discussion. At this stage the teacher must create a learning situation that allows students to apply their understanding of the concept. After that the teacher closed the lesson by praying. One of the obstacles that exist in the application of constructivism theory to SKI subjects at MA Unggulan KH. Abd Wahab Hasbulloh is a lack of confidence in students, because students' self-confidence is the main key in success for teachers when implementing constructivism learning. Teachers must encourage students to continue learning and dare to express their respective opinions. Its application also takes a long time so that the results of the learning implementation can be optimal, but in the field implementation only has a limited time allocation. In this case, the teacher should really try to maximize the learning process.

### **Discussion**

The learning model is an important element in teaching and learning activities to achieve learning objectives. The learning model is used by the teacher as a guide in planning learning in the classroom. The learning objectives themselves can be related to the concept of information, ways of thinking, the study of social values and so on, by involving students in certain cognitive and social tasks. Learning models develop according to the times and the needs of students. In developing Islamic education learning, you can use existing models, or combine two models, or develop your own model (Afandi et al., 2013).

The SKI subject is a lesson that examines the origin, development, role of Islamic civilization culture and outstanding figures in Islamic history in the past, starting from the history of pre-Islamic Arab society, the history of the birth and apostolate of the prophet Muhammad SAW, until the time of khulafaurrasydin. The objectives of studying SKI include; make students aware of the importance of studying Islamic values and norms that have been built by the Prophet Muhammad as an effort to develop Islamic culture and civilization. The purpose of learning SKI is to make students aware of the importance of time and place which is a process from the past, present, and future. And think critically to understand historical facts correctly based on a scientific approach. Growing students' appreciation and appreciation for Islamic historical heritage as evidence of Islamic civilization in the past. Developing the ability of students to take lessons from Islamic historical events by imitating outstanding figures, and linking them to social, cultural, political, economic, science and technology phenomena and arts, and others to develop Islamic culture and civilization.

According to the SKI teacher at MA Unggulan KH. Abd Wahab Hasbulloh that the application of constructivism theory is usually At the beginning of learning which begins with prayer and continues by motivating students, then recalling the meeting yesterday, then students will be divided into several groups, then a film or video about history is shown and students conclude the essence of the film and present it to other groups, or it can also be with students studying independently. Independent here is learning the material by discussing with other students. One of the supporting factors of the application of constructivism theory is the relevance between the material, the method and the learning media, in conveying the material it is necessary to have a match between the methods used. There is also a need for supporting media such as video media, this is used to help students understand the material being studied. When SKI learning takes place, material related to history is the most appropriate method used here is to play videos or films related to the material. The location of the institution that is far from the crowds of the highway can also support the implementation of the learning process in which teachers are able to apply constructivism learning theory with class conditions remaining conducive.

By applying the constructivism learning model, students are given the freedom to express their ideas in their own language, so that students play an active role in the learning process (Wildani, 2011). In terms, constructivism is a teaching and learning theory that puts forward the construction (formation) of knowledge that comes from oneself (Arini & Umami, 2019). Constructivism means that it is constructive, in the context of educational philosophy, constructivism is an attempt to build a modern cultured life structure (Supardan, 2016). In constructivism learning, students must be free, and be able to express the meaning that is understood from the results they research, the application of constructivism theory in which students play an active role, examine using understanding from students' own experiences. And the teacher acts as a facilitator (Nurhasnawati, 2011). With the constructivism learning theory, the application of learning using film or video screenings on SKI subjects at MA Unggulan KH. Abd. Wahab Hasbulloh brought changes to students, students were more enthusiastic in learning so that students' memory became better.

## CONCLUSIONS

Based on the research above, it can be concluded that the application of constructivism theory-based learning in SKI subjects is where students play an important role in learning, are required to be active and independent and the teacher acts as a facilitator.

The same thing was also done at MA Unggulan KH. Abd. Wahab Hasbulloh. In the learning model that uses video or film viewing, discussion. The learning procedure consists of three activities, namely preliminary activities, core activities, namely the steps for applying constructivism theory learning, and closing activities.

The learning process that takes place there, students play an active role in learning by studying the material with their own language and experience. One of the supporting factors of the application of constructivism theory is the relevance between the material, the method and the learning media, in conveying the material it is necessary to have a match between the methods used. The location of the institution that is far from the crowds of the highway can also support the implementation of the learning process in which teachers are able to apply constructivism learning theory with class conditions remaining conducive. In the learning process that takes place there students are expected to play an active role in learning by studying the material with their own language and experience.

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