

Research Article

Curriculum Development Based on Constructivism Learning Theory

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Corresponding Author: jan.akegustafsson@gmail.com**Abstract**

This research aims to determine constructivist learning theory, the advantages of constructivist learning theory, the weaknesses of constructivist learning theory and the characteristics/characteristics of constructivism. The research method used in this research is the library research method from the main source, namely journals. The curriculum is a tool designed to develop the abilities of teachers and students in solving daily problems and meeting existing needs. The discussion of this research is the understanding of constructivist learning theory which states that learning is a process in which individuals actively build their own knowledge. Constructivist learning theory has advantages and disadvantages because this theory makes students more active and creative where teachers do not only convey the knowledge they have, so there can be differences of opinion between students and teachers. One of the characteristics of constructivism is that knowledge is built based on experience or previous knowledge learning a personal interpretation of the world, an active process in which meaning is developed through experience, knowledge grows through negotiation of meaning and learning is carried out in a realistic way.

Keywords: constructivism, Theory, curriculum**INTRODUCTION**

Learning theory focuses on understanding how individuals learn and acquire knowledge, skills, and attitudes through interaction with their surrounding environment. These learning theories provide a conceptual framework used to



explain the learning process and provide direction in the fields of education, individual development, as well as various other disciplines related to learning.

With advances in science, knowledge, and technology, the development of education also continues to encourage innovation, including in aspects of curriculum development in Indonesia which is the foundation for the continuity of the educational process in this country.

The curriculum is an important component in the educational process received by students. The curriculum is designed to achieve the goals set, and the success of the curriculum depends on the ability of teachers as implementers of the curriculum that has been prepared by the government. According to some experts in the social field, curriculum theory must be able to describe technical notions, clarify existing knowledge, conduct inferential and predictive research, and develop curriculum theories and models.

The curriculum is a tool that is structured to develop the ability of teachers and students to solve everyday problems and meet existing needs. The primary, secondary, and higher education curriculum is the result of studies, research, and development conducted by curriculum experts. Curriculum theories are formed based on science or fields of study that exist in the world of education in Indonesia.

Constructivist learning theory emphasizes the importance of learning in real contexts and the need for efforts to connect with students' everyday experiences. Many traditional learning approaches focus more on structured knowledge and pay less attention to students' ability to build patterns of understanding

independently. In addition, the construction of new knowledge should be encouraged so that students can find solutions that fit the problems they face personally.

The constructivist approach is an effective alternative in overcoming the weaknesses of the behavioristic approach. In constructivism, developed by J. Piaget, knowledge is seen as the result of the construction of individuals who analyze information. The learning process involves individual activities in forming understanding and knowledge, not just receiving information from the teacher, and

takes place continuously. Methods such as trial and error, dialogue, and student participation have an important role in the formation of knowledge in an educational context.

According to constructivist theory, knowledge cannot be directly transferred from teacher to student. That is, learners must actively build their knowledge structure based on their level of cognitive development.

METHOD

In this study, library research methods were used to collect references on constructivism learning theory and curriculum development. The purpose of this method is to get the essence of the main sources, especially the journals that become references. Data collection is done by searching for information from various physical sources such as books and printed journals, as well as looking for internet sources that can be accessed freely.

RESULT AND DISCUSSION

Understanding Constructivist Learning Theory

Constructivist theory says that learning is the process by which individuals actively build their own knowledge. According to the constructivist view, learning involves individuals in making their own knowledge. In constructivist theory, the main focus is on learning through direct experience, such as discussions with classmates, which are then used to develop new ideas and concepts. Therefore, education is not only about teachers teaching, but also about students learning. Some of the essentials of constructivist learning include real-life-relevant learning, active learning, learning through social interaction, and learning that encourages students to build their own experiences.

The theory of constructivism (Individual Cognitive Constructivist) put forward by Jean Piaget in 1977, focuses on how individuals build their own knowledge. Piaget argued that knowledge not only comes from the social environment, but individuals are also involved in internal thought conflict processes. The Cognitive Constructivist approach emphasizes student activeness in

learning and discovering their own knowledge.

In his theory, Piaget explained how individuals acquire knowledge in their intellectual development. He also explained that the theory of knowledge is the result of the adaptation of the individual's mind to the real world, similar to how organisms adapt to their environment.

Advantages of Constructivist Learning Theory

There are several advantages to constructivist theory. One of them is the role of the teacher as an unlimited source of learning. In the context of learning, teachers act as direction givers and facilitators, while students are required to be active in the learning process, such as through practice, questioning, and practice. In the constructivist approach, knowledge is not only acquired through formal processes in schools, but also through discussions, experiences, and the surrounding environment. Students also become more active and creative in learning. They are invited to understand learning materials both at school and outside school, and relate them to existing knowledge. In addition, learning also becomes more meaningful because learners can relate the information they obtain with personal experiences and information from various sources. Students also have the freedom to associate the knowledge they gain with the surrounding environment, thus creating a better understanding. In this context, individual differences are valued, where teachers play a role in helping learners build new knowledge, while learners play a role in solving problems and making decisions.

Weaknesses of Constructivist Learning Theory

However, like any other theory, constructivism also has some drawbacks. One of them is the complexity of the learning process of constructivism. This process involves the construction of knowledge by learners through assimilation and accommodation, which does not always go smoothly. The role of teachers is also changing in this approach. Teachers not only pass on the knowledge they have, but focus more on helping learners build their own knowledge. In this context, the results of the construction of knowledge of learners are not always in line with the results of the construction of experts, so there can be differences of opinion. In

addition, building knowledge on their own takes a long time, and each learner requires a different approach. Finally, limited learning resources can also be an obstacle in implementing constructivist learning, especially in schools with limited facilities.

Characteristic of Constructivist

In this journal, we will explain some characteristics of constructivist learning based on several sources, including:

a. Knowledge is built on previous experience or knowledge.

In this theory, students not only become passive recipients of the knowledge imparted by the teacher, but rather they are actively involved in building new understanding and meaning through interaction with the surrounding environment. New knowledge is formed based on previous knowledge and experience possessed by students. Thus, the learning process becomes more personal and relevant to the individual context.

b. Learning is a personal interpretation of the world.

Learning as a personal interpretation of the world means that each individual has a distinctive way of understanding and giving meaning to the information received. When learning, a person not only receives information objectively, but also processes it through their personal point of view, including their background, values, and life experiences. In this process, each individual undertakes a unique interpretation and understanding of the world based on their personal perspective.

In other words, learning is a subjective process in which each individual gives a specific interpretation to the knowledge and experience they acquire. This explains why two people who experience the same thing can have different understandings and interpretations. This personal interpretation allows each individual to build a deeper understanding that is relevant to their own life experiences.

c. Learning is an active process in which meaning is developed through experience.

Learning is a process that involves the active involvement of individuals in

developing understanding through experience. In this context, individuals are not only passive recipients of information, but rather they are actively involved in extracting, observing, and responding to the experiences they encounter.

In this active learning process, individuals use experience as a basis for developing new understanding. They relate new information to existing knowledge and experience, and through reflection and processing, they develop meanings that are new and relevant to their personal context.

d. Knowledge grows through negotiating meaning through interaction or cooperation with others.

Knowledge develops through a process of negotiating meaning that occurs through interaction or cooperation with others. In this context, individuals interact and cooperate with others to achieve a better understanding. Through discussion, exchange of ideas, and collaboration, individuals share their knowledge, experiences, and points of view.

Negotiation of meaning through interaction or cooperation with others allows individuals to see a topic or concept from multiple perspectives. In this process, individuals can broaden their understanding by considering different points of view. Through collaboration, individuals can build a more comprehensive and in-depth understanding. In the context of learning, negotiating meaning through interaction or cooperation with others is essential. By interacting and cooperating with others, individuals can gain new insights, expand their knowledge, and develop richer understanding.

e. Learning should take place in a realistic context, assessment should be integrated with tasks, and not separate activities

Effective learning should take place in real-life appropriate situations, where students can relate the knowledge and skills they learn to relevant contexts. In contextual learning, students are given the opportunity to apply knowledge and skills in situations similar to everyday life. Assessment should also be integrated with the learning tasks given to students, so that students can see how they are an integral part of the learning process.

The integration of assessment with learning tasks has significant importance.

Here are some reasons why this is considered important:

1. **Relevance:** By integrating assessment with learning tasks, assessment becomes more relevant to the real context. Students can see how the knowledge and skills they learn can be applied in everyday life situations or in work environments.
2. **Deep Comprehension:** The integration of assessment with learning tasks allows students to develop deeper understanding. They are faced with complex tasks, which encourages them to apply their knowledge and skills in greater depth. This helps students to deepen their understanding of the material being studied.
3. **Knowledge Transfer:** By integrating assessment with learning tasks, students can see how the knowledge and skills they learn can be applied in a variety of contexts. This helps students to develop knowledge transfer skills, i.e. the ability to use the knowledge and skills they learn in new or different situations.
4. **Motivation:** The integration of assessment with learning tasks can increase student motivation. Students can see clear and relevant objectives in learning, as well as how assessment is an important part of the learning process. This can increase student motivation to be actively involved in learning.

The integration of assessment with learning tasks provides relevance, deep understanding, knowledge transfer, and motivation that are essential in student learning.

According to the author, constructivistic learning is a process in which students are actively involved in learning, have creativity, are able to think independently, and have the ability to overcome problems given by the teacher based on the understanding they have and involve experience well.

CONCLUSION

Constructivist theory says that learning is the process by which individuals actively build their own knowledge. According to the constructivist view, learning involves individuals in making their own knowledge. In constructivist theory, the main focus is on learning through direct experience, such as discussions with classmates, which are then used to develop new ideas and concepts.

There are several advantages to constructivist theory. One of them is the role of the teacher as an unlimited source of learning. Learners also become more active and creative. It becomes more meaningful because learners can relate the information they gain to personal experiences and information from a variety of sources.

Constructivism theory also has several disadvantages, one of which is the complexity of the learning process of constructivism. The role of teachers is also changing in this approach. Teachers don't just convey the knowledge they have. Building knowledge on their own takes a long time, and each learner requires a different approach. Limited learning resources can also be an obstacle.

Characteristics / Characteristics of Constructivism is Knowledge built on previous experience or knowledge. Learning is a personal interpretation of the world. Learning is an active process in which meaning is developed through experience. Knowledge grows through negotiating meaning through interaction or cooperation with others. Learning should take place in a realistic context, assessment should be integrated with tasks, and not separate activities.

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