

IMPLICATIONS OF CONSTRUCTIVISM LEARNING THEORY IN LEARNING INDONESIAN LANGUAGE

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Abstract: *This article discusses the application of the principles of constructivism learning theory in Indonesian learning. Constructivism is an approach to learning that emphasizes the active role of students in building knowledge and understanding through interaction with their environment and personal experiences. In the context of Indonesian learning, the principles of constructivism can provide a solid foundation for improving students' language skills. First, learning is an active learning process. Second, learning must be through direct experience (life learning). Third, the importance of the mentoring process in learning (in the ZDP concept). Fourth, learning through the process of reasoning (reasoning processes). Fifth, social learning. Sixth, prior knowledge. Seventh, cognitive apprenticeship. Eighth, mediated learning. This article concludes that the application of the principles of constructivist learning theory in Indonesian learning can provide significant benefits in developing students' language skills. By enabling students' role as knowledge builders, encouraging social interaction, providing constructive feedback, and encouraging student-centered learning, Indonesian learning can become more meaningful, relevant, and effective for students.*

Keywords: *abstract, Principles of learning theory, constructivism*

Introduction

Constructivism is a learning approach that emphasizes the importance of the active role of students in constructing their own knowledge and understanding. This approach emphasizes that students do not only passively receive information, but they must be actively involved in the learning process, building new knowledge based on previous experience and understanding. However, the traditional approach to learning often tends to be passive, where students only receive information from the teacher without being actively involved in constructing their own knowledge. This can hinder the development of students' language skills and make them less skilled at communicating

effectively in Indonesian. In the context of learning Indonesian, the application of constructivism principles can help students understand, use, and learn language more effectively. Some of the main principles of constructivism learning theory in learning Indonesian will be discussed in this article. Thus, this article aims to explain the principles of constructivism learning theory in learning Indonesian and inspire a more interactive, contextual, and participatory learning approach in teaching Indonesian.

Discussion

Constructivism is a learning theory that promotes the development of competencies, knowledge or skills independently by students facilitated by educators through various learning designs and actions needed to produce the changes needed in students.

According to Piaget (Dahar, 2011: 159) in general, the emphasis on constructivism theory lies in the process of finding a theory or knowledge that is found and built on the reality in the field. In short, the constructing process comes first. The process of constructing itself, as explained by Jean Piaget, is as follows.

1. Schemata, Is a set of concepts used to interact with the environment
2. Assimilation, which is a process in which a person interprets and integrates perceptions
3. Modified, Is the process of someone not being able to assimilate new experiences with the schemata they have
4. Balance, Is where the process of Equilibration (balance between assimilation and comfort) and disequilibrium (imbalance between assimilation and comfort) occurs

Constructivism goals

Change becomes a necessity in the learning process, especially in terms of concepts. The change is in the form of assimilation for the first stage and the second stage which is called lodging. With assimilation, using the concepts students already have to deal with new phenomena. Meanwhile with the inn students changed their concept which was no longer suitable with the new phenomenon that had emerged. So, change remains the main goal even in the realm of constructivism theory.

Furthermore, according to Thobroni (2017, p. 95) the objectives of constructivism theory are:

1. Make students' ability to ask questions and find their own questions.
2. Helping students to develop a complete understanding of the concept.
3. giving birth to the ability of students to become independent thinkers, more emphasis on the learning process how to learn it

The characteristics of Constructivism learning

1. Providing opportunities for students to build new knowledge through involvement in the real world
2. Promote student-initiated ideas and use them as a guide for designing lessons.
3. Supporting cooperative learning Shows the attitude and demeanor of students. Shows how students learn an idea.
4. Promote and receive student effort.
5. Encourage students to ask questions and dialogue with students and teachers.
6. Consider learning as a process that is as important as learning outcomes.
7. Promoting student inquiry processes through studies and experiments.

Characteristics of Constructivism learning

Meanwhile, Driver and Bell (in Suyono & Hariyanto, 2014, p. 106) suggests that the characteristics of constructivism learning are as follows.

1. Students are not seen as something passive but have a purpose
2. Learning must consider optimally the process of student involvement
3. Knowledge is not something that comes from outside, but is personally constructed
4. Learning is not the transmission of knowledge, but involves setting the learning environment situation
5. Curriculum is not just things that are learned, but learning, materials and resources

The principles of Constructivism learning theory

1. Active Learning
2. Real life learning
3. ZPD
4. Reasoning learning
5. Social Learning
6. Prior knowledge
7. Cognitive Apprenticeship

Conclusion

Constructivism is a learning approach that emphasizes the active role of students in building knowledge and understanding through interaction with the environment and their personal experiences. In the context of learning Indonesian, the principles of constructivism can provide a strong foundation for improving students' language skills. First, learning is an active process (active learning). Second, learning must be through direct experience (life learning). Third, the importance of the mentoring process in learning (in the ZPD concept). Fourth, learning through the process of reasoning. Fifth, social learning. Sixth, prior knowledge. Seventh, the period of cognitive apprenticeship. Eighth, mediated learning (mediated learning). This article concludes that the

application of the principles of constructivism learning theory in learning Indonesian can provide significant benefits in developing students' language skills. By activating students' roles as knowledge builders, encouraging social interaction, providing constructive feedback, and encouraging learning that is embedded in students, learning Indonesian can become more meaningful, relevant, and effective for students.

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