

THE IMPLEMENTATION OF CONSTRUCTIVISM THEORY TO IMPROVE PAI CLUSTER LEARNING IN MADRASAH ALIYAH ARIFAH, GOWA REGENCY

Muljono Damopolii¹
Ulfiani Rahman²
Ahmad Suryadi³

^{1,2,3}Universitas Islam Negeri Alauddin Makassar

e-mail: suryadahmad445@gmail.com

ABSTRACT

This study aims to describe the implementation of constructivism theory to improve the learning of the PAI family in Madrasah Aliyah Arifah, Gowa Regency. This research includes qualitative research with the type of field research. The data from this study were obtained through the methods of observation, interviews and documentation. The data analysis technique used is simultaneous data analysis, namely: (1) data reduction; (2) data display (data display); and (3) drawing conclusions or verification. The results showed that the application of constructivism theory in Islamic Religious Education learning to students of Madrasah Aliyah Arifah Gowa in PAI clumps subjects, provided opportunities for students to make meaning of the material taught and contained in textbooks, but also based on books. other supporters. As for the implementation, most of the aspects of constructivism theory that have been applied by teachers in PAI cluster subjects, while there are several other aspects that have not been implemented. So it can be concluded that there is an application of constructivism theory but it is still not fully implemented optimally. This research activity is an inspiration for teachers for teachers to use the principles of constructivism theory in PAI family learning in accordance with the steps in applying the theory so that students will easily understand learning properly and correctly.

Keywords: Constructivism Theory, Learning, PAI Clump

1) INTRODUCTION

Education is a complex effort to improve the human resources of a nation, however, the accuracy of choosing methods and approaches to learning that not only makes the learning process interesting but also provides space for students to be creative and actively involved throughout the learning process. Learning for students is the main task of the teacher. The task of the teacher is not only required to make the learning atmosphere comfortable and interesting, but also must be able to create learning methods that are suitable for each student's circumstances. Teachers are required to be in accordance with the self-development of students who are both the subject and the object of education itself (Uhbiyanti: 25).

In the world of education, the old paradigm regarding the teaching-learning process relies on the teacher as the only source of information in learning. Locke said that a child's mind is like a blank, white and clean paper ready to accept the teacher's scribbles, in other words, a child's brain is like an empty bottle ready to be filled with all the knowledge and wisdom of the teacher. Based on these assumptions and similar assumptions, many teachers and lecturers carry out learning is a process of transferring knowledge from teachers to students so that the teacher's job is to give and a student's job is to receive.

According to the context of Islamic education, it is time for the teaching paradigm to be commonly used in the teaching and learning process, especially the learning paradigm. So far, the teaching paradigm, especially religious lessons, is still full of teaching orientation rather than learning. As a result, students often perceive religious lessons as boring subjects, laden with dogma and indoctrination of religious norms that do not open up space for students to be more critical and creative in the teaching and learning process, not surprising. If then the students become lazy and less enthusiastic about following the subject (Qowaid: 6).

The results of Xaviery's study show that there are three main problems behind the reluctance of students to study a subject, namely:

1. Learning techniques that do not foster student motivation.
2. The existence of the teacher is not a facilitator who teaches students, but a person who learns or teaches students.
3. Delivery of learning messages with less interactive and attractive media (Qowaid: 7).

The demands in the world of education have now changed a lot, this paradigm should also be removed because there have been many kinds of theories, research, and implementation of learning proving that teachers have to change the learning paradigm. Educators need to compile and implement learning based on several points of thought that refer to the aspects of students and then developed by students so that students are able to build their knowledge actively and teachers need to be able to develop competencies and abilities (Lie: 4).

According to observations made on August 28, 2020, the author at Madrasah Aliyah Arifah has made several efforts to adapt learning styles through a constructivist approach that is in accordance with the characteristics of the lesson itself. The author can conclude that the PAI clump learning in Madrasah Aliyah Arifah has not been fully effective because several indicators have not been fulfilled in the constructivism learning stage. Based on the phenomenon above, researchers are interested in seeing the process of implementing the learning of Islamic Education clumps based on constructivism theory, starting from the planning, implementation and evaluation stages.

2) METHODS

This research uses qualitative research and is classified as field research. The approach that the author uses is a phenomenological approach. This approach aims to describe the meaning, understanding, understanding of a phenomenon, event, or human life by being directly and/or indirectly involved in the setting being researched, contextual, and comprehensive.

Sources of data in this study are educators and students of Madrasah Aliyah Arifah Gowa. The method of data collection in this study used the methods of observation, interviews, documentation and triangulation. The data analysis technique used in this research is the data analysis technique of the Miles and Huberman model. The researcher carried out three data analysis activities simultaneously, namely: (1) data reduction; (2) data display (data display); and (3) drawing conclusions or verification.

3) FINDINGS AND DISCUSSION

Based on the type of material, the subjects of the PAI family have theoretical and practical properties and focus on the absorption of noble values by students, so that the content of the material involves attitudes, words, and daily activities.

The learning process of the PAI family at Madrasah Aliyah Arifah has similarities with other madrasah institutions, which is contained in several subjects such as Akidah Akhlak,

At Madrasah Aliyah Arifah the learning process of the PAI family is not only taught theoretically, but also practiced so that students are able to internalize the values of Islamic teachings within themselves. One example is that students are required to pray dhuha congregation, midday prayer and asr prayer, this is done by students continuously in the school environment.

The application of constructivism theory in learning the PAI family at Madrasah Aliyah Arifah Gowa is as follows:

1. Applying a constructivist learning approach in PAI family learning, starting with reading a prayer before studying
2. The method used is group learning or Discovery Learning, where students are divided into several groups, including questions and answers between teachers and students, or between students and other students, then the task given is that students try to understand the material given. better then analyze it according to his thoughts.
3. The steps taken in learning are: at the beginning of learning, the teacher conducts apperception activities by asking and answering questions with students about the material to be taught. Then the teacher assigns students to find the meaning of the material studied in groups. After that, the teacher gives individual assignments to students by analyzing their understanding of the material that has been studied. At the next meeting, each student is given the opportunity to present his findings, namely by explaining the material at the previous meeting and presenting his findings in the field. Here students have various sources that are obtained to analyze the material, namely from: the internet, books available in the library. In this learning, what is very interesting is when each student describes his analysis obtained from the results. his findings on the internet, books he read or opinions from several figures.

According to Arini and Umami, what is discussed about constructivist learning is learning that emphasizes student activities and reconstructs prior knowledge. The teacher's role in the learning process is to become a facilitator who helps students reconstruct the knowledge they already have and relate it to the new knowledge that the educator has acquired during the learning process. Sociocultural learning emphasizes more on the interaction between students and fellow students. This is related to the new knowledge built by educators in the learning process (Arini & Umami, 2019).

Meanwhile, according to Fitoyo, who discussed the application of a constructivist approach to learning. This research involves several stages: identification, classification, and interpretation. In addition, it presents data, analyzes and interprets it, compares and relates it. Sources of data obtained by researchers came from primary data and secondary data. Data collection methods used are observation (observation), interviews, and documentation. Validate your data through participation, observation, triangulation, and testing. The result of this research is the application of a constructivist approach to Islamic religious education in class X SMA Al-Maarif Kota Bima, with a focus on active learning and unique solutions. The role of the teacher here is to be a facilitator, inspiration, evaluator, and motivator to guide and support students in discovering their knowledge as a whole and comprehensively. The supporting factors for this application are the ability of the principal and good teacher motivation, the skills and expertise of teaching teachers, and the strategic location of the secondary school. These obstacles include the lack of creativity for some teachers, student education, facilities and infrastructure for coaching teachers (Fitoyo, 2016).

From the results of observations made by researchers, it can be concluded that most aspects of constructivism theory are applied in the learning of the PAI family, the most visible

of which is the application of constructivism theory, namely assessment based on papers made by students, then the teacher offers provide greater opportunities for individual students by encouraging students to make new discoveries. An aspect that has not been seen from the application of constructivism theory at Madrasah Aliyah Arifah is that the portion of the material that will be practiced on learning materials such as the Fiqh map has not run optimally, due to the limited facilities owned by the school.

4) CONCLUSION

The application of constructivism theory in learning Islamic Religious Education for Madrasah Aliyah Arifah Gowa students in PAI cluster subjects, namely the teacher provides opportunities for students to make meaning of the material taught and contained in textbooks, but also based on supporting books. another. As for the implementation, most of the aspects of constructivism theory that have been applied by teachers to the PAI cluster subjects, while there are several other aspects that have not been implemented, so it can be concluded that there is an application of constructivism theory but it is still not fully implemented to the fullest.

REFERENCES

- 'Adlimah, A. M. (2020). Implementasi Model Pembelajaran Konstruktivisme Dalam Meningkatkan Hasil Belajar Siswa Dalam Pendidikan Agama Islam Pada Kompetensi Dasar Beriman Kepada Qada Dan Qadar Berbuah Ketenangan Hati. *POTENSIA: Jurnal Kependidikan Islam*, 5 (2), 219. <https://doi.org/10.24014/potensia.v5i2.6628>.
- Arini, A., & Umami, H. (2019). Pengembangan Pembelajaran Pendidikan Agama Islam melalui Pembelajaran Konstruktivistik dan Sosiokultural. *Indonesian Journal of Islamic Education Studies (IJIES)*, 2 (2), 104–114. <https://doi.org/10.33367/ijies.v2i2.845>
- Fitoyo, T. H. (2016). Penerapan pendekatan konstruktivistik dalam pembelajaran Pendidikan Agama Islam dengan inquiry learning pada siswa kelas X di SMAN 1 Semarang - Walisongo Repository. 10(1), 75–87. <http://eprints.walisongo.ac.id/id/eprint/6107/>.
- Muhibbin, & Hidayatullah, M. A. (2020). Implementasi Teori Belajar Konstruktivisme Vygotsky Pada. *Belajea: Jurnal Pendidikan Islam*, 5(01), 1–22. <https://doi.org/10.29240/belajea.v5>
- Lie, Anita. *Cooperative Learning: Mempraktikkan Cooperative Learning di Ruang-ruang Kelas*, terj. Narulita Yusron (Bandung: Nusa Media, 2009).
- Qowaid, dkk. (2007). *Inovasi Pembelajaran PAI*. Jakarta: Pena Citrasatria.
- Ridwan, Ismail. (2014). “Analisis Pendidikan Islam Terhadap Pendekatan Pembelajaran Konstruktivisme”, *Jurnal Online Thesis*, 9(3).
- Uhbiyati, Nur. (1998). *Ilmu Pendidikan Islam (IPI)*. Bandung: Pustaka Setia.