DEVELOPMENT OF CONSTRUCTIVISTIC LEARNING MODEL IN THE FORMATION OF STUDENTS' MORAL VALUES

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Abstract. This research aims to develop a Constructivist Learning Model in the formation of students' moral values at the Darul Argam Gombara Islamic Boarding School, Makassar. The research was carried out in stages: (1) analyzing the level of students' needs for the constructivist learning model in forming students' moral values (case analysis), (2) designing the development of the constructivist learning model, (3) producing a product of the constructivist learning model (reviewed in terms of validity, practicality, effectiveness). The purpose of writing this article is to look at "Analysis of the Level of Students' Needs for the Constructivist Learning Model in the Formation of Moral Values". The research method uses research and development (R&D). Research results indicating (1) the level of students' needs for constructivist learning models is very much needed in forming moral values, (2) the learning model development design consists of: syntax=3.52 (very valid), supporting theory=3.52 (very valid), Social System=3.57 (very valid), Reaction System (teacher behavior)=3.58 (very valid), Support System=3.35 (very valid), Learning Implementation=3.5 (very valid), Learning Environment and Management Tasks=3.59 (very valid), Evaluation=3.57 (very valid), (3) constructivist learning model book. Research concludes that students really need a learning model that can form moral values. The novelty is a book product with a constructivist learning model that can be used as a reference in forming students' moral values.
Keywords: *model, learning, constructivist, moral values, students*

Introduction

Constructivist learning is a learning model that holds that knowledge acquisition begins with cognitive conflict. Cognitive conflict occurs when interactions between existing initial conceptions and new phenomena can be integrated immediately so that changes or modifications to the cognitive structure are required to achieve balance. The cognitive conflict in question is obtained through knowledge built or constructed by each student through experience resulting from interactions with the environment. This knowledge is a continuous process as long as students receive new knowledge. In Piaget's theory, the knowledge students construct results from the interaction of three environments, which are continuously or naturally related to each other to obtain new knowledge, form morals, and develop existing knowledge. The constructivist learning model offers continuous acquisition of knowledge from interactions with the environment, but the constructivist learning model has not been implemented optimally in schools (Mardiyanto, 2022). The non-optimal implementation of the learning model is influenced by the stigma of educators that education is only the transfer of knowledge from educators to students.

Talking about morals, education has two goals: first, to help students become innovative and smart; second, to make students have good personalities (Sari et al., 2022). It may be easy to make students intelligent and clever, but it seems more difficult or even very difficult to make students good, wise, and moral. So, it can be said that

moral problems are complex issues that need serious guidance both in the school environment, home, and society.

Instilling moral education from an early age is necessary because it is the basis for determining the personality of students' personalities. Therefore, forming students' morals, role models, and continuous habits in education throughout the life process is very necessary. Morals are not formed or developed instantly, but moral education must be multi-channel (have various platforms for interaction) and holistic-integrative (comprehensive, unified), not only at school but also at home and in the broader community by involving something else. The grand design of the Ministry of National Education for the cultivation of moral education covers the scope of educational units, families, and communities. The illustration can be seen in the following *Figure 1*.

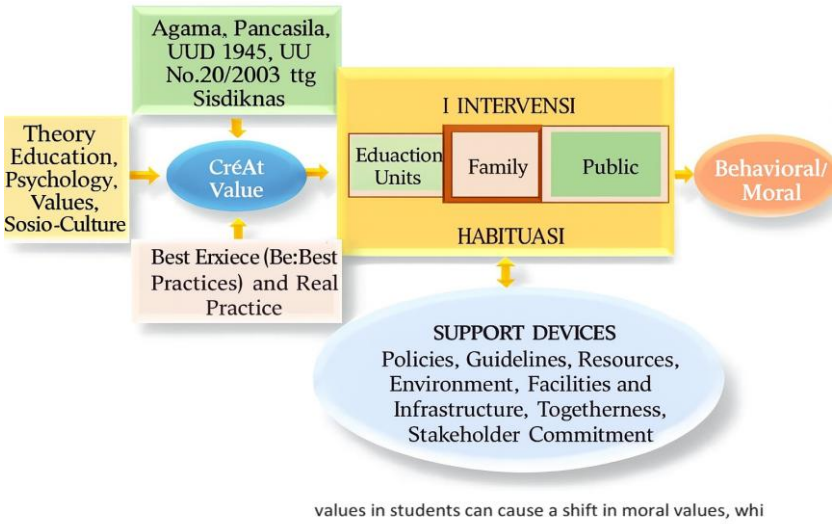

Figure 1. *Cultivating moral education.*

Lack of recognition of religious values in students can cause a shift in moral values, which gives rise to various behaviors that can be said to deviate from religious values (Salsabilla and Putri, 2022). Educators' lack of understanding of learning models based on local wisdom increasingly makes students less familiar with their own culture, even though many learning models can integrate local culture, including the constructivist learning model (Mardiyanto, 2022). Another thing that is a phenomenon in the learning process is that educators are less innovative in presenting teaching material, so the learning process is monotonous; educators are less interested in introducing local culture, do not use regional languages as an introduction in conversations both indoors and outdoors, are less sensitive to morals students who are starting to shift from religious values and norms. With less-than-optimal classroom conditions, plus the absence of parental attention toward students (individuals), a shift in moral values can be seen and felt now.

The shift in moral values that occurred (case at Lalabata State Elementary School), for example, students spoke to educators without the slightest respect or hesitation, were less polite in their attitudes and actions, and had no politeness towards educators (lack of politeness). Bugis language as a local language is no longer used so Bugis culture is increasingly lost, it does not introduce local culture to students, local content fields of study are considered normal by students, and there are no boundaries between educators

and students in terms of behavior, and other things that illustrate the moral values of the Bugis community are increasingly being eroded. Therefore, it is possible to explore the moral values possessed by the ancestors of the Bugis people, namely the values of Siri sibawa Pesse. and create a learning model based on the moral values of the Bugis people and implement it into learning both in the school environment and in the community, especially in the home environment, because the basis for character formation and instilling an understanding of moral values comes from the home environment. The researcher assumes that by developing a learning model, namely a constructivist learning model that can shape the morals of students, revive religious values, cultural values (ade' ugie), bring back the thoughts of pangadereng nennia panngampe madecengnge both within the school, community and within home scope.

Based on the background description, the research problem leads to what is the level of students' needs for the development of constructivist learning models in the formation of moral values, what is the design for the development of constructivist learning models in the formation of students' moral values, and what are the results of developing constructivist learning models in the formation of moral values (viewed in terms of validity, practicality, effectiveness). The research objectives are (1) to analyze the level of students' needs for the development of constructivist learning models in the formation of students' moral values, (2) to create a design for the development of constructivist learning models based on the formation of moral values, (3) To produce the development of constructivist learning models in the formation of moral values (reviewed from the perspective of validity, practicality, effectiveness) in character formation. The dependent variable in the research is the constructivist learning model design, while the independent variable is the shift in students' character values. The research method refers to the Research and Development (R&D) method. The novelty of the research is developing a constructivist learning model in the formation of students' moral values, taken from Ugi' religious and cultural values as well as the customs of the To Ugi' community which are based on religious values.

Materials and Methods

Types of research: The type of research is research and development (research and development) aimed at producing new products by developing a constructivist learning model based on local wisdom (Hikmawati and Suastra, 2023; Sukardi, 2021; Setyosari, 2017). Design research: Borg and Gall developed the research design. The research stages by Hilmi et al. (2025), Bakar et al. (2024), Tumiran (2024), as well as Arieska et al. (2018) are (1) Research and Information Collection, (2) Planning, (3) Develop Preliminary Form of Product, (4) Preliminary Field Testing, (5) Main Product Revision, (6) Main field Testing, (7) Operational Product Revision, (6) Operational Field Testing, (8) Final Product Revision, (9) Discussion and Implementation. The design of the learning model development procedure can be illustrated in the following *Figure 2*. According to Borg and Gall, the simplification of research stages has four steps related to R&D research: first, preliminary research; second, development of models and instruments or preparation of models; third, model testing; fourth, model validation. Sukardi (2021) and Setyosari (2017) simplifies it into three implementation stages, namely: first preliminary study, second model development, and third model test. More details can be seen in the *Figure 3*.

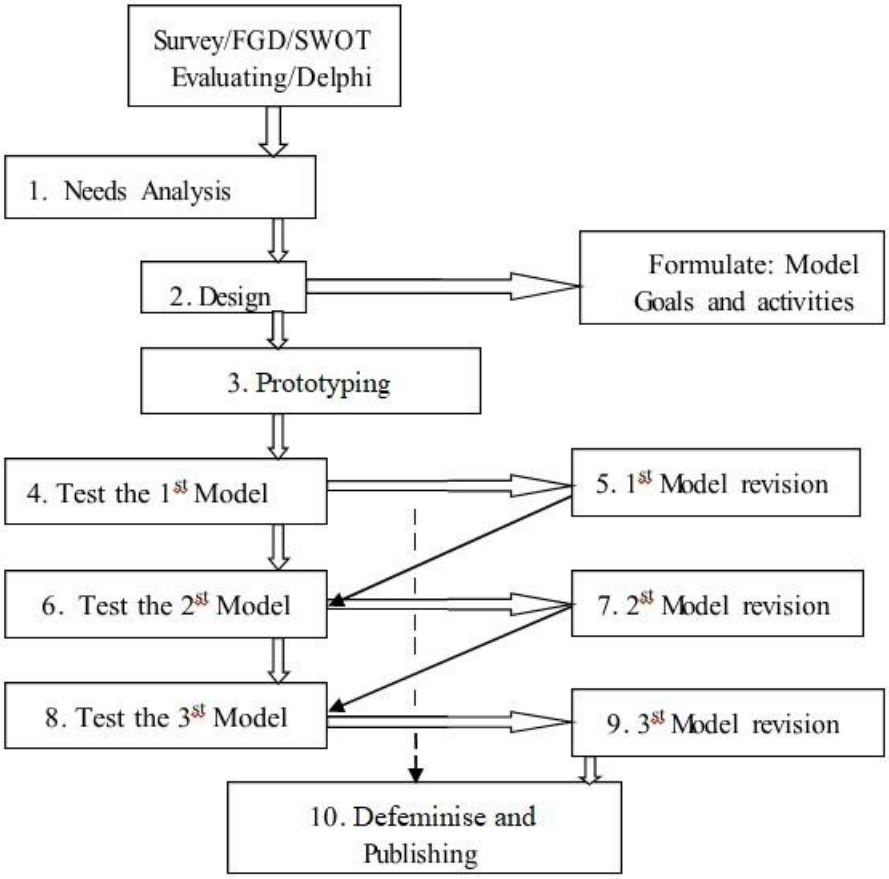

Figure 2. *Design procedure for developing the Borg&Goll learning model.*

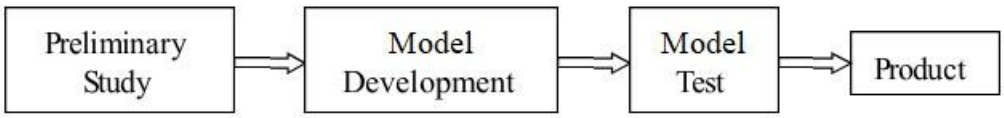

Figure 3. *Simplification of the R&D implementation stage.*

Location and research subjects: The research is located at SD Negeri Lalabata Barru Regency, and the research subjects are teachers and fifth-grade students. Data collection techniques and research instruments: Data collection techniques in this research are observation, interviews, questionnaires, tests, and documentation. The research instruments are observation sheets, questionnaires, test sheets and documentation. Data analysis: Data analysis used in this research includes qualitative-quantitative descriptive analysis. Combining these two data analysis methods is hoped to provide comprehensive findings in developing learning models. Model validation Test: The validation test of the constructivist learning model includes two things: first, the validity test in determining the validity, effectiveness, and practicality of the model as a product developed concerning moral values based on religious values as the basis for developing the learning model, and secondly, a validity test to see the implementation of constructivist model development in forming students' character values.

Research limitations: The obstacles felt during development, design and trial activities of constructivist learning models in forming students' moral values are; (1) difficulties for educators in implementing constructivist learning models because they

are required to combine several things in the learning process, for example providing material as well as training in the application of developing or constructing students' own knowledge as well as forming and instilling moral values, (2) Educators find it difficult to change learning process habits, educators sometimes depart from the constructivist model of learning components that have been designed, besides that educators are constrained by the use of time allocation in the types of learning phases, (3) in making observations, observers experience difficulty in carrying out two observation activities at the same time, for example observing the implementation of the learning model and observing student activities. Even before the implementation of the trial, (4) the implementation of the trial activities was often disrupted by the activities educators took to implement the learning model.

Results and Discussion

Fase-1: Preliminary study

The preliminary study results show that (1) students generally need a learning model to form moral values (2) The average level of students' ability to construct knowledge is around 16.73%. Students' understanding of teaching material is around 23.36%, and students with good moral values are around 5.17%.

Fase-2: Design

The design phase produces three initial design stages: (1) the results of the initial design of a constructivist learning model containing moral values, (2) the results of the initial design of the implementation of learning tools, and (3) the results of the initial design of instruments used to obtain the data needed in the development process. The overall design produces the validity of the constructivist learning model design, which can be seen in the *Table 1, Table 2 and Table 3*. Analysis of the resulting data has a mean of 3.54; this shows that the results of the initial design of the constructivist learning model are in the very valid category.

Table 1. *The results of the initial design of the learning model.*

Aspects of learning models	Average rating score	Indicator
Supporting Theories	3.77	Very valid
Sintaks	3.60	Very valid
Social Systems	3.68	Very valid
Reaction Principle (Teacher Behavior)	3.78	Very valid
Support System	3.35	Valid
Instructional Impact and Accompanying Impact	3.67	Very valid
Implementation of Learning	3.50	Very valid
Learning Environment and Management Tasks	3.75	Very valid
Evaluation	3.54	Very valid
Total Average	3.54	Very valid

Table 2. *Results of analysis of implementation of learning devices' first trial*.

Aspects of the constructivist learning model	Quantitative test result		Qualitative testing results
	Mean	Reliability	
Syntax	1.62	100	Done
Social systems	1.56	100	Done
Reaction principle (Educator's behavior)	1.58	100	Done
Support systems	1.93	92.06	Done
Total average	1.61	98.06	Done

***Table 3**. Results of analysis of the instrument design for student learning outcomes in Trial II.*

No	Learning outcome	Trial II	Information
1	Mastery of IPA Teaching Materials (thematic) / KKM	Classical completeness 75%	Meets the effectiveness standards of the Constructivist Model
2	Science Problem-Solving Ability	Average score 2.04 (Medium/Fair)	Meets the effectiveness standards of the Constructivist Model
3	Ability to Construct Knowledge	Average score 1.82 (Medium/Fair)	Meets the effectiveness standards of the Constructivist Model

Fase-3: Learning model product

Implementing all components of the constructivist learning model identifies the model that is designed to be a prototype and product model. The product of developing a constructivist learning model in instilling moral values is reviewed based on an analysis of the practicality and effectiveness of the learning model. Analysis of the practicality of the constructivist model: There are two types of data on the practicality of the constructivist model that have been analyzed, based on the results of data analysis: - results of observation data on the implementation of the constructivist model, - data on educators' responses regarding the implementation of the learning model. The results of the analysis of the validity, practicality and effectiveness of the constructivist learning model in instilling moral values can be seen in the *Table 4* and *Table 5*. The table of test results for the effectiveness of the learning model in each trial that has been carried out can be seen in the *Table 6* to *Table 9*. Thus, the results of the second trial analysis show that the constructivist learning model in instilling moral values in students meets the criteria of validity, practicality, and effectiveness and is said to be able to be used by other educators.

***Table 4**. Summary of learning device validation results.*

No	Device	Average rating score	Status
1	RRP I	3,6	V.V
2	RPP II	3,6	V.V
3	RPP III	3,6	V.V
4	LKS I	3,67	V.V
5	LKS II	3,57	V.V
6	LKS III	3,58	V.V
7	LKS IV	3.62	V.V
8	Educator's Boo	3,57	V.V
9	Students Book	3,53	V.V

***Table 5**. Results of learning model implementation analysis.*

Aspects of the constructivist learning model	Quantitative test result		Qualitative testing results
	Mean	Reliability	
Syntax	1.52	100	TS
Social systems	1.57	100	TS
Reaction principle (Educator's behavior)	1.59	100	TS
Support systems	1.95	92.06	TS
Total average	1.66	98.06	TS

***Table 6**. Analysis of trial learning results.*

No	Learning outcome	Trial II	Information
1	Mastery of IPA Teaching Materials (thematic) / KKM	Classical completeness 75%	Meet the standards for the effectiveness of the Learning Model
2	Science Problem-Solving	Average Score 2.04 (Medium/Fair)	Meet the standards for the effectiveness of

	Ability		the Learning Model
3	Ability to Construct Knowledge	Average Score 1.71 (Medium/Fair)	Meet the standards for the effectiveness of the Learning Model

***Table 7**. Summary of analysis results of participant responses.*

Aspect	Positive response	Percentage (%)	Information
Constructivist Model	17	67	Meet positive response standards ≥ 50%
Student Book	21	85	Meet positive response standards ≥ 50%
Student Activity Sheet	17	6	Meet positive response standards ≥ 50%

***Table 8**. Summary of student learning results in Trail II.*

No	Learning outcome	Trial II	Information
1	Mastery of Thematic Science Teaching Materials	Classical completeness 75%	Meet the effectiveness standards of the Constructivist Learning Model
2	Science Problem-Solving Ability	Average Score 2.04 (Medium/Fair)	Meet the effectiveness standards of the Constructivist Learning Model
3	Ability to Construct Knowledge	Average Score 1.71 (Medium/Fair)	Meet the effectiveness standards of the Constructivist Learning Model

***Table 9**. Paired t-test rasults: Residual data from pre-test results and post-test results.*

Test results of the constructivist learning model	One sample
Residual=Post-test – Pre-test	
Average	2.60
Standard Deviation	3.174
Standard Error of the Mean	0.635
Confidence Interval with 95% Confidence Level	
Lower Limit	1.33
Upper Limit	3.95

Initial assessment phase

The initial assessment phase of preliminary research results shows that students need a learning model that contains moral values, considering the many shifts in cultural, moral, and religious values among students, specifically in the Tanete Rilau sub-district, Barru district. The findings in the preliminary study were that many students did not understand moral values, lacked ethics, and were far from religious values. The fundamental problem of shifting moral values is the inability to understand the material being taught, the inability to construct one's thoughts, the lack of independence in students' learning, and the learning models used by educators are not all filled with moral values. The learning model used by educators so far is still not able to facilitate students in constructing their thoughts and train students to get used to learning independently. Facts in the field, learning is more oriented towards memorizing concepts. Students' learning success is more emphasized on how many concepts students memorize. This makes students not used to thinking and developing their independent learning abilities. To build all this, a reorientation of learning is needed to empower thinking capacity in constructing or building thoughts and developing knowledge, namely, from learning to memorize concepts to learning to construct concepts, from learning based on educators' instructions to learning that requires students to organize themselves in planning, monitoring and evaluating. learning process so that students can become independent and view learning as a process of constructing knowledge, not memorizing knowledge.

Learning design phase

The design phase or learning model design phase requires an understanding of concepts related to learning, the meaning of which can vary depending on the underlying learning theory. In the design of a learning model based on local wisdom, there are several components which refer to the learning model components according to experts consisting of five elements, namely: (1) syntax, (2) social system, (3) reaction principle, (4) support system, and (5) instructional impact and accompanying impact.

Prototype model product phase

The validity of the constructivist learning model in forming moral values can be seen from all aspects of the learning model that meet the validity criteria. Several aspects are assessed in the learning model: first, the supporting theory aspect; both aspects of syntax; three aspects of the social system; the four aspects of the reaction principle; the five aspects of the support system; aspects of instructional impact and accompanying impact; seventh aspect of learning implementation; eighth aspect of the learning environment and management tasks, and ninth aspect of evaluation. All of the aspects mentioned above support the development of a constructivist learning model that contains moral values.

Conclusion

In conclusion, this research study summarise students need a learning model that contains moral values which can be used as a basis for forming a good personality; the design of the learning model produces a model book format which includes rationale, supporting theories, components of a constructivist learning model containing moral values, and instructions for implementing the model; development of a constructivist learning model in terms of validity, very valid, in terms of practicality, practical and terms of effectiveness, effective. Based on several obstacles experienced during development, design, and learning model testing activities, the researcher proposed several suggestions as follows: educators are expected to be able to pay attention to the learning model applied in each learning process, there needs to be moral support in implementing the learning model, especially it is hoped that this research can be explored and continued so that it can add and perfect the components of the learning model, especially those containing moral and religious values.

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Conflict of interest

The authors confirm that there is no conflict of interest involve with any parties in this research study.

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