

INFLUENCE APPLICATION THEORY STUDY CONSTRUCTIVISM AND PRINCIPLES LEARNING EDUCATION ISLAM

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ABSTRACT

The aims of this study were: 1) Describe the constructivism learning theory of students in Islamic religious education subjects. 2) Describe the principles of Islamic religious education for students in Islamic religious education subjects. 3) Describing students' learning interest in the subject of Pekerti Islamic Religious Education. 4) Testing the effect of constructivism learning theory on students' learning interest in Islamic Religious Education subjects. 5) Testing the effect of the principles of Islamic religious education learning on students' learning interest in Islamic Religious Education subjects. 6) Testing the influence of constructivism learning theory together. The implication for students is to be able to increase interest in learning by reducing the habit of constructivist learning theory by means of good time management and setting priority scales for an activity, as well as increasing the principles of learning Islamic religious education so that they are brave in facing assignments with full responsibility and researchers. Furthermore, those who are interested in conducting research on academic procrastination, the principles of learning Islamic religious education and learning achievement, are advised to pay attention to other factors such as difficulty making decisions, fear of failure and several other factors.

Keywords: Constructive Learning, Principles Of Islamic Religious Education Learning

INTRODUCTION

Education is essentially a very important thing for mankind. Education is a process of guidance, guidance, or leadership which contains important elements such as educators, students, objectives, media, strategies and others. Education is related to values, the process of educating means giving, instilling and growing values like students. Education helps students in their self-development, namely the development

of all competency skills, skills and characteristics in a positive direction, both for themselves and their environment. Education is not just transforming values but training skills and prowess.

Education is everything that concerns the process of human development and development, namely efforts to instill and develop values for students. 2 Through education children learn to instill educational values and develop them in life. Until finally the values of education are embedded in him and become his personality. Then he is able to become a good person and useful for society.

According to Ki Hajar Dewantara, education is a conscious effort aimed at human safety and happiness.

Whereas Islamic religious education according to Zakiah Daradjat is education through the teachings of Islam, namely in the form of guidance and care for students so that later after completing education they can understand, live and practice the teachings of the Islamic religion which they have believed in as a whole, and make the teachings of Islam as a way of life for the safety and welfare of life in the world and in the hereafter.

So, Islamic religious education is a very important education, because it deals with one's outlook on life, which later on that view of life will influence one's life from various aspects, for example religion, morals, one's perspective on a problem, one's way of getting along in society and so on. A person who has experienced Islamic education as a whole is expected to become a perfect human being, meaning that a person is intact spiritually and physically, can live and develop normally and naturally because of his piety to Allah SWT, themselves and others, in matters relating to fellow human beings and to Allah SWT.

One of the ways to improve education is to increase human resources in a quality education, a country is able or can progress if the education system is good which really forms human resources who have the initiative and skills in efforts to improve quality.

RESEARCH METHODS

In this paper, the method of library research (library research) is used, namely research carried out by collecting various references on constructivist theory and then drawing the common thread. And the approach used is a qualitative approach because the data collected is data in the form of explanation sentences and the results of the studies studied by the author will present research data on constructivist theory and its implications for learning. The data collection technique is carried out by looking for various kinds of theories originating from various books, journal articles, and other reading sources. Data analysis in research uses the Miles & Huberman model technique by stating that the analysis is divided into 3 stages or steps, including: data reduction, data display, and drawing conclusions (Yusuf, 2017).

RESULTS AND DISCUSSION

Understanding Theory constructivist

The word *constructivism* comes from the root *constructive* in the Big Dictionary of Languages Indonesia means having the nature of improving, build, as well as build, whereas in Language English called with *cons- constructive* Which means something Which build (*the one who builds*) (Efgivia, Ry, et al., 2021), in term psychology, say *constructive* is defined as thinking that generate new conclusions (*thoughts that produce new conclusions*) (Efgivia, adora Rinanda, et al., 2021), And in context philosophy of education, *constructivism* is defined as Genre or understand Which make an effort build system arrangement life Which be- culture modern (Suparlan, 2019), with Thus it can be drawn that common thread theory constructivist in a manner term is something theory Which its nature build something thoughts so that produce a conclusion that is up to date or new. Understanding theory constructivist Also many experts have stated, according to Alan Pritchard & John Woppard said "*In terms of learning , constructivism holds that individuals construct their own understanding of the world around them by gathering information and interpreting it in the context of past experiences*" (Alan Pritchard and John Woppard, 2010). Deep constructivist theory process learning looked that learner said has Study if they capable build or to-construct their own understanding of world in around they with method gather information And interpret- and relate it to experience Which has they get before.

Constructivism is a learning theory about how students can acquire knowledge and learn (Al-jarraah et al., 2019; Meisarah et al., 2020; Tabun et al., 2022). Knowledge is not obtained by providing information that students can immediately understand, instead students must construct their own knowledge. Knowledge construction occurs when students experience something and reflect on that experience. Students try to understand what is taught by trying (practice) to adjust to their experience. In constructivism theory, the construction of knowledge is built by students actively and contextually through the interaction of the social environment.

Describes constructivist learning theory and the background to problem-based learning and summarizes some of the basic guidelines from the literature on applying the two theories in the classroom. His theory is learner centric, focusing on how instructors can facilitate understanding rather than directly provide it. They also highlight the importance of linking theory with practical applications that enable student participation. Students can "learn by doing", but with a theoretical compass.

Constructivism comes from the word to construct which means to build or arrange. According to Von Glaserfeld, constructivism is a philosophy of knowledge which emphasizes that our knowledge is our own construction. Knowledge is formed by the structure of one's conception when interacting with the environment. The purpose of this learning theory is to increase student motivation, develop motivation and ability to become independent thinkers or those who do not have to be constantly

stimulated. Constructivism is a learning theory that tries to explain how students learn by building understanding for themselves. This section will explore constructivism learning theory by defining constructivism, providing various views of constructivism, and describing how constructivism relates to independent learning and higher education.

At the heart of constructivist pedagogy is the idea of learning as making meaning, and learning as negotiation from meaning. constructivist Do No subscriber, as Lots claim That they Do, to That see That all meanings are equally valid because they are personally constructed. In every knowledge building community, shared ideas are accepted and agreed upon. That is, the meaning is reflected in the social beliefs held at any point in time by a particular community.

As for Phosnote say that constructivism is a theory about knowledge and learn, which outlines what it's about *knowing* (know) And How somebody *comes to you know* (become know) (Khodijah, 2018). This means theory This discuss about When somebody said has own knowledge And Also discuss How process somebody in obtain knowledge the. Asori in the book say that theory Study constructivist is something theory who think that knowledge exists in someone who knows And knowledge No can moved so just from brain educator to head participant educate, so participant educate Which have to construct or interpret about What Which has they learn customized with experiences they se-before (Asrori, 2020). Meanwhile according to Trianto, He put forward understanding constructivist from facet process, He say constructivist is theory Which mens- stimulus participant educate in a manner active in build knowledge by assimilate and accommodate new information, it can be said that this theory is a theory emphasis on cognitive development the active role of students in building their understanding of reality (Daughter & Son, 2019). When We find something knowledge Which new, We must regret adjust it with knowledge And experience Which has We can before- his, we need to change that knowledge has We can the, or even deny knowledge the Because irrelevant, this shows that in the process of acquiring knowledge, somebody that's Which is creator active from knowledge the. For That, somebody must submit question, explore, and assess what he has know so that later will get that knowledge new.

Constructivism emphasize student as maker meaning, while the teacher is a learning facilitator (Tabun et al., 2022). Genre constructivism move locus control learning from Teacher to student. Teacher No transmit knowledge, but facilitate learning which more effective with provide a variety of experiences.

In line with That, Donald Also explain that theory constructivist is a theory of how to teach and learn aims to maximize understanding learners (Masgumelar & Mustaf, 2021). Opinion the Also in line with opinion Which put forward by Santrock that somebody will Study with well if they are able to construct their knowledge and understanding active (Isti`adah, 2020). From several dryers what was stated by the experts above so can concluded that theory constructivist is theory Which drip- weight

participant educate in a manner active in build understanding they to What Which have them learn with how to collect information And interpret- and relate it to experience they previously.

Constructivism is a theory that is constructive, builds in terms of ability, understanding, in the learning process. Because by having a constructive nature, it can be expected that the activeness of students will increase their intelligence. (Suparlan, 2019: 4). According to Hill, constructivism is how to produce something from what is learned, in other words, how to combine learning with doing or practicing in life so that it is useful for the benefit. Shymansky said constructivism is an active activity, in which students build their own knowledge, seek meaning from what they learn, and is a process of completing new concepts and ideas with their existing framework of thinking, (Suparlan, 2019: 5). Based on the opinions of the experts above, a conclusion can be made about the breadth of thinking for and giving students in student guidance, namely constructivism is a theory that provides a way to apply the theory they already know in their lives.

Basically, the constructivist approach in teaching and learning environment comes from several psychologists and educators such as Jerome Bruner, Jean Piaget, and Im Vygotsky, etc. The scholar emphasizes two main distinct strands of the constructivist perspective, social constructivism, and cognitive constructivism. Even though, there is some debate between these two aspects of thought, they do have some perspectives in common about the constructivist learning environment.

The use of the term "constructivism" has proliferated in the literature on teaching and teacher education and its ubiquity is A measure of its popularity as A view of learning, and teaching. Constructivism has resonated with teachers and teacher educators, for whom general principles seem to mesh with experience and understanding.

The Constructivism Step-Step Procedure

Has characteristics in the learning process, namely the state of students, solving problems, the process, social interaction, and new knowledge or understanding. Learning In construction theory there are several stages that must be known according to Sidik there are four stages of empathy, namely:

1. perception, the teacher must be able to encourage students to express initial knowledge about the concepts to be discussed.
2. Exploration, the teacher prepares a discussion room for students directly.
3. Discussion and concept development, the teacher prepares a discussion room for students directly.
4. Development and application At this stage, the teacher must - create a learning climate that allows students to apply their contextual understanding. Meanwhile, according to Suprijono (2009) the stages of construction are as follows: Orientation, Elicitation (exploration of ideas), Reconstruction of ideas and Implement ideas.

5. Overview. Learning models that can apply constructivism learning theory are: Discovery is learning, Admissions Currently studying, Helped Studying, Active. Studying, It's Accelerated Learning, Quantum is learning, Contextual Teaching and Learning and Generative Learning.

Principles Theory constructivist

Principles of Constructivist Learning Theory

In general, the principles of constructivism that are applied in the teacher's learning process are:

- a) Knowledge is built by the students themselves.
- b) Knowledge cannot be transferred from teacher to student, except only by students' own activities to reason.
- c) Students actively construct continuously, so that there are always changes in scientific concepts.
- d) The teacher only helps provide suggestions and situations so that the construction process runs smoothly.
- e) problem level relevant to students.
- f) Learning structure around the main concept of the importance of a question.
- g) Seek and assess students' opinions.
- h) adjusting the curve to respond to student perceptions.

According to Wheatley there is 2 principle priority on process Study with theory constructivist learning. The first, that Knowledge cannot be acquired passively but actively by cognitive structures student. Second, the use of cognition is characteristic adaptive And help organizing through real experience participant educate (Afandi & Badaruddin, 2011). Two principle Which put forward Wheatley more emphasize on cognition individual somebody, that knowledge No it can be just moved from One person to others, but must be interpreted in a meaningful way unique by every person, every person must build his knowledge Alone in a manner continuously through the process of cognition Which consists from think, know, remember, evaluate, as well as finish problem. Because knowledge no something Which Already So, but something process Which develop Keep going continuously. Vygotsky put forward 4 principle mainconstructivism namely *social learning, zone of proximal development, cognitive apprenticeship*, and *mediated learning* (Asrori, 2020). Principle *social learning* It means learning in- view according to cooperative learning ratification that is student Study And collaborate in finish his job through interaction with person mature or Friend peer Which more competent, principle *zone of proximal development* that is student can learn concepts effectively if is at in ZPD ie if concepts the level of complexity is still there within their reach or development cognitive they, And the solution need help from others, eg person mature or Friend peers Which they consider more competent. Principle *cognitive apprenticeship* that is something process

Which make student can obtain to- conversation intellectual in a manner gradually through interaction with more skilled people such as person mature, or Friend Which more smart from him. And principle *mediated learning* It means more emphasize on *scaffolding* Which stage implementation student given problem Which complex, difficult as well as realistic Then given help enough in solve the problem the.

As for Mel Silberman compile poetry regarding the constructivist theory he titled *Learning by teaching* in the book that is as following: “ *I forget what I hear, I remember a little of what I hear and see. I start to understand what I hear, see and ask questions about or discuss with others. I gain knowledge and skills from what I hear, see, discuss, and do. I masters what I teach to others*” (Silberman, 1996) . Basic principles that must be adhered to by Teacher in apply theory This is that learning will more effective If students learn by practice (*learning by doing*) than Study only with pay attention to the explanation from Teacher. Poetry this too describe that success theory constructivist can seen when a participant educate has capable to- teach What Which they learn to person other.

Twomey Fosnot defines the construct- tivistic based on four principle (Sugrah, 2020):

- a) Study depends on What Which Already is known individual.
- b) Individuals adapt to suit ideas long they so that formed ideas new.s
- c) Study involve invention idea from on in a manner mechanical gather se- fact series.
- d) Meaningful learning occurs when we consider return ideas long And reach conclusion new about ideas new Which contrary with ideas Which We have previously.

Wray and Lewis put forward 4 principles theory constructivist in learning (Pritchard, 2009):

- a) Learner need information And understanding beginning Which Enough adequate For learn things Which new, they also need help to make explicit the relationship between new knowledge and before.
- b) Provisions must be made to determine so far What interaction social And discussion in group with various per- scales, Good with nor without Teacher.
- c) Although it is very important to provide right context Which meaning For learning, but it must be remembered that meaningful for a teacher is not necessarily meaning for participant educate.
- d) Awareness participant educate about process think they themselves should be improved in a manner Keep going continuously.

Theory Which put forward by Twomey Phosnote on about principle theory constructivist in line with theory owned by Wray And Lewis. Second theory the claim that in something process learning, knowledge new Which will will be obtained by

students later depends with knowledge And experience Which has they have seen not yet. Then, in process learning must contain which context meaning that is with bring up new ideas. By quoting a few opinion on about principles constructivist theory, then in outline can pulled conclusion about principle- principle constructivist Which applied in the teaching and learning process is that knowledge No can transferred soonly from teacher to student. Learners must construct knowledge theyin a manner active And Keep going continuously, so that always happen change draft scientific later and will also come up with ideas new Which will make process learning becomes more meaningful. Theory This Also think that learning will more effective And efficient If in the process Teacher involve participant educate in a manner active. For That, learning in context This must contain model pem- study cooperative like learning discovery or *discovery learning* and learning meaning or *meaningful learning*.

Excess And Weaknesses of Theory constructivist

Advantages of Constructivism Learning Theory

There are several advantages of the constructivism approach in learning including:

- a. Constructivist-based learning provides opportunities for students to express ideas explicitly by using the students' own language, sharing ideas with their friends, and encouraging students to provide explanations about their ideas.
- b. Constructivist-based learning provides experiences related to ideas that students already have or activity designs adapted to students' initial ideas so that students broaden their knowledge of phenomena and have the opportunity to assemble phenomena, so that students are encouraged to differentiate and integrate ideas about phenomena that challenge students.
- c. Constructivist learning gives students the opportunity to think about their experiences. This can reflect on models and theories, introducing ideas when appropriate.
- d. Constructivist-based learning provides opportunities for students to try new ideas so that students are encouraged to gain confidence by using a variety of contexts, both familiar and new and finally motivates students to use various learning strategies
- e. Constructivist learning encourages students to think about changes in their ideas after realizing their progress and gives students the opportunity to identify changes in their ideas.
- f. Constructivist learning provides a conducive learning environment that supports students in expressing ideas, listening to each other, and avoiding always having one right answer.

From the explanation above, the writer can conclude that the advantages of this theory are very good to be applied to the world of education as a practice for our students.

Weaknesses of Constructivism Learning Theory

As for some of the weaknesses of the constructivism approach, namely:

- a. Students construct their own knowledge, it is not uncommon that the results of students' construction do not match the results of the construction of scientists, causing misconceptions.
- b. Constructivists instill that students build their own knowledge, this will definitely take a long time and each student requires different handling,
- c. The situation and condition of each school is not the same, because not all schools have infrastructure that can help students' activeness and creativity.

In its weakness, the author explains that it is back again where the situation and conditions are to be applied according to the circumstances and place, in this case it is back again to educators who are professional in teaching or applying this theory.

Implications Theory constructivist in Learning

Implications of Piaget's theory in learning that is (Efgivia, Ry, et al., 2021):

- a. Formulate objective Study.
- b. Sort material learning.
- c. Create themes by enabling- right will studied participant educate with method active.
- d. Choose as well as compile process pem- study Which in accordance with theme learning, for example the process of learning to teach with shaped group, ex- candy, *roles play* , and *problems solving* .
- e. Prepare a variety of questions Which Can create character creative participant educate For think critical, be- discussion and filed question.
- f. Evaluate activity as well as results from pem- study.

Vygotsky describe implication theory constructivist in learning, that is as following (Nurhidayah et al., 2017):

- a) Wants a cooperative class *setting* rative, so that students can interact with each other action One The same other And put forward effective solutions to solve problems in each *zone of proximal development* they.
- b) Theory constructivist according to Vygotsky in learning more emphasize *scaffolding* . Student given a number of help in solving their problems before given chance For to- overcome the problem Alone until end.

Brunner put forward implication theoryconstructivist in learning is with serve example from draft-draft Which has taught And help student recognize connection

between draft- this concept (Ekawati, 2019). Brooks and Brooks summarizing segment big literature about description educator constructivist.

A Teacher in perspective construct- vistik is someone who will (Olusegun, 2015):

- a) Push And accept initiative And autonomy student.
- b) Push student For use be- Miscellaneous material, including data raw, source primary, as well as material interactive.
- c) Before disclose understanding they Alone about something draft, they must ask about pe-mahaman student concept especially formerly.
- d) Give encouragement to participant educate so that involved on conversation with educator as well as with people other.
- e) Give encouragement inquiry participant educate through give question open with full thinking as well as give encouragement participant educate so that each other me- have questions as well as seek elaboration response First.
- f) Push participant educate about pe- experience Which show contradiction through understanding First as well as furthermore give encouragement they For do discussion.
- g) Give time to participant educate to form relationships and generate metaphors.
- h) Evaluate knowledge participant educate from application and structured task work and open.

Beautiful Budiningsih argue that the teacher's role in constructivist learning between other (Efgivia, Ry, et al., 2021):

- a) Help participant educate in processconstruct their knowledge.
- b) Help students For form managementthey know Alone.
- c) Understand ways of thinking or waysview student in Study.
- d) build independence participant educate with give chance to them for decision making and action.
- e) Develop ability take decision And Act, with me- improve knowledge and skills student.
- f) Provide system supporters Which facilitate learning so students have the optimal opportunity to train. Besides as facilitator, in a manner more Specific role Teacher in learning is as participant educate Which expert, as manager, And asmediator.

The role of students in the process learning in theory constructivist covers (Efgivia, Ry, et al., 2021):

- a) constructor active knowledge through activity
- b) Interpreting or compiling knowledge from concrete experiences, collaborative activities ratif, And reflection And interpretation

c) Students become the center of learning activities and Teacher as facilitator

Seeing the opinion expressed by experts above, it can be said that the role of a teacher has that influence significant in determine effectiveness the implications of this theory in learning, in terms of whole, not quite enough answer main Teacher is For create And look after collaborative problem solving environment, inwhere participant educate allowed For mem- get up knowledge they Alone, And Teacher Act as facilitator And guide. Conclusion from role Teacher And students according to constructivism is role participant educate as *consumer* idea has shift to direction role *producer* idea, participant educate No Act in a manner passive in process learner Which only accept knowledge Which be delivered by the teacher during the learning process, other than You have to play an active role in creating knowledge they Alone. Temporary That,role Teacher shifted from role *inhibitorprocess learning* Which often happen inadvertently fall into the role of *facilitator learning process* . one's inaccuracy teacher in determining the various components learning in accordance with the conditions and needs of learners, can cause the learning process becomes hampered and not enough effective, theory This appear as anticipation happening problem the. TeacherNo Again role in a manner dominant in a learning process, but only Act as facilitator Which must stimulate And give encouragement to students so that students can involved in a manner active in process pem- study.

By implication, the writer can conclude that this theory teaches us educators to develop and make learning better, creative and wise in providing the material and assignments given and encourage students to reason and develop in thinking.

Strategy a Teacher constructivist

This part will decipher some approaches taken by Teacher Which positive in encouraging aspects of social learning with the classes they teach. These teachers recognize that providing opportunities for interaction social and dialogue, in One or more from Lots guise they, is the way effective and productive for them to plan and teach.

Within the so-called "constructivist" class, some or all of the approaches following to shove learning will prove:

1. Teacher will encourage autonomy And initiative student. Teacher will use primary sources and physical materials. Teacher will consider response student and take advantage of it For continue learning.
2. The teacher will find out about students' understanding of new ideas before teach about it. Teachers will encourage students to engage in dialogue with both teachers and each one other.
3. Teacher will encourage students to think and asked by submitting question open and wise as well as pushing them for ask each other.

4. Teacher will look for elaboration of participant responses educate. The teacher will involve students in experiences that might create contradictions and then push discussion. (Based on Brookes And Brookes, 1993)

All of the above, and other approaches, as the list is far from complete, have intentions For help process that learning based on premise constructivist that learning is a process individuals who need construction knowledge And personal understanding, Which built in on base experience previously.

A teacher who values the principles of social constructivist theory And Social learning will also use the approach outlined above. Teacher Also very Possible using another approach, Which everything will includes one or more of the teachings detailed in Chapter 4.

Given that each teacher tends to use a variety of approaches different For encourage learning – something Which will We discuss Later in chapter this – the activity, or approach following for organize activities learning in class, will seen when a Teacher own bias directlearning with method Which mediated social:

Various dialog Which different will used, including in situation in where work in a manner traditional done in a manner alone And by

Because That "calm"; prior knowledge will explored; student will do task together in a manner in pairs or in group other; student will explain What Which has they do; capable/not enough capable Work And speak together; ý children will demonstrate Skills (physique); children will explain How do something (for example question mathematics); Teacher will submit question; Teacher will set tasks open; scaffolding in all its manifestation; model And technique modeling will used; Work House set Which push/demand interaction with others (for example work House with speak, especially activity practical, etc.).

Teacher quality is the single most important determinant of student achievement. This is even more important when applying constructivism. The teacher's knowledge, beliefs, and actions all influence learner success. The most valuable quality of a teacher applying a pedagogy-based approach to constructivism is the "instant and intuitive insight of the student's mind as it gropes and gropes to grasp new ideas. The teacher should correct or vouch for the knowledge of a learner's constructs, therefore it promotes the development of strong and effective constructions.

Islamic Religious Education

Definition of Islamic Religious Education

Basically learning is conditioning students to learn. Learning is a process carried out by individuals to obtain a new behavior change as a whole, as a result from

experience individual That Alone related the interaction with environment.²² Here are some definitions of Islamic religious education between other:

According to Mohammed Arifin in the book ,Knowledge Education Islam' say that education religion Islam something system Education Religion covers whole aspect life Which needed by servant God. Education Islam specifically Which sourced from values the Also develop ability knowledgeable knowledge. In line with values Islam that underlies it is a pedagogical process of endeavor maturity profitable.

Zakiah Daradjat state that Education religion Islam is education through teachings religion Islam, that is form guidance And care to child educate so that after finished from education He can understand, live, and practice the teachings of Islam that he believes in as a whole and make it a way *of life* by safety And well-being his life in world nor afterlife.

Curriculum Education Religion Islam

According to Zakiah darajat, curriculum can looked at as something programs in education that are planned to achieve a number of objectives in something education certain: as poured in UU RI No. 20 year 2003 chapter 1 paragraph (19) about System Education National state: Curriculum is set plan And arrangement about objective, contentand materials as well as lessons used as guidelines maintenance activity learning For reach objective educationcertain.

The Purpose of Islamic Religious Education

The purpose of learning Islamic religious education is to grow and increase faith, through the provision and cultivation of knowledge, appreciation, experience and introduction of students about the Islamic religion so that they become Muslim human beings who develop in terms of faith, piety to Allah SWT, and have noble character in personal life., society, nation and state as well as to be able to continue at a higher level of education

The PAI curriculum in Abdul Majid's essay, Islamic religious education aims to grow and improve faith through the provision and fertilization of knowledge, appreciation, experience, and experiences of students about Islam so that they become Muslim human beings who continue to develop in terms of faith, piety, nation and state, and to continue with higher education.

CONCLUSION

As noted, our concern here is with constructivism in education, particularly in learning and teaching. But we must start with a caveat, because the term constructivism is used in many different fields and with many different meanings. If one looks up the term constructivism in an encyclopedia, one gets somewhat disturbing results. In the Encyclopedia Britannica (2006, DVD version) constructivism is discussed in 29 articles. Most of them, including articles under the heading

Constructivism, were related to the Russian arts movement, and none of them were related to the constructivism we talk about in education. Similarly, Encarta (2006, DVD version) gives 30 entries, none of which are related to education.

Students can increase their interest in learning by studying the ability to manage Constructivism learning theory and the Learning Principles of Islamic Religious Education together, then for the teacher to continue to emphasize the inculcation of values that can stimulate the improvement of Constructivism learning theory and the Learning Principles of Religious Education Islam which has a significant influence on interest in learning. For further researchers who are interested in conducting research on how to improve Constructivism learning theory and the Learning Principles of Islamic Religious Education

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