Implementation of Learning Theory Constructivist in Islamic Religious Education: Encouraging Learning Active and Reflective

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A R T I C L E I N F O	A B S T R A C T
  	Study This aiming for explore implementation theory Study constructivist in Islamic Religious Education (PAI) as well analyze How approach This push active and reflective learning. Learning theory constructivist focuses on learning based on experience, interaction social, and reflection, allowing student for build knowledge they in a way independent. The research method used is approach qualitative with design studies case. Data collected through interview deep with PAI teachers, students, and principals school, observation class, and analysis document learning like Plan Implementation Learning (RPP) and teaching modules. Research results show that PAI teachers implement various learning strategies constructivist, including learning based on problem -based learning, discussion group, learning based on projects, and usage technology interactive. Implementation of this strategy proven increase involvement active students, develop skills think critical, and facilitate deep reflection related implementation Islamic teachings in life daily.

INTRODUCTION

Learning Islamic Religious Education in schools often faced with challenges monotonous, where the teaching tend dominated by the method less lectures and memorization involving student in a way active (Yusuf, 2020). Learning theory constructivism, popularized by Piaget and Vygotsky, emphasizes that learning is an active process in which students build knowledge new based on experience and interaction social (Santrock, 2018). In the context of PAI, the approach This can used For to hook religious concepts with experience life students, so that increase relevance and understanding (Suryani, 2019).

Islamic Religious Education (PAI) is one of the eye lessons that have role important in to form character and morals of participants educate. In Indonesia, religious education is not only functioning as vehicle teaching religious doctrine, but as a medium for to plant values appropriate life, ethics and morals with Islamic teachings. However, Islamic Religious Education learning is often faced with various challenges that make the teaching process become not enough effective and less relevant with context life daily students (Yusuf, 2020).

One of challenge main in Islamic Religious Education learning is an approach that is still traditional, where the method teaching often teacher - centered and of a One direction, such as lectures and memorization (Suryani, 2019). This method tend make student passive and less involved in the learning process, so understanding to PAI material becomes limited and often only limited to knowledge cognitive without internalization religious values in general in depth (Hidayat, 2022).

along with The development of the times and the demands of the world of education are necessary approach more learning dynamic and capable facilitate student in build deep and relevant understanding to material lesson. Learning theory constructivism, introduced by Jean Piaget and developed more continued by Lev Vygotsky, emphasizing that learning is an active process in which students build his knowledge Alone based on experience direct and interaction social (Piaget, 1977; Vygotsky, 1978). Approach This allow student For participate active in the learning process, connecting concepts abstract with experience real, and push they For think critical and reflective.

Approach constructivist in PAI supports development skills 21st century, such as ability think critical, collaboration, communication, and creativity. Approach This No only focus on achievement academic, but on development character and spirituality student, who are in line with objective holistic Islamic education (Nizar, 2021). Therefore that, implementation theory Study constructivist in PAI becomes very relevant and necessary for answer challenge education in the modern era.

Implementation theory Study constructivist in PAI no off from various challenges. Among them is teacher readiness in change approach teaching, limitations source power , and need For create environment supportive learning learning active and reflective (Suryani, 2019). Therefore that, it is necessary existence effort together between schools , teachers, and makers policy For create conditions that allow implementation approach This optimally.

Based on description above, article This aiming For explore implementation theory Study constructivist in Islamic Religious Education with focus on learning strategies active and reflective that can increase involvement and understanding students. This article will analyze a number of studies cases at school intermediate For identify practices effective as well as challenge in implementation approach constructivist in PAI.

LITERATURE REVIEW

In the context of PAI, the application of theory Study constructivist can give opportunity for student for experience religious teachings in general more concrete and relevant. For example, through method learning based on problem (Problem-Based Learning), students can invited for finish related issues with life daily those who refer to Islamic values (Hidayat, 2022). In addition, the discussion groups and projects collaborative can help student For each other share understanding and reflecting experience they in context Islamic teachings, so that knowledge gained become more meaningful (Sanjaya, 2020).

METHODOLOGY

Research methods this is what used is approach qualitative with design studies case. Here is details method research that will be used:

1. Research Design

Study This use design studies case qualitative. Case study chosen Because allow researcher for do exploration deep about implementation theory construc tivist in context specific, namely Islamic Religious Education learning in schools medium. Approach This suitable for understand complex processes, experiences, and perceptions related implementation of learning strategies.

2. Location and Subject Study

Research Location: Study will done in several School Intermediate Vocational High School (SMK) in the Province Riau Islands which implements theory Study constructivist in Islamic Religious Education learning.

Subject Study: Subject study includes PAI teachers who implement method constructivist, students who follow PAI learning, and the head school as guarantor answer policy education in schools. Selection subject done purposive sampling, namely based on criteria certain, such as experience teach with approach constructivism and engagement active in the learning process.

3. Data Collection Techniques

For get comprehensive data, some technique data collection will used, namely:

Interview Deep

Interview will done with PAI teachers, students, and principals school. Interview This aiming for dig understanding, experience, and perception they related implementation theory constructivist in Islamic Religious Education learning. Interview guide will arranged with questions open that allows exploration deep.

Observation Class

Observation directly in class will done for observing the PAI learning process that applies method constructivist. Observation This will covers how teachers design and implement activity learning, interaction between students, and involvement student in the learning process. Notes observation will taken for documenting dynamics learning in a way detail.

Analysis Document

Document like plan implementation learning (RPP), module learning, and teaching materials will analyzed for understand How principles constructivist integrated in planning learning.

4. Instruments Study

Interview Guide

Instrument This arranged For dig information from teachers, students and principals school about implementation theory constructivist in PAI. Questions interview covers aspect planning, implementation, challenges, and impact learning constructivist.

Observation Sheet

Observation sheet designed for record the learning process, including teacher and student activities, use method learning, as well as response student to learning.

Analysis Checklist Document

Used For evaluate document related learning with implementation theory constructivist.

5. Data Analysis Techniques

Data analysis will done through approach qualitative with steps following:

Data Organization

Data from interviews, observations, and documents will organized in a way systematic. Interview will transcribed and results observation as well as document will identified and categorized.

Coding and Categorization

Data will be analyzed use technique coding for identify relevant themes and patterns with research. The code will categorized to in themes main such as learning strategies, engagement students, challenges implementation, and impact on learning.

Data Interpretation

Coding results will interpreted for identify meaning and implications from findings. Analysis This will give understanding about How theory constructivist implemented in PAI learning and how approach This influence engagement and reflection student.

Triangulation

For ensure validity and reliability of data, will done triangulation of data with compare results interview, observation, and analysis Document. Triangulation This aiming for confirm consistency findings and strengthen conclusion study.

RESULTS AND DISCUSSION

Implementation theory constructivist in PAI has show results positive in a number of study. For example, research by Suryani (2019) found that students who study through method constructivist show improvement in understanding concept of religion and ability think critical. Learning based on projects and discussions group strengthen ability collaborative and skills social students (Hidayat, 2022).

Implementation method this face challenges, including limitations time, lack of source power, and needs For train teachers to be skilled in method constructivist (Sanjaya, 2020). Therefore that, is needed support from management schools and policies that encourage innovation in Islamic Religious Education learning.

Study This aiming for explore implementation theory Study constructivist in Islamic Religious Education (PAI) in several School Intermediate Vocational High School (SMK) in the Province Riau Islands. Research results This covers findings from interview with PAI teachers, students, and principals school, observation class, and analysis document learning. Here is results and Discussion from study this:

1. Main Findings

a. Learning Strategy Constructivism Used

From the results interviews and observations, found that the PAI teachers at the vocational schools studied use some learning strategies constructivist for push involvement active students. Some of the main strategies implemented among others:

a) Learning Based on Problem (Problem-Based Learning - PBL): The teacher gives problem or case related relevant Islamic teachings with life daily students. For example, discussions about ethics communicate in Islam when using social media. Students sued for look for solutions and link them with Islamic values

b) Discussion Groups and Reflections: Discussion group often used for discuss Topics like tolerance, honesty and ethics business in Islam. Reflection done with request student write or presenting understanding they to the material studied.

c) Learning Based on Project: Student involved in project that connects religious teachings with practice real, like manage charity programs or activity social in the environment around.

d) Use Technology and Interactive Media: Teachers use videos, applications learning, and digital platforms for enrich experience learning. For example, a video about the history of the Prophet Muhammad is used for trigger discussion about values leadership.

b. Level of Involvement and Reflection Student

Observation show that student show level high involvement moment use method constructivist. Students more active participate in discussion, more Lots ask, and more open in convey opinion they. The reflections that were carried out student show better understanding deep about How Islamic teachings can applied in context life daily.

The teacher reports that student more motivated For Study when material associated with situation real that they face, like problem digital ethics or importance do Good in community.

c. Challenges Implementation

Although constructivist strategies effective, there is a number of challenges faced by teachers:

a) Time Limitation: Learning based on problems and projects need longer time compared to method traditional, so that sometimes difficult for adapt with timetable dense curriculum.

b) Limitations Resource: A number of school face constraint limitations source Power like access technology and materials learning interactive, which can limit implementation learning based on technology.

c) Variation Ability Student

Difference level understanding and ability Study student become challenges, where students with ability more low sometimes difficulty follow dynamics discussion or project group.

2. Discussion

a. Effectiveness Learning Constructivist in PAI

Research result show that approach constructivist effective in increase involvement and understanding student to Islamic Religious Education material. Constructivist theory that emphasizes learning based on experience and involvement active allow student for internalize Islamic teachings with more good. Methods such as PBL, discussion groups, and projects give chance for student for explore religious values in context real, which deepens understanding they.

Implementation of constructivist strategies push development skills think critical and reflective. Students involved in the process of thinking for solve problems and formulate view they based on Islamic teachings. This is in line with principle constructivist who emphasizes importance build knowledge in a way independent and active through interaction with environment and fellow human beings.

b. Challenges and Implications to Practice Teaching

Challenge main in implementation theory constructivist in PAI is limitations time and resources power. Remembering learning constructivist often more eat time, teachers need adapt teaching strategies they for still can meet the curriculum targets. One of proposed solution is with integrate learning constructivist in a number of relevant topics and provide room for approach traditional on a more topic suitable for method the.

Limitations source Power technology become obstacles, especially in schools with facility limited. Therefore that, support from schools and stakeholders interest education for increase access to technology and resources Power learning is very important for success implementation of this strategy.

Difference level ability student requires teachers to more adaptive and flexible in implementing constructivist strategies. Differentiation in teaching and giving guidance addition to students in need can become solution for overcome variation ability student.

c. Implications to More Islamic Religious Education Learning Reflective and Contextual

Implementation theory constructivist in PAI provides impact positive to more learning reflective and contextual. With give student chance for to hook teaching materials with life everyday, approach This help student see relevance Islamic teachings outside context class. Learning No Again seen as memorization of dogma, but as an active process for understand and practice religious teachings.

In addition, learning constructivist support development attitude reflective on students, where they invited For Keep going evaluate and reflect actions and decisions they in bright Islamic teachings. This is very important in to form character and personality appropriate students with Islamic values.

CONCLUSIONS AND RECOMMENDATIONS

Research result This show that theory Study constructivist can implemented in a way effective in Islamic Religious Education, encouraging more learning active, reflective and relevant with life students. Although there is challenge like limitations time and resources power, learning strategies constructivist offer an innovative and impactful approach positive to understanding and involvement student in Islamic Religious Education learning. Support from all parties, including teachers, schools, and stakeholders interest education, required for overcome challenge this and maximize potential learning constructivist in religious education.

Implementation theory Study constructivist in PAI provides Lots benefits, including improvement involvement students, ability think critical, and better understanding deep to Islamic values. Approach This push student for become learner active and reflective, capable of connect religious teachings with life daily them. Although There is challenge in its implementation, with proper support, approach This can become effective tool in enrich Islamic Religious Education learning.

FURTHER STUDY

This research still has limitations so further research is needed related to the effect of capital and E-commerce on production and income of micro, small and medium furniture businesses in order to perfect this research and increase insight for readers.

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