

The Application of Socio-Constructivism in Language Learning at Madrasah Tsanawiyah Almatera

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Abstract

This study aims to analyse the application of socio-constructivism theory in language learning at Madrasah Tsanawiyah Almatera. Socioconstructivism theory emphasizes that language learning occurs through social interaction and meaningful experiences. This study used interviews and observations of two English teachers at the madrasah to identify the learning practices that have been implemented. The results showed that the group discussion-based approach, problem-based projects, and various learning media have created a collaborative and effective learning environment. However, there are several obstacles such as limited resources and the need for ongoing teacher training. This article recommends forming a professional learning community, an inclusive approach, and using technology to improve the quality of language learning at this madrasah.

Keywords: Collaborative Learning, Language learning, Socio-constructivism theory.

Introduction

Madrasah Tsanawiyah Al-Mu'min Muhammadiyah Tembarak Temanggung is an Islamic educational institution under the Al-Mu'min Muhammadiyah Islamic Boarding School which was established in 1982. Concentrating on instilling Aqidah Shohihah, Akhlak Karimah and Mastery of Science and Technology. This institution equips its students with various knowledge, both Al-'ulumun Naqliyah (naqly sciences sourced from the Qur'an, Sunnah of the Prophet SAW and his companions) and Al-'ulumul Muktasabah (acquired sciences such as mathematics, chemistry, physics, biology etc.) and life skills, so that with that knowledge it is hoped that they will be able to navigate this life correctly and well. This Madrasah has become one of the leading school choices in the Temanggung area and its surroundings. Armed with the vision of "Realizing the Islamic, Quality, Modern and Superior Madrasah Tsanawiyah Al-Mu'min Muhammadiyah Tembarak", this madrasah carries out its mission to prepare students to become people who have Aqidah Shohihah, Akhlaqul Karimah, Critical Thinking, Environmental insight, have life skills and can continue to MA and SMK Al-Mu'min. Of course, serious efforts are needed and the development of an educational model in accordance with the relevant educational philosophy theory. one of which is the socio-constructivism theory.

The theory emphasizes that knowledge is socially constructed through interaction and experience, offering a fresh perspective in the world of modern education. In the context of MTs Almatera, a madrasah that combines the tradition of Islamic boarding schools with a modern curriculum, this theory can be a strong foundation for designing relevant and meaningful learning. As emphasized by Vygotsky, a key figure in this theory, "Every function in the child's cultural development occurs twice: first at the social level, and then at the individual level." (Vygotsky, 1978). This principle indicates that learning at MTs Almatera will be more effective if it is carried out in a rich social context, such as group discussions, collaborative projects, and joint religious activities. This article will discuss the extent to which MTs Almatera applies socio-constructivism theory to the daily learning activities of students.

Discussion

From a brief overview of the profile and character of MTs Almatera, we tried to obtain data in the form of interview results from observations and teaching experiences from 2 English teachers who teach from that place. Based on observations of two English teachers at Madrasah Almatera, it was found that the theory of socio-constructivism has been implemented in learning practices. The teachers actively create an interactive learning environment, where students are invited to build knowledge together through various activities. This finding shows that Madrasah Almatera has taken significant steps in implementing a more student-centered learning approach.

Learning practices that are in accordance with the theory of socio-constructivism at Madrasah Almatera are very diverse. One example is the use of group discussion methods. Through discussions, students are invited to exchange ideas, argue, and build a shared understanding of the subject matter. In addition, problem-based projects are also an integral part of learning. Students are given tasks to solve real problems related to the subject matter, so that they can learn actively and connect theory with practice. The use of varied learning media, such as videos, images, and games, also supports the creation of an interesting learning environment and motivates students to be actively involved in the learning process.

Although much progress has been made, there are still several obstacles that need to be overcome in the application of socio-constructivism theory in Madrasah Almatera. One of the main obstacles is the lack of adequate resources, such as

relevant textbooks, varied learning media, and supportive learning facilities. In addition, the lack of ongoing training for teachers is also a challenge. Intensive training is needed to ensure that teachers have a deep understanding of socio-constructivism theory and are able to apply it effectively in learning practices.

Conclusion

This article has confirmed the importance of socio-constructivism theory in creating an active and meaningful learning environment in Madrasah Almatera. This finding is in line with Vygotsky's view that emphasizes the role of society in the formation of knowledge. As Vygotsky expressed, "Every function in the child's cultural development appears twice: first at the social level, and then at the individual level." (Vygotsky, 1978). Practices such as group discussions and problem-based projects found in this study are manifestations of Vygotsky's concept of the "zone of proximal development," where students learn with the help of more experienced others.

Suggestions

To improve the application of socio-constructivism theory in Madrasah Almatera, it is suggested that:

- **Building a Professional Learning Community:** As emphasized by Wenger (1998), learning is a social practice that occurs in a community. By forming a professional learning community, teachers can share experiences, collaborate in developing learning materials, and get support from colleagues.
- **Adopting an Inclusive Approach:** In accordance with the principles of social constructivism, learning must be inclusive and respect diversity. Teachers need to create a safe and comfortable learning environment for all students, so that they can actively participate in the learning process.
- **Using Technology Effectively:** Technology can be a powerful tool to support constructivist learning. Teachers can utilize various online applications and platforms to facilitate collaboration, communication, and access to information.

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