

## IMPLEMENTATION OF CONSTRUCTIVE THEORY IN PAI LEARNING DESIGN IN SUMBAWA BESAR 2 STATE HIGH SCHOOL

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**Abstract:** Various efforts have been made to improve the quality of education. As well as to prove that the meaningfulness of PAI learning in the learning process is very closely related to the theory used. One of them is by implementing constructivist theory in learning. As was done at SMA Negeri 2 Sumbawa Besar in the PAI learning process. The purpose of this study was to analyze the implementation of constructivist learning theory in PAI learning design, and to find out the meaningful implications of constructivist learning theory in the PAI learning process at SMA Negeri 2 Sumbawa Besar. This study uses a field research method that is descriptive qualitative, with the research location at SMA Negeri 2 Sumbawa Besar. Data collection was carried out by observation, interview and documentation methods. The object of research in this research is the implementation of constructivist theory in Islamic Islamic education learning design, while the research subjects are 4 Islamic Islamic education subject teachers and students of class X and XI. And to analyze the data obtained from the research results, the author uses data analysis techniques consisting of of the three flow of activities namely data reduction, data presentation and verification or drawing conclusions. From the results of the analysis it was concluded that, the planning of constructivist theory in the design of PAI learning has been realized in the PAI learning process that has been carried out even though there are still obstacles when the learning process takes place. In which there are already 4

learning steps with a constructivist approach, namely the apperception stage, the exploration stage, the discussion stage and concept explanation. Evaluation of learning by the teacher still tends to prioritize the assessment of results in the cognitive domain of students through doing exercises that have been prepared by the teacher.

**Keywords:** Constructivistic; Design: Learning.

### INTRODUCTION

Entering the era of globalization in the 21st century as futurists say is the century of knowledge, has given rise to various new risks beyond human anticipation capabilities, the era of globalization is something that cannot be avoided, in the life cycle of the era of globalization will continue to come without anyone being able to stop it. Matsuhu, 2013).

The Middle Ages or the 21st century is known for a more complicated and challenging era, it is also an era with certain processes that have a large influence on the world of education, employment, science, psychology, and changes in cultural values, including religion. It also has a significant impact on changing perspectives on education, learning patterns, changing roles of parents, teachers and students, as well as changing patterns of relationships

between them. It is this phenomenon that forces us to carry out an educational transformation and innovation (Andi Prastowo, 2015).

There are three alternative approaches to learning from a psychological point of view which are also in line with Bloom's Taxonomy theory, namely: 1) Behavioral approach. 2) Cognitive approach and 3) applied approaches. Conceptually these three approaches have weaknesses and strengths in the application of Islamic religious education learning. The behavioral approach is superior in terms of developing motor skills and forming basic skills through a process of habituation and an immediate feedback mechanism.

Another thing that is the background why constructivist theory is felt necessary to be used as a basis for learning in Islamic religious education is because the contextual meaning of Islamic education is not yet felt, where the quality of the application of Islamic values is still not felt. This was proven from a survey conducted by Hussein Askari and Sheherazade S. Rehman which measured how Islamic countries were, the extent to which Islamic countries adhered to the doctrines and teachings of Islam itself. In fact, Islam is ranked 104 out of 208 countries in the world, in fact the most Islamic country of all is Ireland. the learning of Islamic religious education is not maximized and provides meaningful learning and most students still don't know how to apply the knowledge they already understand. Ali Bin Abi Talib explicitly discussed the need for reform in the education system on an ongoing

basis. One of them is that parents and educators can educate their children with education that is appropriate to their era (Cristopher P Scoltz, 2004)

However, along with the increasing number of provision of facilities at the SMA 2 Sumbawa Besar school, there is a development in how students are increasingly ambitious to study and compete in the field of Islamic religious education in accordance with the subjects contained therein. SMA Negeri 2 Sumbawa Besar has implemented a constructivist learning strategy in learning Islamic Religious Education, this is done as a form of caring for the meaningfulness of each subject contained in Islamic religious education. This policy was taken as a form of response to the transformation of learning culture, one of which students preferred learning activities that involved more innovative students (Burhan Bungin, 2011).

The problem that is measured through this research is, 1) How is the implementation of constructivist theory in the learning design of Islamic Religious Education at SMA 2 Sumbawa Besar? 2) What are the implications of applying constructivist theory in increasing the meaningfulness of PAI learning at SMA Negeri 2 Sumbawa Besar?

## **METHODS**

The data collection techniques used to obtain the information needed in this study are:

### **Observation**

Observation is a technique or way of collecting data by observing ongoing activities. In carrying out this research

using passive participant observation (Passive Participant Observation) while in terms of research instrumentation using structured observation. Passive Participant Observation namely Make observations on the daily activities of people who are being observed or used as data sources (Budimansah, 2003). In this case the researcher comes to the place of the activity, but is not involved in the activity. This observation was made to obtain related data:

1. Implementation of constructivist theory development in increasing student motivation in the subject of Islamic Religious Education at SMA 2 Sumbawa Besar.
2. The strategy used in PAI learning uses constructivist theory in increasing student motivation at SMA Negeri 2 Sumbawa Besar.

Researchers in collecting data participated in only a few activities but not all were used as observations, in the teaching and learning process in the class directly observing the implementation of the lesson evaluation.

### **Interview**

Interview is a data collection method with unilateral question and answer which is done systematically and based on research objectives. The interview method used in this study is semi-structured interviews. The purpose of this interview is to collect data in a more open manner where the parties invited to the interview are asked for opinions and ideas that match the question.

Interviews were conducted to find out detailed and in-depth information on informants, namely class XI PAI teachers, school principals, deputy principals, staff

and employees, teachers, and students with a focus on the problems studied. To assist researchers in focusing on the problem under study, interview guidelines were created (Abdul Haris, 2022)

Interviews were conducted to find out detailed and in-depth information on the informant, namely, the deputy head of the school for Curriculum, Islamic Education Subject Teachers, with a focus on the problem under study.

However, it does not rule out the possibility of new questions arising which have to do with the problem. Meanwhile, according to the form of the question, the researcher used an open interview type. Open interviews are interviews conducted by researchers by asking questions that are not limited in answers related to Constructivistic Theory in PAI learning design at SMA Negeri 2 Sumbawa Besar, as well as the obstacles encountered in the development of constructivist theory in the learning process.

### **Documentation**

The documentation method is a data collection technique by collecting and analyzing documents, whether written, graphic or electronic. This method is used to obtain data regarding objective conditions or madrasah profiles which are the focus of research, including work programs, curriculum, facilities and learning infrastructure (Hamzah, 2008).

### **Data analysis method**

The research data analysis method that has been obtained is intended as a way of organizing data in such a way that it can be read (realable) and can be interpreted (interpretable). In terms of qualitative data analysis. Analysis according to Miles and

Huberman and Saldan is divided into 4 streams of activities that occur simultaneously. Are as follows:

### **Data Collection**

Data in qualitative research are generally in the form of qualitative descriptive narratives, even if there is qualitative data they are also descriptive in nature. Data collection is part of data analysis that sharpens, classifies, directs, only important data until conclusions can be drawn and verified (Emzir, 2021)

Every researcher will lead to the goals to be achieved in his research. The main purpose of qualitative research is its findings. Therefore, if researchers in conducting research, find everything that seen as foreign is precisely what is the concern of researchers in conducting research instead it is used as a focus for observation.

### **Data Display**

The presentation referred to by Miles and Huberman is a collection of structured information that gives the possibility of drawing conclusions and taking action. The most frequently used presentation of qualitative data in the past was in the form of narrative text. In qualitative research, data presentation can be done in the form of short descriptions, charts, relationships or categories, flowcharts and the like (Imam Gunawan, 2013).

There are 9 models of data presentation models according to Miles and Hiberman, namely (1) models for describing research data in the form of organigrams, geographic maps and others, (2) the model used to monitor research components or dimensions is called a

check list matrix, because the matrix can be in the form of a two-dimensional table, the components or dimensions of the table can be presented.

And in the column, the time or research is presented straight. (3) a model to describe developments over time. This model in its column is presented in the same time period as model 2. (4) The fourth model is in the form of a role structure matrix that describes opinions, attitudes, abilities, or others from various exhibitions such as students and teachers. (5) The fifth model is a scalar matrix, variable relationships can be seen. (6) The sixth model is a matrix of effects or influence. replaced to describe changes before and after receiving counseling. (7) Matrix of location dynamics (8) Compiling a list of events, a list of events can be arranged by events or clusters. (9) The causal network of a number of events studied (Imam Gunawan, 2013).

### **Drawing conclusions and verification The third step of data analysis**

Qualitative according to Miles and Siberman is drawing conclusions from verification data. The initial conclusions put forward are still temporary, and will change if no strong evidence is found to support the next data collection stage (Husain Azkari, 2010).

### **Data Legitimacy**

The data validity method used is triangulation. According to Sugiono, triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources.

Technical triangulation means that researchers use different data collection

techniques to obtain data from the same source. Meanwhile, source triangulation means getting data from different sources using the same technique.

## **RESULT**

### **Implementation of Constructivistic Theory in Learning Design Development at SMA Negeri 2 Sumbawa Besar**

#### **1. PAI material in a Constructivist Perspective at SMA Negeri 2 Sumbawa Besar.**

The material for Islamic education at SMA Negeri 2 Sumbawa Besar is an integration of the materials formulated by the Department of Education and Education. The material is taught in subject units

called PAI and Budi Pekerti. Basically the religious subjects taught in schools are different from those taught in madrasas, namely the material of the Qur'an Hadith, Aqidah Akhlak, Fiqh, and SKI while at school the material is integrated into one field of study and is taught with an allotted time of two hours per week.

The material at SMA Negeri 1 Sumbawa Besar contains material which is a collection of sections taught in madrasas. In it there is a body of knowledge which consists of dogmatic doctrinal as well as intuitive parts, namely those related to transcendent issues (faith) and related to things that are unseen (Syahyuddin, 2021).

The PAI curriculum taught at SMA Negeri 2 Sumbawa Besar, some of which use constructivist-based learning methods, for example PAI material on the theme of Fiqh/Worship includes discussions about prayer, zakat, fasting etc. The competence that is expected to be taught material is so

that students are able to practice the worship properly and correctly and understand the wisdom of practicing

This engagement is so reflected in the daily life of students both in the individual, social, national and state life arrangements.

Changes in the world of education have now changed a lot. Theory, research and implementation of teaching and learning activities prove that teachers need to change the teaching paradigm. Educators need to compile and carry out teaching and learning activities based on several main ideas that refer to aspects of students where knowledge is found, formed, and developed by the students themselves (Hendra Julianto, 2021).

In the teaching and learning process the teacher needs to use several learning methods, such as lectures, question and answer discussions, assignments, role playing etc. There are 4 steps to learning the constructivism model, namely: Apperception, namely the stage where students are encouraged to express initial knowledge about the concepts to be studied. In the exploratory stage, students are invited to discover concepts through investigation, data collection and data interpretation through an activity designed by educators. In the stage of discussion and explanation of the concept, students provide explanations and solutions based on the results of their observations (initial knowledge) are wrong, then exploration will be a bridge between student conceptions and the concept of engagement so that it is implemented in students' daily lives both in individual, societal, and social life. nation and state.

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Constructivistic theory is used by teachers because it is more effective and acceptable to students, so the learning process is not boring. Using a constructivist approach will build student knowledge by itself. The implementation of constructivist theory is planned in such a way that students are active in building their own knowledge where the teacher

only lures students to express their opinions.

## **2. Constructivist Learning Models in the learning process**

The constructivist paradigm of the learning model is an alternative paradigm that emerged as a result of the scientific revolution from the learning system that tends to apply in the industrial age to the learning system that should apply in the current knowledge age.

Learning according to this view is more a process of self-regulation in resolving cognitive conflicts that often arise through concrete experiences, collaborative discourse, and interpretation. Shown to renew the level of individual thinking so that it becomes more and more perfect. In formulating a constructivist-oriented learning model that can increase the meaningfulness of learning the aspects that must exist in the learning model that must be applied are assimilation, accommodation, equilibrations, advance organizer and scaffolding. The application of these aspects are:

### **a. PAI Learning Design at SMA Negeri 2 Sumbawa Besar**

The design of the PAI learning system is a preparatory thought for carrying out learning objectives through the steps in learning which become a single unit consisting of components or elements that interact with each other, are interdependent to form a whole. The learning process is a series of teaching and learning activities carried out by teachers and students both inside and outside the classroom (Hendra Julianto, 2021).

**b. Apperception stage**

The apperception stage is an activity to connect the initial conception, provoke students with questions that refer to the material to be studied. For example, during the learning process in class XI SMA Negeri 2 Sumbawa Besar. The material to be studied is about the Qur'an as a way of life. When the teacher asks "What is the Qur'an?". Students answer the teacher's questions with various answers. so students are usually sleepy, if you are caught feeling sleepy just point. Even then, the teacher still does it when he is about to start learning. And that makes students inevitably have to participate in answering questions from the teacher, by baiting students with various questions will build their own knowledge. As Ayu said, a class XI Religion student. "Yes, Ms. Hikmah always provokes questions when she just enters." Based on this explanation, it shows that in the apperception stage the teacher must be able to give interesting questions and the intonation of the voice must be loud so that students' knowledge is awakened. This is very important for teachers to do so that students are interested in learning (Abdul Haris, 2022).

**c. Exploration Stage**

The exploratory stage is the stage where students express temporary conjectures about the concepts to be learned, for example, like observing something with a group that has been divided. Exploratory activities carried out by students are discussing or gathering information from various sources such as group discussion, PAI worksheets and can also search the library (Yudin Catriadin, 2020).

The learning process explores what students do to gain broad knowledge,

students read more, ask more questions, and gather information from various educational sources.

In this activity students observe objects of observation that have been provided by the teacher either with videos, pictures, printed books, or their own friends. This is as conveyed by Mrs. Hj. Halimah, in an interview conducted by researchers in the teacher's room at SMA 2 Sumbawa Besar, namely: "Yes, the children were shown, for example, observing a concept map that I made. Observing pictures or figures in Islam, yesterday I brought a map of the world, to see directly the location of the countries (Wina Sanjaya, 2009).

For example, if it's difficult for them to give lectures, sir, they need something real, even if it's only a map of the world." This is in accordance with the results of observations made by researchers in the learning process in class XI SMA Negeri 2 Sumbawa Besar, that observing activities are carried out in class by means of students observing concept maps and then observing the pictures on the LKS. Students record observations, and the teacher surrounds and observes. Based on the explanation above, it shows that in exploratory activities the teacher must be able to attract the attention of students in learning activities by selecting objects of observation that are interesting and in accordance with the characteristics of students. In addition, the selection of objects for observation must be done appropriately. This is very important for teachers to do so that students are interested in learning.

**d. Discussion Stage**

The stage of discussion and explanation of the concept is the stage

where students reveal the results of their investigations and findings. This activity can be done by writing or telling what has been found in information seeking activities. respectively. This is as conveyed by Hj.Halimah M.Pd.I, in an interview conducted by "sometimes I do discussions, games, and presentations. Later from there you can see which students are active or less active (Halimah, 2021).

This is in accordance with the results of observations made by researchers in the learning process in class XI SMA Negeri 2 Sumbawa Besar Kemaran on January 20 2022, that the communication activities carried out in the learning process are by: the teacher appoints a group to present the results of the discussion, students read discussion results. And the teacher and students conclude learning outcomes. Based on these data, it can be concluded that the discussion stage is a learning activity carried out by students presenting learning outcomes with their group mates in front of the class. In this activity a teacher must use a variety of methods so that students don't get bored (Halimah, 2021).

#### **e. App and concept development stages.**

At this stage the teacher tries to create learning that allows students to apply their understanding of the concept. For example by doing the questions given by the teacher. In the observations made by researchers in class XI SMA Negeri 2 Sumbawa Besar. At this stage students already know about the Qur'an as my guide. After that the teacher conducts an evaluation by working on the questions in the LKS and is given 5 minutes to check the answers again, because the questions have been assigned as assignments to be done at home. If there is a score that is less

than the KKM, the teacher will give an additional assignment (Suparlan, 2020).

As Mrs. Eni said, "I always give assignments at home, sir, because if you don't give them assignments, your child won't study. It's just a trivial thing, if you ask why your child doesn't study, they will definitely answer that there is no homework, ma'am. Sometimes when they are given an assignment they forget to do it, moreover if they are not given an assignment they will definitely not open the book."

At the end of the lesson the teacher together with the students makes a learning summary, evaluates the activities that have been carried out, provides feedback on the process and learning outcomes, plans follow-up activities in the form of remedial learning, enrichment programs, gives assignments, both individually and groups according to the learning outcomes of students, and convey the lesson plan at the next meeting.

Then the lesson closed with greetings. Evaluation of learning carried out by the teacher using assessment techniques in the realm of student knowledge, namely 1) Written test with descriptions or multiple choice, conducting tests to find out students' understanding of Khulafaurasyidiin. 2) Observation of discussions, questions and answers and conversations. 3) Assignment, making conclusions about Khulafaurasyidiin. To provide a complete picture of the implementation of a constructivist approach to PAI learning in class XI, SMA Negeri 2 Sumbawa Besar (Burhanuddin, 2021).

## DISCUSSION

In accordance with the explanation and findings from the results of the interviews conducted at SMA Negeri 2 Sumbawa Besar, there were four PAI teachers who were interviewed, including Mr. Hendra Julianto S.Pd.I, Mr. Abdul Haris M.Pd.I, Mrs. Hj. Halimah M.Pd.I and Mrs. Nurul Hikmah S.Ag, M.Pd.I. The data submitted is the result of writing obtained from the method of analyzing documentation, interviews and observations during learning, after learning, and student activities outside the classroom. In describing the results of the analysis of this writing and integrating with the theories described in the previous chapter, among others are as follows:

### **Increased Learning Meaningfulness**

The increase in the meaningfulness of learning is marked by a graph of the increasing meaningfulness of PAI student learning as seen from an effective attitude towards the application of constructivist Islamic learning with learning design and some of its implications. The results of distributing the questionnaire to 50 students when answering questions in the research questionnaire on average from students of SMA Negeri 2 Sumbawa Besar, students in the PAI learning process are sometimes not in accordance with the way the teacher conveys their learning material (Abdul Haris, 2021).

Pedagogic skills are abilities related to appropriate teaching methods by teachers so that students can understand a problem in a broad and comprehensive or global context. In addition to mastering the material and concepts of problems in the learning process, the teacher must also have the ability so that what is conveyed is

easily accepted and motivation arises for students to study and explore themes that exist outside the classroom (Rusman, 2013).

Every teacher at SMA Negeri 2 Sumbawa Besar always maintains a commitment to the rules that have been made by the school, teachers always improve their quality and even competence, make innovations and reforms learning fun and provide meaningfulness to students. This was taken as an effort to implement regulations implemented by the government in an effort to increase teacher professionalism

SMA Negeri 2 Sumbawa Besar has also implemented this concept, which can be seen in the good relationship between teachers and students, even the parents of students are also fully family. The active participation of all parties, especially the role of the student's guardians also colored and became one of the factors for progress at SMA Negeri 2 Sumbawa Besar in various aspects (Sahyuddin, 2021).

In the regulation of the Minister of National Education of the Republic of Indonesia Number 16 of 2007 concerning academic competency standards and teacher competencies, it is explained that the academic qualifications of SD/MI, SMP/MTS and SMA/MA teachers are a minimum Diploma (D-4) or Bachelor's degree (S1). In PMP teachers must master 4 main competencies namely pedagogic, personality, social and professional these four competencies are integrated into the teacher's performance in carrying out the learning process for students. From this the academic qualifications and competence of teachers at SMA Negeri 2 Sumbawa Besar have met National Education standards (Hendra Julianto, 2021)

Routine weekly program, in the form of spiritual coaching and knowledge development which is routinely carried out every Thursday at 14.00-16.00 WIB guided by a high school PAI teacher Country 2 Sumbawa Besar

The regular semester program is a seminar and training for the development of the latest educational insights and enrichment for educators (Nurhidayah, 2021).

### **Balanced Student Personality**

Children have personality potential according to their parenting style and the color of their environment. As educators already have the inevitability to provide the best for their students. Helping children become healthy, balanced individuals and able to adapt to their environment and time (Rusman et al., 2013).

A balanced personality in the Qur'an is a series of human behaviors that are measured by their various roles as servants of Allah SWT. Who hold on as khalifa on this earth. Efforts to prevent the growth of lame and too rigid behavior can be done by conditioning the child to have a positive personality balanced, because in general children who have a balanced personality will adapt more easily and be accepted in society (Meleong, 2001).

In explaining the concept of student balance, in this study, the authors adopted Fritz Helder's theory of balance, a theory that relates to the way a person organizes attitudes towards people or objects in relation to each other in his cognitive structure. Helder has argued that an unbalanced situation creates tension and generates pressures to restore the balance (Sukmadinata, 2007).

In the Helder concept, the level of preference cannot be interpreted back into a positive or negative bias relationship, but it is assumed that a balanced state is stable and rejects outside influences. An unbalanced state is assumed to be unstable and creates psychological tension in a person. This has shown a model of attitude change and rejection of the attitude of an unbalanced state, as an unstable state prone to changing into a balanced state, a balanced state as a form of a stable state rejects this state (Sumadi, 2020).

The learning process is said to be balanced if the attitude or interpersonal relationship between the teacher and students in learning is positive, but if one of these elements is negative then what happens is an imbalance in the learning process. This learning imbalance will have an impact on students' interest and motivation, so that it will cause students to experience difficulties in absorbing their learning.

### **Empowerment of Students at SMA Negeri 2 Sumbawa Besar Against PAI Learning Design**

Constructivistic-based Islamic Education Learning is an attempt to foster students to have personalities in accordance with religious values, values in society and culture. The application of constructivist-based learning is considered appropriate because basically the constructivist learning model is free, in the sense that this paradigm focuses more on students' success in organizing their experiences (Mulyasa, 2013).

Constructivist learning wants to make students more experienced in constructing their own knowledge through a process of assimilation, accommodation

so that students' learning outcomes increase and students will get meaningful learning for them. In addition, current educational activities ideally have a major role in forming students who have noble character and practice everything they know in their lives (Hossen Askari, 2010).

Educational development as a process of empowering students, philosophically, must be based on facts and reality. Process

Education through the implementation of learning activities must provide the widest opportunity for students to develop a "sense of interest, sense of curiosity, sense of reality and sense of discovery" in learning facts to seek the truth.

The following is a description of the empowerment of SMA Negeri 2 Sumbawa Besar students obtained from observations and results of elaboration with scientific theories regarding constructivist theory in PAI learning design, namely being able to prevent students from negative self-concepts in the learning process, this is knowledge about the media or effective learning methods are used, learn a variety of new learning materials so as to improve skills in learning as well as constructivist learning principles that are meaningful for students as evidenced by the involvement and activity of students in learning. Through this learning it is also seen that teachers educate students more to relate learning material based on experiences that students have practiced in their daily lives (Matsuhu, 2003).

The teacher has also taught how students work together with their friends as seen when students complete the instrument questions given by the teacher,

through discussions in the process of formulating conclusions carried out by the teacher together with students, has also shown how the teacher teaches so that students are critical, and respect the opinions of different friends, through this process the teacher has also demonstrated the role of constructivist teachers in SMA Negeri 2 Sumbawa Besar has implications for providing meaningful learning for students, which is marked by an increase students' interest in learning religion, increasing students' interest in the function of their religion, and increasing students' awareness in carrying out their religious teachings, in addition to that the application of constructivist learning also has implications for growing a balanced student personality, especially as seen in the student's daily learning process, and the application constructivist learning has implications for empowering students today (Martinis Yamin, 2008).

## CONCLUSIONS

Based on the findings of the data obtained through interviews with several informants and the discussion in the previous chapter regarding specific findings related to the implementation of constructivist theory in the learning process, it can be concluded that:

Constructivist learning planning in learning design in PAI subjects at SMA Negeri 2 Sumbawa Besar has been realized in the use of constructivist-based learning methods and media in the learning process including the use of learning models based on constructivism, namely Apperception, Exploration, Discussion and Application and Concept Development Stages. Evaluation of learning by teachers still tends to prioritize

the assessment of results in the cognitive domain of students through doing exercises that have been prepared by students.

The significance of PAI learning can be increased through the implementation of constructivist theory in learning design. The application of this theory also has implications for growing balanced student personalities and empowering students in the PAI learning process. As seen in SMA Negeri 2 Sumbawa Besar, students are able to work together, there is high student creativity in learning, responsibility and excellence in achievement in using learning media.

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