

# Analysis of Constructivism Philosophy in Academic Student Management at MAN Insan Cendekia Paser

**Ratih Kirana \***

Management of Islamic Education, Islamic University of Sultan Aji Muhammad Idris, Samarinda, 75111, Indonesia  
ratihk184@gmail.com  
\*Corresponding Author

**Kautsar Eka Wardhana**

Islamic University of Sultan Aji Muhammad Idris, Samarinda, 75111, Indonesia  
kautsarekaptk@gmail.com

**Abstract**— This study delves into the philosophical underpinnings of constructivism within the realm of student management. Constructivism, a pedagogical approach rooted in the belief that learners actively construct knowledge through their experiences, interactions, and reflections, has gained prominence in educational discourse. This research aims to critically examine how the principles of constructivism shape and influence the management of students in educational settings. The investigation employs a philosophical lens to scrutinize the core tenets of constructivism, exploring its implications for the design and implementation of effective student management strategies. By synthesizing educational philosophy and practical management methodologies, this study seeks to provide insights into how educators can leverage constructivist principles to enhance the overall learning experience for students. Through a comprehensive literature review and analysis, the research aims to contribute to the ongoing dialogue on the integration of philosophical perspectives into educational practices. By unraveling the connections between constructivism and student management, this study endeavors to inform educators, administrators, and policymakers about the potential benefits and challenges associated with adopting a constructivist approach in shaping the educational journey of students. The findings aim to guide educational stakeholders in fostering an environment that nurtures active learning, critical thinking, and meaningful engagement among students.

**Keywords**— Philosophy, Constructivism, Academic, Student, Management

## I. INTRODUCTION

Referring to education that necessitates the goal of producing individuals who are qualified, intelligent, loyal, scientific, and ethical, it is essential to note that from this perspective, education is recognized as an interactive process between teachers and students to achieve the objectives of education. Key aspects in individual and societal development are integral parts of education. One crucial factor that plays a significant role in the success of education is student management in madrasahs or schools. The essence of student management, in general, lies in the ability to develop oneself to the fullest extent, addressing the needs, personality, social aspects, aspirations, and

abilities of students. A systematic approach to student management can aid in overseeing the education and development processes of students to achieve optimal results. In an ever-evolving educational era, various theories and approaches have been applied to comprehend and enhance student management. It is undeniable that many schools still adhere to traditional student management systems, that may make them seem lagging behind other schools or madrasahs that have adopted more recent student management systems. A concrete example is the classroom learning activities that the focus is not often centered on students; rather, many teachers remain highly active in the classroom.

The involvement of students in lesson preparation, the process of self-discovery through core learning activities, or at the end of the lesson through evaluation activities will undoubtedly be a meaningful experience for every student (Sugihartini & Djoko, 2022).

In MAN Insan Cendekia Paser (MAN IC Paser), as one of the state boarding schools located in East Kalimantan, it is part of MAN Insan Cendekia in Indonesia, that is spread across various provinces. Therefore, in terms of student management, it has adopted the system from MAN Insan Cendekia, which aims to enhance the quality of student management. This aligns with several goals of MAN Insan Cendekia Paser related to student management, such as producing graduates with Islamic character, Indonesian cultural awareness, a humanistic and national perspective, as well as the ability to initiate changes based on the principle of *rahmatan lil'alam*. The students are also expected to master the fundamentals of Islamic knowledge, science, arts and culture, social sciences, as well as technology to achieve various outstanding achievements. Therefore, as part of MAN Insan Cendekia Paser, all parties should be able to utilize the existing technological advancements by enhancing the quality of human resources, especially teachers. In this era, teachers as educators must master technological developments to educate the nation's younger generation (Wardhana et al., 2023). This will undoubtedly contribute to the continuous improvement and rapid development of MAN Insan Cendekia Paser.

In connection with this, it is clear that one of the mandatory tasks of educational institutions is to maximize the potential of students by creating programs to shape an Islamic character and broad perspectives. However, it is

important to recall that student management is not just about rules within educational institutions or learning activities in the classroom; it goes beyond that, playing a crucial role in developing and enhancing the potential for spiritual intelligence, intellectual intelligence, and emotional intelligence possessed by each student. This is so that they can actively contribute to realizing the school's vision, mission, and goals, the impact of which will influence both the students and the madrasah. Through student management, students can achieve the goal of acquiring high knowledge and skills.

The importance of good student management can serve as a crucial foundation in guiding and overseeing students within the framework of Islamic values, as emphasized in Surah Al-'Alaq (96:1-5). This verse underscores the significance of knowledge, thereby necessitating the implementation of effective student management in both madrasahs and schools.

Philosophy is the science that earnestly explores the essence of the truth of everything. It is a method of thinking objectively in depicting and attributing meaning to the factual world, and it is principled to organize and systematize (Mariyah et al., 2021).

Constructivism is a theory that is constructive in nature, building upon abilities and understanding in the learning process. The constructive nature of this theory is essential, as it is expected to enhance students' engagement and intelligence by fostering active participation (Suparlan, 2019).

In the constructivist approach to learning, learners' cognitive frameworks should be able to construct deep knowledge. Facilitated by the teacher, this learning process provides meaningful and relevant information to the students. Moreover, teachers can provide innovative learning media to achieve an active role for students in constructing their own knowledge and understanding, aligning with Piaget's constructivist philosophy. Constructivism posits that individuals not only receive information from external sources but also actively construct knowledge based on their experiences, contexts, and understanding. In the context of student management in schools, the application of the constructivist philosophy has a significant impact.

The implementation of constructivism in student management shifts the traditional paradigm, which tends to be passive in the learning process, towards a more interactive and learner-centered approach. According to this perspective, the concept of learning is an active process for students to construct meaning, whether from texts, dialogue, physical experiences, and so forth. The process of absorbing and connecting experiences or materials learned with an individual's understanding to develop their comprehension is also a key concept in learning.

Furthermore, according to the constructivist theory, learning is a process of actively constructing an understanding of the conveyed material, not merely a technological process for students. Therefore, the learning process involves not only delivering normative content (text) but also presenting contextual material. For instance,

when a teacher explains the topic of prayer, they should not only clarify the standard material related to prayer, such as the conditions and pillars of prayer but also elucidate and cultivate an understanding of the significance of prayer in life. Consequently, students and society can truly provide answers at the academic level.

When students enter a social environment, they encounter various issues, requiring them to be capable of solving the problems they encounter. Problem-oriented learning will assist students in their learning journey. Students can address the issues they encounter when they first enter the community environment. By applying the constructivist theory to student management, student participation in lesson preparation, self-discovery through basic learning activities, or at the end of the learning process through assessment activities will undoubtedly be very beneficial. This ensures that the main focus and the students' meaningful experiences can be achieved. This is undoubtedly more inherent compared to just the learning material delivered by the teacher.

The previous research referenced in this study is the journal article, titled "Constructivism Learning Theory and Its Implications in Education and Learning." The author scrutinizes how the outcomes of the constructivist learning theory significantly impact student learning in schools. Constructivism, as a philosophical approach, involves active student participation in the learning process to address challenges through discovery learning and meaningful learning (Masgumelar & Mustafa, 2021)

Additionally, the research by Syamsurijal, titled "Constructivist Learning in the Formation of Students' Characters from the Perspective of the Qur'an," is considered. In this context, the author observes that constructivism can contribute to shaping students' personalities positively (Rijali, 2019). This aligns with the academic program at MAN Insan Cendekia Paser, aiming to cultivate students' character both during formal learning activities and extracurricular learning. Building on these two reference studies, the author introduces research in the field of academic programs grounded in constructivist philosophy within the author's workplace, MAN Insan Cendekia Paser.

The research work titled "Constructivist Learning Philosophy in Islamic Education Management," became a pertinent earlier reference source. It directly addresses the role of constructivism in Islamic Education Management and its connection to student management. The novelty of the author's research lies in exploring how constructivism shapes student management in madrasahs (Marliat, 2023).

At MAN Insan Cendekia Paser, an academic work program has been established with the aim of ensuring that numerous activities are centered around students both inside and outside the classroom. This approach aligns well with the principles of constructivist philosophy. Based on this, the author is interested in investigating how academic student management at MAN Insan Cendekia Paser, grounded in the constructivist philosophy, is currently being implemented and underway. The specific objective of this research is to examine the success of implementing the philosophy of constructivism in student

management at MAN Insan Cendekia Paser, with a focus on student-centered learning processes.

The benefits of research on constructivist philosophy in student management for education practitioners include a deep understanding, the development of teaching skills, and enhanced interaction with students. For administrators, it serves as the development of management models, resource management, and the improvement of teacher performance. Meanwhile, for policymakers, it contributes to the formulation of educational policies, the enhancement of education quality, and curriculum development.

The implementation of the constructivist philosophy in student management can yield several concrete benefits in the management of students at MAN Insan Cendekia Paser, namely, increased motivation and student engagement, development of critical and creative skills, effective classroom management, formative assessment and individual development, use of technology for deeper understanding, management of time and space constraints, and the development of social skills.

A concrete example or case study of the implementation of the constructivist philosophy in student management is evident in the academic work program at MAN Insan Cendekia Paser. The focus of this program is on improving the graduation rate of the madrasah by providing various learning programs, such as preparatory tutoring for college entrance. From one of these examples, it is apparent that the constructivist philosophy plays a beneficial role in student management.

## II. LITERATURE REVIEW

Analysis is an activity that involves the process of sorting, dissecting, and distinguishing something to be classified according to certain criteria. This allows the connection of parts into a cohesive whole. In other words, analysis is an activity that starts from collecting data to drawing conclusions from the data, making the obtained data easily understandable for oneself or others (Zulfiha Remsis, 2021).

This conducting analysis, there is an activity of detailing, dissecting, separating, distinguishing, connecting, organizing, and integrating material, concepts, or problems into smaller parts that can provide a comprehensible and cohesive conclusion. Therefore, the analysis activity will yield conclusions to a problem that are easily understood and comprehensive in nature.

The philosophy of constructivism has significantly influenced the learning process; the learning process demands more constructive active learning strategies and student-centred learning (student active learning or student centre). Such learning will become more meaningful because many students are directly involved. So, what they experience will go into long-term memory, not short-term memory. So, what is said by psychologists is, "I hear, I forget, I read, I memorize, and I do I understand". Constructivism-based learning is modelled with contextual teaching learning, which links the material that students learn with their real life in the field so that what

they learn in class will find its meaning (Sumarna & Gunawan, 2022).

The philosophy of constructivism in vocational education assumes that learners can construct their own knowledge through various available and evolving media. This means that the teacher positions themselves as a facilitator, mediator, and motivator for the learners (Suryati et al., 2023).

(Handayani & Sujatmiko, 2019) The constructivism theory is defined as a generative form of learning, involving the act of creating meaning from what is learned. It emphasizes a comprehension of learning that places greater emphasis on the process rather than the outcome. In the constructivist theory, the learning process is student-centered, that the teacher serves merely as a facilitator, and students are encouraged to discover and explore on their own.

(Ichsan et al., 2023) In the implementation of a Merdeka curriculum, it is closely related to industrial development, as stated in the published curriculum, so learning must be able to develop skills, creativity and critical thinking in expected graduates, starting from the learning process. The learning process is constructivism, namely student-centred learning as in the concept of constructivism philosophy, one of the philosophies of knowledge that emphasises that knowledge is our formation (construction). Constructivism theory is defined as generative learning, which means the act of creating meaning from what is learnt.

Constructivism theory has an understanding of learning that emphasises process over outcome. The learning process in constructivism theory is student-centred, the teacher is only a facilitator, and students discover more on their own. With a mindset from fix-mindset to a growth mindset, teachers can be more creative and innovative in designing learning based on multiliteracy pedagogy planning.

(Irawati et al., 2021) The Critical Theory and Constructivism are scholarly paradigms that serve as the primary reference for researchers and continue to evolve, especially in the field of social sciences. These paradigms, when viewed from an Islamic perspective, have not yet recognized Wahtu as a source of knowledge, thus significantly influencing secular scientific paradigms. The Quran, as the primary source of knowledge in Islamic philosophy, has hinted at scientific methods for discovering the truth, which were subsequently developed by Muslim philosophers into various scientific methodologies. The efforts to Islamicize knowledge, Islamic Science, and the diverse thoughts of Muslim philosophers that are continually progressing are expected to balance Western philosophy. Furthermore, Islamic thought based on belief (tauhid) is anticipated to remain steadfast and robust, serving as a solid foundation for thought and knowledge, impervious to erosion.

Prospective educators play a role in developing students' 4C competencies (critical thinking, communication, collaboration, creativity) systemically. With culture-based education, students with superior character will be formed who have the ability to adapt and

are ready to implement a Merdeka curriculum in the industrial world. Knowledge is not a copy of reality nor a description of the existing world of reality. Knowledge is the result of cognitive construction through one's activities by creating structures, categories, concepts, and schemes needed to form that knowledge. The concept of constructivism philosophy in developing the ability of prospective educators in the implementation of a Merdeka curriculum is expected to be able to provide an understanding for prospective educators in developing their abilities and character as an effort to prepare themselves to face challenges in the world of work later, not only in work but also being able to give ideas and communicate well in an industrial environment. This is contained in a Merdeka curriculum (Irawati et al., 2021)

Furthermore, the analysis activity is not an easy task; it requires skills because the results of the analysis provide a reliable conclusion that can be used both by oneself and by others. As expressed by Nasution, analysis is a challenging task and requires hard work. Analysis demands creative power and high intellectual ability. There is no specific method to be followed for analysis. Thus, from the above explanation, it can be concluded that analysis is a process of breaking down, systematically seeking and organizing data or information by categorizing data, breaking it down into units, synthesizing, arranging it into patterns, selecting what is needed, and drawing conclusions for easy understanding.

Philosophy is a discipline that considers fundamental questions about existence, knowledge, values, ethics, logic, and other abstract concepts. It is a profound and reflective study of the world and everything in it. Philosophy seeks to understand the origins, nature, meaning, and relationships between various concepts and realities. Philosophy involves critical thinking, conceptual analysis, and philosophical reflection on fundamental questions. It often does not provide definitive answers or concrete solutions to these questions but rather engages in exploration, debate, and research from various perspectives.

It is important to note that philosophy is not an empirical science focused on observation and experiments. Instead, philosophy is a quest for deeper conceptual understanding, abstract thinking, and consideration of the fundamental principles underlying human thought. Philosophy has various branches, such as epistemology (knowledge), metaphysics (reality), ethics (morality), logic (reasoning), aesthetics (art and beauty), politics (governance and society), and many more. Each of these branches considers specific domains of philosophical thought.

In brief, philosophy is humanity's endeavor to comprehend the meaning and essence of life, knowledge, morality, and existence through critical thinking, analysis, and philosophical reflection. It is a discipline that poses fundamental questions about life and the universe and seeks to provide a deeper understanding of the world and humanity's place within it.

Constructivism philosophy is like an ancient foundation in the garden of education. Before we delve

deeper into it, let us first explore the uniqueness and essence of constructivism itself. Constructivism, a word meaning "building," is like an architect designing the structure of a cultured life. In the world of educational philosophy, constructivism is a grand endeavor in constructing a framework of understanding, awakening potential, and shaping insight through the learning process.

Meanwhile, according to the process of meaning construction continues like an ever-flowing river. The knowledge we build is not static but evolves and expands along with the new knowledge we encounter in our lives. (Suparlan, 2019).

Constructivism in learning describes that Knowledge is constructed by learners themselves, both personally and socially. Knowledge cannot be transferred from the teacher to the learners except through the learners' own active reasoning. Learners are actively engaged in continuous construction, leading to constant changes in concepts towards more detailed, comprehensive, and in line with scientific concepts. To support the delivery of the material during the learning process, teachers also prepare teaching aids that will be used in the lesson. Teachers simply assist in providing the means and situations for the learners' construction process to take place (teachers act as facilitators).

The theory of constructivism is highly effective when implemented in learning. This is because the constructivist theory provides opportunities for each learner to construct their own knowledge. Furthermore, utilizing the constructivist theory in education can enhance the skills of communicating one's understanding and foster a more mature grasp of concepts. Another reason is that by applying the constructivist theory in learning, the learning process can proceed smoothly and contribute to improving the quality of education for the future (Saputro & Pakpahan, 2021).

Students are able to construct their own knowledge after actively engaging in direct learning experiences. Therefore, thematic learning provides learner-centered activities and creates real-life conditions for students (Nuryati & Fauziati, 2021).

The management of student participants is an activity or process aimed at organizing the education system so that human resources and administrators can achieve desired goals. In other words, student management is the administration of a series of activities related to students, with the purpose of accommodating all aspects of their academic needs, from enrollment to graduation from the respective school (Muspawi, 2020).

The management of the curriculum has become a crucial aspect that deserves serious attention to enhance the quality and output of quality education in educational institutions (Malik & Sholichah, 2023).

### III. METHODS

#### A. Type of Research

The type of research used is descriptive research with a qualitative library review approach. Qualitative research is employed when the problem is not clear, to uncover hidden meanings, to understand social interactions, to develop

theories, to ensure the accuracy of data, and to examine historical developments. Qualitative descriptive research is a type of research that extensively uses sentences in the form of descriptions or explanations; the researcher will collect data in the form of descriptions or explanations. Then, these data are gathered and analyzed to enable the researcher to draw conclusions from the study.

This conceptual framework yields a "research formula" in the form of formulations, questions, and research objectives (Darmalaksana, 2020). This formulation involves a qualitative literature review research method. This research aims to provide an explanation of the depiction of the content of constructivist philosophy in the academic student management at MAN Insan Cendekia Paser.

(Adlini et al., 2022) Qualitative research is a study that investigates the quality of relationships, activities, situations, or various materials. This means that qualitative research emphasizes a holistic description, providing detailed explanations of ongoing activities or situations rather than comparing specific treatment effects or explaining attitudes or behaviors of individuals. Data collection techniques in qualitative research include observation, interviews, and document analysis. Analyzing the data involves the use of triangulation of data, member checking, and auditing, along with data analysis techniques according to Miles & Huberman, which include data reduction, data display, and drawing conclusions. The analysis of data cannot be separated from data collection and archival sources.

#### B. Research Location

The research was conducted in 2023 at MAN Insan Cendekia Paser, Jalan Negara KM 08, Sempulang Village, Tanah Grogot Subdistrict, Paser Regency, East Kalimantan Province.

#### C. Data Sources

This research has two data sources, consisting of primary and secondary data. These sources serve as references for the researcher in obtaining data and information.

##### 1. Primary data source

The primary data in this research is obtained from the Technical Guidelines for Academic Management at MAN Insan Cendekia Paser Education Institution. Primary data serves as a reference in exploring information about academic management at the educational institution.

##### 2. Secondary data source

Secondary data sources in this research consist of books and scientific articles derived from experts, as well as a review of previous studies relevant to this research. Secondary data serves as an additional reference to obtain theoretically-based information, ensuring a solid scientific foundation for this research.

#### D. Data Collection Techniques

The researcher employed the data collection techniques of observation, note-taking, and

documentation. The documentation involved specific literature reviews and library searches related to the topic under discussion. The literature review process focused on examining existing studies relevant to the topic, specifically those related to the philosophical concept of constructivism and academic management of students.

The researcher carefully read and comprehended the entire technical guidelines for managing education at MAN Insan Cendekia Paser. Subsequently, they meticulously extracted and recorded sections of the text that encompassed the philosophy of constructivism. These extracted portions were then organized into an instrument table for further analysis. This analytical process was facilitated through a thorough exploration of previous literature.

#### E. The Data Analysis Technique

The data analysis technique employed in this research involves utilizing the methods of reading, note-taking, and documentation from the collected data sources.

### IV. RESULTS AND DISCUSSION

(Jahari et al., 2018) The outcomes achieved through student management encompass the effective organization of all activities, particularly those pertaining to students, from their enrollment to their graduation or alumni status. Furthermore, the school benefits from this student management by attaining success in two realms: academic achievements and non-academic accomplishments.

(Kusuma, 2021) A constructive learning approach will allow teachers to choose the appropriate learning rules and students can determine the time needed to acquire a concept or knowledge. Teachers can also make their own assessments and assess their understanding of a field of knowledge that can be improved again. Constructive learning based on several new views on science and how it was obtained. The formation of new knowledge is born from the combination of learning first. This learning encourages students to be creators of their solutions and test using new hypotheses and ideas

MAN Insan Cendekia Paser, as one of the Islamic schools with various academic programs centered around students, has developed a work program organized by the Academic Deputy (Curriculum) and the team. This is in accordance with the Technical Guidelines for the Management of Education at MAN Insan Cendekia. The following is the result of the literature review analysis of the constructivist philosophy towards the student management work program at MAN Insan Cendekia Paser, such as:

##### a. The curriculum structure

The curriculum structure illustrates the conceptualization of curriculum content in the form of subjects, the distribution of subjects each semester or year, the study load for each subject, and the weekly study load for each student. The curriculum at MAN Insan Cendekia is an integrated curriculum with learning taking place in the morning, afternoon, and evening. Morning and afternoon learning is prioritized for all subjects

according to the national curriculum (2013 curriculum), while evening learning is dedicated to Islamic education that is practical and psychomotor.

In general, the curriculum structure at MAN Insan Cendekia refers to the 2013 Curriculum issued by the government (Ministry of Education and Culture and the Ministry of Religion). As a school with excellence in academics, the curriculum structure at MAN Insan Cendekia follows the Guidelines for the Implementation of Madrasah Curriculum according to Minister of Religion Decree Number 184 of 2019.

In addition to the curriculum structure with a package system, MAN Insan Cendekia can also provide educational services with the Semester Credit System (SKS). The provisions for implementing SKS refer to the Minister of Education and Culture Regulation Number 158 of 2015 concerning the Implementation of the Semester Credit System in Primary and Secondary Education, as well as the Decree of the Director General of Islamic Education Number 2852 of 2019 concerning the Technical Guidelines for the Implementation of the Semester Credit System in Madrasah Aliyah, and other relevant regulations.

b. Study load

The study load at MAN Insan Cendekia refers to the government's regulations stated in the curriculum structure. In order to strengthen the basic concept of mastering science and technology (IPTEK) and the characteristic curriculum of the boarding school field, MAN Insan Cendekia can modify the curriculum (including the student's study load) in accordance with the vision, mission, goals, and targets of the madrasah, with the condition of obtaining approval in the form of a Decree from the Director General of Islamic Education.

c. Local content

Local Content is a curricular activity to develop competencies that are adjusted to the characteristics and potential of the region, including regional excellence and the uniqueness of the educational unit, whose material cannot be grouped into subjects. Developed local content includes life skills and supports the vision and mission of the madrasah while developing scientific thinking skills that are enjoyable for students undergoing it. Local content can take the form of Scientific Papers, Population and Environmental Education (PKLH), Qur'an Memorization (Tahfidz Al Qur'an), and other activities tailored to local potential.

d. Specialization

Specialization is a decision made by students to choose a group of subjects according to their interests, talents, and abilities during their secondary education. The selection of specialization is based on the need to continue to

higher education. The specialization groups provided by MAN Insan Cendekia for students are in the fields of MIPA (Mathematics-Natural Sciences) and IPS (Social Sciences), taking into account the following aspects, such as specialization in the study program is carried out at the beginning of semester 1. Determination of student specializations is based on the following considerations such as Academic achievements of students obtained during junior high school (MTs/SMP), National exam (UN) achievements obtained in junior high school (MTs/SMP), Non-academic achievements obtained during junior high school (MTs/SMP)

Students' learning interests obtained from interest inventory questionnaires during registration. Potential interests and talents of students obtained from specialization tests by psychologists. Results of interviews with parents/guardians of students related to the specialization of their sons/daughters.

e. Learning approach

Learning is developed with a scientific approach, with the selection of material based on phenomena that can be explained logically, based on concepts and theories, and the interaction between teachers and students is based on truth, inspiring students to think critically, rationally, and objectively. For this reason, the developed learning models include:

Problem-Based Learning (PBL), which is a learning approach that uses real-world problems as a context for students to learn critical thinking and problem-solving skills and to acquire knowledge and concepts essential to the subject matter. This approach includes collecting information related to questions, synthesizing, and presenting their findings to others.

Project-Based Learning (PjBL) is a learning strategy that involves students in authentic and real-world tasks, with characteristics such as students making decisions and creating frameworks, problems with solutions not predetermined, students designing processes to achieve results, students being responsible for obtaining and managing collected information, continuous evaluation, final results in the form of quality-evaluated products, and a classroom atmosphere that tolerates mistakes and changes.

Work-Based Learning (WBL) requires a learning approach that allows students to use the workplace context to learn school-based subject matter and how that material is reused in the workplace. In this case, the workplace or similar environments and various activities are combined with subject matter for the benefit of students.

Cooperative Learning requires a learning approach through the use of small student groups to collaborate in maximizing learning conditions to achieve learning objectives.

Moving Class is a classroom management pattern based on the atmosphere of subjects to create a

learning environment and process that encourages students to actively seek and find classes according to their interests, talents, and required competencies. Field Practice is the implementation of learning in the natural environment aimed at helping students develop performance in accordance with learning competencies.

Team Teaching Service is a team-based teaching service from each subject group or subject area, in order to optimize services to students. Each teacher has an equal role and responsibility, supporting each other in classroom management plans, classroom learning implementation, and assessment.

f. Assessment of learning outcomes

Assessment of learning outcomes is the process of collecting and processing information to determine the achievement of students' learning outcomes. The assessment of learning outcomes at MAN Insan Cendekia refers to government regulations, including Minister of Education and Culture Regulation Number 53 of 2015 concerning Assessment of Learning Outcomes by Educators and Educational Units in Primary and Secondary Education, Minister of Education and Culture Regulation Number 23 of 2016 concerning Education Assessment Standards, Directorate General of Islamic Education Decision Number 3751 of 2018 concerning Technical Guidelines for Assessment of Learning Outcomes in Islamic Senior High Schools, and other relevant provisions.

g. Reporting of student learning outcomes

At the end of each semester, teachers review the learning achievement of each student.

At the end of each semester, the profile of student learning outcomes is presented to the students and their parents/guardians.

Grades in the student learning outcomes report are essentially a summary of assessments throughout the semester.

The format of the MAN Insan Cendekia student learning outcomes report and its completion refer to the format of the student learning outcomes report in the attachment to the Director General of Islamic Education Decision Number 3751 of 2018 concerning Technical Guidelines for Assessment of Learning Outcomes in Islamic Senior High Schools.

Students who can advance to higher levels must achieve competence in subjects. Students who do not achieve competence in learning in more than 2 (two) subjects are returned to their parents for further education. The details of determining learning competence will be explained in the learning guidelines of each MAN Insan Cendekia. Reporting of student learning outcomes is done through the processing of learning outcomes in the Digital Report Application (ARD).

Academic Quality Improvement. In order to strengthen the basic concept of mastering science

and technology (IPTEK) and students' language skills, activities to improve academic quality need to be carried out. These activities are conducted in the afternoon outside of the madrasah working hours. Improving the academic quality of students informally and in small groups is crucial, considering that students' success is not only achieved through formal learning but also requires optimal guidance, motivation, and attention to create a conducive learning communication between teachers and students. Teachers need to provide greater opportunities for academic consultation by students, both individually and in groups, to achieve the best performance. Improving academic quality is done while still considering students' independence in learning.

The procedures for implementing activities to improve academic quality will be outlined in the guidelines for organizing activities through the Head of the Madrasah's decision.

h. Tutorial program

The tutorial program is an additional teaching scheme by teachers to one or more students in the dormitory (whether it's the students' dormitory or the teachers' dormitory). The forms of additional teaching activities include: Discussions between students and educators/tutors on core materials that have not been mastered. Exercises related to core materials that have not been mastered (questions discussed in class or students bring their own questions). Implemented in an informal situation, carried out during independent study hours (20:00 - 22:00). Educators/tutors take the initiative, meaning they come to the dormitories, both for male and female students, to find out if there are students who have not mastered the core material in a particular subject.

i. Relationship with constructivism philosophy

As previously discussed, constructivism in learning illustrates that Knowledge is built by students themselves, both personally and socially. This is reflected in peer tutorial programs. Knowledge cannot be transferred from the teacher to the students, except through the students' own activity in reasoning. Various programs such as KBS and different learning approaches enable students to further develop their reasoning abilities. Students actively construct continuously, leading to a constant change in concepts towards more detailed, complete, and in line with scientific concepts, supporting the delivery of materials during the implementation of learning. Teachers also prepare learning media to be used in teaching. This is also evident in the technical guidelines for the management of education at MAN Insan Cendekia in the form of local content in scientific writing. Teachers merely assist in providing facilities and situations for the students' construction process to take place (teachers as facilitators), which is already encompassed in the entire program.

## V. CONCLUSION

MAN Insan Cendekia Paser, as one of the madrasahs that has successfully implemented the philosophy of constructivism in its academic work program. The philosophy of constructivism emphasizes that knowledge is built by the students themselves. In the context of MAN Insan Cendekia, this is reflected in the learning approach that encourages students to actively engage in the process of constructing knowledge.

The concept that teachers act as facilitators, assisting in providing the means and situations for the construction process of students, becomes a key principle. In MAN Insan Cendekia, this approach is reflected in the management of student affairs, that teachers play a role in supporting students to achieve a profound understanding.

The results of this research can assist educators in designing and implementing more effective student management strategies with a constructivist philosophy approach. This is because the academic programs at MAN Insan Cendekia Paser are focused on enhancing the quality of students. Thus, it can serve as a reference for teachers in developing learning programs aligned with the principles of constructivism.

## REFERENCES

- Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Edumaspul: Jurnal Pendidikan*, 6(1), 974–980.
- Darmalaksana, W. (2020). Metode penelitian kualitatif studi pustaka dan studi lapangan. *Pre-Print Digital Library UIN Sunan Gunung Djati Bandung*.
- Handayani, M. D., & Sujatmiko, W. (2019). *Filsafat Konstruktivisme Wadah Implementasi Kurikulum 2013*.
- Ichsan, I., Saefudin, A., & Meisarah, F. (2023). Constructivism Philosophy in Developing Prospective Educators on the Implementation of Merdeka Belajar in Vocational Schools. *International Journal of Education, Vocational and Social Science*, 2(01), 306–319.
- Irawati, D., Natsir, N. F., & Haryanti, E. (2021). Positivisme, Pospositivisme, Teori Kritis, dan Konstruktivisme dalam Perspektif “Epistemologi Islam.” *JHIP-Jurnal Ilmiah Ilmu Pendidikan*, 4(8), 870–880.
- Jahari, J., Khoiruddin, H., & Nurjanah, H. (2018). Manajemen peserta didik. *Jurnal Isema: Islamic Educational Management*, 3(2), 170–180.
- Kusuma, J. W. (2021). Constructivism from philosophy to mathematics learning. *International Journal of Economy, Education, and Entrepreneurship*, 1(2).
- Malik, A., & Sholichah, Z. (2023). Implementasi Kurikulum Merdeka Belajar Berbasis Konstruktivisme Di Paud. *Didaktika Islamika: Jurnal Ilmiah Pendidikan Islam Sekolah Tinggi Ilmu Tarbiyah Muhammadiyah Kendal*, 14(1), 102–133.
- Mariyah, S., Syukri, A., Badarussyamsi, B., & Rizki, A. F. (2021). Filsafat dan Sejarah Perkembangan Ilmu. *Jurnal Filsafat Indonesia*, 4(3), 242–246.
- Marliat, M. (2023). Filsafat Pembelajaran Konstruktivisme Dalam Manajemen Pendidikan Islam. *Innovative: Journal Of Social Science Research*, 3(3), 11079–11088.
- Masgumelar, N. K., & Mustafa, P. S. (2021). Teori belajar konstruktivisme dan implikasinya dalam pendidikan dan pembelajaran. *GHAITSA: Islamic Education Journal*, 2(1), 49–57.
- Muspawi, M. (2020). Memahami Konsep Dasar Manajemen Peserta Didik. *Jurnal Ilmiah Universitas Batanghari Jambi*, 20(3), 744–750.
- Nuryati, N., & Fauziati, E. (2021). Pendekatan Konstruktivisme dalam Pembelajaran Tematik Terpadu di SD Negeri Sumogawe 01 Kab. Semarang. *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar*, 3(2), 86–95.
- Rijali, A. (2019). Analisis data kualitatif. *Alhadharah: Jurnal Ilmu Dakwah*, 17(33), 81–95.
- Saputro, M. N. A., & Pakpahan, P. L. (2021). Mengukur keefektifan teori konstruktivisme dalam pembelajaran. *Journal of Education and Instruction (JOEAI)*, 4(1), 24–39.
- Sugihartini, N. N., & Djoko, K. (2022). Filsafat Konstruktivisme: Implementasi Peer Assessment Digital Pada Mata Kuliah Microteaching Untuk Meningkatkan Kemampuan Mengajar Mahasiswa Calon Guru. *Karmapati (Kumpulan Artikel Mahasiswa Pendidikan Teknik Informatika)*, 11(3), 350–358.
- Sumarna, C., & Gunawan, H. (2022). Foundations of Constructivism Philosophy in Classroom Learning. *International Journal of Science and Society*, 4(3), 53–65.
- Suparlan, S. (2019). Teori konstruktivisme dalam pembelajaran. *Islamika*, 1(2), 79–88.
- Suryati, L., Jalinus, N., Abdullah, R., & Rahmadhani, S. (2023). Dampak Penerapan Kurikulum Merdeka dalam Prespektif Filsafat Konstruktivisme pada Pendidikan Vokasi. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 7(2).
- Wardhana, K. E., Raharja, A. T., & Risalahwati, D. S. (2023). Pelatihan Microsoft Office Guna Menunjang Kinerja dan Pelaksanaan Pembelajaran bagi Guru PIAUD, TK dan SD di Desa Loa Kulu Kota. *SIMAS: Jurnal Pengabdian Masyarakat*, 1(2), 93–101.
- Zulfiha Remsis, A. (2021). Analisis Kemampuan Pemecahan Masalah Matematis Berdasarkan Tahapan Wankat-Oreovocz Ditinjau Dari Gaya Belajar Honey-Mumford. Universitas Siliwangi.