



## Constructivism learning management in Primary Schools

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### Abstract

This study sought to examine the implementation of Constructivism-based educational management at Elementary School SD Inpres Syuru and Prospective State Elementary School SD Persiapan Negeri Mbait 2, both situated in the Agats area of Asmat Regency. The current study was carried out in several phases, specifically design, organization, implementation, and supervision. This case study was produced utilizing the qualitative methodology. The attendees consisted of school principals and teachers from both schools. Data were gathered by interviews, observations, and documentation. The data was subsequently evaluated utilizing Miles, Huberman, and Saldana's qualitative data analysis methodology. Throughout the analysis, the process of condensing data, displaying data, and drawing conclusions was carried out. Both schools implemented the instructional management approach based on Constructivism, as indicated by the outcomes. At SD Inpres Syuru, the teachers organized the teaching-learning process by creating lesson plans, preparing technological learning aids, generating learning materials, selecting the learning method, and creating teaching materials in the form of audio-visual texts. Subsequently, when arranging the teaching-learning procedures, the school principal ensured that all teachers fulfilled their responsibilities diligently and operated in alignment with their assigned tasks. The teachers instructed according to the planned lesson plans, and during the evaluation process, they utilized both competitive and comparative tests to measure students' cognitive, affective, and psychomotor abilities. Concurrently, instructors at SD Persiapan Negeri Mbait 2 organized the educational process by creating instructional plans, producing educational resources, and designing learning materials in the form of a module. The school principal and school committee oversaw the activities conducted at the school in terms of organization. The professors were diligent in providing clear explanations of the core concepts, enhancing students' proficiency and ingenuity, and incorporating a contextual learning approach. During the evaluation procedure, the teachers evaluated the pupils' emotional, intellectual, and physical skills.

**Keywords:** Constructivism, management, Primary Schools

### Introduction

Learning management is the ability of teachers (managers) to utilize existing resources through activities to create and develop collaboration, so that learning is created between them to achieve educational goals in the classroom effectively and efficiently (Ambarita 2006:72). Effective and efficient educational management is management that successfully achieves goals by saving energy, time and costs (Bartlett 2016:3; Gudmundsdottir and Hatlevik 2018:5; Qomar 2007:7). Students managed well will contribute to the achievement of the overall vision, mission and goals of education, achieve good learning achievements, and provide competent alumni output (Gage and MacSuga-Gage 2017:3; Jaja Jahari and Amirulloh Syarbini 2013:9).

In implementing learning in elementary school, one of the signs that must be taken into account is that the learning process should be adapted to the specific concepts/subject matter and development of thinking of elementary school students. Therefore, the concepts presented in learning must be able to make students understand the material well. Another aspect that needs to be considered is that the subject matter has an inseparable connection between one another. The ability to think can be done with constructivist learning, because constructivist learning is learning that is based on the development of new knowledge carried out by students themselves through stimuli originating from the real world that are relevant to students' needs to be discussed and solutions are found (Haris Mudjiman 2008:25). Teachers, who are the main component in learning, have a role, namely teaching subject matter that is

developed in accordance with existing levels of education, from school to college. Teaching subject matter, there are things that must be taken into consideration so that all information given by the teacher to students can be well received. These are infrastructure, learning media, learning models, teaching methods and the arrangement of the learning environment (Sriwimming, 2010).

Various problems that occur at Inpres Syuru Elementary School and Mbait 2 Preparatory Elementary School are 1) In the learning process of 30 teachers there are still 5 teachers, there are teachers who have not implemented constructivist-oriented learning management at Inpres Syuru Elementary School and there are 4 teachers out of 13 teachers at State Preparatory Elementary School. Mbait 2, 2) Teachers are not optimal in constructivism-oriented learning management. At Inpres Syuru Elementary School there are 8 teachers out of 30 teachers and at Mbait State Preparatory Elementary School there are 3 out of 13 teachers, 3) Lack of media used in the learning process at Inpres Syuru Elementary School 6 teachers out of 30 teachers and SD preparation for Mbait 2 there are 5 teachers out of 13 teachers 4) Students do not respond to teachers in the learning process. Constructivist learning management at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School needs to be explored more deeply.

There are various obstacles felt by teachers in the learning process, this is an illustration for school parties in making improvements. The strategies used are 1) applying a constructivist approach to the learning process, 2)

effectiveness of the learning process, 3) responsiveness to needs in the learning process, 4) Evaluation and continuous improvement. Thus, this research is important to carry out because researchers analyze how constructivist-oriented learning is at SD Inpres Syuru and Mbait 2 State Preparatory Elementary School.

Based on this background, the author feels interested in raising the theme of constructivist learning management at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School. The formulation of the problem to be described in this research is: 1) What is the constructivist learning management pattern at Inpres Syuru Elementary School, Agats District, Asmat Regency ?, 2) What is the management pattern for constructivist learning at Mbait 2 State Preparatory Elementary School, Agats District, Asmat Regency?, 3) What are the obstacles to constructivist learning at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School, Agats District, Asmat Regency?

## **Research Method**

### **Research Type**

The research method used in this research is qualitative research, namely research that begins with collecting data, analyzing the data and interpreting it. The researcher revealed that learning management was constructivist-oriented in the planning, implementation and evaluation aspects at the school level at SD Inpres Syuru and Mbait 2 State Preparatory Elementary School, Agats District, Asmat Regency, Papua. This research examines in detail the events, activities or constructivist-oriented learning processes at Inpres Syuru Elementary School and Mbait 2 State Preparatory Elementary School, Agats District, Asmat Regency.

### **Research Location and Time**

The research location was Inpres Syuru Elementary School and Mbait 2 Preparatory Elementary School, Asmat Regency. This research, entitled constructivism-oriented learning management, was carried out for five months from April to August 2023.

### **Data Source**

The data collection process is the most important part of research. Researchers use techniques that are relevant to this type of qualitative research. In this research, researchers are the main instrument in extracting field data. In the first stage, make observations related to learning activities at school and other activities related to the data needed in the research. Overt or covert observation, and structured observation. In this study, what was used as an interview guide was a list of questions asked to informants to obtain the required interview results. The interview technique used in this research is a structured interview, where the researcher has prepared an outline list of questions and of course the questions will develop according to conditions. Documentation in the form of documents, writings and a person's works in the form of pictures and photos. This is done to complete data information regarding learning management carried out and collect data related to the school profile, history of the school's founding, vision and mission and school goals.

## **Data Collection Techniques and Instruments**

The data analysis used in this research is inductive, namely an analysis based on the data obtained (Sugiono, 2019). According to Miles, Huberman, and Saldana (Sugiyono 2019: 438) one model of qualitative data analysis techniques is interactive analysis techniques. This technique consists of four components, namely data condensation, data display, drawing and verifying conclusions. Miles, Huberman, and Saldana (Sugiyono 2019: 439) stated that qualitative data analysis is carried out interactively and continues continuously until the data is declared saturated.

Data analysis in qualitative research must test the validity of the data and assess the truth of the research findings (credibility). In qualitative research, triangulation is used to credibility the data. Triangulation is a data collection technique that combines data from various existing collection techniques and data sources (Sugiyono 2019: 494). If researchers collect data using triangulation, then the researcher actually collects data while simultaneously testing the credibility of the data, namely checking the credibility of the data using various data collection techniques from various sources. The data analysis techniques used in this research are data condensation, data display, conclusion drawing (verifying). Miles, Huberman & Saldana (Sugiyono 2019: 438) explain that interactive data analysis is carried out continuously until the data collected becomes saturated.

## **Findings and Discussion**

### **Constructivist Learning Management at SD Inpres Syuru**

Planning in learning has a big impact on the profile of graduates from educational institutions, so that education management is always the main topic of discussion by the government. Learning planning is an initial activity carried out to prepare material, lesson plans which include the apperception stage, discussion exploration and explanation of concepts as well as the development and application stages of concepts, the methods that will be used, analysis of learning support facilities and managing the time allocation that will be needed to achieve the objectives. learning. In planning, this preparation is carried out so that the learning process runs well. In accordance with Dahar's opinion, Ratna Willis (1991:160) provides instructions regarding the learning process using constructivist learning theory at the planning stage, namely preparing real objects for students to use and choosing an approach that is appropriate to the child's level of development.

In the organizational structure at SD Inpres Syuru, those responsible for participant management consist of the principal, teachers and education staff. In schools, teachers are given main and additional responsibilities. Collaboration between the principal and teachers at SD Inpres Syuru is very good. Teachers carry out their respective duties in accordance with their main tasks and functions. This is in accordance with the opinion of Janan Asifudin (2016: 145) that an organization is a collection of people who work together to achieve certain goals. Organizing is determining, grouping, arranging, and establishing relationships between people to achieve goals.

Implementation of learning is an activity that occurs between teachers and students during the learning process, utilizing learning facilities and infrastructure, learning

resources, methods, and a series of efforts to achieve learning success as previously determined.

Student evaluation is to determine student learning achievement using certain benchmarks to achieve predetermined learning goals (Imron 2016:119). The assessment of students carried out by SD Inpres Syuru is based on several notes including: students are seen from core competencies, namely spiritual, personality, knowledge and skills based on daily, mid-term and end-of-semester. The assessment is based on students' habits and habits during teaching and learning activities by the teacher through observation. Teachers assess students' character based on discipline, honesty, responsibility, courage and mutual cooperation based on daily, mid-semester and end-of-semester attitudes. Evaluations are carried out with the aim of looking at students' learning progress in mastering the material they have studied as well as the causes of learning progress and failure in order to improve the quality of lessons and teaching methods.

Supporting factors for the constructivist learning process at SD Inpres Syuru are the existence of various media that can be used so that students are interested in the learning process, think actively and they are able to develop their abilities well. Obstacles or barriers include teacher knowledge about strategies and their application, children's levels of intelligence or intelligence are different and student attendance is not optimal so that sometimes the learning process does not go according to what is expected.

### **Constructivist Learning Management at Mbait Preparatory Elementary School**

Based on the results of data analysis, it was found that all teachers had prepared and planned learning before teaching activities began. The form of preparations carried out is making a lesson plan, the media used and the material to be taught which must previously be validated by the Principal. This is intended to match what is planned with what the teacher will do in the classroom. According to Dahar, Ratna Willis (1991:160) instructions regarding the learning process using constructivist learning theory are preparing real objects for students to use and choosing an approach that is appropriate to the child's level of development.

Those responsible for participant management consist of the school principal and school committee. In work meetings, the person in charge of each activity that has been carried out is always conveyed. If the time is approaching and there is no report, the principal will call the person in charge. Teachers carry out their respective duties in accordance with their main tasks and functions. This is in accordance with Usman's (2011, p. 145) opinion that the benefits of organizations are accommodating various potentials and technologies, gaining awards and profits, dividing tasks according to their fields, increasing social relationships, and utilizing time for much greater interests.

Learning as a system requires learning program planning steps, so that the learning plan prepared by the teacher can become a guide in implementing quality learning. Quality learning of course has comprehensive guidelines regarding the learning scenarios desired by the teacher. This aims to ensure that learning can run more effectively and efficiently according to the demands of students' needs. Based on the results of data analysis carried out regarding the steps for implementing constructivism at Mbait 2 State Preparatory Elementary School, it can be stated that the four steps of

constructivism, namely invitation (inviting), exploration (exploring), explanation (explaining), and reflection (drawing conclusions) have not been carried out. teacher to the maximum. The third step, namely explanation (explaining), is carried out more by teachers than the other steps. This means that learning activities are more dominated by teachers, while students are positioned more as objects that receive a lot.

Evaluation of the learning process is related to learning completeness. Sufficient time to master a learning outcome can be determined as well as a quality teaching and learning process. The assessment of students carried out by Mbait 2 State Preparatory Elementary School is based on several notes including: students are seen from core competencies, namely spiritual, personality, knowledge and skills based on daily, mid-term and end-of-semester. Teachers assess students' character in terms of discipline, honesty, responsibility, courage and mutual cooperation based on daily, mid-semester and end-of-term basis. An advantage that reflects the different values possessed by students both in terms of cognitive, affective and psychomotor. This is in accordance with the opinion of Kurniadin & Machali, (2016, p. 131) that evaluation is carried out to ensure that all activities can be carried out in accordance with the policies, strategies, decisions, plans and work programs that have been analyzed, formulated and implemented previously.

The obstacles or obstacles faced by Mbait 2 Preparatory Elementary School teachers in implementing the constructivist learning process are that there are still some teachers who have not been optimal in carrying out the constructivist learning process. Apart from that, the media factor, the media used by teachers at Mbait 2 State Preparatory Elementary School can be said to be minimal. In the learning process, the use of learning technology is still rarely done, therefore the presentation of learning material is not interesting.

### **Conclusion**

The author draws several key conclusions based on the conducted research as follows

1. Before carrying out teaching activities, the teacher carries out planning where the teacher prepares things related to learning, namely compiling learning tools which include learning implementation plans, technological supporting devices, creating media that will be used, developing learning methods, compiling teaching materials in the form of text, audio-visual. In organizing the school principal as a controller of every activity carried out, each teacher carries out their duties with full grace and responsibility, working according to their respective duties and fields. In the implementation process the teacher carries out according to the stages in the RPP and in the evaluation process the teacher uses two assessments, namely competitive (competition) and comparative (cognitive, affective and psychomotor).
2. The management pattern for constructivist learning at Mbait 2 State Preparatory Elementary School, Asmat Regency, Papua, is that teachers carry out planning such as making lesson plans, making media that will be used and teaching materials in the form of modules. In the organization, the principal and the committee as monitors of the activities carried out, teachers carry out their duties responsibly and work in accordance with their respective duties. In the process of implementing

learning, the teacher facilitates students, explains (explains) the core material first, learns by doing, develops students' abilities, develops students' creativity, contextual learning models. In the evaluation process, teachers assess students in terms of affective, cognitive and psychomotor aspects.

3. The obstacles or obstacles faced by Inpres Syuru Elementary School teachers in implementing constructivist strategies are that there are several teachers whose knowledge about the strategy and its application is not optimal, the level of intelligence or intelligence of children is different and the attendance of students is not optimal so that sometimes the learning process does not go according to what is expected. The obstacles or obstacles faced by Mbait 2 Preparatory Elementary School teachers in implementing the constructivist learning process are that there are still some teachers who have not been optimal in carrying out the constructivist learning process. Apart from that, the obstacles or barriers faced in implementing constructivism are media factors. The media used by teachers at Mbait 2 State Preparatory Elementary School can be said to be minimal. In the learning process, the use of learning technology is still rarely done, therefore the presentation of learning material is not interesting.

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