Analysis of the Application of Constructivism Theory in Social Studies Learning Model: A Literature Review

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Abstract, In the context of education, constructivism refers to the process by which students construct their knowledge and understanding through experience and interaction with the environment and others. this research discusses the application of Constructivism Theory in social studies learning models. The method used is library research. Data collection is done through physical sources in the form of books and scientific journal articles. Data analysis used in the form of data reduction, data display and conclusion drawing. The results of this study indicate that, the application of constructivism theory in social studies learning model there are several applications. As by using the learning model project-based learning (PJBL), Problem Based Learning (PBL), and learning model Case study. The application of constructivistic theory in the learning model is believed to make learning more effective and innovative, so that it will have a good impact on individuals.

Keywords: Constructivism Theory, learning model, Social Studies Learning

1. INTRODUCTION

Education is an activity that is comprehensive or universal in nature, because education is something that is closely related to human life and cannot be separated anytime and anywhere.

Teachers have a big share and an important role in education, one of which is in the learning process, especially related to the quality of education itself. Teachers and students are directly involved in learning activities so that there is an interaction in the learning. The existence of a learning process is expected to achieve optimal learning outcomes and more positive changes in behavior. The role of the teacher is not only limited as a source of learning, but a teacher also has a role to guide and facilitate so that students want to learn and are able to absorb the material presented, the process of how students learn the material is not only determined by the teacher but also needs to pay attention to the differences of each student [1]. Teachers need the right and appropriate models, methods and strategies in carrying out the learning process to be able to adjust to the differences that each individual has. Teachers must be able to master good learning models, methods, and strategies and be able to apply them in designing learning by adjusting to the situation of students and the material to be taught.

The learning process is also related to things that can affect students, one of which is related to emotions. When students feel uncomfortable and there is a sense of compulsion during the learning process, the material explained and conveyed by the teacher will be difficult for students to accept properly. Therefore, teachers must be able to create a comfortable and conducive learning atmosphere so that learning feels interesting for students, effective and more fun and provides motivation for students to take part in learning. In order for learning to be more lively and enjoyable for students, it is necessary to improve in terms of teaching methods from the previous traditional learning models used to be made more innovative, namely learning models that make students play a more active role and student-centered learning [2].

Along with the development of life, there will always be challenges that students will face, especially in volatile social life. This is the background of social studies subjects that are needed by students. Students need social studies lessons that are appropriate and appropriate. Social studies has a goal to help the younger generation in developing their abilities, encouraging students to make the right decisions and rational and make information with the aim for the good of society [3]. IPS or Social Sciences is a discipline of social sciences are simplified, the hallmark of this IPS is as education in the discipline. That is, social studies are integrated (integrated), multidimensional, interdisciplinary.

Social Studies Education (IPS) has an important role in shaping students' insights into various aspects of social, political, economic, and cultural life. However, in practice, social studies learning often prioritizes the memorization of facts and theories, without paying attention to the active involvement of students in the learning process. This can make it difficult for students to relate the knowledge they learn to real life, and risks reducing their critical thinking and problem-solving skills. . The use of an interesting approach in social studies learning makes students can easily understand the explanation given so that some students make social studies as an easy lesson to understand [4].

To address this challenge, constructivism theory offers a more interactive and reflective approach to learning. Constructivism focuses on how students construct their knowledge through direct experience, social interaction and discussion. The application of constructivism theory in social studies learning is believed to improve students' understanding of the subject matter and build skills that are more relevant to everyday life. Based on this background, this study aims to analyze the application of constructivism theory in social studies learning. By understanding this application, it is hoped that later it can provide recommendations to improve social studies learning.

2. LITERATURE REVIEW

2.1 Constructivism theory

According to Slavin, the term constructivism comes from the English word "Construct" which means to build. In the context of education, constructivism refers to the process by which students construct their knowledge and understanding through experience and interaction with the environment and others [5].

The constructivist approach in learning according to Slavin (2000) is reflected in several things, namely:

1) it emphasizes Top Down learning rather than Bottom Up. This means that learners solve problems from the complex and then find (assisted by educators) the basic skills needed. Top Down means gradual training of basic skills to realize complex skills.

2) Cooperative Learning, learners easily understand and find difficult concepts through discussion.

3) Generative Learning, emphasizes on actively combining new material with existing schema. The strategy in this learning is done through special methods to facilitate psychological work in understanding new knowledge.

4) Discovery Learning, most learners learn from active engagement with principles and concepts. Educators motivate learners to have knowledge and carry out experiments so that they can discover principles for themselves [6].

Concept of Constructivism

1) Zone of Proximal Development (ZPD)
Olson (2007), ZPD or Zone of Proximal Development is a concept introduced by Lev Vygotsky. ZPD refers to the range between what an individual can do independently and what they can achieve with the help of others, such as teachers or peers.

2) Mediation is the process by which an educator or mentor assists students in understanding and internalizing new information. This process involves using various strategies and tools to support students in bridging the gap between existing and new knowledge.

3) Cooperative Learning: Cooperative learning is an approach to teaching where students work together in groups to achieve a common goal. It encourages social interaction, collaboration, and the development of social and cognitive skills, with students helping each other in the learning process.

4) Self-Regulated Learning: Self-regulated learning is the ability of individuals to control their own learning process. This includes planning, monitoring and evaluating their learning. Students who can regulate their learning well tend to be more successful in achieving academic goals [5].

2.2 Learning Model

The learning model is a planning process used to guide the learning process. The learning model is one form of approach taken in order to shape changes in learner behavior in order to increase motivation in the learning process. According to Joyce, well and calhoun learning model is a description of the learning environment, including the behavior of teachers implementing in learning [7]. Learning model is a plan or a pattern used as a guide in planning classroom learning or learning in tutorials [8]. There are several learning models including:

First, the project-based learning model is an innovative learning that is student centered and sets the teacher as a motivator and facilitator, where students are given the opportunity to work autonomously to construct their learning [9]. Project-based learning (PjBL) model is a learning model that involves a project in the learning process. Second, Project Based Learning (PBL) is a learning model that emphasizes the use of projects as the core of the learning process. In this model, students play an active role in solving real problems and producing products that can be presented. PBL is designed to increase student engagement and develop critical and collaborative thinking skills..

3. RESEARCH METHODS

Thirdly, Case Study is one of the learning models that focuses on in-depth analysis of real situations or problems. This method allows students to be actively involved in the learning process by solving problems that are relevant to everyday life. In case study learning, students are expected to develop critical thinking, analytical, and decision-making skills. This research uses a type of library research, which is a series of activities related to library data collection methods [10]. The data collection is done through physical sources in the form of books and scientific journal articles. Data analysis used in the form of data reduction, data display and conclusion drawing [11]. Data collection in this study uses documentation methods such as bubu-book articles related to constructivism theory and learning models.

4. DISCUSSION

Constructivism theory emphasizes that knowledge is actively constructed by individuals through experience and interaction with the environment. In the context of learning, students not only passively receive information, but also engage in the process of constructing their own understanding.

First, the problem-based learning model is very much in line with the principles of constructivism, as both encourage students to actively seek solutions to problems relevant to real life. In this model, students are given problems about economic activities in ASEAN countries and students are asked to investigate, analyze, and formulate solutions [10]. This learning develops students' critical and analytical thinking skills in dealing with social issues.

In this case, all students are actively involved in learning activities. When viewed from the learning outcomes, the use of this learning model has a positive impact on the level of mastery of the material by students. Through the use of the Problem Based Learning model, the aspects that develop are not only cognitive but also their affective and psychomotor aspects. .. In addition, students can train themselves to be more creative, innovative and independent.

Second, the application of constructivism theory in the PJBL learning model. Project-Based Learning (PJBL) is a learning model that allows students to work in teams to complete long-term projects related to the real world. In PPA, students are directly involved in the research, data collection, analysis and presentation of their project results. This model is closely aligned with the principles of constructivism theory, as it encourages students to learn through direct experience and authentic problem solving. Steps for implementing the Project Based Learning (PJBL) model [11]. First, design the project. Second, design the steps for making the Project. Third, develop a project implementation schedule. Fourth, completing the project and monitoring from the teacher. Fifth, compiling project reports and presentations. Sixth, evaluating the project process and results. From this application it can be concluded that the application of the Project Based Learning (PjBL) model can improve social studies learning. In addition, there were also obstacles in the research: (a) students are difficult to condition and (b) students' time management is lacking. Solutions given: (a) the teacher is more assertive; (b) the teacher reminds the time limit.

Third, the case study learning model. This model is very relevant to be applied in various subjects, especially in Social Sciences (IPS), where many topics require in-depth analysis of social, political, economic and cultural phenomena. By using case studies, students can be directly involved in situations that force them to think critically and consider multiple perspectives in making decisions. The case study learning model involves several important steps that ensure students can analyze cases in depth and solve problems effectively. First, the selection of the case. Second, assignment. Third,

group discussion, fourth, presentation and finally reflection. This learning model is relevant to be applied in social studies learning in several themes such as: In studying Indonesian history, students can be analyzed through important cases such as the Proclamation of Indonesian Independence or the Industrial Revolution. Students can analyze the factors that influence these events, as well as their impact on society at that time. In addition, it can also be used to analyze the monetary crisis and economic, political cases.

In the application of this learning model, it will certainly not be separated from what is called a supporting factor, there are several things that support or encourage this constructivism theory. First, the teacher is not the only source of learning. Learners who actively construct the knowledge they get. So, the teacher in the application of constructivism learning is only a facilitator, not a model or the main source in charge of transferring knowledge to students. Second, students (learners) are more active and creative. As a result of learners' independent construction of something, learners are required to be active and creative to link the new knowledge they get with their previous experience, so as to create a concept that is in accordance with what is expected Third, individual differences are measured and valued. Because the learning process according to constructivism is an independent learning process, individual potential will be measured very clearly. Fourth, it is easy to remember because students are directly involved actively, they will remember all the concepts longer. The application of constructivistic theory in learning models is believed to make learning more effective and innovative, so that it will have a good impact on individuals.

5. CONSLUSION

Constructivism theory emphasizes that knowledge is actively constructed by individuals through experience and interaction with the environment. In the context of learning, students do not just passively receive information, but engage in an active process to build their own understanding. Some learning models that are in line with the principles of constructivism, such as problem-based learning (pbl), project-based learning (pjbl), and case studies, facilitate students to learn through hands-on experience, authentic problem solving, and in-depth analysis of social, political, and economic phenomena. Through these approaches, students are given the opportunity to develop critical, creative and independent thinking skills in dealing with real-world problems.

The application of constructivism-based learning models is proven to have a positive impact on the mastery of material, as well as the development of students' affective and psychomotor aspects. In the PBL model, for example, students actively seek solutions to problems relevant to real life, while in PPA, they work in teams to complete in-depth, long-term projects. The case study model also allows students to analyze

complex situations with multiple perspectives. time and student self-regulation, the application of these models can improve the quality of learning if supported by effective guidance and a learning environment that supports collaboration and exploration..

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