

## Implementation of Constructivist Learning Methods on Student Activity

**Tita Syafa'atul Khoir<sup>1\*</sup>, Yuyun Bahtiar<sup>2</sup>, Khoirun Nisa<sup>3</sup>, Saihul Atho Alaul Huda<sup>4</sup>**

<sup>1</sup>Islamic Education, Universitas KH. A. Wahab Hasbullah

<sup>2</sup>English Education, Universitas KH. A. Wahab Hasbullah

<sup>3</sup>Islamic Education, Universitas KH. A. Wahab Hasbullah

<sup>4</sup>Islamic Education, Universitas KH. A. Wahab Hasbullah

\*<sup>1</sup>Email: [hatita.syafaah910@gmail.com](mailto:hatita.syafaah910@gmail.com)

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### ABSTRACT

*The constructivist method has the characteristics of student explanations originating from the teacher's general concepts. The constructivist method is a method taken from philosophy in the sense that students explain concepts that have been put forward by the teacher globally. In its application, Islamic Senior High School Al Ihsan Kalikejambon applies constructivist methods to its students with the aim of awakening the activeness within their students when the teaching and learning process takes place. The constructivist method, applied in the classroom through various models or types. A learning model with a constructivist method that suits the student's character can be applied maximally in the classroom. On the other hand, if the choice of constructivist methods in the classroom is not appropriate, then the teacher is required to look for other methods that are in line with student characteristics to generate activity in the classroom. For Islamic Senior High School Al-Ihsan Kaikejambon itself, it applies constructivist methods through the subject of moral beliefs. Moral beliefs which contain two elements, namely Theology and morals, can be understood by means or methods used which are constructivist or looking at the environment using the senses and processing it into new knowledge without having to get out of previously existing concepts. Every method applied, including constructivist methods, certainly experiences periods of resistance and support. The obstacles that exist are the different characteristics of students. and the support is that students become braver and enjoy learning, thereby creating an active and conducive class.*

**Keywords:** *Constructivist learning; Moral Theology; Islamic Senior High School*

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### INTRODUCTION

A method, which is an elaboration of an approach, is something that is used so that learning can be in accordance with what has been planned or is the goal of the learning. Learning objectives themselves are very important as guidelines for the implementation and achievements that will be achieved in every teaching and learning activity. In implementing several approaches or methods, several methods can be used, such as lectures, in which teachers are required to be more active and extra in providing teaching in class, trials or experiments that will produce data, and the like as a result of the method, questions, and answers. or what is usually called question and answer, discussion between students, and so on (Djalal, 2017).

The application of the method is considered important in the classroom, one of the aims of which is to build student effectiveness and activeness in the classroom. Active learning always emphasizes class activity carried out by students with the aim that learning takes place actively and teachers will be more effective in providing lessons to students. This is done so that the information obtained by students is based on the knowledge they have gained themselves through these activities (Febrita & Harni, 2020).

The five senses possessed by every human individual have functions that play an important role in every teaching and learning in the world of education. Environmental objects that can be captured through the five senses will be a means of capturing and absorbing constructivist theory in every practice and implementation. The five senses that function in every organ of the human body can be utilized optimally as a tool to maximize learning methods (Amdani et al., 2022). As a general example, namely, the senses of sight and hearing can play a direct role in learning activities in the classroom.

The learning paradigm in Islamic religious education, which in particular is classified into Al-Qur'an Hadith, Moral Theology, Fiqh, and History of Islamic Culture commonly known by the abbreviation SKI, is often considered a boring subject. Things like this are what cause students to often underestimate Islamic religious education subjects. Religious norms or rules and everything in Islamic religious education subjects which are specifically devoted to moral beliefs are considered to provide less space for learners or students to be more able to act critically, innovatively, and creatively in every teaching and learning process activity. at the school or institution concerned (Hidayatulloh et al., 2024). This is what causes some students to have a lazy attitude and tend to ignore the teacher's explanations when the subject of Moral Theology takes place in class.

One of the things or factors that influence learning activities in each class starting from elementary school (SD), junior high school (SMP), or senior high school (SMA), one is learning methods. The learning method factor is very influential in every teaching and learning process in the classroom. The methods used by educators can influence the way the brain works and the way students learn. Activities in the form of introduction and practice are some of the things that elementary school students like. This happens because they actually want to be guided, but also want to experiment with themselves and their environment, which is highly prioritized and implemented well in the constructivist method. However, things like this are less popular at the high school level, who tend to want to try new things with a high sense of curiosity and encourage them to think more critically (Partono et al., 2021).

Things like this certainly violate one of the principles held by education, where teachers do not only act as presenters of material in front of students, as is currently done by most teaching staff. However, learning activities will be better if students can also be active in every activity and interaction in the classroom. Student activity can build and explore knowledge in the individual minds of each student. The constructivist approach or method in every learning is based on the unity of several studies which in psychology are called behavioral. Behavioral is a condition where each individual student must be active in seeking and developing their knowledge and skills by obtaining information both through themselves and from the external environment. The development of methods in the subject of moral beliefs is still lagging behind other subjects. However, with adaptation efforts and institutional creativity, the subject of moral beliefs can also develop over time. Of course, it would be better if it had characteristics and characteristics that were different from other subjects (Nakmah & Al Mubarak, 2022).

The method or approach that will be applied during teaching and learning activities in class is very important because it is a medium for students to be able to understand a subject taught by the educator. The constructivist approach, which is considered still new, actually has a small role in Indonesian education compared to previous approaches (Suparlan, 2019).

Learning using the constructivist method applied in existing schools has different types and models. This also happened at Islamic Senior High School Al-Ihsan Kalikejambon. Learning using constructivist methods is applied, either constitutionally through learning tools held by each teaching staff or applied spontaneously in the classroom.

The constructivist method is usually associated with student activity in the classroom, one of which is driven by an attitude of curiosity and critical thinking. The process of mental improvement can also be achieved through critical thinking which can be done by each individual. Critical thinking will result in decisions to obtain the right information because students will be accustomed to considering knowledge and taking it through processes and efforts carried out independently (Simanjuntak & Sudibjo, 2019).

The explanation of several problem points above is what underlies the author's desire to be able to objectively analyze the constructivist method applied at Islamic Senior High School Al-Ihsan Kalikejambon. This is especially true for the subject of moral theology. These subjects are often left behind others such as mathematics or general science. This happens because learning methods cannot be applied optimally. The application of constructivist approaches and methods that are considered capable and can be applied and demonstrated to middle school students will be outlined through this research.

## **METHOD**

Qualitative research methods are research methods that emphasize an in-depth understanding of other aspects of a problem using in-depth analysis techniques or what is usually called in-depth analysis which generally examines a particular problem as a case that is resolved using a description of a problem.

This means that the problem is generalized and then solved through a description of the problem supported by existing primary and secondary data. The primary data referred to in the qualitative method can be produced through interviews looking at existing data, namely looking at existing sources such as books, articles, journals, interview results, qualitative research questionnaires, and so on. Meanwhile, qualitative methods also require secondary data obtained from documentation through photos, notes, or minutes (Chatra et al., 2023).

In qualitative research, it is very important for data to be collected and researchers must know where the problem originates from. Then the correlation between one and the other so that everything will be combined into one to be discussed and described thoroughly and precisely using a relatively long time. What the researcher must do is first describe what already exists in the situation (Rezhi et al., 2023) whether it is a connection with activities and events, or even phenomena that occur in the area.

Then, what must be done is to look for sources with different opinions according to the theme raised. Of course, those chosen are people who are experienced, both in terms of their attitude, point of view and way of thinking. The last thing is to have several document excerpts such as the results of interviews and minutes as well as photos or other important things such as archives and history. The last thing that must be done is the step of describing what happened in accordance with objective observations in the field, such as the behavior and attitudes of the object being studied (Rijal Fadli, 2021).

Qualitative according to Bogdan is a method that has several characteristics. The five characteristics that are characteristic of qualitative research methods are naturalistic, which means the researcher uses data that comes directly from the source as a research instrument, where this instrument is the key instrument or main instrument in the research. Second, the descriptive character cannot be separated from qualitative research, because qualitative research is identical to explanations in the form of descriptions such as pictures, writing, and so on (Zulkhairi et al., 2019). This is inversely proportional to quantitative research which is synonymous with numbers and numbers.

The third characteristic inherent in qualitative research is the process as a reference or main focus of qualitative research. The process is something that is really paid attention to in qualitative research because what is needed is the meanings that exist in the process. The fourth character, qualitative research is inductive because it does not collect data to be calculated but rather collects data to be explained and described so that through this data it can obtain many results. The final characteristic of qualitative research is meaning. There is meaning or what is often referred to as interpreting a process in every phenomenon or event in the qualitative research process (Nina Adlini et al., 2022).

The qualitative research is a systematic and objective activity carried out based on pre-existing theory. Not to test theories or hypotheses like in quantitative research. Qualitative research will acknowledge empirical facts as a source of knowledge but will not use pre-existing theories as a basis for verifying data that is considered correct (Safrudin et al., 2023).

There are two types of data sources in this research, namely primary data sources and secondary data sources. The primary data source was obtained from the moral Aqidah subject teacher was interviewed directly at Islamic Senior High School Al-Ihsan Kalikejambon. Meanwhile, secondary data or additional data and supporting data are all students of Islamic Senior High School Al-Ihsan Kalikejambon and several teachers supporting the subjects of moral beliefs and the curriculum section.

In the stage of collecting the data needed to describe the results of observations in this research, the researcher used the following data collection method: 1). Interview Method. The interview used in this research is a standardized interview, which means that the researcher understands and understands the conditions of the research site or field first to prepare several main questions that will be asked to the resource person as a reference in collecting data in accordance with the qualitative analysis intended by the researcher. Researchers have also adapted to the cases, events, and activities mentioned in the title. Interviews conducted by the author took sources from the parties concerned (Adhimah, 2020). Which in this case is; the subject teacher, deputy head of curriculum, and one of the students. 2). Observation Method. Observations that are effectively used in research are by using observation formats or blanks as instruments or research tools. Researchers must be observant in observing every movement, process, or event that occurs during the research. In other words, research must be objective in nature according to the conditions in the field. The objective in question is the data that exists in the field as it is,

systematically expressed in research results (Siyoto & Sodik, 2017). 3). Documentation Method. The documentation in question is everything related to print media or digital media in research to observe things that can be immortalized. The immortalization in question is an event that occurred and is related to the title or theme chosen by the researcher. Documentation is not only in the form of photos or drawings, however, it can also be in the form of writing in print or digital media using free and polite sentences (Sudarsono, 2017). In this case, the researcher documented several activities during interviews and questionnaires distributed in the classroom.

Researcher carries out data analysis by sorting and arranging several data into one pattern so that they can find themes and problem formulations referred to in the research. Data analysis takes the form of arranging, tidying, sorting, classifying, and so on. This management aims to find themes and problem formulations that will be taken up in research. Data analysis is reducing or grouping some data into smaller pieces based on the structure and elements that have been determined in qualitative data analysis.

According to (Rijali, 2018), qualitative data analysis proceeds as follows: 1). The process of recording or writing down the results of field research. Collect classify and organize data to create an overview or summary. 2). Thinking finds patterns and looks for meaning in the data. Made several general discoveries that were already known in society. Data analysis has procedures such as; data reduction, data presentation, conclusions, or verification (Siyoto & Sodik, 2017). Researchers added questionnaires as material for data analysis techniques. With the existing questionnaire, researchers used the Likert scale formula which according to Sugiyono can function as data collection as follows:

$$p = \frac{\text{jumlah pengumpulan data}}{\text{skor ideal}} \times 100\%$$

Information:

p = percentage

ideal score = highest score x respondent number x questionnaire number (Sugiono, 2011).

In testing the validity of qualitative data, several things are needed which are often doubted by other people regarding qualitative research as follows: 1). The researcher's subjectivity means that the data taken could be manipulated by the researcher. Therefore, objectivity is very necessary in the validity of data. 2). The research methods relied upon are interviews and observation, both of which have many weaknesses in data collection. Many contain elements of openness and uncontrolledness, therefore interviews and observations must be carried out objectively. 3). Data sources from qualitative research that are less credible/reasonable can affect accurate research results. The solution is to make the data credible by taking examples of things that are easy to understand so that the research results are considered accurate (Pahleviannur et al., 2022).

## **RESULT AND DISCUSSION**

Based on research at Islamic Senior High School Al-Ihsan Kalikejambon using data documents such as documentation, interviews, observations, and questionnaires to students, researchers will explain and describe what has been researched at the institution. The subject of moral beliefs at Islamic Senior High School Al-Ihsan Kalikejambon is one of the religion-based lessons taught at Islamic Senior High School Al-Ihsan Kalikejambon. The Moral Theology lessons taught include human belief in God and daily human behavior along with interactions with other creatures of Allah, be it oneself, fellow humans, or fellow creatures. The two main things taught are, for example, the attitude of imitating *Asmaul Husna*, understanding its meaning, and applying an attitude that shows the names of Allah, an attitude of differentiating between despicable morals and commendable morals, which students then apply in their daily environment. The learning at Islamic Senior High School Al-Ihsan Kalikejambon is guided and refers to student understanding. The implementation of learning is carried out optimally by the teacher in the moral creed class, there are only two hours of lessons a week, active teaching and learning activities in moral creed learning are almost the same as the learning carried out in other subjects. Conducted for 43 minutes every hour, it is hoped that moral belief lessons can become an active subject for students and teachers. This is because several subjects taught at the Islamic Senior High School level are adapted to the characteristics of the madrasa itself. From religious subjects, the constructivist method in the classroom which is applied through several models is expected to make students more active and critical both inside and outside the classroom so that the knowledge gained by students does not come from the teacher alone, but through their own observations of the environment. Starting from studying until going back to sleep, students are expected to be able to observe and see the learning environment around them. Through

school facilities in the form of worksheets provided by the school, then distributed to students and students can borrow moral theology books or supporting moral theology materials at Islamic Senior High School Al-Ihsan Kalikejambon, this is all an effort by the school to try to understand and make students able to put into practice the knowledge, information, and insights they receive, especially in lessons based on the Islamic religion and specifically regulate norms and regulations such as moral creeds.

Based on data obtained by researchers through interviews with the parties concerned at Islamic Senior High School Al-Ihsan Kalikejambon, several data notes were obtained through interviews as follows:

• **Implementation of Constructivist Methods in Moral Theology Subjects at Islamic Senior High School Al-Ihsan Kalikejambon**

Learning using the constructivist method has various models applied at Islamic Senior High School Al-Ihsan Kalikejambon. The methods commonly used at Islamic Senior High School Al-Ihsan Kalikejambon are adjusted to the class conditions and the teacher's readiness when entering the teaching and learning process activities. As explained by Mrs. Sri Utami as deputy head of curriculum at Islamic Senior High School Al-Ihsan Kalikejambon as follows: "Usually in classes constructivist learning models are often used, such as collaborative learning which requires cooperation with group assignments such as quizzes, ball throwing games, then quizzes, as well as other competitions which are about joint problem-solving. Like in social studies and science classes, they experience differences in characteristics and attitudes between one another. Social studies classes tend to involve a lot of jigsaw game models and learning models that are not too serious and seem monotonous. However, in contrast to science, in science class learning the group work model is more often used by giving a problem or case that comes from the teacher and is then solved by students in groups (Utami, 2024).

In fact, at Islamic Senior High School Al-Ihsan Kalikejambon, learning using constructivist methods has previously been implemented. However, contextually or in writing, we have not been able to obtain archival data that shows that the activities at Islamic Senior High School Al-Ihsan Kalikejambon have implemented constructivist learning methods with different models. The explanation mentioned by Mrs. Sri as the deputy head of the curriculum department is sufficient to explain that learning models using constructivist methods which are often applied in classes, especially at Islamic Senior High School Al-Ihsan Kalikejambon, have several types of models such as the jigsaw model which is applied as one type of learning. Collaborative which prioritizes an attitude of cooperation between one student and another. Several learning models are classified and adapted to the student's circumstances and the student atmosphere in the classroom. As well as the readiness of the teacher in the classroom when learning takes place. The Learning Program Plan (RPP) that has been prepared by the teacher should be prepared through prior observation in the class where the material will be given. This really helps teachers in managing learning models that are within the scope of constructivist methods, such as collaborative learning, group discussions with problem-solving, active debate, and so on.

Various kinds of constructivist learning models can make students more knowledgeable. This happens because of the preparedness carried out by teachers and students by prioritizing the brush of *tawaddhu'* and high curiosity about information.

In fact, this type of constructivist method at Islamic Senior High School Al-Ihsan Kalikejambon has been implemented quite a lot in class. However, the constructivist method is a term that is not generally known by some teachers. Mr. M. Ismail as a teacher of moral theology lessons at Islamic Senior High School Al-Ihsan Kalikejambon stated: "Actually, learning using the constructivist method at Islamic Senior High School Al-Ihsan has been implemented. However, in writing, we have not been able to obtain archived data that shows that the activities at Islamic Senior High School Al-Ihsan Kalikejambon can or have implemented constructivist learning methods with different models in each class (Utami, 2024)."

The explanation that has been given by Mr. Ismail as the teacher of the subject of moral beliefs is quite clear. In fact, what he has experienced so far is based on existing experience, Islamic Senior High School Al-Ihsan Kalikejambon has applied constructivist methods. However, many of the teaching staff at these institutions have not been able to actually write them down and apply them in lesson plans, however, in their implementation, it cannot be ruled out that the constructivist method has been implemented at Islamic Senior High School Al-Ihsan Kalikejambon with various models adapted to the conditions of each class. each. The constructivist learning method applied in each class is adjusted to the student's character and also the class conditions during the teaching and learning process. This is

considered important because it can affect students' concentration and performance in absorbing information, knowledge, and insights that they gain through observing the environment. Mrs Sri added: "The constructivist learning method applied to students is considered appropriate, because students can receive insights from the teacher concerned and students can also see the environment, apart from that they can also take knowledge insights and adopt them into the form of knowledge and apply them in everyday life. So, I think this constructivist method is appropriate for teachers to carry out and apply in every classroom lesson (Utami, 2024)."

The research carried out was based on data originating from interviews with resource persons and questionnaires to students conducted by researchers. The constructivist method applied in each class in the lessons of moral beliefs is applied through different steps and models. This is also based on existing constructivist principles based on the guidelines and techniques that have been described by constructivist method leaders. The application of constructivist learning methods in Moral Theology subjects is expected to achieve the objectives of the constructivist method itself so that the benefits of the principles of the steps and models applied can be carried out consistently. On the concept that has been launched by the researcher based on research based on data obtained by the researcher. The researcher conducted observation interviews and documentation of the research carried out at Islamic Senior High School Al Ikhsan Kalijaring using constructivist methods in grades X, XI, and XII to class namely as follows: Constructivist learning carried out in the classroom can make students receive more insight. This happens because the constructivist method is applied not only from one source but from many sources, one of which comes from the environment itself, according to several sources who have been interviewed by researchers. That the constructivist method is suitable to be applied in Moral Theology subjects for grades X, XI, and XII to class because the constructivist method has many models and is collaborative between students, fellow human beings or even themselves. This was conveyed by Mrs. Sri as deputy head of the curriculum at Al Ihsan Times. Jambon he stated that the constructivist method is considered appropriate to be applied in every learning, including moral beliefs, regardless of the material that will be conveyed by the teacher or the concepts that will be conveyed by the teacher. Seeing that the learning model in the constructivist method can be accepted by students and teaching staff because both parties take part in the process of retrieving information and insight and knowledge gained by students. In addition to receiving information sources or insight from teachers, students can also see and reflect it through their daily living environment.

- **Implementation of Constructivist Methods to Increase Student Activity in the Subject of Moral Theology at Islamic Senior High School Al-Ihsan Kalikejambon**

According to the researcher, in the research which was carried out directly entering the classes that were used as the purpose of the research, the focus on the research department was the Social Sciences department starting from class X, XI, and XII to class. The significant difference shown by the research object is due to the influence of study time. Then, different personalities are also a factor in the activity in the class. The different levels of activity in each class cannot be equated due to differences in class levels.

The subject of moral beliefs, which uses the constructivist method, has experienced significant development in terms of student activity and development in the classroom. One of the developments is that constructivist methods that are created and packaged flexibly through games, discussions, and other similar things are more popular with students. This happens, because the times experienced by students also influence them. Collaborative activities through discussions are also less popular because of their monotonous and serious nature. However, different things actually happen with the constructivist method with a game model.

Collaborative learning through connecting games and so on is more attractive and liked by students in general. The highlighted student activity also had more impact after the constructivist method was maximally implemented. Student activity and critical thinking that students should do during high school is more demonstrated when learning with a constructivist model. This is because there is chemistry or a strong relationship between teachers and students.

The existing constructivist model can also be adapted to the chapters or material in the subject of moral beliefs. For example, material that is difficult to understand with a lot of reading is usually less popular. This is caused by student boredom and laziness. Or even because students don't like the subject. As explained by the teacher of the Moral Theology subject at Islamic Senior High School Al-Ihsan Kalikejambon as follows: "For all learning materials in this moral theology, everyone can use the constructivist method. Because, just like this example, when there are 99 sub-chapters for the good names

of Allah or Asmaul Husna. Well, this can be applied to a group work model regarding attitudes that they can emulate from the name of Allah, for example *Ar-Razzaq*, which means the Most Giving of Sustenance. As in the previous semester, we have learned that al-'adl means Allah has the most just name. What God and His humans mean by justice is clearly very different. From whatever perspective it is seen, whether in terms of the quality and quantity that God gives to humans. What I mean by things like this is actually a combination of the lecture method with the constructivist method. When I practice this, it can make them enjoy the time of learning and playing together more. Their level of activity also increases when they play. This is normal for upper secondary students in general. "Because after we give a general description of *Asmaul Husna*, then we look for it ourselves in the form of Allah's names in detail such as *al-'adl*, *ar-razzaq*, and many more, of which there are 99."

The constructivist method applied by means of collaborative games was expressed by the teacher of the subject of moral beliefs when teaching in class. The playing and learning method is also considered effective in generating student activity in the classroom. However, as is done every day, the lecture method cannot be eliminated from learning activities in the classroom. Therefore, a new initiative was created by the teacher by combining and combining the two, the lecture method with the constructivist method in the classroom.

The lecture method combined with the constructivist method is considered capable of generating student activity and criticality in the classroom. The constructivist method used also cannot be used with various models. Certain models are needed to be able to stimulate student activity in class. Things that can be done include, when applying the question and answer debate learning model. The example that he uses as a teacher of Moral Theology subjects is the chapter on *Asmaul Husna*.

In the *Asmaul Husna* chapter, a constructivist learning model can be applied with an active and collaborative discussion type through debate. This can be a new breakthrough because there are many types and discussions of the *Asmaul Husna* itself, so there are also many discussion models to discuss or one by one about the *Asmaul Husna*. This model of giving assignments is more desirable, because these things will awaken the active spirit within them.

This is influenced by the existence of a different learning atmosphere than before. When the teacher explains the discussion regarding the general description of the causes or material that the teacher will discuss first, the teacher also explains several important points regarding the material that will be discussed that day. After the teacher provides general information and explanations that are still global, the teacher gives assignments to the students one by one to review what has been taught. It can be seen from the concept that developing the material that has been presented by the teacher will be more fruitful with constructive methods combined with the lecture method. In learning, all students are required to actively express opinions regarding what the teacher has conveyed at the beginning of the discussion of the material. The teacher gives assignments to students in the form of reflections on the material presented in the surrounding environment. he added: "For student activity, it actually also requires an approach from the teacher too. Especially for children who are still unstable like them. Those who are still immature must also inevitably provide a heart-to-heart approach. "This is done so that in implementing the constructivist method which expects student activity to run smoothly and in accordance with what the teacher has achieved in learning."

Constructivist methods applied in classes are able to bring about changes in student activity. Students become more active due to the various models of constructivist methods applied in the classroom. One of which is achieving learning objectives through approaches between teachers and students. The approach between teachers and students is achieved through communication and relationships both individually and in groups in the classroom. Indirectly, in the moral theology lesson, the constructivist method is applied, apart from bringing knowledge and information that comes from humans themselves, they also get information and knowledge that comes from the surrounding environment which they see and encounter every day in their surroundings. It cannot be denied that the close relationship between teachers and students also influences the smoothness with which constructivist methods are applied in moral belief lessons. The closer teachers and students are, the easier it will be for the teacher's learning outcomes to be achieved and developed based on existing indicators. This certainly affects student activity in class.

• **Inhibiting and Supporting Factors in the Implementation of Constructivist Methods in Moral Theology Subjects at Islamic Senior High School Al-Ihsan Kalikejambon**

Every learning that is applied using any method in the classroom, especially the constructivist method, has inhibiting and supporting factors in each application. This was also conveyed by the moral theology subject teacher, Mr. Muhammad Ismail, when teaching in class, that: “This constructivist method is actually very good to apply. And I think that this kind of method has also been implemented in our Islamic school, it's just that some teachers don't realize that they are using a constructivist method. The practice carried out is still not 100%, it has not even reached 60%. Still only around 20%. Well, this actually needs to be a concern for us as teachers, especially considering the condition of our school which can be said to be a bit behind other private schools, if we look at it in terms of learning methods that can maximize children's ability to think quickly (Ismail, 2024).”

The implementation of the constructivist method at Islamic Senior High School Al Ihsan Kalikejambon is already underway, although not through a method that is explicitly written in each teacher's lesson plan. However, several teachers have implemented constructivist methods in the classroom with different learning models. The practices applied in the classroom by each teacher are also considered not yet optimal. This is because there are several factors that cause teachers to have difficulty implementing constructivist methods in the classroom with the maximum inhibiting factors that make it a little difficult for teachers to apply constructivist methods, namely as follows:

- Lack of student awareness to pay more attention to the teacher. Of course, this is because the relationship between students and teachers is not optimal or it cannot even be said that there is a relationship or chemistry that exists between both parties, both teachers and students.
- Teachers have difficulty understanding the diverse personalities of students. The student's personality and character is shown through the student's openness to the teacher through words, actions, or things similar to these two things.
- There is a lack of professionalism between both parties, both teachers and students, in advancing and realizing joint learning outcomes that have been established by teachers in the initial learning program design.

Apart from inhibiting factors, the constructivist method applied in the classroom, especially in the subject of moral beliefs, also has many supporting factors, such as:

- Student activity can be seen from the responses given during teaching and learning activities in class. The classroom atmosphere created raises their enthusiasm to study harder and enjoy the teacher's atmosphere.
- Supporting facilities include accessible internet. This is one of the important factors in supporting students to interact with society and the environment, such as class social media which can be accessed together to find out information related to the concepts described by the teacher.

There are many methods and models that can be applied in the constructivist method. Various models, such as collaboration between students in expressing their opinions, can be packaged through interesting games and games. So, students do not get bored and will continue to listen to the instructions given by the teacher.

These things have been expressed by several class X social science 1 students regarding the implementation of constructivist methods in the classroom, as expressed by one female student: "Like Mr. Ismail, who is in our class, he rarely uses serious methods. After he finished speaking, he gave a long lecture, always interspersed with watching or playing other fun games. So, social science 1 friends don't feel bored. We also welcome teachers who don't talk much and often talk to us, ma'am. Mr. Ismail also has lots of snacks. He's good ma'am. Apart from that, we are happy if there is a method that is not too serious (Ismail, 2024).”

Many supporting factors are shown through students' openness to teachers who can understand how they learn. The methods applied in each different class can also produce different responses. Therefore, this constructivist method can be said to be applicable to almost all types of students. This has also been expressed in an interview with the father of the moral theology subject: “So, everything also has to be matched to the student's personality again. There are many models and types of constructivist methods. It is permissible to apply it according to the environment and conditions in the classroom. Especially for hyper active children like class Yes, even though I'm shy (Ismail, 2024).”



Constructivist methods that are appropriate and want to work effectively can be applied if everything is appropriate and in line with the personality and character of the students, and does not force them to study hard but requires them to learn happily and enjoy the learning atmosphere. Constructivist methods are adapted to the different characteristics of different each class. Starting from classes that can be made effective easily or classes that are difficult to make effective, games using the constructivist method are more recommended when dealing with students who cannot stay still in class and tend to be hyperactive. Mrs. Sri Utami added that: "Constructivist is more about getting students accustomed to their daily lives. In my personal opinion, the focus of the material is more suitable for application to morals. Not his faith. Students not only hear and see what the teacher conveys, students can also think through the environment around them. To adopt the right behavior they can also find out for themselves. Like Google, or looking at the environment at home, or friendships, and many more. I think it is appropriate to apply this method in the classroom (Ismail, 2024)."

In its application to the learning material for moral beliefs at Islamic Senior High School Al Ihsan Kalikejambon. According to Mrs. Sri, this constructivist method is more appropriate to apply with any model in learning moral material, this is because the theology material requires teachers to continuously monitor and guide when the constructivist method is used using Moral Theology material. Of course, this will not work effectively due to the lack of teaching staff at Islamic Senior High School Al-Ihsan Kalikejambon itself (Utami, 2024).

Apart from this, morals are more suitable for constructivist methods to be applied in them because students can see and adopt information that comes from their surroundings through the bad and good things they see. Students can take and throw away what is not necessary. The environment is very influential in applying constructivist methods to any model. This is because students find out for themselves what the teacher has explained and are given concepts by the teacher through global or broad information.

Mrs. Sri said: "For special children like X IIS 1, it is called a special class. Constructivist methods such as discussions cannot be applied, because hyper-activity can actually lead to something worse. Maybe it can be done with assignments, but it also has to be through teacher assistance. "It can't be done if we use serious methods." And Mrs. Sri added, as deputy head of the curriculum department, said that the constructivist method could not be applied optimally in all classes because the character and personality factors of the children in each class were very different. The model applied in each constructivist learning method must also be adapted to the attitudes and atmosphere in the class. For example, if a class has a few special features or requires special treatment, then the constructivist method is also better applied in a style that matches their personality and habits. This is done with the intention that the constructivist method that runs in the classroom can also be implemented optimally without having to force students to fulfill what the teacher wants, but rather that both parties both want and feel happy with the constructivist method with the learning model that has been developed. agreed together. Pak Ismail also added that: "In general, they will accept constructivist methods. Because, a reciprocal relationship will also exist between teachers and students, communication will be established. "So apart from face-to-face meetings, there can also be heart-to-heart relationships between teachers and students (Utami, 2024)."

Constructivism will be well received by students, when the model used also suits their character. Choosing a learning model from the constructivist method that suits their character is actually not difficult as a teacher who will design lesson plans. It would be better if the teacher knew the condition of the class by conducting observations or other approaches first, as has been said previously, that a careful approach between both parties, both teachers and students, which is well established, will produce good chemistry and relationships. It is also good that the constructivist method is very good to apply in the classroom because it benefits both parties. First, the teacher will choose a concept and think about a mature concept before entering the class, while for the students it will generate more activity in the class in the sense that the students are not only listeners but students can also be the initiator of information conveyed generally by the teacher.

Mrs. Sri said: “Teachers must be clever in collaborating with students' characters in the classroom. Because, this is important in the constructivist method so that it is easier for teachers to determine the learning model in the constructivist method. So, it's actually good to apply in class, but you have to be more flexible in choosing and determining the right learning model in the right class too (Utami, 2024).” She added that in real action in the classroom, Mrs. Sri, as deputy head of the curriculum department, also added that the constructivist method is good and good to apply in every class as long as the application is always flexible and in accordance with the learning type of the children in the class.

What is meant by flexibility or flexibility is that teachers and students have different points of view regarding the application of constructivist methods in the classroom. The different points of view that exist between teachers and students can make a positive contribution to the implementation of the constructivist method itself in the classroom. The flexibility that occurs is that the constructivist method applied does not only refer to the learning plan that has been designed by the teacher. However, the model is also applied according to the wishes of the students and is adapted to the conditions in the class. This cannot be said to violate the RPP. However, it makes a positive contribution to the RPP that will be implemented in the classroom by the teacher later.

**Table 1.** Student Statement Questionnaire

Number	Indikator
1	I feel happy with the constructivist method applied to moral belief lessons
2	I feel that I can understand the lessons of moral beliefs better by applying the constructivist method
3	I feel more critical in asking questions with the constructivist method applied to moral belief lessons
4	I feel braver in answering questions from the teacher by applying the constructivist method
5	I feel more active with the application of constructivist methods to moral belief lessons
6	I am more enthusiastic about learning by implementing constructivist methods in the classroom
7	I feel that the constructivist method is suitable to be applied to subjects that have a lot of literacy so as to reduce boredom during the lesson
8	I feel that I have improved in understanding the lessons of moral beliefs using the constructivist method
9	I prefer learning with the constructivist method because learning is not monotonous
10	I feel happy if all subjects apply constructivist methods in every teaching

In the questionnaire filled out by several respondents regarding the implementation of constructivist methods in class X on student activity, it can be analyzed as follows:

- I feel happy with the constructivist method applied to the Moral Theology lesson resulting in 68.75%
- I feel that I can understand the lessons of moral beliefs better by applying the constructivist method, resulting in 77.50%
- I feel more critical asking with the constructivist method applied to moral belief lessons resulting in 71.12%
- I feel braver in answering questions from the teacher by applying the constructivist method resulting in 68.75%
- I feel more active with the application of constructivist methods in moral belief lessons resulting in 76.25%
- I am more enthusiastic about learning by implementing constructivist methods in the classroom resulting in 73.75%
- I feel that the constructivist method is suitable to be applied to subjects that have a lot of literacy so as to reduce boredom during the lesson resulting in 77.50%
- I feel that I have improved in understanding the lessons of moral beliefs with the constructivist method resulting in 71.12%

- I prefer to study with the constructivist method because learning is not monotonous resulting in 77.50%
- I feel happy if all subjects apply constructivist methods in every teaching, resulting in 68.75%

The percentage resulting from the questionnaire above shows that there is a good response to the constructivist method applied in class. A percentage above 50% shows that student activity is assessed from several categories that have been written down by researchers through questionnaires distributed in class which produces a percentage of 71%. So, this means that 71% of the 100% of students in X social science 1 stated that the constructivist method applied brought progress, especially for their understanding in the subject of moral beliefs.

In the fifth point it is also stated that student activity, which is assessed from several things, namely creativity, innovativeness, and the existence of active communication between teachers and students shows a high percentage at 76.25%. This proves that the constructivist method applied in class. The Likert questionnaire used by researchers in collecting this data was considered quite helpful in analyzing the data. This is because the constructivist method which focuses on students can have a positive impact on increasing student activity in class through statements given by students directly. This evidence can not only be seen from one teacher's point of view, but also from the point of view of students who feel there has been a development in their activeness in the classroom.

## **CONCLUSIONS**

Learning objectives themselves are very important as guidelines for the implementation and achievements that will be achieved in every teaching and learning activity. In its application, learning objectives require learning methods to apply what is in each point that will be achieved in the class. From the results of the research conducted, it can be concluded that several important points regarding the implementation of constructivist methods in the classroom in the subject of moral beliefs at Islamic Senior High School Al-Ihsan Kalikejambon are as follows:

- Implementing constructivist methods in the classroom is considered effective for all subjects. Especially for the subject of moral beliefs. This is in accordance with what was conveyed by several sources, namely that constructivist methods with any learning model will be suitable to be applied in the classroom if they can be flexible in their application. The flexibility referred to here is the existence of reciprocity or active communication shown not only from one side, but from two sides. The two sides are the teacher and the students themselves.
- The constructivist method applied in the classroom is considered to be able to help students become active, especially in terms of interacting with the environment and what is in front of them. This is because the teacher's job is to provide general concepts or generalizations regarding a topic that will be discussed in the active and contributive learning class that will be carried out by students. Both in groups or collectively with friends, or with the surrounding environment, this is a form of active learning model using constructivist methods.
- Inhibiting and supporting factors are the advantages and disadvantages in the application of each model carried out in the constructivist method. The inhibiting factors include; The lack of awareness of students in paying attention to teachers is an obstacle to establishing a close relationship between teachers and students. This also influences teachers' difficulties in assessing and seeing students' various personalities. Lack of professionalism and both parties can also influence the implementation of constructivist methods that take place in the classroom. This is an important inhibiting factor in class X social science 1 towards the application of constructivist methods in the classroom. Likewise, existing supporting factors also influence the implementation of models in the constructivist method in the classroom. It's like; The aim of the constructivist method in the classroom is student activity and positive responses given by students to teachers who apply the constructivist method. This is the main spearhead for the successful implementation of the constructive method in class X social science 1. The teacher's burden will also be reduced, as well as The large number of models that can be applied with enjoyment is a supporting factor in implementing the constructivist method. Not to forget, a good environment such as the availability of facilities is also a supporting factor in implementing the constructivist method.

• **Suggestion**

The application of constructivist methods in the classroom will be better if teachers of moral belief subjects in particular can apply flexible and flexible models in the classroom. This can influence students' personalities in their daily lives to seek further information according to the concepts or descriptions given by the teacher. The application of constructivist methods is better if used in every subject because there are various models and also collective and collaborative learning models that can be applied between students. So, it can provide broader knowledge to these students. In applying the constructivist method of

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