

IMPLEMENTATION OF CONSTRUCTIVISM THEORY IN THE DAILY LEARNING OF KINDERGARTEN

Diah Mardiana ^{1*}, Maya Lestari ¹

¹ Department of Kindergarten Education, Muhammadiyah University AR Fachruddin
Jl . KH Syekh Nawawi KM 4 No. 13 Matagara , Tigaraksa Kab . Tangerang, Banten

Email: dianayasmin65@gmail.com^{*}, mayaalestari@upi.edu

Abstract: Purpose article This is to know how children educated at school get knowledge as well as more education at the Akasia kindergarten school in Tangerang Regency. We observe how theory is constructivism in learning every day. Observation results show that kids at school Kindergarten Akasia saw get knowledge through experience and ability through the activity together with friends in the class. Thus, every day, activity children the No can free from not quite enough replied the old man at home and teachers at school. A good environment in school as well as in the environment house on purpose gives good learning to the child to acquire knowledge as well as a nice experience. Getting everything we want, of course, needs a process that is not easy, all party-related and necessary work the same in execution. Remember This can be held not only at school but it can also be done at home with parents and to provide a chance to Study through activity and learn with the concept already set.

Keywords: theory constructivism, learning, environment every day, children, kindergarten

INTRODUCTION

Study is a process or effort made by each individual to change Act behavior. Good in shape knowledge, skills, attitudes, and values positively as something experienced from various materials that have been learned. Besides it, the definition learn is interpreted as all activity later psychic done by each individual (Mallett et al., 2016), so Act he did differently before and after learning. Change Act in demand This can happen Because there exists experience new, have intelligence or knowledge after learning, as well activity training.

In other words, the study can be characterized by several things, like duration or Time. For example, Time from Study That you could say to yourself No just a minute. That is, it requires a process in order to find out results from learning. Besides that, learning also Contains Interaction Social. The learning process, then, will create social interaction. this No without reason Because when Studying what we can be certain of is somebody No do it alone. Another thing to sign that somebody is studying is the Change Act sell. As for change Acts in demand, this could be like psychomotor, affective, cognitive, and so on. Change behavior: That Alone something is permanent and some temporary.

Theory Study There is a lot, see among them Theory Study Behavioristic, Theory Cognitive, Learning Theory Humanistic, and Theory Study Constructivism. Which will be discussed in the article This is theory Study constructivism, especially in its implementation in activities kindergarten learning (Chuang, 2021). According to theory constructivism, formation knowledge that occurs in humans originates from past experiences. Theory This keeps developing as it goes through time. In its development, theory accepts influence from knowledge psychology, in particular psychology Piaget's cognitive where Piagetian's cognitive is highly correlated with psychological man to get knowledge.

The Independent Learning Curriculum is something the breakthrough made by the Ministry of Education and Culture Ristek to improve quality education. Standout features from independent curriculum include: learning that emphasizes the process, learning and assessment flexibility, and Profile Pancasila Children (PPP) with

multi-disciplinary project-based learning activities science (Tiwikrama et al., 2021). Which in other words is in harmony with the theory Constructivism.

Basically, Theory constructivism developed from theory cognitive. Objective usage theory constructivism in learning as stated by previous researchers is to help participant learn to understand content from material learning, sharpening ability participant always teach ask and seek solution on the question, improve understanding participant educate to something draft in a manner comprehensive , and also encouraging participant teach to be thinker active (Fauziah, 2018).

Thus, this article will see How Implications Theory Study Constructivism in Learning in kindergarten every day.

RESULTS AND DISCUSSION

1. Theory Step Study Constructivism in Activities Studying at Kindergarten

1. Stage First

In this case, the teacher must be able to educate participants about something tree discussion or concept, for example by giving a number of clickbait questions in life every day. Then, you can start to build two- way communication in order for them to be willing to give a description generally.

2. Stage second

At the stage, the teacher asked participants to search for a solution or investigate a concept that was shown in stages first. Activity These can be filled by reading books, searching references from various sources, or organizing relevant sciences. Thus, they can fulfill their desire he asked in a manner independent. In this case Here, the role of teacher is only as facilitator.

3. Stage third

Stage third containing activity advanced from results investigation and exploration in stages second. At stage here, participants are asked to provide exposure about formulated concepts based on knowledge that has been obtained. a teacher can also provide strengthening based on knowledge that you have.

4. Stage fourth

To optimize the third stage before, you can conditionally study in class to become more warm, polite, and full authority. Thus, you can encourage participants to learn to apply understanding concepts in life every day.

2. Implications Theory Study constructivism in Learning in KINDERGARTEN

Implications theory constructivist If associated with learning the process of modern learning is development learning with the web (web learning) and learning through social media (social media learning). In the 21st century learning has changed a lot; the integration of the internet and social media provides perspective new to learning (Rosnaeni, 2021). Learning with social media provides a chance for participant children to interact, collaborate, share information and thoughts in a manner together. It's the same with learning through social media, learning through the web also delivers a chance for participants to learn to complete One or more tasks through an internet network. Besides it can do a learning group using internet facilities like google share. Learning models via the web or social media in line with theory constructivist, where participant education is free learner who can determine Alone need to learn it.

In the theory Study Constructivism, there are two figures' famous put forward his opinion namely Piaget and Vygotsky. Actually, between Piaget and Vygotsky this You're welcome to adhere to Genre constructivism, where in learning a student must build Alone his knowledge because of the learning process come from within the individual alone. Well, that's the difference between both of them is processing the information. According to Piaget, science knowledge is built in the mind of a child by maintaining and changing the previous draft. Already yes, accordingly structure its cognitive. Because it, Piaget 's opinion known as Constructivism Cognitive. Temporary for Vygotsky who suggests Constructivism Social, development learning child influenced by the environment related social with culture. So, every child develops in context our culture, including culture from the environment family where he grows.

In this research, we observed process learning, where I liberate child children in interacting, communicating, and applying self them to do activities with friends Friend they according to what is desired. Express all his desires and knowledge, theory This

will work out fine along with the concept of independent learning delivered by our Minister of Education some time ago.

Theory Study Constructivism can help children be more active and creative because of the learning process. The teacher plays a role as facilitator, giver bait feedback, and observers of the formation process knowledge (Gunawan, 2012). If seen There is less activity according to the material or learning targets, the teacher can direct children for the process to walk smoothly. In the daily life of the Akasia Kindergarten, we get used to patterns learning interactive according to theory constructivism, so they play together, each day differently, like for example playing animal puzzle, plant puzzle also plays beams to make building.

Then, if they no understand, will they ask to each class teacher _ what are they not enough understand and want they you know, they (children) are very active with everything thing they are want. Before going home school, will We evaluation and ask, what are they learning earlier, also what they are not yet clear, this naturally adds an outlook from each of the Akasia Kindergarten.

Role constructivism to the revolutionary era industry gives significant contribution to method the learning gained from experience Study found child from digitization moment this. Knowledge of children originates from social media, YouTube education by owning mark character positive to development social, independent, language and psychomotor (Suparlan, 2019).

Besides that, to adapt to changing technology, develop children and start looking for more learning models, interesting experiences mean for the world of children (Lestari & Kurniati, 2021). Linkages between teachers and children cannot be separated one with another. Thus, face challenge revolution teacher industry should prepare qualification and competence so that produce graduate of capable children answer industrial revolution.

Based on exists challenges and changes in education so need exists theory Study constructivism in children age early is the existence of a student - centered learning process , children involved in a manner active and teacher as facilitator by optimizing excavation knowledge owned children using various method learning to generate , mind the knowledge you have student through Intensive and optimal guidance assisted by

various media / tools supporting assistance according to the conditions required (Lestari, 2020; Lestari & Yulindrasari, 2020) . Thus, exists draft theory Study constructivism, knowledge No can be moved so just from teacher 's mind thought student that student must in a manner active by having a constructive mentality structure his knowledge based on maturity its cognitive.

CONCLUSION

Through theory practiced in schools, then theory constructivism according to what is applied that teacher is the only facilitator while children have to be active through intensive and optimal guidance. Draft theory constructivism child age early to the revolutionary world industry gives huge impact for knowledge with implications to development source Power man who will grow to attitude critical, innovative, independent, responsible responsibility and social. digitalization era will give big changes in the world of education specifically development child age early, this means draft theory Study must designed as it is today 's changes this. Studying is not something activity gathers fact, however a thought process that develops by creating framework new meaning it means to form construction new knowledge.

REFERENCES

- Chuang, S. (2021). The Applications of Constructivist Learning Theory and Social Learning Theory on Adult Continuous Development. *Performance Improvement*, 60(3), 6–14. <https://doi.org/10.1002/pfi.21963>
- Fauziah, E. (2018). Penerapan Teori Konstruktivisme Dalam Pembelajaran Bahasa Indonesia Pada Siswa Smp Negeri 8 Yogyakarta the Implementation of Constructivism Theory on the Indonesian Language Subject in Smp Negeri 8 Yogyakarta. *Journal.Student.Uny*, 07, 515–525.
- Gunawan, W. (2012). Konstruktivisme Berbasis Karakter Materi pada Pembelajaran Bahasa Indonesia. *Pena: Jurnal Pendidikan Bahasa Dan Sastra*, 2(1), 72–80. <https://online-journal.unja.ac.id/pena/article/view/1443>
- Lestari, M. (2020). *Montessori Game Tools for Children Literacy*. 503(Icececep 2019),

33–36. <https://doi.org/10.2991/assehr.k.201205.081>

Lestari, M., & Kurniati, E. (2021). STEM Flexibel Model in Kindergarten. *Paedagogia*, 24(2), 94. <https://doi.org/10.20961/paedagogia.v24i2.53774>

Lestari, M., & Yulindrasari, H. (2020). Gender and Reading Literacy in Early Childhood Education. *Proceedings of the International Conference on Early Childhood Education and Parenting 2019 (ECEP 2019)*, 454(Ecep 2019), 72–90. <https://doi.org/10.4324/9780429491702-4>

Mallett, C. J., Rynne, S. B., & Billett, S. (2016). Valued learning experiences of early career and experienced high-performance coaches. *Physical Education and Sport Pedagogy*, 21(1), 89–104. <https://doi.org/10.1080/17408989.2014.892062>

Rosnaeni, R. (2021). Karakteristik dan Asesmen Pembelajaran Abad 21. *Jurnal Basicedu*, 5(5), 4341–4350. <https://doi.org/10.31004/basicedu.v5i5.1548>

Suparlan, S. (2019). Teori Konstruktivisme dalam Pembelajaran. *Islamika*, 1(2), 79–88. <https://doi.org/10.36088/islamika.v1i2.208>

Tiwikrama, S. A., Afad, M. N., & Hakim, M. L. (2021). Merdeka Belajar Dari Rumah: Sebuah Pemberdayaan Masyarakat Di Masa Pandemi COVID-19. *Jurnal Pemberdayaan Masyarakat*, 9(1), 34. <https://doi.org/10.37064/jpm.v9i1.8827>