



The Effectiveness of the Constructivist Approach through Special Teaching Materials in Arts and Culture Learning

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ABSTRACT

The constructivist approach is one of several types of inductive learning, namely learning that does not start from learning objectives. To implement the constructivist approach, teaching materials are required that are specifically prepared in accordance with the approach and learning objectives. This study aims to describe: 1) the results of learning arts and culture applying conventional teaching material approaches; 2) the results of learning arts and culture applying a constructivist approach using special teaching materials; 3) the effectiveness of the constructivist approach using special teaching materials in learning arts and culture. In line with the research objectives, an experimental method was used with a control class. The study was conducted at SMP Negeri 1 Sebatik Barat. The research activities took place at the beginning of the odd semester of the 2025/2026 academic year. The population of this study were students of class 7A as the control class and class 7B as the treatment class who participated in arts and culture learning. Each class consisted of 27 students. This study used a total sample. Research data were collected using multiple-choice test instruments. Research data were analyzed using descriptive statistics, namely mean and percentage. The results of the study: 1) the results of learning arts and culture in the control class reached the KKM of 75.00 with a mean of 76.23; 2) the results of learning arts and culture in the treatment class also reached the KKM of 75.00 but had a mean of 82.32; 3) the constructivist approach using special teaching materials is effective in learning arts and culture.

Keywords: constructivist approach, special teaching materials, arts and culture

Efektivitas Pendekatan Konstruktivisme melalui Bahan Ajar Khusus dalam Pembelajaran Seni Budaya

ABSTRAK

Pendekatan konstruktivisme merupakan satu di antara beberapa jenis pembelajaran induktif yakni suatu pembelajaran yang tidak dimulai dari tujuan pembelajaran. Untuk penerapan pendekatan konstruktivisme diperlukan bahan ajar yang disusun khusus sesuai dengan pendekatan dan tujuan pembelajaran. Penelitian ini bertujuan untuk mendeskripsikan: 1) hasil belajar seni budaya menerapkan pendekatan pendekatan bahan ajar konvensional; 2) hasil belajar seni budaya menerapkan pendekatan konstruktivisme menggunakan bahan ajar khusus; 3) efektivitas pendekatan konstruktivisme menggunakan bahan ajar khusus dalam pembelajaran seni budaya. Selaras dengan tujuan penelitian, digunakan metode eksperimen menggunakan kelas kontrol. Penelitian dilakukan di SMP Negeri 1 Sebatik Barat. Kegiatan penelitian berlangsung awal semester ganjil tahun pelajaran 2025/2026. Populasi penelitian ini adalah para siswa kelas 7A sebagai kelas kontrol dan kelas 7B sebagai kelas perlakuan yang mengikuti pembelajaran seni budaya. Setiap kelas masing-masing berjumlah 27 siswa. Penelitian ini menggunakan sampel total. Data penelitian dikumpulkan menggunakan instrumen tes pilihan ganda. Data penelitian dianalisis secara statistik deskriptif yakni mean dan persen. Hasil penelitian: 1) hasil belajar seni budaya di kelas kontrol mencapai KKM 75,00 dengan mean 76,23; 2) hasil belajar seni budaya di kelas perlakuan juga mencapai KKM 75,00 namun memiliki mean 81,18; 3) pendekatan konstruktivisme menggunakan bahan ajar khusus efektif digunakan dalam pembelajaran seni budaya.

Kata kunci: pendekatan konstruktivisme, bahan ajar khusus, seni budaya

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INTRODUCTION

Arts and Culture is one of two compulsory subjects in Group B. This subject covers three hours of teaching, covering fine arts, music, dance, and theater.

The arts and culture subject in this article is limited to music. This means that fine arts, dance, and theater are not the subject of this article. Music learning in junior high schools is not just about playing instruments or singing together. In today's digital era, music education has evolved to be more interactive, innovative, and technology-based.

The Arts and Culture learning strategy in grade 7 at SMP Negeri 1 generally uses the Arts and Culture textbook for Grade 7 SMP/MTs. Through this textbook, the learning flow follows the structured text published by the Ministry of Education and Culture. The learning flow is typically deductive, moving from general to specific material. Deductive learning is relatively boring for students because it provides little opportunity for expression. Therefore, this article uses inductive learning, which includes a constructivist approach. Constructivist approaches are relatively numerous. This article presents Nedham's five-phase model of constructivism. The five phases are: orientation, idea generation, idea reconstruction, idea application, and reflection (Mahamod, 2014; Bada, 2015; Dagar & Yadav, 2018).

Several articles using a constructivist approach in learning are often found in online journals. This article only presents the use of a constructivist approach that does not use arts and culture as the dependent variable.

First, Niswanti et al. (2023). The Effectiveness of a Constructivist Approach through Student Worksheets (LKPD) in Learning Knowledge of the Structure and Schema of Prophetic Descriptive Texts. *Journal of Language and Literature Learning*, 2(5), 683–692. <https://doi.org/10.55909/jpbs.v2i5.527>. They found that a constructivist approach can improve knowledge and schematic structure of prophetic descriptive texts. Second,

Razak et al. (2020) The Effectiveness of Islamic Characters by Approaching Constructivism in Reading Understanding Ability. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 4(2), 1-12. <https://ejournal.upi.edu/index.php/JOMSIGN/article/view/26214>. Through a constructivist approach, Islamic character education can be improved with high results. Third, Damayanti, W., & Hamidah, S. (2023). The Application of the Constructivism Approach in Learning the Skills of Reading Scientific Articles in Online Journals. *DISCUSSANT: Journal of Language and Literature Learning*, 1(2), 61–72. <https://doi.org/10.55909/dj3l.v1i2.8>. The skill of reading scientific articles in online journals for students can be improved through learning using a constructivist approach assisted by Google Form media.

Penggunaan pendekatan konstruktivisme, sebagaimana yang terjadi pada berbagai strategi pembelajaran, memerlukan bahan ajar tersendiri. Bahan ajar itu disusun mengacu kepada lima fase dalam pendekatan konstruktivisme model Nedham. Bahan ajar manual ini berukuran 10 halaman A4 per fase pendekatan konstruktivisme.

Based on the description above, a study entitled “The Effectiveness of the Constructivist Approach Using Special Teaching Materials in Arts and Culture Learning” was conducted.

This article addresses three research questions as outlined below:

- 1) What are the learning outcomes of arts and culture using conventional approaches and teaching materials in class 7A of SMP Negeri 1 Sebatik Barat?
- 2) What are the learning outcomes of arts and culture using a constructivist approach and special teaching materials in class 7B of SMP Negeri 1 Sebatik Barat?
- 3) Is the use of a constructivist approach and special teaching materials effective in class 7B of SMP Negeri 1 Sebatik Barat?

In line with the three research questions, the research objectives are also presented. These objectives are:



- 1) to describe the learning outcomes of arts and culture using conventional approaches and teaching materials in class 7A of SMP Negeri 1 Sebatik Barat;
- 2) to describe the learning outcomes of arts and culture using a constructivist approach and special teaching materials in class 7B of SMP Negeri 1 Sebatik Barat.
- 3) to describe the effectiveness of using a constructivist approach and special teaching materials in class 7B of SMP Negeri 1 Sebatik Barat.

This article has several benefits from various perspectives. First, from a supervisory perspective, this research is useful because it can be seen as the principal's supervision material for teachers regarding the use of a constructivist approach in learning. Second, from a teaching materials development perspective, this article is also useful because it can motivate teachers to develop teaching materials for their respective subjects. Third, from an arts and culture teacher deliberation perspective, this article is also useful because it can be used as discussion material in formal meetings with fellow arts and culture teachers.

Relevant articles can be found in various online journals and scientific articles. These articles include:

- 1) Maisasna, M. (2018). Peningkatan Strategi Pembelajaran Seni Musik untuk Meningkatkan Prestasi Belajar Pada Siswa Kelas IX.10 di SMP Negeri 13 Pekanbaru. IDJ: Instructional Development Journal, 1(2), 67-80
- 2) Vivadi, M. R., & Rakasiwi, L. G. A. (2020). The Efforts of Students at SMP Negeri 2 Semarang to Improve Music Learning Outcomes Through Learning Media. Jurnal Seni Musik, 13(1), 1-7. DOI: <https://doi.org/10.15294/jsm.v13i1.5598>
- 3) Utomo, U., & Sinaga, S. S. (2009). Pengembangan Materi Pembelajaran Seni Musik Berbasis Seni Budaya Berkonteks Kreatif, Kecakapan Hidup, dan

Menyenangkan bagi Siswa SD/MI. *Harmonia: Journal of Arts Research and Education*, 9(2), 13-23, DOI: <https://doi.org/10.15294/harmonia.v9i2.638>

METHOD

This study used a quasi-experimental method through a control class design. Creswell (2014), Abubakar (2021), and . Scientific articles in online journals using this design include those by (Damayanti et al., 2024; Widiastuti et al., 2023; Zazuli et al., 2025; Rahmawati et al., 2022).

Class 7A, which had a relatively high average learning outcome, was designated as the control class. Class 7B, which had a relatively low average learning outcome, was designated as the treatment class.

The study took place at the beginning of the odd semester of the 2025/2026 academic year. For the preparation stage, validation of music teaching materials for grade 7 of West Sibatik State Junior High School was conducted. These teaching materials were structured using phase units within a constructivist approach. Furthermore, lesson plans were developed for both the control and treatment classes, supplemented by formative test instruments. The first lesson was conducted in the control class. The following day, lessons were conducted in the treatment class. In the reporting stage, data analysis was conducted, culminating in the writing of a report based on a scientific article in an online journal.

Data on arts and culture learning outcomes were collected using a multiple-choice test instrument. The test was deemed valid because it was structured following objective and systematic procedures, culminating in test specifications, which are the requirements of the test item writers. Azwar (2013), Fraenkel et al. (2012), and Razak (2017) describe each test as valid if it is structured objectively and systematically, resulting in test specifications as the basis for item development. Based on the test specifications, 20 test items were

generated. Each test item was multiple-choice with four options.

Data were analyzed using descriptive statistics. The statistical units used were the mean, percentage, and standard deviation. Arts and culture learning outcomes were considered to have improved if the post-test mean was greater than or equal to 10. Furthermore, the constructivist approach was considered effective in arts and culture learning if the post-test results in the treatment class were at least 6% higher than the results in the control class.

RESULTS

1. Learning Outcomes in the Control Class

The mean score for the arts and culture pre-test of the control class at SMP Negeri 1 Sebatik Barat was 66.88 with a standard deviation of 6.05, while the mean score for the arts and culture post-test of the control class was 75.21 with a standard deviation of 4.54. Thus, there was an 8.33% increase in learning outcomes despite using conventional approaches and teaching materials. The highest increase, of 15.00, occurred in the samples coded 7113, 7114, 7117, 7119, 7120, and 7121. The lowest increase, of 5.00, occurred in 14 sample members: 7101, 7104, 7105, and 7106. The complete results about this data are presented in Table 1 below.

Table 1
Pre-Test and Post-Test Results for Arts and Culture in the Control Class

No.	Code	Pretest	Posttest	Increasing
1	7113	60,00	75,00	15,00
2	7114	60,00	75,00	15,00
3	7117	70,00	85,00	15,00
4	7119	60,00	75,00	15,00
5	7120	65,00	80,00	15,00
6	7121	55,00	70,00	15,00
7	7102	60,00	70,00	10,00
8	7103	60,00	70,00	10,00
9	7118	70,00	80,00	10,00

10	7124	60,00	70,00	10,00
11	7101	75,00	80,00	5,00
12	7104	65,00	70,00	5,00
13	7105	65,00	70,00	5,00
14	7106	65,00	70,00	5,00
15	7107	65,00	70,00	5,00
16	7108	70,00	75,00	5,00
17	7109	70,00	75,00	5,00
18	7110	75,00	80,00	5,00
19	7111	75,00	80,00	5,00
20	7112	70,00	75,00	5,00
21	7115	70,00	75,00	5,00
22	7116	75,00	80,00	5,00
23	7122	70,00	75,00	5,00
24	7123	75,00	80,00	5,00
	mean	66,88	75,21	8,33
	stdev	6,05	4,54	-1,51

2. Learning Outcomes in the Experiment Class

The mean pre-test of arts and culture of the treatment class of SMP Negeri 1 Sebatik Barat was 66.04 and a standard deviation of 5.89, while the mean post-test of arts and culture of the treatment class was 81.67 at a standard deviation of 3.81. Thus, there was an increase in learning outcomes of 15.63 due to the use of a constructivist approach and special teaching materials. The highest increase in arts and culture learning outcomes, namely 20.00, occurred in samples coded 7202, 7203, 7213, 7214, 7215, 7217, 7219, 7220, and 7221. The lowest increase, namely 5.00, only occurred in sample members coded 7216. The complete results about this data are contained in Table 2 below.



Table 2
Pre-Test and Post-Test Results for Arts and Culture in the Experiment Class

No.	Code	Pretest	Posttest	Increasing
1	7202	60,00	80,00	20,00
2	7203	60,00	80,00	20,00
3	7213	60,00	80,00	20,00
4	7214	60,00	80,00	20,00
5	7215	60,00	80,00	20,00
6	7217	70,00	90,00	20,00
7	7219	60,00	80,00	20,00
8	7220	65,00	85,00	20,00
9	7221	55,00	75,00	20,00
10	7201	75,00	90,00	15,00
11	7204	65,00	80,00	15,00
12	7205	65,00	80,00	15,00
13	7206	65,00	80,00	15,00
14	7207	65,00	80,00	15,00
15	7208	65,00	80,00	15,00
16	7218	70,00	85,00	15,00
17	7222	70,00	85,00	15,00
18	7223	70,00	85,00	15,00
19	7224	60,00	75,00	15,00
20	7209	70,00	80,00	10,00
21	7210	75,00	85,00	10,00
22	7211	75,00	85,00	10,00
23	7212	70,00	80,00	10,00
24	7216	75,00	80,00	5,00
	mean	66,04	81,67	15,63
	stdev	5,89	3,81	-2,09

3. Effectiveness of Constructivism Approach

Below is a 2 x 5 table. The presentation of this table aims to abstract the effectiveness of using a constructivist approach assisted by special teaching materials in learning arts and culture in class 7 of SMP Negeri 1 Sebatik Barat.

Table 3
Arts and Culture Pre-Test and Post-Test Results for the Control and Treatment Classes

No.	Class	Pretest	Posttest	Increasing
1	Control	66,88	75,21	8,33
2	Experiment	66,04	81,67	15,63

For the control class, the pretest mean was 66.88, while the posttest mean was 75.21. This represents an increase of 8.33 points, exceeding the target score of 7.50.

For the treatment class, the pretest mean was 66.04, while the posttest mean was 81.67. This represents an increase of 15.63 points, exceeding the target score of 10.00. Therefore, it is clear that the constructivist approach, supported by special teaching materials, is effective in teaching arts and culture in seventh-grade students at SMP Negeri 1 Sebatik Barat.

DISCUSSION

The Arts and Culture lesson for music contains five learning phases. The learning material for each phase, using the constructivist approach, is described below.

First, the orientation phase. In this first phase, 7th-grade students are asked to express their opinions about images contained in specific learning materials. The learning activities include:

- 1) The teacher facilitates students to write their own opinions about image 1 in the learning materials in the blank space.
- 2) The teacher facilitates students to write their own opinions about image 2 in the learning materials in the blank space.
- 3) The teacher facilitates students to write their own opinions about image 3 in the learning materials in the blank space.

Second, the idea generation phase. In this second phase, 7th-grade students are asked to write their own opinions about image 1 in the specific learning materials. The learning activities in question are:

- 1) The teacher facilitates students to write

- the names of the musical instruments shown in Figure 4 in the blank space.
 - 2) The teacher facilitates students to write the names of the musical instruments shown in Figure 5 in the blank space.
 - 3) The teacher facilitates students to write the names of the musical instruments shown in Figure 6 in the blank space.
 - 4) The teacher facilitates students to write the names of the musical instruments shown in Figure 7 in the blank space.
 - 5) The teacher facilitates students to write the names of the musical instruments shown in Figure 8 in the blank space.
 - 6) The teacher facilitates students to write the names of the musical instruments shown in Figure 9 in the blank space.
 - 7) The teacher facilitates students to write the names of the musical instruments shown in Figure 10 in the blank space.
 - 8) The teacher facilitates students to write the names of the musical instruments shown in Figure 11 in the blank space.
 - 9) The teacher facilitates students to write the names of the musical instruments shown in Figure 12 in the blank space.
 - 10) The teacher facilitates students to write the names of the musical instruments shown in Figure 11 in the blank space. The names of the musical instruments shown in picture 13.
 - 11) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 4.
 - 12) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 5.
 - 13) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 6.
 - 14) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 7
 - 15) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 8
 - 16) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 9
 - 17) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 10
 - 18) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 11
 - 19) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 12
 - 20) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in picture 13
- Third, learning the idea reconstruction phase. In this third phase, 7th-grade students are required to read the learning material, namely the names of musical instruments and how to play them through the following activities:
- 1) The teacher facilitates students to write the names of the musical instruments shown in Figure 4 in the blank space.
 - 2) The teacher facilitates students to write the names of the musical instruments shown in Figure 5 in the blank space.
 - 3) The teacher facilitates students to write the names of the musical instruments shown in Figure 6 in the blank space.
 - 4) The teacher facilitates students to write the names of the musical instruments shown in Figure 7 in the blank space.
 - 5) The teacher facilitates students to write the names of the musical instruments shown in Figure 8 in the blank space.
 - 6) The teacher facilitates students to write the names of the musical instruments shown in Figure 9 in the blank space.



- 7) The teacher facilitates students to write the names of the musical instruments shown in Figure 10 in the blank space.
- 8) The teacher facilitates students to write the names of the musical instruments shown in Figure 11 in the blank space.
- 9) The teacher facilitates students to write the names of the musical instruments shown in Figure 12 in the blank space. Music shown in picture 12
- 10) The teacher facilitates students to write in the blank space the name of the musical instrument shown in picture 13
- 11) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 4
- 12) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 5
- 13) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 6
- 14) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 7
- 15) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 8
- 16) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 9
- 17) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 10
- 18) The teacher facilitates students to write in the blank space how to play the musical instrument shown in picture 11 Figure 11
- 19) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in Figure 12
- 20) The teacher facilitates the students to write in the blank space how to play the musical instruments shown in Figure 13

The relatively high learning outcomes for arts and culture are believed to be due to the support of specialized teaching materials. Each learning phase is embodied in specialized teaching materials, ensuring a smooth teaching and learning process. In other words, without specialized teaching materials, arts and culture learning using a constructivist approach is difficult to implement. Many scientific articles conclude that relevant teaching materials have a positive impact on learning outcomes. These articles include those by (Hasanah & Hasanah, 2024; Aryani & Achmad, 2024; Permana & Kurniawan, 2024).

The specialized teaching materials contain blank spaces for each musical instrument's meaning. Students, facilitated by the teacher to write in the blank spaces about the meaning of musical instrument-1, for example, are believed to be reading the meaning of musical instrument-1 during the idea reconstruction phase. In other words, these specialized teaching materials involve copying assignment. Razak (2020) describes the copying assignment technique as a learning strategy that utilizes teaching materials to ensure students read the relevant subject matter. Therefore, students gain knowledge about the meaning of musical instruments, including how to play each instrument.

The copying assignment technique is a relatively new learning strategy. However, many online journal articles, particularly in the field of language and literature learning, employ this technique. These are among the scientific articles that use the copying assignment technique (Hariyati et al., 2024; Aryani & Achmad, 2025; Doda & Achmad, 2025; Kasrizal et al., 2025).

Special teaching materials containing arts and culture lessons using a constructivist approach, which also involve the copying assignment technique, also serve as learning media. Through media that align with the learning

objectives and approach, students easily accept the teacher's facilitation of the subject matter.

The function of learning media in achieving learning objectives is often found in online journal articles. The scientific articles referred to include (Danar et al., 2022; Achmadinata & Yusmanika, 2025; Kasim & Razak, 2023).

CONCLUSION

This article contains three conclusions. These conclusions align with the research questions, namely:

- 1) The mean post-test score for arts and culture learning outcomes using a conventional approach and teaching materials in class 7A of SMP Negeri 1 Sebatik Barat exceeded the Minimum Completion Level (KKM) of 75.00, at 75.21.
- 2) The mean post-test score for arts and culture learning outcomes using a constructivist approach and special teaching materials in class 7B of SMP Negeri 1 Sebatik Barat also reached the Minimum Completion Level (KKM) of 75.00, at 81.67.
- 3) The use of a constructivist approach and special teaching materials is effective in arts and culture learning in class 7B of SMP Negeri 1 Sebatik Barat.

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