ANALYSIS OF CONSTRUCTIVIST LEARNING THEORY IN ARABIC LANGUAGE LEARNING AT FADHILLAH MIDDLE SCHOOL, PEKANBARU

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Abstract: *Until now, the goal of education is to form individuals with spiritual strength, self-control, personality, intelligence, good morals, and skills that are useful for society. The learning process involves individuals actively in building knowledge through interaction with the environment, using approaches such as behaviorism, cognitive, and constructivism. Constructivism emphasizes that knowledge is the result of individual construction, which requires methods such as trial and error, dialogue, and active participation of students. In this context, this study focuses on the application of constructivism learning theory in Arabic language learning at Madrasah Tsanawiyah Fadhillah Pekanbaru. The research method used is qualitative with descriptive analysis, through interviews with the head of the madrasah and Arabic language teachers. The results of the study indicate that teachers have applied constructivism theory well, especially in vocabulary learning (mufradat) and kalam (speaking). However, there are several problems, such as the inability to apply this theory in each meeting due to limited time for assignments, as well as the lack of focus of some students during discussions.*

INTRODUCTION

Until now, education is a process that is planned and carried out consciously to create a conducive learning atmosphere and encourage students to develop their potential and is a growing topic of conversation. Education aims to form individuals who have spiritual strength, good morals, character, intelligence, self-control and skills that are useful for themselves, society, nation and state. This learning process involves individuals actively in building their own knowledge through interaction with their environment, so that they can achieve new behavioral changes as a whole. (Suyono. & Hariyanto, 2012)In this process, theories and approaches such as behaviorism, cognitive, and constructivism are used to overcome weaknesses and achieve educational goals. Constructivism, which emphasizes that

knowledge is the result of individual construction, requires methods such as trial and error, dialogue, and active participation of learners to build understanding and knowledge. (Suparno 2010). According to constructivism, students must actively construct understanding and involve themselves in the learning process, which is adjusted to their cognitive abilities. Thus, understanding or insight itself cannot be transferred directly from teacher to learner. Thus, students can develop a deeper and more sustainable understanding of the material being studied. The theory of constructivism learning has not been considered by researchers in this regard. There are effects from the application of this theory, seen from the various stages in the learning process, such as the apperception stage, exploration, discussion and explanation of concepts, and development and application of concepts. By going through all these stages, students can finally construct their own knowledge well.(Romadhona et al., 2023).

Although many studies have been conducted on Constructivism Learning Theory, there is still no adequate understanding of how the application and problems of constructivism learning theory in Arabic language learning occur in depth (the nature of constructivism learning theory, implementation of constructivism theory in Arabic language learning). Therefore, the purpose of this study is to find out in depth how the application of constructivism learning theory in Arabic language learning at MTs Fadhillah Pekanbaru, and explain problems in the application of constructivist learning theory in Arabic language learning that occurs at MTs Fadhillah Pekanbaru. This is intended so that teachers get an idea of how to apply Arabic language learning using constructivist learning theory in the classroom.

Previous studies show that there is an in-depth discussion about the description of education, learning, and constructivism-based learning.(Masgumelar & Mustafa, 2021), but there is still a lack of understanding regarding the description of the application and problems of constructivist learning theory in Arabic language learning in a school.

Previous studies have shown thatThere is a discussion about what theory is, the function of theory, then constructivism theory along with its assumptions, perspectives, advantages and disadvantages.(Suparlan, 2019). However, there is still a lack of understanding regarding the description of the application and problems of constructivist learning theory in Arabic language learning in a school.

Previous studies have shown thatThere is a discussion about how to apply the constructivism theory approach in the teaching and learning process by conducting a literature study analysis of several national journals indexed by Sinta and the Garuda portal.(Harefa et al., 2023). However, there is still a lack of understanding regarding the description of the application and problems of constructivist learning theory in Arabic language learning in schools. Therefore, the researcher asked several research questions: (1)How is the application of constructivist learning theory in Arabic language learning at Madrasah Tsanawiyah Fadhillah Pekanbaru? (2) What problems are faced in the application of constructivist learning theory in Arabic language learning at Madrasah Tsanawiyah Fadhillah Pekanbaru?

LITERATURE REVIEW

There are two main theoretical and conceptual frameworks to explain constructivism learning theory. First, the nature of constructivism learning theory. Second, the implementation of constructivism learning theory in Arabic language learning. The theoretical framework is gradually expanded as a basis for research so that it can answer problems theoretically and become a reference for solving problems in the field.

The Nature of Constructivist Learning Theory

Constructivism comes from the words "constructive" and "ism." Constructive refers to the nature of building, constructing, and improving, and "ism" in the Indonesian Dictionary means understanding or school of thought. Constructivismis a study related toa school of thought in the philosophy of knowledge that emphasizes that knowledge is the result of individual construction. In the constructivist perspective on learning, learners can apply their own tactics based on the opportunities they have been given, while the teacher's task as an instructor is to help learners achieve understanding at a higher level.(Masgumelar & Mustafa, 2021).

Constructivism is a school of thought that originates from cognitive learning theory.(Andi Asrafiani Arafah et al., 2023; Masgumelar & Mustafa, 2021). Constructivism is a theory that explains how learners construct knowledge based on experiences that are unique to each individual.(Andi Asrafiani Arafah et al., 2023; Sugrah, 2019). The purpose of constructivism learning theory is to improve students' understanding. This approach is closely related to discovery learning methods and meaningful learning, which are included in cognitive learning theory. By applying constructivism theory, learning becomes more effective and meaningful when students interact directly with existing concepts or problems.(Ningsih, 2018). Constructivism gives students the freedom to construct their own understanding based on the learning model designed by the teacher. (Mustafa & Roesdiyanto, 2021).

To dateConstructivism provides students with breadth of thinking and demands that they apply theories they already know.(Romadhona et al., 2023; Suparlan, 2019). According to Piaget, constructivism is a system that explains how students adapt and develop their knowledge as individuals. This approach also shows a shift from the behaviorist paradigm to cognitive theory.(Mokalu et.al. 2022). The constructivist learning paradigm can be applied through the presentation of simulations that describe the challenges that occur in the field. (Harper et.al. 2000). According to the constructivist view, experience is understood through epistemology as a result of human construction and does not exist outside the process of thinking. Thus, knowledge is constructed individually and socially, and is used as a basis for enriching knowledge through reflection and gradual development.(Umah & Maharani, 2024).

Because one of the main topics to be investigated in this field isconstructivism, this refers to the opinion of Saputra and Muqowim that constructivism theory in learning emphasizes the active role of students and social interaction in the classroom.(Saputra & Muqowim, 2024). Constructivism places students as active learners, so that in practice, this theory is often associated with teaching methods that focus on students (student-centered instruction).(Dewi & Fauziati, 2021). Constructivism theory argues that insight is not acquired passively, but rather is actively formed by individuals. Ideas from teachers cannot

be conveyed directly to students just like that, but students need to think creatively and innovatively to build their own ideas.(Hidayat et al., 2020). In learning that uses a constructivist approach, students are the ones who are most involved in the learning process. They are given freedom and ample opportunity to explore their abilities without feeling burdened.(Harefa et al., 2023). Constructivist learning theory emphasizes learning that encourages student activity and participation in the learning process, in order to achieve optimal learning outcomes.(Azizah & Sa'adah, 2021). Constructivist learning theory emphasizes the development of students' abilities to construct their knowledge independently, communicate the results of their thinking, and write down the results of discussions, so that students' understanding of the concepts taught becomes better.(Donny Pradana Subarjo et al., 2024). In the learning process, students act as active participants who, based on their experiences, form their own knowledge.(Kurniawan, 2021).

In constructivism theory, it is important to emphasize that learners must actively participate in the learning process. They are expected not only to receive information, but also to play a role in expanding their knowledge. In addition, learners are taught to be responsible for their learning. Creativity and active participation will support their cognitive independence. The learning process is focused on discussions among learners to find solutions to the problems faced. Thus, this approach places learners at the center of learning, giving them the opportunity to develop knowledge independently.

It can be concluded that there are several very important things in constructivism learning theory, namely: a) providing initial information related to learning in a social context; b) emphasizing the authentic learning process in a relevant context; c) prioritizing a process; and d) building experience through the implementation of the learning process.

Characteristics of the learning process that applies constructivism learning theory: a) Provide opportunities for students to build new understanding through direct interaction with real conditions; b) Motivate students to ask questions or ideas, which are then used as a reference in designing teaching; c) Support the entire learning process by paying attention to the attitudes and characters of students; d) Anticipate that students will find new ideas; e) Appreciate the efforts and independence of students; f) Encourage students to discuss and ask questions; g) Believe that the learning process has the same important value as the final result; h) Always involve students in every experimental activity(Iswadi, 2020).

According to experts on constructivism from Piaget's perspective in(Sugar, 2019)Constructivism explains how learners adjust and improve their knowledge based on the experiences they have. From an epistemological perspective, constructivism learning theory believes that learners are able to build their own knowledge through the process of socialization with their surrounding environment. (Herlina et.al., 2021). explains, Piaget is an expert in the field of constructivism who emphasizes that a person's intellectuality is closely related to the phenomena around him to gain knowledge. He also stated that students build knowledge through a process of mixing and accommodation according to their own way. Thus, students are not passive in gaining knowledge; they actively participate in the process. However, the way each child builds knowledge varies, depending on the level of intellectual readiness of the student himself. One implication of this learning theory is that students are able to adapt well.

Vygotsky's view of constructivism stems from his interest in language, because he considers language to be the foundation of everything. In addition, Vygotsky expanded his insight and knowledge by studying various disciplines. From here, he developed a language paradigm in the context of developmental psychology that is oriented towards social and cultural aspects.(Saputro & Pakpahan, 2021).

Among the various views on constructivism theory, Vygotsky was the first to discuss this issue from a social perspective, linking individuals to their social backgrounds and roles. Vygotsky believed that through interaction with the social environment and pre-existing insights, individuals can gain new insights. This is different from Piaget, who argued that without involving the social environment and through personal experience, students gain new insights. Therefore, according to Vygotsky, constructivism cannot be separated from the role of language as the main tool in the learning process.

Maria Montessori is a constructivist figure who can be considered as one of the pioneers in providing her views on constructivism, at a time when many people in the world of education still rely on behaviorism theory. According to Montessori's view, constructivism theory focuses more on the cognitive aspects of students, namely knowledge developed through the process of thinking during learning.(Muzakki, et al. 2021). Maria Montessori's view of constructivism emphasizes the importance of the principles that teachers must uphold. She believed that teachers must believe that students are capable of constructing their own understanding. Therefore, teachers should not intervene in the development of students' knowledge, but rather allow them to develop through interaction with the environment. This aims to encourage independence, activeness, and development of students.

Implementation of Constructivist Learning Theory in Arabic Language Learning

Constructivism demands educators or teachers to act as facilitators only, where the important role of teachers is not to involve themselves directly in the learning process, as well as guiding and helping students in exploring new insights. Because expert teachers can be tested by the success of students in learning(Lutfiyah et al., 2024)Teachers must also be able to maximize the learning environment and optimize learning effectively.(Akbar et al., 2024)and act to create conditions that encourage student motivation and initiative.(Yustuti et al., 2023). Thus, students can connect old knowledge with new knowledge that they find, so that a more meaningful understanding is created. The involvement of students in this process is expected to encourage them to build knowledge independently. Brooks in(Amineh & Asih, 2015)explains what a teacher who applies constructivism learning theory is like: a) Encourage students to take the initiative in the learning process; b) Utilize various media so that students are involved and motivated to use the available media; c) Encourage students to discuss first, in order to find out how far their understanding is before introducing new insights; d) Involve students in active discussions; e) Direct students to ask open questions, so that other students can respond actively; f) Involve students in experiences that show the differences in knowledge they have, which in turn enlivens the learning atmosphere; g) Provide sufficient time for students to build connections first; h) Assessment of student understanding is open and transparent.

The application of Constructivism Learning Theory can be implemented through several methods, such as questions and answers, lectures, assignments, role-playing, and

discussions. Teachers will use the lecture method more. In the question and answer method, the teacher will run a question and answer session before learning begins to evaluate students' initial understanding of the material to be taught. This aims to understand the level of student understanding before entering the core material. In the discussion method, students will discuss with their friends about the material being taught. The assignment method aims to support other learning methods, where students will be given assignments, either individually or in groups.(Rahayu, 2022).

The constructivist mindset in education has similarities with the theories proposed by Jean Piaget and Lev Vygotsky. Piaget argued that through their own efforts, individuals will gain new insights, while Vygotsky emphasized that through interaction with the social environment, new insights are gained. Although there are differences in views, over time, these two views complement each other and become more relevant..(Saputro & Pakpahan, 2021).

It should be understood that constructivism learning theory cannot be applied universally to every situation, but this approach motivates students to be independent and find their own answers to the challenges they face. In addition, students are expected to be open and involved in discussions to gain new, more meaningful knowledge. Constructivism learning theory has a "Learning Cycle" consisting of several stages, namely: a) Discovery, namely students are expected to be able to raise questions and hypotheses; b) The teacher asks questions related to the concept being discussed; c) This stage can be repeated by reviewing the concept that has been discussed previously(Supardan, 2016).

According to Hamzah, learning in the view of constructivism theory is an active process in which students construct meaning and develop knowledge based on previous experiences. Learning is not just collecting facts, but forming new understandings through imbalances in thinking. Teaching, according to this approach, is not the transfer of knowledge from teacher to student, but rather the facilitation of the learning process in which students independently construct their own knowledge. Teachers who support students in constructing meaning, criticizing thinking, and solving problems independently, act as guides or mediators.

The central role in the learning process is given to students who are responsible for the knowledge they form. Teachers function as companions who stimulate thinking, provide challenges, and appreciate students' ideas. Teachers need to master the material in depth and encourage critical evaluation of students' thinking. Learning strategies focus on student activities, both individually and in groups, such as independent learning, cooperative learning, discovery learning, and other strategies that enable students to think critically and creatively.

Evaluation in constructivism learning takes place continuously, with an emphasis on the student's thinking process, not just on the end result. Evaluation assesses students' ability to solve problems, build concepts, and think independently. The focus of this evaluation is to ensure that students are able to think well and correctly, so that they can face various new situations with flexible thinking.(Hamzah, 2018)

Meanwhile, according toMiswarul Abdi Aziz and Teuku Sanwil,Arabic language learning based on constructivism theory applies various methods and techniques(Aziz & Sanwil, 2022). This is in line with the opinion of Siti Aisyah Siregar et al. that competent

teachers understand the objectives and techniques of learning.(Siti Aisiyah et al.2024). The goal of language learning is to be able to use language practically in life.(Azhar, 2024). Therefore, constructivism learning theory offers several methods and techniques that are suitable for learning Arabic. In learning Arabic vocabulary, teachers apply direct methods with minimal use of the mother tongue to interpret words and sentences. Active learning techniques, such as inquiry, are applied to encourage active participation of students. An example of the material taught is vocabulary of body parts. Students are expected to actively construct their knowledge with the help of a dictionary. At the end of the lesson, the teacher corrects misunderstandings. In teaching kalam (speaking), the teacher implements cooperative learning, by dividing students into small groups to discuss and practice speaking in Arabic. The material used, for example, is a conversation about madrasah. For teaching qiraah (reading), the qawaid wa tarjamah method (grammar translation method) is applied. Students are invited to read the text in depth, followed by understanding the translation and grammar. An example of the material used is a text about hobbies. During the learning process, students appear enthusiastic, which has an impact on a significant increase in their Arabic language skills.(Aziz & Sanwil, 2022).

In constructivist theory-based evaluation, the focus is on the active construction of meaning through integrated skills in problem solving in real contexts. This evaluation encourages divergent thinking and multiple solutions, rather than just one right answer. Evaluation becomes part of the learning process by assigning activities that require meaningful learning and application of knowledge in real situations. This assessment focuses more on process skills, especially in group work.(Aziz & Sanwil, 2022).

RESEARCH METHODS

This research was conducted inMTs Fadhillah Pekanbaru. The research method used is a descriptive qualitative method. The primary data source for this study is the Arabic language teacher atMTs Fadhillah Pekanbaruand secondary data sources for this research are books and journals related to constructivist learning theory.

The data collection technique in this study was interviews. Interviews were conducted by asking questions directly to the Head of Madrasah (MF) and Arabic Language Teacher (SN). To obtain the information needed, to find answers to the problem formulation, the researcher asked specific questions to the sources, including "(1) How is the application of constructivist learning theory in Arabic language learning at Madrasah Tsanawiyah Fadhillah Pekanbaru? (2) What problems are faced in the application of constructivist learning theory in Arabic language learning at Madrasah Tsanawiyah Fadhillah Pekanbaru?

The steps of data analysis techniques applied are data collection through interviews, then data reduction is carried out which aims to classify data and remove unnecessary data according to the research objectives. The next step is to present data that has been classified based on research objectives, then interpretation of the data that has been presented is carried out and ends with drawing conclusions.

RESULTS AND DISCUSSION
Implementation of Constructivist Learning Theory in Arabic Language Learning at MTs Fadhillah Pekanbaru

In his explanation, the respondent (MF, Interview: 2024) said:*"It has become the standard of the madrasah for teachers to teach using methods that are centered on students, not just one-way from the teacher."*

In the implementation of classroom learning at MTs Fadhillah Pekanbaru, respondents (MF) have appealed to all teachers at MTs Fadhillah Pekanbaru to implement classroom learning using approaches, models, methods, strategies, or student-centered learning techniques. We can understand that respondents want teachers to apply constructivism learning theory in the learning process. This is in accordance with the opinions of Dewi and Fauziati(Dewi & Fauziati, 2021)which states that constructivism places students as active learners. So in practice, this theory is often associated with student-centered teaching methods.

"The hope is that our students will be more active in learning."

The respondent (MF) also added that the aim or hope of the appeal to teachers at MTs Fadhillah Pekanbaru was so that students could play a rolen active in the learning process in the classroom. This is in accordance with the opinion of Saputra and Muqowim(Saputra & Muqowim, 2024)that constructivism theory in learning emphasizes the active role of students and social interaction in the classroom.

Then the next respondent(SN, Interview: 2024) explains the application of constructivist learning theory in Arabic language learning in the classroom:*"When studying, students are asked to be active, yes, that's when I teach mufrodat and hiwar. I often use the mubasyarah method for mufrodat, while for hiwar I form them into groups."*

In Arabic language learning, in learning that focuses on vocabulary (mufrodat), kalam (speaking), and conversation (hiwar), the respondent (SN) applies constructivism learning theory, namely by using direct methods for vocabulary learning, and using cooperative learning techniques (in groups) for kalam (speaking) learning. This is in accordance with the opinion ofMiswarul Abdi Aziz and Teuku Sanwil thatArabic language learning based on constructivism theory can apply various methods and techniques. In learning Arabic vocabulary, teachers apply direct methods with minimal use of the mother tongue to interpret words and sentences. In teaching kalam (speaking), teachers implement cooperative learning, by dividing students into small groups to discuss and practice speaking in Arabic.

"And when I practice, I also use pictures or objects related to the vocabulary being studied. For their assignments later, I ask them to submit the vocabulary that I told them to memorize after I teach them."

Then when implementing the direct method for vocabulary learning, respondents (SN) also use media images or objects related to the vocabulary being studied, in order to support vocabulary learning to make it more interesting and make it easier for students to understand vocabulary learning. This is in accordance with Brooks' opinion in Amineh and Asih regarding several important parts of a constructivist teacher, namely: utilizing various media so that students are more participatory and motivated to utilize the available facilities.(Amineh & Asih, 2015). This also adds to the opinion expressed byMiswarul Abdi Aziz and Teuku Sanwil said that,In vocabulary learning, teachers apply direct methods with minimal use of the mother tongue to interpret words or sentences, and respondents (SN) add by using media images or objects that can support vocabulary learning. Respondents (SN)

also give assignments to students, namely to memorize and submit the vocabulary that has been learned.This is in accordance with Rahayu's opinion which states thatThe assignment method aims to support other learning methods, where students will be given assignments, both individually and in groups.(Rahayu, 2022).

"When it was time to memorize the vocabulary, some of them memorized the vocabulary in groups, and there were also some who, before handing it over to me, handed it over to their friends first to make sure that their memorization was correct."

In the assignment process, the respondent (SN) also found that there were students who memorized vocabulary in groups and submitted their memorization to each other before submitting it to the respondent (SN). This shows that there is encouragement and initiative in students in learning. This is in accordance with Brooks' opinion in Amineh and Asih(Amineh & Asih, 2015)related to several important parts of a constructivist teacher, namely: encouraging students to take more initiative in the learning process.

"When studying kalam, I often form pairs of groups, then they will discuss individually to study the hiwar text together, then the assignment later is I ask each group to perform a hiwar practice in front of the class."

For learning kalam (speaking), the respondent (SN) formed the class into paired groups (cooperative learning), and they would discuss to study and memorize the hiwar text that had been determined by the respondent (SN), and present it in front of the class. This is in accordance with the opinion ofMiswarul Abdi Aziz and Teuku Sanwil(Aziz & Sanwil, 2022) that in teaching kalam (speaking), the teacher uses cooperative learning techniques by dividing students into small groups to discuss and practice speaking in Arabic. In learning kalam (speaking) too, the respondent (SN) has made students apply the discussion method, whichthis is in accordance with the opinion Grace(Rahayu, 2022)thatIn the discussion method, students will discuss with their friends about the material being taught.

Problems of Applying Constructivist Learning Theory in Arabic Language Learning at MTs Fadhillah Pekanbaru

Respondents(SN, Interview: 2024)explained the problems faced in applying constructivism learning theory in Arabic language learning: "I can't use the method all the time, especially for assignments, because it's quite difficult to adjust the time, because it also takes up time; sometimes not all children get to perform hiwar or submit mufrodat."

The problem faced by the respondent (SN) is not being able to use constructivism learning theory at every meeting, especially in the assignment method. Because the respondent (SN) has quite a hard time adjusting his time to the learning hours that have been set. So there are some students or groups who cannot submit vocabulary for vocabulary learning assignments, and cannot appear hiwar (conversation) for kalam (speaking) learning assignments.This is in accordance with Supardan's opinion that;(Supardan, 2016)constructivist learning cannot be applied universally to every situation. Regarding assignments, this is no longer in accordance with what was conveyed by Rahayu is(Rahayu, 2022)thatThe assignment method aims to support other learning methods, where students will be given assignments, both individually and in groups. Because sometimes the assignment method cannot always support other learning methods, sometimes it can also drain learning time so that learning becomes unconducive.

"Then, when I give them time to discuss while memorizing texts or vocabulary, sometimes some of them play around, so sometimes it's quite difficult to condition them to focus."

Then when the respondent (SN) gave time to students to discuss, there were some of them who were not focused on discussing and playing, so this became a bit of a problem for the respondent (SN) in implementing the discussion method in learning. Based on the problems that occurred, this indicates that there is something that is contrary to what was conveyed by Rahayu, namely(Rahayu, 2022)thatin the discussion method, students will discuss with their friends about the material being taught. Because there are some students who are still not focused on discussing during learning.

CONCLUSION

Based on the results of the research and analysis above, it can be concluded that the application of constructivism learning theory in Arabic language learning at MTs Fadhillah Pekanbaru has been carried out well by teachers, especially in vocabulary learning (mufradat) and kalam learning (speaking). The application of this theory is shown by teachers who apply learning methods based on constructivism learning theory, such as the direct method (mubasyarah method) for vocabulary learning and cooperative learning for kalam learning. The learning process runs effectively through active interaction between teachers and students. The problems faced in the application of constructivism learning theory in Arabic language learning are that constructivism learning theory cannot always be applied at every meeting, because assignments can take up a lot of learning time, and there are some students who are less focused when it's time to discuss.

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