Jurnal Visionary : Research and Development in Educational Management
Volume 13 Number 1 April 2025
https://e-journal.undikma.ac.id/index.php/visionary
Email: visionary@undikma.ac.id

Evaluation of Constructivism Approach in Blended Learning at Universitas Pendidikan Mandalika

Kholisussa'di[1], Gunarti Dwi Lestari[2], Heryanto Susilo[3]

S3 Ilmu Pendidikan, Universitas Negeri Surabaya, Surabaya, Indonesia
Email: 24011916002@mhs.unesa.ac.id gunartilestari@unesa.ac.id.
heryantosusilo@unesa.ac.id

Abstract: The constructivist approach provides a strong theoretical framework for creating meaningful learning, in which students not only passively receive information, but also actively engage in the process of exploration and problem-solving. In the context of blended learning at UNDIKMA, the application of this approach requires effective learning design, active collaboration between lecturers and students, and optimal use of technology. The main purpose of this study is to obtain information about the methods used in implementing blended learning using e-learning. This study uses a descriptive quantitative approach, which aims to describe the phenomenon of implementing e-learning-based blended learning at the Mandalika Education University (UNDIKMA). The results of the study are that lecturers at UNDIKMA are quite successful in compiling and delivering learning materials, providing clear references, and creating a conducive and fun learning atmosphere. Most students feel that the learning they receive is relevant to the latest developments and is contextual in nature, which is important to enhance their understanding of a particular field of study.

Key Words: Constructivism, Blended Learning

Introduction

The constructivism approach provides a strong theoretical framework for creating meaningful learning, where students do not just passively receive information, but are also actively involved in the process of exploration and problem solving. In the context of blended learning at UNDIKMA, the implementation of this approach requires effective learning design, active collaboration between lecturers and students, and optimal utilization of technology. students, and optimal utilization of technology. Therefore, evaluation of the implementation of constructivism approach in blended learning is important to ensure that this strategy truly supports the achievement of learning objectives and produces graduates who are competent and adaptive to global changes.

Constructivism theory was developed by Piaget under the name individual cognitive constructivist theory and Vygotsky in his theory called social cultural constructivist theory (Yaumi & Hum, 2013: 41). Constructivism according to Suparlan (2019: 82) is a theory that builds capabilities in the learning process with the aim of increasing student understanding. According to Masgumelar & Mustafa (2021: 55), the characteristics of constructivism theory are active learning, students are involved in authentic and situational learning, learning activities are interesting and challenging, students can relate their information to new information, students reflect on newly learned knowledge, the teacher acts as a facilitator. According to Yaumi & Hum, (2013: 42) learning in the view of constructivism is truly an individual effort in constructing meaning about something learned. Constructivism is a natural path of cognitive development. Characteristics of constructivism learning according to Suyono & Hariyanto, (2014: 106) students are not seen as passive but have a purpose, learning should consider as much as possible the process of student involvement, knowledge is not something that comes from outside, but is personally constructed, learning is not a

transmission of knowledge, but involves setting the situation of the learning environment, the curriculum is not just a thing that is learned, but a set of learning, materials and resources.

Previous research shows that the constructivism approach can improve students' conceptual understanding and critical thinking skills. However, there is still a gap in understanding how this approach is effectively applied in a blended learning environment, especially at UNDIKMA. Therefore, a comprehensive evaluation is needed to assess the effectiveness of constructivism approach in blended learning, both in terms of learning design, student engagement, and learning outcomes achieved. Through this evaluation, it is expected to find the strengths and weaknesses of constructivism approach in blended learning at UNDIKMA. The findings of this research not only provide theoretical contributions in the development of more effective learning models, but also provide practical recommendations for lecturers and managers of educational institutions to improve the quality of technology-based learning. Thus, this research is a strategic step in supporting the transformation of education in the digital era, especially in higher education.

Method

This research uses a descriptive quantitative approach, which aims to describe the phenomenon of implementing e-learning-based blended learning at Mandalika Education University (UNDIKMA). Quantitative descriptive research aims to describe data systematically and measurably based on the variables studied (Sugiyono, 2016). The population of this study were all students and lecturers at UNDIKMA who followed and implemented e-learning-based blended learning during the last semester. The population was determined because all students and lecturers had direct experience in using e-learning (Arikunto, 2013). The research sample was selected using proportional random sampling technique, which allows representation of each study program at UNDIKMA. Questionnaires are used as data collection instruments that allow researchers to collect data widely and efficiently from large populations. This study used questionnaires in order to provide comprehensive information on technology accessibility, learning effectiveness, motivation and engagement and technical and non-technical constraints. In this context, surveys are used to gain a deeper understanding of how UNDIKMA students respond to and experience blended learning.

Result and Discussion

In the application of constructivism approach in blended learning at Mandalika University of Education (UNDIKMA), there are several important points that can be analyzed and explained from the perspective of constructivism. This approach emphasizes that learning should be active, collaborative, and contextual, where students are not only passive recipients of information, but also active subjects in constructing knowledge through direct experience, social interaction, and deep reflection. Therefore, some of the main aspects that researchers will highlight include the learning design that integrates technology and face-to-face, the active involvement of students, the effectiveness of collaboration between lecturers and students, and the ability of students to connect theory with practice as follows:

1. Prepare RPS Course Tools (lecture contract, time allocation, teaching media, assessment and references)

The legal basis for the preparation of RPS is Permendikbud Number 3 of 2020 concerning National Higher Education Standards, especially article 12. The determination and development of RPS based on the second point in article 12 is carried out by lecturers independently or together in a group of expertise in a field of science and / or technology in a study program. According to Anggry. A. et al (2020: 1) Semester Learning Plan (RPS) is an integral part of the curriculum of a study program (study program). The curriculum is a unified program that is planned, implemented, and evaluated and developed by the study program (study program) in order to produce graduates who have certain predetermined learning outcomes.

Figure 1: Pie Diagram 1

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this first question, the results of student perceptions as many as 37.2 percent of students responded favorably regarding the preparation of the course RPS device by the lecturer. While only 8.6 percent of students responded poorly to the course RPS presented by the lecturer. So it can be concluded that in this question the majority of UNDIKMA students respond WELL and VERY WELL to the course RPS presented by the course lecturer.

2. At the Beginning of the Lecture, the Lecturer Conveys the Abilities that Students Will Get After Attending the Lecture

Figure 2: Pie Diagram 2

To gain a deeper understanding, further analysis of the factors that influence student perceptions can be conducted. This includes an assessment of the quality of teaching, the clarity of the material, or the availability of technological support used in learning. Thus, this data can be used as a basis for identifying the strengths and weaknesses of the learning system

at UNDIKMA and formulating more effective strategies to improve the student learning experience.

3. Delivering Learning Objectives

Figure 3: Pie Diagram 3

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 34.9% of students responded very well, 39.8% responded well, 19.7% responded quite well, and 5.6% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded VERY GOOD and GOOD. However, it should be noted that there are still 19.7% of students who respond quite well and 5.6% who respond less well. Although these percentages are relatively small, it is still important to analyze the factors that led to these responses, such as certain aspects of the learning process, facilities, or support that have not been fully optimized. This data provides an indication that while the majority of students are satisfied, there are groups who have had less than optimal experiences that need to be considered for overall quality improvement.

4. At the beginning of the lecture, the lecturer explains well about the subject matter of the lecture and the learning method.

Figur 4: Pie Diagram 4

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 32% of students responded very well, 40.5% responded well, 22.3% responded quite well, and 5.2% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and VERY GOOD. However, there are still 22.3% of students who respond quite well and 5.2% who respond less well. Although the percentage of students who responded poorly is relatively small, its existence is still important to note. The fair

response that reached more than one-fifth of the total respondents also indicates that there are aspects that still require further improvement or development.

5. Lecturers Explain and Facilitate Learning Activities Well

   The following are the results of student evaluations related to facilitation and explanation of learning activities by lecturers, presented in the pie chart below:

Figure 5: Diagram Pie 5

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 32.7% of students responded very well, 33.8% responded well, 23.8% responded fairly well, and 9.7% responded poorly. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and VERY GOOD. The results above show that the majority of UNDIKMA students responded positively to the questions in the questionnaire, with 32.7% responding very well and 33.8% responding well, which overall reached 66.5%. This reflects that two-thirds of students have a good perception of the evaluated aspects, signaling success in meeting the expectations of most students.

6. The References Required for the Learning Process Given Are Delivered Very Clearly

   The following are the results of student evaluations regarding the explanation of references used in the course by lecturers, presented in the pie chart below:

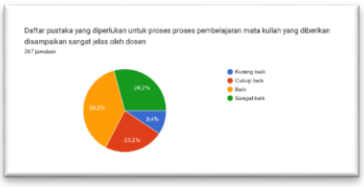

Figure 6: Diagram Pie 6

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 29.2% of students responded very well, 38.2% responded well, 23.2% responded quite well, and 9.4% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and VERY GOOD.

7. Creating a conducive and pleasant learning atmosphere according to student needs

   The following are the results of student evaluations related to the conducive and pleasant learning atmosphere as needed by lecturers, presented in the pie chart below:

Figure 7: Diagram Pie 7

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 33.1% of students responded very well, 30.1% responded well, 25.3% responded quite well, and 11.5% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and EXCELLENT.

8. Mastery of Course Substance

   The following are the results of student evaluations related to mastery of course substance by lecturers, presented in the pie chart below:

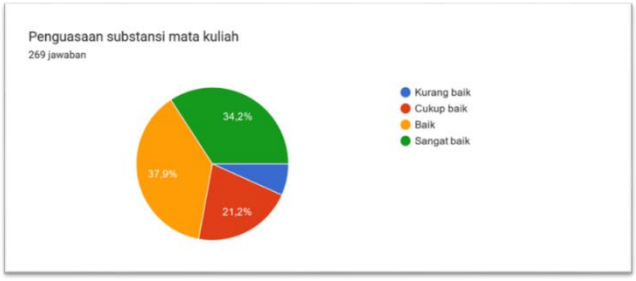

Figure 8; diagram Pie 8

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 34.2% of students responded very well, 37.9% responded well, 21.2% responded quite well, and 6.7% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and VERY GOOD.

9. Learning materials are updated according to the latest developments

   The following are the results of student evaluations related to the update of learning materials by lecturers, presented in the pie chart below:

Figure 9; Diagram Pie 9

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, the data shows that 30.1% of students responded very well, 39% responded well, 22.3% responded quite well, and 8.6% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and VERY GOOD.

10. Learning Materials are Contextual

The following are the results of student evaluations related to the update of learning materials by lecturers, presented in the pie chart below:

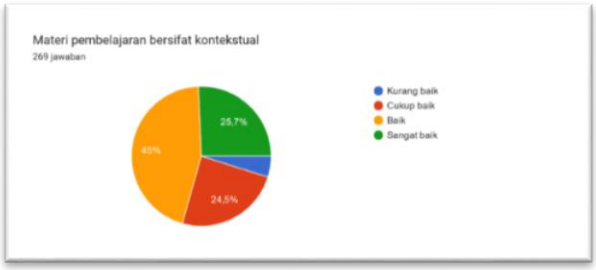

Figure 10: diagram Pie 10

Based on the results of the questionnaire distributed to students, there were 269 students who responded to the questionnaire. In this question, data was obtained that 25.7% of students responded very well, 45% responded well, 24.5% responded quite well, and 4.8% responded less well. It can be concluded that in this question the majority of UNDIKMA students responded GOOD and VERY GOOD.

Conclusion

From the results of the study above, it can be concluded that the constructivism approach in blended learning at the Mandalika University of Education is that the majority of respondents gave good or very good assessments related to various aspects of learning held at the Mandalika University of Education (UNDIKMA). This positive assessment includes the preparation of learning tools, introduction of skills that students will acquire, delivery of learning objectives, explanation of materials, and mastery of substance by lecturers. These results indicate that lecturers at UNDIKMA are quite successful in compiling and delivering learning materials, providing clear references, and creating a conducive and enjoyable learning atmosphere. Most students feel that the learning they receive is relevant to current developments and is contextual, which is important to increase their understanding in certain fields of study.

References

Anggry. A, Surojo, Pratiwi. IR, Irwan, Saputra. Z, Somawardi. (2020). *Panduan Menyususn dan Pengisian Dokumen Pembelajaran*. Bangka Belitung: Politeknik Manufaktur Negeri Bangka Belitung (Polmanbabel Press)

Peraturan Menteri Pendidikan dan Kebudayaan RI Nomor 3 Tahun 2020 tentang Standar Nasional Pendidikan Tinggi

Yaumi Muhammad dan M.Hum. (2013). *Prinsip-Prinsip Desain Pembelajaran*. Jakarta: Fajar Interpratama Mandiri

Suparlan, S. (2019). *Teori Konstruktivisme dalam Pembelajaran.* Jurnal Islamika, 1(2), 79–88.

Masgumelar, N. K., & Mustafa, P. S. (2021). *Teori Belajar Konstruktivisme dan Implikasinya dalam Pendidikan dan Pembelajaran*. Iskamic Education Jurnal, 2(1), 49–57.

Suyono dan Hariyanto. (2014). *Belajar dan Pembelajaran*. Bandung: Remaja Rosdakarya.

Thobroni, M. dan Mustofa, Arif (2013). *Pembelajaran dalam pembangunan nasional*. Yogyakarta: Ar-Ruzz Media.