

Implementation of the Constructivist Approach in the Advanced History Learning Process at SMAN 1 Alalak

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Abstrak

Guru sebagai pemegang kendali proses pembelajaran seharusnya menerapkan pendekatan yang mendukung penuh peserta didik. Namun, sering kali penerapan pembelajaran lebih berpusat pada guru sehingga peserta didik menjadi pasif, terutama dalam mata pelajaran sejarah tingkat lanjut. Penelitian bertujuan untuk menganalisis perencanaan, pelaksanaan dan penilaian proses pembelajaran sejarah tingkat lanjut di SMAN 1 Alalak dengan menggunakan pendekatan konstruktivisme. Metode penelitian berupa metode kualitatif jenis studi kasus dengan teknik pengumpulan data meliputi wawancara, observasi dan dokumen. Hasil penelitian menunjukkan guru merancang perencanaan yang dapat membuat peserta didik aktif dalam pembelajaran. Pada pelaksanaan pembelajaran, guru berperan sebagai fasilitator dan peserta didik membangun pengetahuan sesuai kemampuan kognitifnya maupun melalui interaksi sosial dengan guru atau teman sebaya. Adapun penilaian proses pembelajaran dilakukan dengan menggunakan asesmen formatif dan sumatif untuk mengidentifikasi kebutuhan, perkembangan dan hasil belajar peserta didik. Berdasarkan hal tersebut maka penerapan proses pembelajaran di SMAN 1 Alalak dengan menggunakan pendekatan konstruktivisme berjalan dengan sangat baik.

Kata kunci: pendekatan konstruktivisme, proses pembelajaran, sejarah tingkat lanjut.

Abstract

Teachers as those in control of the learning process should implement an approach that fully supports students. However, learning is often teacher-centered leaving students passive, especially in advanced history subjects. This study aims to analyze the planning, implementation and assessment of advanced history learning at SMAN 1 Alalak using a constructivist approach. The research method is a qualitative case study with data collection techniques including interviews, observations and documents. The results show that teachers design plans that can make students active in learning. During the learning process, teachers act as facilitators and students construct knowledge based on their cognitive abilities and through social interactions with teachers and peers. Assessment of the learning process is carried out using formative and summative assessments to identify students' needs, development and learning outcomes. Based on this, the implementation of the learning process at SMAN 1 Alalak using a constructivist approach is running very well.

Keywords: *constructivism approach, learning process, advanced history.*

INTRODUCTION

The constructivist approach has become an important foundation in contemporary learning practices. This approach was pioneered by Jean Piaget, who developed a theory of cognitive development. According to him, the success of knowledge construction is derived from

the students' own cognitive abilities. The constructivist approach was then refined by Lev Vygotsky through his theory of social constructivism. He argued that students' social interactions with teachers or peers play a crucial role in constructing knowledge (Santrock, 2015).

Constructivism comes from the word "construction," which means "to build." Constructivism is an approach that holds the view that students actively construct their own knowledge through continuous experience and practice, resulting in a process of connecting new knowledge and skills to their existing knowledge (Mulyati, 2009). In this approach, students have the opportunity to engage in hands-on activities to develop their potential. Meanwhile, the teacher's role is simply to facilitate student activities in developing their competencies (Hrp et al., 2022). Furthermore, this learning approach is student-oriented, positioning them as the subject of learning in learning activities. This approach is crucial in history teaching because it allows students to critically and actively construct their own understanding rather than simply accepting presented facts.

In reality, we often encounter schools that still implement teacher-centered learning. In this phenomenon, students become passive objects in learning (Saputra & Muqowim, 2024). They often simply memorize the material without being given the opportunity to ask questions, while the teacher dominates and tends to transfer ideas to the students. This is also very common in advanced history courses. Students are often asked only to memorize names, dates, and events. As a result, they fail to

understand history holistically, but rather simply as a collection of facts to be memorized.

Precious and Freyisetan (2020) stated that in a more teacher-centered approach, learning can be described as "lacking" in activity. This aligns with Rozali et al. (2022) observation that teachers and students only occasionally engage in two-way dialogue during Q&A sessions without any follow-up. In this context, the teacher's role becomes very dominant, and student participation in class becomes more passive.

The benefits of this research are theoretically, it is expected to add to the body of knowledge about the application of the constructivist approach in history teaching. Practically, it is expected to provide evaluation material and references for teachers in applying the constructivist approach to advanced history teaching.

Based on the research conducted by the researcher, several previous studies have discussed the constructivist and advanced historical approaches. For example, the study conducted by Saputra & Muqowim (2024) showed that the implementation of constructivist learning theory in Islamic Cultural History learning was successful. The learning implementation was relevant to the paradigm and principles of constructivist learning theory. It also resulted in a number of positive implications that

encouraged students to participate actively, think critically, be skilled in decision-making, and provide opportunities for students to design learning.

Another study conducted by Lukman et al. (2024) stated that implementing a constructivist approach in learning resulted in improved teacher performance, increased student activity and creativity, and improved learning outcomes. Another study examining advanced history, but with a different approach, was conducted by Sihombing & Ismiatun (2025), which showed that a learning approach that integrates advanced history material with local wisdom remains relevant to everyday life. This approach is able to foster students' emotional attachment to the historical material.

This research differs from previous studies, most of which focused only on specific aspects of constructivism implementation. Although some previous studies have examined the implementation of constructivism in learning, such as the first study that focused on Islamic cultural history with an emphasis only on the implementation stage, the researchers attempted to complement these studies by examining the application of constructivism comprehensively, encompassing the planning, implementation, and assessment stages of advanced history learning. The

second study also discussed the constructivist approach, but within a different subject context. Meanwhile, although the third study discussed advanced history, the approach applied differed from the one the researcher will discuss.

The gaps in previous research, which focused only on certain aspects of constructivism's application, prompted researchers to investigate more thoroughly the application of constructivism in advanced history learning. This research will also highlight the role of teachers as facilitators who guide students throughout the learning process. Therefore, this study aims to complement previous studies by providing a more comprehensive perspective.

Based on this background, this study has a different perspective from previous studies, namely focusing on advanced history learning using a constructivist approach at SMAN 1 Alalak. At this school, there is a phenomenon where learning is implemented using a constructivist approach. Thus, the objectives of this study are firstly to analyze the planning of advanced history learning at SMAN 1 Alalak using a constructivist approach. Secondly, to analyze the implementation of advanced history learning at SMAN 1 Alalak using a constructivist approach, which includes introductory, core, and closing activities. Thirdly, to analyze the assessment of the

advanced history learning process at SMAN 1 Alalak using a constructivist approach.

METHODS

The research method used is a qualitative method. Qualitative research is research that focuses more on describing the nature or essence of a particular object or phenomenon (Abdussamad, 2021). Meanwhile, researchers use a type of case study research which is a form of in-depth research on the situation or object being studied, both from an individual and a group, so that researchers can understand and comprehend how the object operates or functions in a real natural setting (Nasution, 2023).

This research was conducted over three months, from mid-January to mid-April. During the study, researchers visited the research location at SMAN 1 Alalak in person to observe the learning process and interview the history teacher. They also communicated indirectly with the informants via WhatsApp to collect research data.

In this social situation or research object, the researcher observed in-depth the implementation of the constructivist approach in the advanced history learning process carried out by teachers and students in a class. Meanwhile, the subjects in this study were the advanced history teacher and the students taught by the teacher at SMAN 1 Alalak. They were considered parties who could provide

information regarding the situation and conditions within the research setting (Nashrullah et al., 2023).

The sampling technique used for this study was purposive sampling. This is because the selected informants must be knowledgeable about constructivist and advanced historical approaches. The research instrument, or tool, is the researcher themselves, validated through self-evaluation to determine their understanding of qualitative methods, mastery of theory, insight into the research field, and readiness to enter the field (Sugiyono, 2019).

According to Abdussamad (2021), as is the procedure for obtaining qualitative research data, case study data is obtained through interviews, observations, and archives. In this study, the researcher interviewed Mrs. Sri Murtiningsih, S.Pd., an advanced history teacher, to gather in-depth information using semi-structured interviews. Passive participant observation was also conducted to observe the learning process in grade XI 2, following the teacher's recommendations, using a prepared observation sheet. Meanwhile, the archives or documents reviewed by the researchers included learning outcomes, teaching modules, and learning evaluation instruments used by the teachers. The researchers also collected photos and videos of advanced history lessons for documentation purposes.

This research used the Miles and Huberman data analysis model. Activities in this data analysis model were carried out interactively and continuously until data saturation was reached. According to Sugiyono (2019), the stages consist of data collection, data reduction, data display, and conclusion drawing/verification.

RESULTS AND DISCUSSION

SMAN 1 Alalak is a school that implements advanced history learning because it uses the Merdeka curriculum. In carrying out the learning process, this school applies process standards as effective and efficient guidelines for developing students' potential, initiative, abilities, and independence. Mutamimah et al. (2023) state that process standards include learning planning, learning implementation, and learning process assessment, which will be further explained below.

1. Learning Planning

According to Haryanto (2023), the constructivist approach emphasizes student-centered learning. Therefore, teachers must design plans that actively engage students in the learning process and facilitate meaningful learning experiences. These learning plans are designed by subject teachers and compiled into a document.

One form of learning planning document is a teaching module. A

teaching module is a learning tool created based on the curriculum with the aim of helping students achieve predetermined competency standards (Nurdyansyah, 2018). In this case, Mrs. Sri Murtiningsih, S.Pd. as an advanced history teacher planned learning using Backward Design (Wiggins & Tighe, 2005). The first step is to identify the outcomes students must achieve, in the form of learning objectives. Then, the teacher determines assessments as evidence to measure the students' achievement of the learning objectives. Finally, the teacher analyzes the learning activities students can undertake to obtain this evidence, namely by creating learning steps.

When developing a teaching module, teachers must first analyze learning outcomes before determining learning objectives. Learning outcomes are a number of learning competencies that each student must achieve by the end of the learning phase (Ginanto et al., 2024). Learning outcomes have been established by the government and outlined in BSKAP Decree No. 032/H/KR/2024 concerning learning outcomes, which refer to constructivist learning theory. Therefore, teachers simply need to use these as a reference when developing teaching modules.

There are six learning outcomes in phase F of the advanced history subject. In grade XI, students are expected to understand the history of the world's great

civilizations, great world ideas, and major world revolutions. In grade XII, students are expected to understand the history of World War I and World War II, the Cold War, and contemporary world events up to the 21st century. This phase targets students to master various competencies after studying world history, which is realized through active, fun, and meaningful inquiry learning strategies.

After analyzing learning outcomes, teachers then begin to identify the outcomes students must achieve, as outlined in the learning objectives. Learning objectives are developed by processing the collected ideas and keywords regarding what students must learn in a given phase. These learning objectives are formulated using Bloom's taxonomy theory. In this case, teachers formulate learning objectives through an analysis of competencies (expected abilities from student learning outcomes) and the scope of learning outcomes (the core content of the learning unit). Furthermore, the learning objectives created must also be measurable.

The formulated learning objectives are then organized and sequenced into a single learning objective flow. The learning objective flow must be specific, sequential, and completed thoroughly in one phase without interruption. Advanced history teachers organize the learning objective flow using deductive sequencing (general to specific) or sequencing from

easy (simple) to difficult (complex) material.

Based on the learning objectives outlined, the history teacher then determines the assessment. Assessment can be interpreted as similar to measurement, testing, or evaluation (Mardiani et al., 2025). This assessment will be conducted at the beginning, during, and end of learning. There are two forms of assessment: formative and summative. Formative assessment is the process of collecting data during the learning process to measure students' progress in achieving targeted competencies (Putri & Zakir, 2023).

Formative assessments designed by teachers at the beginning of the lesson consist of questions about concepts or topics covered in the previous session. Meanwhile, formative assessments are also designed to be implemented during the lesson, including presentation assessment sheets on the topic of major world revolutions. Summative assessments, designed for the end of the lesson, consist of written tests in the form of multiple-choice questions and essays. Summative assessments themselves are activities that assess students' achievement of learning objectives as a determinant of graduation or promotion to a new class (Putri & Zakir, 2023).

Essentially, to determine the steps of learning activities, teachers must first determine the material to be taught.

Based on this, the history teacher then determines the main material, which consists of major world revolutions and their sub-topics. In advanced history, the material taught tends to be more in-depth. This is because the learning outcomes for each class are limited, resulting in longer teaching times. For greater clarity, the scope of advanced history material in Phase F for grades XI and XII is as follows:

Table 1. Overview of Advanced History Subject Matter

Subject matter	Sub Material
The world's great civilizations	Ancient civilizations of Rome, Greece, India, Mesoamerica, Egypt, China, Peru and Mesopotamia
The world's great thoughts	Liberalism, Capitalism, Socialism, Communism, Democracy, Fascism, Mercantilism, Pan-Islamism, Renaissance and Enlightenment Aufklarung
The world's great revolutions	Industrial revolution, America, France, Russia, China, Cuba, green revolution and church reformation
World War I and II	World War I, World War II
The cold War	The formation of two main power blocs, ideological war, science and technology war
Contemporary world events up to the 21st century	Kashmir conflict, South African Apartheid, Israel-Palestine conflict, Philippine People Power, Congo war, 9/11 WTC tragedy, Arab spring, Russia-Ukraine war and Covid-19 pandemic

Once the material is established, the teacher then selects an appropriate learning model. The chosen learning model is differentiated face-to-face, which applies different treatment to high, medium, and low ability students. This differentiation lies in the content, allowing students to work on the material according to their individual levels of understanding. Finally, the history teacher then analyzes the appropriate learning activity steps. Each learning model typically has a syntax (the overall flow or steps of the activity), allowing the teacher to simply modify or adapt it to meet the learning needs.

To ensure student-centered learning, teachers also design interactive learning activities by selecting group discussion methods. In these methods, students are involved in interacting and exchanging ideas to discuss and solve a given problem or topic. Learning will also be more engaging with the use of technology-based learning media, such as LCD projectors and laptops. Teachers should also prepare a variety of learning resources, such as relevant history books, YouTube videos on related topics, and articles from trusted websites about world history such as pijarbelajar.id, pendidikanstan.com, and idsejarah.net, to support the learning process.

2. Implementation of Learning

a. Preliminary Activities

In the introductory activities, the teacher begins the learning session with an orientation. This activity is carried out by preparing the classroom and students so they are ready to learn. After the teacher enters the classroom and greets them, the activity continues with greetings and asking about their condition. The teacher then asks one of the students to lead a prayer and then prays together according to their respective religions and beliefs. Afterwards, the teacher checks student attendance and provides a brief motivational speech.



Picture 1. The teacher prepares the class conditions and students
(Personal documentation, 2025)

The next stage is apperception. This apperception aims to activate students' existing knowledge schemas, making the new material more easily absorbed and understood. Piaget theorized that children develop by building cognitive structures in their brains, known as grid-like schemas, to respond to physical experiences in their environment. (Nurhayani & Salistina, 2022). These schemas store diverse

information and experiences. Later, each new experience or piece of knowledge received will be connected to existing schemas or even form new ones.

In this apperception stage, students who are already enthusiastic about learning are then given provocative questions to guide them into the material and discussion. The teacher asks open-ended questions and gives them the opportunity to respond. The teacher's role here is to provide stimulus to keep students interested in the lesson.

"I usually start a dialogue at the beginning of the lesson, like, 'We're going to learn about the world's major revolutions.' Then, I spark the conversation by asking, 'Do you know what a revolution is?' Then they answer, 'Oh, this...' and so on. Well, if they're hooked, I continue by asking, 'Do you know if there has ever been a revolution in our country?' They answer, 'Yes, ma'am...' Then I answer, 'Well, now we're going to learn about that.' I provide a stimulus so they are interested and understand what kind of material will be studied." (Interview with advanced history teacher, February 4, 2025).

The teacher then continues the discussion by asking questions about the concepts or topics they learned in the previous session. They are directed to recall material on major world thinkers. These questions serve as an initial formative assessment in the learning process. Next, the teacher guides students to relate the material to the major revolutions in the world that were

previously discussed. In this way, they build a bridge of knowledge by connecting old material with new material.

Through apperception activities, an assimilation process occurs as students construct new knowledge. They incorporate new information about major world revolutions into existing schemas in their minds. This information is then processed through a process called accommodation, which allows schemas to adapt to new information. The result can be the formation of a new schema that fits the stimulus or the modification of an old schema to fit the stimulus. This aligns with Piaget's theory, which states that knowledge is constructed in students' minds through the processes of assimilation and accommodation according to their existing schemas (Nurlina et al., 2021).

b. Core Activities

The lesson begins with the main activity when the teacher asks students to form study groups of five. The teacher then distributes sub-topics on major world revolutions to each group for explanation. The teacher now acts as a guide, guiding students to learn independently, no longer merely as a provider or transmitter of material. They are encouraged to seek and process information on their own, thereby making the knowledge they build more meaningful (Jaenudin & Sahroni, 2021).

Each group was asked to discuss and research sub-topics related to the background, influential figures, and impact of the major world revolutions. They could use various sources of information, both library books and the internet. Learning where students work collaboratively in groups is an example of the application of the constructivist approach because it encourages them to interact and exchange ideas and opinions (Sudirman et al., 2024).

Based on the findings, analysis, and discussion, the teacher then asked them to present their findings in a PowerPoint presentation. Here, the teacher's role as a facilitator is clearly visible. The teacher provided assistance to students by facilitating, supervising, directing, and even inviting students to consult with them about the PowerPoint presentation they were about to create. Furthermore, the teacher also circulated around, observing student discussions and providing content input as needed. This aligns with Vygotsky's emphasis on scaffolding in learning, namely providing students with some assistance during the initial stages of learning and gradually reducing this assistance so that they can then work independently (Hidayah et al., 2017).

Students work together in groups to complete assignments, while the teacher continues to monitor the learning process. In this regard, Vygotsky's

perspective is very relevant, as learning occurs when students work on tasks they haven't yet mastered but are still within their zone of ability, also known as their zone of proximal development (Hidayah et al., 2017).

The lesson continues with the teacher asking the prepared groups to present the results of their analysis and discussion. Each group then presents their work to the class. Through this activity, students engage in a challenging experience and encourage discussion. Students gain deeper understanding because they are directly involved in constructing new knowledge (Wahab & Rosnawati, 2021).



Picture 2. Group presentation
(Personal documentation, 2025)

As a communication tool in conveying messages, media is certainly very useful if applied in the learning process (Prawitasari et al., 2021). Therefore, the media and learning aids used, such as PowerPoint, must be relevant and support active learning. This way, the learning process is more student-centered.

There are times when the results of a student's discussion are very satisfying

and easy to understand. This can be achieved by teachers managing more intelligent students so they can guide their peers. According to Vygotsky himself, students learn when interacting with individuals with greater abilities, such as adults or peers (Abdjul, 2019). Thus, it is hoped that intelligent students can maximize their talents, while students with average or low abilities can benefit from peer guidance.

Once the presentation is complete, the teacher then invites students from other groups to ask questions, provide feedback or responses, and add to their analysis of the discussion findings. Through this activity, students actively engage in question-and-answer sessions and dialogue with each other. This aligns with Piaget's theory that teachers act as facilitators and moderators in learning (Nurlina et al., 2021).



Picture 3. Question and answer session
(Personal documentation, 2025)

Finally, the teacher evaluates the group discussion results and reinforces the material on the differences and similarities between major world revolutions that have occurred and relates

their impact to contemporary life. The teacher also provides constructive feedback to students. If any students have not achieved the learning objectives by the end of the session, remedial and enrichment sessions can be provided.

c. Closing Activities

At the end of the learning session, the teacher guides students in the meaningful understanding gained from today's lesson. The teacher instills in students the importance of mutual respect for differences in values, ideas, and concepts that underlie the various major world revolutions that have occurred. This way, they will gain a broader perspective on how these revolutions brought innovations that changed the course of world history.

The teacher and students then reflect on the learning activities. Reflection is an essential part of learning using a constructivist approach because the results of reflection are used to connect new ideas with existing knowledge (Haryanto, 2023). Reflection is carried out by the teacher guiding and inviting students to reflect on what they have experienced, learned, or done. Simply put, reflection focuses on students' personal experiences during the learning process.

The teacher then provides an opportunity for students to draw conclusions about the learning material they have learned. During learning,

teachers need to provide students with the opportunity to express their ideas in their own words (Herliani et al., 2021). This activity involves them conveying key points from the material on world revolutions they have studied. Students summarize the new ideas or knowledge they have gained from their existing knowledge.

As a follow-up, the teacher then provided guidance regarding the material and activities for the next meeting. Finally, to conclude the lesson, the teacher invited students to pray after the learning activity, encouraged them to maintain their health, and concluded with a greeting from the teacher. The introductory, core, and closing activities demonstrated the application of two main constructivist approaches, cognitive constructivism, initiated by Jean Piaget, and social constructivism, developed by Lev Vygotsky.

3. Learning Process Assessment

Assessment is the activity of collecting and processing information to understand learning needs and measure the development or learning outcomes of students (Ginanto et al., 2024). The minimum criteria regarding the mechanism for assessing student learning outcomes are regulated in Permendikbudristek No. 21 of 2022 concerning assessment standards for early

childhood education, elementary education, and secondary education.

The first step in assessing student learning outcomes, carried out by teachers, is to formulate assessment objectives that align with the learning objectives. Second, teachers then select and develop appropriate assessment instruments. These instruments include questions about concepts or topics that students have learned, presentation assessment sheets, and written tests in the form of multiple-choice questions and essays. Third, after all preparations are complete, teachers can conduct the assessment. This assessment can be conducted before, during, or after learning. Assessment takes two forms: formative assessment (at the beginning and during learning) and summative assessment (at the end of learning).

In constructivist learning, students' prior understanding is crucial, and therefore, initial assessments are often used to gather this information (Haryanto, 2023). Teachers use initial formative assessments by asking questions about concepts or topics learned by students in previous sessions. This assessment is necessary to identify students' initial needs and abilities so that teachers can adjust the learning design. This assessment was chosen because it has a simple and efficient method, allowing for quick feedback.

Formative assessment during learning is conducted by teachers monitoring and assessing students' progress in understanding and work using prepared presentation assessment sheets. Through formative assessment, teachers can track students' progress in achieving learning objectives. This assessment serves as a basis for reflection on the teaching and learning process, and its results can be used to revise lesson plans if necessary.

This assessment uses observational assessment techniques. Assessment in the constructivist approach is holistic, meaning it assesses various aspects as a whole (Haryanto, 2023). Therefore, group presentations are assessed based on students' activeness and mastery of the material. In terms of activeness, the teacher observes participation in the question-and-answer session and notes initiative, teamwork skills, and contributions during the discussion. Material mastery is assessed based on the depth of understanding of the concept of major world revolutions, the clarity of historical narratives, the ability to connect events, and the delivery of accurate and relevant information.

At the end of the lesson, the teacher conducts a summative assessment using a prepared instrument. This instrument takes the form of a daily advanced history test focusing on major world revolutions. This assessment uses a

written test consisting of 20 multiple-choice questions and two essay questions. The summative assessment is conducted after the lesson concludes, specifically at the end of the material. Summative assessment serves to measure student learning outcomes.

In the fourth procedure, the teacher processes the assessment data using quantitative (numerical) or qualitative (descriptive) analysis. Fifth, the processed assessment results are then presented in the form of progress reports and learning outcomes reports. Finally, the results of student assessments over a specific period of time can serve as feedback for teachers to reflect on, evaluate, and follow up on learning.

CONCLUSION

The implementation of a constructivist approach in the advanced history learning process at SMAN 1 Alalak has been very successful. Teachers design plans that actively engage students in learning. During the learning process, teachers act as facilitators, and students construct their knowledge based on their own cognitive abilities and through social interactions with teachers and peers. Teachers also use formative and summative assessments to identify learning needs and measure student progress or learning outcomes.

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