



STUDENT-BASED HISTORY LEARNING METHODS WITH A CONSTRUCTIVIST APPROACH AT THE SECONDARY EDUCATION LEVEL

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Abstract

This study aims to analyze the method of student-based history learning with a constructivist approach at the secondary education level. Learning is the process of interaction between students and teachers and learning resources in a learning environment, constructivist learning is the process by which students construct their own knowledge. Constructivist history learning refers to history learning activities that are based on the constructivism paradigm. Constructivism in the realm of education views that students autonomously build or construct knowledge and intelligence through interaction with the physical and social world. Constructivism should naturally inspire students to provide honest responses and engage in conversations about the material they are studying. The research method used by the researcher is a literature approach by collecting sources in articles using literature reviews in books and scientific articles.

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INTRODUCTION

In the Regulation of the Minister of National Education Number 41 of 2007 concerning Process Standards for Elementary and Secondary Education Units, it is explained that: "learning is a process of interaction between students and teachers and learning resources in a learning environment. The learning process needs to be planned, implemented, assessed, and supervised.

According to Trianto in (Farias et al., 2009), a learning model is a plan or pattern that serves as a guideline in designing learning in class or tutorials. It includes the approach used, teaching objectives, steps in learning activities, learning environment, and classroom management.

On the other hand, Djamarah, SB. in (Farias et al., 2009) stated that the learning method is a way used to achieve the goals that have been set. This method is needed so that teachers can vary in teaching according to the desired results after the teaching is completed.

Learning methods are ways or stages used in interactions between students and educators to achieve learning objectives that have been set in accordance with the material and mechanisms of the learning method.

According to constructivist learning theory, students construct their knowledge independently. Students' learning intentions greatly influence the achievement of their learning goals. The formation of knowledge requires active participation of students in the learning process, such as critical thinking, conceptualizing, and giving meaning to what is learned. On the other hand, the role of teachers in constructivist learning is to facilitate students in creating new knowledge (Nerita et al., 2023).

RESEARCH METHODS

This article uses a literature approach, namely all reading materials that may have been read and analyzed, both those that have been published and as personal collections, literature reviews are often associated with theoretical frameworks or foundations. The method of collecting sources in this article uses literature reviews in books and scientific articles published online and research related to types of quantitative and qualitative research. Data analysis techniques use data reduction in the form of taking theories that are considered important from a book and articles related to the theme of this article, then presenting data and drawing conclusions from the data that has been collected and is considered relevant to the theme of this article.

RESULTS AND DISCUSSION

Constructivist Learning

Constructivism is an approach that views students as individuals who are active in developing their knowledge, where students must first experience something before they can understand it. Thus, facts and skills can be learned as a whole (Dewi and Jatningsih in Scientific & Indonesia, 2024). The constructivist approach to teaching and learning is based on the idea that learning is the result of mental construction. Therefore, this

theory argues that students can learn something by connecting new information with what they already know (Scientific & Indonesia, 2024).

Constructivism is an educational approach that emphasizes student participation in the learning process. In this view, students are seen as people who not only receive information, but also create knowledge through experience and interaction with their environment. The learning process is believed to be better if students are involved in learning, so that they can understand and internalize the topics taught.

The concept of constructivism is based on the ideas of scholars such as Jean Piaget and Leo Vygotsky, who emphasized the importance of personal experience and social context in the formation of knowledge. Both suggested that knowledge should not simply be transferred from teacher to student, but should be actively constructed by the students themselves. This makes the learning process meaningful and meaningful to students.

In practice, the constructivist approach emphasizes interactive and collaborative learning methods, such as group discussions, projects, and explorations. Students are asked to ask questions, find solutions, and share ideas. In this way, they not only learn facts and skills, but also develop critical and creative thinking skills. Constructivism encourages teachers to act as mediators rather than primary sources of information. Teachers help students connect new knowledge with existing knowledge and build bridges between theory and practice. In addition, this approach recognizes the diversity of students' learning styles, so that learning is tailored to individual needs.

In this way, it is expected that students will not only gain intellectual knowledge, but also have a positive attitude towards learning and life. By experiencing a dynamic and contextual learning process, we hope that students will become lifelong learners who are able to face the challenges of the future.

In general, creativity is a strong foundation for creating a learning experience that is comprehensive, holistic, and focused on developing students' strengths.

History education has an important role in forming nationalistic values in students. According to Sartono Kartodirjo (in Susanto, 2014), teaching history in the context of national development is not only aimed at providing information on historical facts, but also to raise historical awareness in students. Therefore, it is important to instill historical values in students so that they understand the importance of remembering historical events, so that they can foster a sense of nationalism in themselves. (Pramayogi et al., 2019).

So history teaching plays an important role in creating national values in students. According to Sartono Kartoderjo, historical knowledge is not only the delivery of historical information and facts, but also as a way for students to understand their past knowledge. Basically, students are asked to understand and reflect on historical events that shape the identity and image of the nation. In this context, the inclusion of previous values is important. With a deeper understanding of history, students will understand the journey of the country, appreciate the struggles of their ancestors, and understand the social, political, and cultural context behind important events. By doing this, students not only remember facts, but also understand the meaning and context of the story. In addition, history teaching also provides opportunities for students to develop critical thinking about various interpretations of history. By analyzing different points of view, students learn to understand differences and develop tolerance, which is important in building citizenship. Encouraging students to participate in activities related to history, such as visiting historical sites, discussing and researching, can increase their love for their country. These activities can increase group awareness of the importance of preserving national heritage.

In general, effective history teaching does not only focus on the intellectual aspect, but also on the emotional and moral aspects. By instilling the values of the past, it is hoped that students will be able to become citizens who are able to have ownership of the country and are ready to contribute to the country and government.

Learning is generally defined as various processes within a person that result in permanent changes in knowledge and skills, where these changes are not only caused by aging factors or biological maturity (Illeris in Abidin et al., 1970). In a more specific context, especially in the field of education, learning is defined as a series of learning activities designed and created to influence or change student behavior (Suparman in Abidin et al., 1970).

So Learning is an important concept in individual development and education. In a broad sense, learning is defined as a series of processes that occur within a person, which cause permanent changes in the capacity of knowledge and skills. This process involves the acquisition of new information, the development of skills, and the formation of attitudes or behaviors that last. It is important to note that these changes do not occur due to natural factors such as aging or biological maturity, but rather due to an active and planned learning process. This is in accordance with the opinion of Illeris as quoted by Abidin et al. (1970), which emphasizes that learning involves a more complex mechanism.

In the context of education, learning has a more specific definition. Suparman (in Abidin et al., 1970) explains that learning is a series of learning activities that are systematically designed and aimed at influencing or changing student behavior. In this section, teaching is not only about conveying information, but also creating learning situations that support the transformation of student behavior and understanding. This process includes careful planning, the use of appropriate learning methods, and the provision of ongoing evaluation.

In more detail, learning in education involves several key components. First, teachers or educators have an important role as facilitators who design learning activities according to learning objectives. They choose the most effective methods, materials, and strategies to achieve the desired learning outcomes. Second, students are active subjects who interact with the learning environment, both individually and in groups, to construct new knowledge and skills. Third, learning also requires continuous feedback, where evaluation and reflection are used to assess progress.

In addition, effective learning must also consider motivational factors, social context, and emotional needs of students. Learning that occurs in a supportive environment, where students feel emotionally involved and motivated to learn, tends to produce better changes.

History is a reconstruction of human activities and developments in the form of events, thoughts, mentality, intellectuality in the past that have social meaning for the interests of the present and the future (Kuntowijoyo, 2013).

Constructivism-based history learning refers to a learning approach based on the constructivism paradigm. In the context of education, constructivism argues that students independently form and build knowledge and intelligence through their interactions with the physical and social environment (Schunk, 2012: 320-322). In this paradigm, learning has several characteristics: 1) learning is an active process; 2) the most effective learning occurs when students resolve conflicts of ideas or concepts through experience, reflection, and metacognition; 3) learning is an effort by students to find and build meaning; 4) knowledge construction reaches its optimal form when it involves social processes; 5) deep learning occurs when students construct knowledge holistically and connectedly; 6) educators participate in empowering students to find and reflect on realistic experiences (Muijs & Reynold in (Abidin et al., 1970).

In history learning, the constructivism paradigm does not view history as a static process and focuses on past events. Theoretically, the

constructivist approach emphasizes that students actively and independently build knowledge and intelligence through interaction with the physical and social environment. Thus, history learning should be structured thematically and cover issues, core concepts, and main ideas comprehensively. The learning process focuses on activities that allow students to analyze, flow, and shape their understanding of history (Schunk, 2012: 368).

More broadly, the constructivist paradigm in history learning marks a significant change in the way we view history education. No longer merely viewing history as a collection of facts and events that must be memorized mechanically, constructivism emphasizes the understanding that history is a dynamic discipline. Under this paradigm, history learning is no longer considered a statistical activity that focuses solely on repeating or archiving past events, but rather as an interactive process that requires students to play an active role in constructing meaning from the information presented.

In the constructivist perspective, students are not just passive recipients of knowledge provided by teachers. They are seen as active agents involved in the process of constructing their own knowledge. Knowledge does not come in a finished form, but is formed through the interaction of students with their environment, both physical and social. Therefore, constructivism views that learning history is not just "studying the past", but rather an effort to understand various perspectives and the impact of these events on the development of the contemporary world. This encourages students to explore further understanding of how and why an event occurred.

History learning with a constructivist approach is ideally structured thematically, meaning that the learning process is not only focused on the chronological sequence of events, but on major themes that can connect various historical events. This approach allows participants to do so.

Constructivism also emphasizes the importance of critical and reflective thinking in learning history. Participants are encouraged to not only accept the dominant historical narrative, but also to analyze and explore alternative perspectives. They learn to understand that history is often written from a particular perspective, which may be biased or limited. In doing so, they are trained to become critical learners, able to recognize bias, absorb sources, and disseminate the validity of historical information.

In addition, reflective learning helps students relate history lessons to their personal experiences and the world around them. Through deep

reflection, students can understand the relevance of history to their own lives and how past events can provide lessons for the present and future.

So In the context of constructivism, learning history goes far beyond simply learning the facts of past events. It is a dynamic process in which learners actively construct their knowledge and understanding of the world through interactions with the physical and social environment. Thematic and holistic approaches to learning history provide opportunities for learners to understand big concepts in greater depth, while manipulative activities help them develop the critical and analytical thinking skills needed to open up multiple historical perspectives. Ultimately, the constructivist approach aims to shape learners who not only master historical material, but also have a critical and reflective awareness of the world.

The strategy applied to overcome this problem is to use a learning strategy based on the principle of constructivism, where the teacher acts as a guide in the learning process, while students actively build and develop their own knowledge and understanding. According to Susanto (2014), a teaching strategy with the principle of constructivism requires teachers to design learning that allows students to obtain, organize, and build their knowledge independently with teacher guidance. Overall, this strategy includes the stages of learning planning (pre-instructional), learning process (instructional), and learning evaluation (Abidin et al., 1970). The teacher acts as a guide and director during the learning process. In this application, there are several learning innovations, including: a) group learning methods; b) audio-visual-based learning methods; c) image-based learning methods. These various methods are expected to increase students' interest in studying history and provide a deeper understanding of historical material.

Implementation of Constructivism in Learning

Constructivism learning is a pedagogical approach that emphasizes that knowledge cannot be transferred directly from teachers to students, but must be actively constructed by the students themselves. Within this theoretical framework, students are considered active subjects in the learning process who have a central role in shaping and developing understanding based on their experiences. The learning process in constructivism is greatly influenced by the level of cognitive maturity of individuals and their interactions with the environment.

This freedom in exploring knowledge does not mean that students are left without direction or purpose. Instead, students are encouraged to

actively seek solutions and understand concepts by connecting new experiences with previously acquired knowledge.

As a facilitator, teachers do not just provide knowledge directly, but rather provide assistance as needed (guided discovery). Teachers also ask questions that stimulate students' thinking, so that students are encouraged to find solutions, develop hypotheses, and conduct experiments. In essence, teachers need to understand how students think and respect their perspectives during the learning process.

According to (Nerita et al., 2023), constructivist learning should naturally motivate students to respond honestly and actively participate in discussions about the material being studied. There are three types of tendencies that emerge, depending on the learning model, including:

The Constructivist Model "Learning Cycle" consists of several stages: 1) Discovery, where students are encouraged to ask open-ended questions and make hypotheses; 2) Concept Introduction, where the teacher asks questions about concepts related to the topic; 3) Concept Application, where concepts from stages 1 and 2 are applied, with the possibility of repeating the process if necessary.

Gagnon & Collay's Constructivism Model consists of six stages, namely: 1) Conditions: describing certain situations related to the theme or topic being discussed; 2) Grouping: dividing students into groups, either randomly or based on varying levels of intelligence; 3) Bridges: providing simple problems, games, or puzzles to solve; 4) Questions: designing opening questions or core activities to maintain student motivation in learning more deeply; 5) Demonstrating: displaying or presenting student work in class; 6) Reflection: thinking about and summarizing the group reports that have been presented.

The McClintock and Black Constructivism Model consists of seven stages, namely: 1) Observation, where students observe various sources such as materials, photos, images, video recordings, and games related to regional culture; 2) Interpretation Construction, where students interpret their observations and provide explanations; 3) Contextualization, where students build context for their explanations; 4) Cognitive Skills Learning, with teachers guiding students in the process of observation, understanding, interpretation, and contextualization; 5) Collaboration, students work together in observation, interpretation, and contextualization; 6) Multiple Interpretation, students develop cognitive by being able to produce various interpretations from different perspectives; 7) Multiple Manifestations, students gain the ability to transfer knowledge well (Supardan, in (Nerita et al., 2023).

CONCLUSION

The constructivist approach in history learning emphasizes the active role of students in building knowledge through experience and interaction with the social environment. History learning does not only focus on mastering facts, but also on developing historical awareness and nationalist values. Through innovative and thematic learning methods, teachers function as facilitators who help students construct knowledge holistically. Thus, constructivism-based learning strategies can increase students' interest and understanding of history.

In constructivist learning theory, knowledge cannot be transferred directly from teacher to student. Instead, students must actively construct their own knowledge with the support of the teacher. Constructivist learning emphasizes the process of exploration and freedom in exploring knowledge through various models, such as the Learning Cycle, the Gagnon & Collay model, and the McClintock and Black model, each of which has specific stages to help students understand and apply concepts. The teacher acts as a facilitator who assists students in the process of constructing knowledge, encouraging collaboration, reflection, and in-depth interpretation.

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