Implementation of Learning Theory in the Curriculum of MTs Fatahillah: An Analysis of Teaching Strategies Based on Cognitivism and Constructivism

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Abstract

The understanding and application of cognitive and constructivist theories in teaching at MTs Fatahillah demonstrate variations in implementation effectiveness. Cognitivism, which emphasizes mental processes and information processing, is applied through visual aids and analytical exercises, such as concept maps in Fikih subjects. This helps students understand the material deeply and think critically. Meanwhile, constructivism emphasizes active experiences and interaction in the learning process, such as group projects to study moral values. Although this approach has a positive impact on students' intellectual and social skills development, its implementation faces challenges, such as limited time and resources and students' readiness. The implementation of the 2013 Curriculum at MTs Fatahillah, which is based on religious values and character development, provides a foundation for integrating these two theories despite limitations. Support from the school is needed to optimize teacher training and improve facilities to support active learning. Thus, despite the obstacles, the adaptation of cognitivism and constructivism can enhance student engagement and provide meaningful learning experiences, in line with holistic educational goals.

Keywords: Cognitivism, Constructivism, The 2013 Curriculum

INTRODUCTION

In the world of education, learning theory plays an important role in shaping teaching methods and curriculum design. These theories provide a framework that guides educators in designing effective and meaningful learning experiences for learners (Tio Ari Laksono & Akhsanul, 2023). The learning theories that have begun to be developed by psychologists have had a significant impact on the world of education. Of the various learning theories, at least two are applied at the secondary education level, including at MTs Fatahillah Cimahi City, namely the theories of Cognitivism and Constructivism. These theories affect how material is delivered to students, so that there is active interaction and constructive information processing for them(Kartini et al., 2022). Cognitivism, which emphasizes mental processes in learning, focuses on how learners process, store, and remember information. In the context of MTs Fatahillah learning, the application of this theory can be seen in teaching methods that use visual aids and diagrams to help students understand complex concepts. The introduction begins (briefly, eg maximum 1 paragraph) the general background of the Meanwhile, constructivism offers a different perspective, where learners are perceived as active learners who build knowledge through experience and social interaction. This approach is particularly relevant in MTs Fatahillah, where learners are in a phase of cognitive development that allows them to explore, collaborate, and learn from each other. In practice, constructivist methods can be applied through project-based learning activities, group discussions, and simulations. For example, in history subjects, learners can undertake group projects to research and present local history, which not only increases their engagement but also helps them develop critical thinking and problem-solving skills (Hawwin Muzakki, 2021). Although the implementation of these two theories in the MTs Fatahillah curriculum can have an impact on student engagement and

understanding, there are various challenges that need to be faced. After the monthly evaluation carried out with the Head of Madratsah Tsanawiyah, there were several obstacles in its implementation, including the limited time that teachers have to deliver material according to the curriculum that has been set. In the midst of the demands to complete the material, the constructivist approach that requires more time for exploration and discussion is often overlooked. In addition, not all teachers at MTs Fatahillah have a deep understanding of these two theories, which can result in inconsistent or ineffective application in the classroom.

Another obstacle faced is the lack of educational resources that support the application of active learning methods. MTs Fatahillah often has limitations in terms of learning facilities, technology, and learning aids that can help implement these theories effectively. On the other hand, students also have various backgrounds and different learning readiness, so applying one method for all students can be difficult. Based on the results of the evaluation meeting, it is important for MTs Fatahillah educational institutions to provide adequate training for teachers on learning theories and relevant teaching strategies. Through increasing the capacity of teachers, it is hoped that they can design and implement more effective learning, as well as be able to adapt approaches that suit the needs of students. In addition, collaboration between teachers, principals, and other stakeholders is also needed to create a learning environment that supports the optimal application of learning theories. Overall, the implementation of the theory of cognitivism and constructivism in the curriculum of MTs Fatahillah is an important step to improve the quality of education. By understanding and applying these two theories effectively, teachers can create learning experiences that are not only informative but also motivate and empower learners in their learning process. Through further research and best practices, educational institutions at MTs Fatahillah can continue to innovate in their teaching approach to meet existing challenges and improve overall student learning outcomes

RESEARCH METHODS

This study uses a qualitative approach that is often used in analyzing a problem, exploring and deeply understanding the factors that affect the research problem (Manurung, 2022). The qualitative approach aims to assist the author in sharpening the research. So that the results of this research can be understood easily. This research was conducted in Cimahi City, Central Cigugur which was located at MTs Fatahillah. The research uses phenomenology and library research because it is suitable for studying and analyzing theories in various related topics(Waruwu, 2023). The data collection technique carried out by the researcher is triangulation which involves the use of various sources or techniques to increase the validity of research results. In this study, data was collected through interviews with teachers, students, and principals, as well as participatory observation and questionnaires. In addition, several researchers are involved to reduce bias (Alfansyur & Mariyani, 2020). By using triangulation, it is hoped that the results of the research will be more accurate and comprehensive.

RESEARCH RESULTS AND DISCUSSION
Application of Theory in Learning Practice

Teachers' understanding of cognitivism and constructivism theory varies. Cognitivism focuses on mental processes such as comprehension and processing of information. Teachers who understand this theory can apply it through teaching strategies that involve visual aids and analytical exercises. This approach makes it easier for students to explain new information with existing knowledge, so that they can more easily internalize the learning material. Because according to Piaget, students at the secondary level have entered the formal operational stage (Wahab & Rosnawati, 2021). In addition, the application of cognitivism in the classroom also

involves analytical exercises designed to improve students' logical thinking skills. In this approach, the teacher acts as a facilitator who guides students to explore the answer or solution to a problem in a structured manner (Noorhadi, 2020). For example, in the fiqh chapter Ariyah (borrowing-borrowing), teachers can plan learning activities that encourage students to solve problems with logical steps organized. What is the law when someone borrows a car for medical treatment and other cases to transport stolen goods. Thus, learners can process information more deeply and develop critical thinking skills that are essential for their intellectual development.

Meanwhile, constructivism encourages students to build understanding through experience and interaction. In this approach, learners are considered active learners who play a role in shaping their own understanding, not just passive recipients of information. Teachers who understand and apply constructivism theory will provide more opportunities for students to engage in group discussions, collaborative projects, and activities that encourage problem-solving. When students engage in group discussions, they are invited to exchange views, draw conclusions, and listen to their peers' perspectives. In this case, the teacher plays the role of a constant discussion guide so that it is productive and directed, without dominating the students' thinking process. This approach allows learners to feel a sense of ownership towards their learning and motivates them to be actively involved (Suryadi et al., 2022). In his theory, according to Vygotsky, the theory of Constructivism has an influence on students on previous experiences. A good and intense relationship between parents and their children provides an understanding of how to develop. The existence of interaction provides a good stimulus and response. Not only that, the surrounding culture also greatly affects the learning process of children, because Vygotsky emphasizes the importance of the social and cultural environment in shaping the learning process.

The zone of proximal development, namely an educator is a mediator who has a role in guiding students to construct their knowledge. Vygotsky believes that learning is most effective when learners work within their ZPD with support from teachers or peers. Scaffolding is a strategy in which teachers provide temporary support to help learners achieve new understandings or skills. This support can be in the form of hints, suggestions, or models. As learners develop their skills, this support is gradually reduced until they are able to do so independently. ZPD and Scaffolding are the core of the application or interaction in the process of applying the theory of Constructivism. In MTs Fatahillah, for example, teachers can use this approach in social or moral lessons by giving group projects in which students research real cases involving Islamic moral and ethical values. Then students discuss the problems according to their information and experiences when they get these issues. The role of the teacher here as a scaffolding (facilitator) by observing the development of students. By actively participating, students are expected to be able to build their understanding independently through practical experience.

This constructivism approach also helps students to be more independent in the learning process. Students are encouraged to seek answers, ask questions, and re-examine their assumptions. In addition, students also learn to be responsible for the understanding they build. By actively participating in the learning process, they will feel more motivated and have a deeper and more meaningful understanding of the material being studied. However, the main challenge in the application of constructivism theory is the tendency of some teachers who are still trapped in conventional teaching routines. They tend to rely on lecture or rote methods, which do not fully integrate the constructivist approach. This can happen because some teachers feel uncomfortable or less confident with teaching techniques that involve the active participation of students, or may lack adequate training on more interactive learning methods.

As a result, learners do not get optimal opportunities to build their understanding independently and to develop critical thinking skills and creativity. Therefore, in order for the theories of cognitivism and constructivism to be applied effectively in an educational environment such as in MTs, efforts are needed to improve teachers' understanding and skills in applying these two approaches. Through continuous training and support from the school, teachers can be empowered to be more innovative and responsive in creating a learning atmosphere that suits the developmental needs of students. Collaboration between teachers, principals, and other stakeholders is crucial in realizing a curriculum that integrates learning theories well, so that meaningful and effective learning experiences can be achieved (Habsy, Christian, et al., 2023). Although some teachers have already implemented this approach, many are still stuck in conventional teaching routines that do not fully integrate these two theories.

Theoretical Compatibility with the MTs Fatahillah Curriculum

The curriculum in MTs often refers to national standards that do not necessarily accommodate specific strategies of cognitivism and constructivism. Although there are elements of both theories in the syllabus, implementation in classroom practice is often less than optimal. Cognitivism-based teaching can be supported by structured material, while the constructivist approach requires the development of additional material so that learners can engage in collaborative discussions and projects (Maryam, 2020). Madrasah Tsanawiyah (MTs) which in general, including in MTs Fatahillah uses the 2013 Curriculum, is designed with a philosophical, psychological, and religious foundation that seeks to develop the potential of students holistically. The philosophical foundation of this curriculum includes the principles of national education that emphasize character development, broad knowledge, and a deep understanding of religion. Character development aims to form students with integrity, honesty, and responsibility. Meanwhile, the development of broad knowledge provides in-depth insights in various subject areas and helps students understand and practice Islamic teachings in daily life (Nuwairah, 2023).

The psychological foundation of this curriculum pays attention to the developmental needs of students who are at an important stage in cognitive, social, and emotional development. Cognitive development involves improving critical, creative, and analytical thinking skills, while social development shapes the ability to interact and cooperate with others. In addition, support is also provided for healthy and stable emotional development. The foundation of the religious curriculum applied at MTs Fatahillah is rooted in Islamic teachings, so that education not only focuses on the intellectual aspect, but also prioritizes character formation in accordance with Islamic values such as simplicity, honesty, and compassion, as well as integrating worship practices in daily routines to build strong spiritual awareness (Yuliana et al., 2023). The 2013 curriculum at MTs Fatahillah prioritizes a learning approach that fosters critical thinking skills, creativity, and collaboration. This is in line with the theoretical principles of cognitivism and constructivism, although neither is necessarily explicitly mentioned in national standards. Cognitivism, which emphasizes logical understanding and processing of information, can be supported by a curriculum that provides structured materials, which allows teachers to use visualization techniques, diagrams, and concept maps in teaching the material. For example, in fiqh lessons, teachers can apply this method to help students understand the steps of worship in a more systematic and directed way. Thus, learners can understand not only the procedure, but also the meaning behind each step. However, a constructivist approach that views students as active learners requires modification or addition of materials and methods so that students are involved in discussions and collaborative projects. For example, in moral or social lessons, teachers can design project-

based activities that invite students to study real cases related to Islamic moral values, such as tolerance, honesty, and social responsibility (Mubarok & et al, 2021). By assigning assignments that involve problem-solving, learners can build understanding through hands-on experience and interaction with peers.

The implementation of the theory of cognitivism and constructivism in the 2013 Curriculum at MTs Fatahillah often faces significant challenges. One of the main challenges is the limited time to complete the material according to the syllabus that has been set. The constructivist approach, which emphasizes exploration and discussion, requires more time than traditional teaching methods. Teachers must ensure that all curriculum materials can be delivered in a limited time, which is often an obstacle to the effective implementation of constructivism. The availability of adequate resources and facilities is an important factor in the implementation of the strategy of cognitivism and constructivism in MTs Fatahillah. However, often the limitations of tools, technology, and learning media are obstacles for teachers to implement this strategy to the fullest. To overcome this, schools can provide support in the form of training that helps teachers understand the techniques for applying these two theories in a creative way even with limited facilities. Another obstacle is the lack of time available for teachers to design and develop learning materials that are in accordance with the principles of cognitivism and constructivism. To overcome this obstacle, the solution that can be done is to introduce a collaboration program between teachers to share resources, ideas, and experiences. In addition, the school can provide special time in the schedule for planning and developing the curriculum together.

In addition, efforts to optimize the application of these learning theories are carried out through collaboration between teachers, principals, and other stakeholders. The 2013 curriculum provides opportunities for teachers to innovate in teaching approaches while still referring to the set standards. With the right guidance and support, teachers at MTs Fatahillah can integrate cognitivism and constructivism in their teaching to create an active and interactive learning environment. This is expected to help students develop critical thinking skills, collaborative skills, and a deeper understanding of Islamic religious values that are relevant to daily life (Habsy, Zakirah, et al., 2023). Overall, although the implementation of the 2013 Curriculum at MTs Fatahillah has not fully accommodated cognitivism and constructivism perfectly, efforts to adapt the curriculum by considering these two theories can still be made. With a strong foundation and awareness of the importance of learning theory in educational practice, teachers can optimize the potential of each student through an approach that suits their psychological development and learning needs. Ongoing support from all relevant parties will go a long way in achieving holistic and comprehensive educational goals.

Limitations and Challenges in Its Application

Various challenges are faced by teachers in applying learning theories of cognitivism and constructivism at MTs Fatahillah. One of the main obstacles is the limitation of time, considering that teachers must complete the material according to the curriculum targets that have been set. This makes constructivist approaches, which tend to be more time-consuming for exploration and discussion, difficult to apply to their full potential. Teachers must struggle to strike a balance between giving enough time for students to delve into concepts in depth and ensuring all curriculum materials are covered within the available time. Additionally, a lack of resources such as learning aids and technology can hinder the implementation of effective teaching methods. Teachers often need visual aids and technology to support cognitivism strategies, which emphasize structured teaching and the use of visual aids. Thus, this limitation is a serious obstacle in the implementation of the strategy. Without access to adequate tools,

teachers may struggle to teach complex concepts and make learning materials more engaging and easy to understand. The readiness of students to be actively involved is also a challenge, especially for those who are more accustomed to passive learning methods. Students may have difficulty adapting to learning methods that require them to more actively participate in discussions and exploration. This can affect the effectiveness of the application of constructivism theory, which emphasizes the importance of student involvement in the learning process. To overcome these obstacles, schools can provide support in the form of training that helps teachers understand the techniques for applying these two theories in a creative way, even with limited facilities. This training can include strategies for optimizing the use of time in class, creative techniques for teaching without sophisticated tools, and ways to actively engage learners in the learning process.

In addition, schools can introduce collaboration programs between teachers to share resources, ideas, and experiences. By providing specific time in the schedule for curriculum planning and development together, teachers can be more effective in integrating theories of cognitivism and constructivism in their teaching. Collaboration between teachers can also lead to more innovative and effective teaching methods, which can help overcome resource and time constraints. Overall, although the implementation of the 2013 Curriculum at MTs Fatahillah faces various challenges, efforts to adapt the curriculum by considering the theory of cognitivism and constructivism can still be carried out. With a strong foundation and awareness of the importance of learning theory in educational practice, teachers can optimize the potential of each student through an approach that suits their psychological development and learning needs. Ongoing support from all relevant parties will go a long way in achieving holistic and comprehensive educational goals.

Effectiveness and Impact on Students

The implementation of the theory of cognitivism and constructivism in the educational curriculum can have a significant impact on the academic development and skills of students. Cognitivism emphasizes the internal processes and mental structure of learning. The implementation of the theory of cognitivism helps students master the material systematically through the use of structured teaching methods and the use of visual aids (Masgumelar & Mustafa, 2021). Teachers play an important role in providing information logically and sequentially, as well as helping students organize the knowledge they have acquired. With this approach, learners can better remember and understand basic concepts, which in turn strengthens the foundation of their knowledge. On the other hand, the constructivist approach is also effective in building critical thinking and problem-solving skills. This theory emphasizes the importance of interaction, exploration, and hands-on experience in the learning process. Students are encouraged to be actively involved in learning activities, such as group discussions, collaborative projects, and experiments. Through this approach, learners learn to relate new knowledge to their previous experiences, thus creating a deeper and more meaningful understanding. The constructivist approach also teaches students to think reflectively, evaluate information critically, and find creative solutions to the problems they face.

The effectiveness of the application of these two theories is highly dependent on the consistency and adaptation of the methods carried out by the teacher. Teachers need to understand the needs and characteristics of their students, as well as be able to adapt teaching methods to different situations. Consistency in the use of teaching methods based on cognitivism and constructivism helps to create a stable and supportive learning environment (Saputro & Pakpahan, 2021). On the other hand, method adaptation allows teachers to face

challenges that arise in the teaching-learning process, as well as provide a more varied and interesting learning experience for students. In classes that apply interaction and experience, students tend to be more engaged and have a deeper understanding of the subject matter. The interaction in question includes interaction between students and teachers, as well as interactions between fellow students. Group discussions, project collaboration, and other activities that involve students' active participation help strengthen their understanding of the material. In addition, hands-on experiences such as practicums, simulations, and project-based learning provide opportunities for learners to apply the concepts learned in real-life contexts, thus enriching their learning experience. Overall, the implementation of cognitivism and constructivism theories in education has great potential to improve the quality of learning and student development. By understanding and applying these two theories consistently and adaptively, teachers can help students master the material systematically, as well as develop critical thinking and problem-solving skills. The support of all relevant parties, including the school and other stakeholders, will go a long way in creating a holistic and comprehensive learning environment, which will ultimately bring great benefits to the academic and personal development of students.

CONCLUSION

The implementation of the theory of cognitivism and constructivism in MTs Fatahillah is carried out by teachers with diverse understandings. Cognitivism theory, which focuses on information processing, uses visual aids such as concept maps to help learners connect new knowledge with old ones. For example, in fiqh lessons, concepts are explained with concept maps. On the other hand, constructivism theory encourages active learning through group discussions and collaborative projects, such as in social or moral lessons. These two theories are aligned with the 2013 Curriculum at MTs Fatahillah which is oriented towards the development of cognitive, social, and emotional aspects of students in a balanced manner. Although the 2013 Curriculum does not explicitly mention these two theories, their use can be combined with learning materials to achieve optimal results for student development. However, the implementation of the theory of cognitivism and constructivism in MTs Fatahillah faces several challenges, such as limited time and resources. Teachers must complete all material on a strict schedule, making the constructivist approach difficult to implement. Cognitivism also requires visual aids that are not always available. In addition, the readiness of students to be active in learning becomes a challenge, especially for those who are used to passive teaching methods. To address these challenges, schools can provide additional training for teachers, provide resource-sharing programs, and allocate dedicated time to curriculum development. This support is important so that teachers can optimize the application of cognitivism and constructivism theories in teaching. Overall, the application of cognitivism and constructivism theories in MTs Fatahillah has a positive impact on students' academic skills and problem-solving. Cognitivism helps students understand the material systematically, while constructivism directs students to become active learners with a deeper understanding. With the support of schools and collaboration between teachers, both theories can be optimized to create an interactive and supportive learning environment, so that learners can experience learning that is meaningful and relevant to their real lives.

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