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## **The Lecturers' Perception on the Implementation of Constructivist Teaching and Learning Based Instruction in Teaching EFL Class**

**Nirwana Darwis, Baso Jabu, Sultan Baa**

### **a. The lecturers' understanding of constructivist teaching and learning**

The data about the lecturers' understanding of CTL are obtained from lecturers' interview. The data showed that lecturers have different perception of constructivist teaching and learning.

Based on the interview responses, it found that three lecturers (Fira, Herman, Zuhri) who have implemented the CTL but they did not rely that it was constructivist teaching and learning. The interviews of the lecturers are displayed below:

*“Saya sudah melakukan pembelajaran yang konstruktifis sejak saya mengajar 10 tahun yang lalu. Hanya saja saya baru tahu bahwa metode metode yang saya gunakan di kelas adalah bagian dari konstruktifis”.* (Zuhri, lecturer interview 26 March 2022)

I have been doing constructivist teaching and learning since I was teaching 10 years ago. It's just that I have understand that the method used in the class is part of constructivist teaching and learning. (English translation)

Simarly, Fira has the same opinion to Zuhri about the understanding of CTL:

*“Dari awal saya mengajar mata kuliah TEFL, saya sudah menerapkan metode diskusi dan kolaborasi. Kadang saya memberikan beberapa kasus yang berhubungan dengan materi yang dihadapi dan memintanya untuk mendiskusikan solusinya. Tetapi saya tidak tahu bahwa itu adalah konstruktifis”* (Fira)

From the beginning I taught TEFL courses, I have applied discussion and collaboration methods. Sometimes I give several cases related to the material at hand and ask him to discuss the solution. But I didn't know that it was constructive. (English translation)

Fira stated that she has been implementing discussion and collaboration method since he teaches TEFL course. Sometimes she gives cases related to the material and asks his students to find the solution in groups. Although she didn't know that it's constructivist.

*“Saya tidak mengaplikasikannya secara langsung pada kegiatan mengajar saya. Tetapi setelah melihat arti dari konstruktifis, semua teknik mengajar yang saya terapkan adalah constructivist teaching and learning.”* (Herman, lecturer interview on 7 April 2022)

I have not applied this approach directly in my teaching activities. However, by viewing on the meaning of constructivist teaching and learning, it is all synced with the teaching technique I usually apply. (English translation)

From the interview above, it can be seen that most lecturers have been implemented constructivist teaching and learning in their TEFL classroom although they do not totally applied and they do not match the term of constructivist teaching and learning in the past. Most techniques that they applied include in constructivist teaching and learning.

However, one lecturer implemented the constructivist teaching and learning in his TEFL class by considering the effectiveness of it. Although it was a new term for him.

*“Sebenarnya, istilah ini baru buat saya. Tapi saya mencoba untuk menerapkannya karena pengajaran dan pembelajaran yang konstruktifis terlihat sangat efektif karena dibutuhkan keaktifan siswa dalam memperoleh sendiri informasi baru dari pada hanya menunggu diberikan oleh dosen.”* (Wahyu, lecturer interview on 2 April 2022)

Actually, this term is rather new to me. However, I try to implement the constructivist teaching and learning because it seems very effective as the students are required to be more active to gain information by themselves rather than waiting for the lecturer to give it to them. (English translation)

On the other hand, one lecturers quoted that he implemented constructivist teaching and learning in TEFL classes because he has been introduced this approach in the teacher training.

*“Saya menerapkan pembelajaran konstruktifis pada matakuliah TEFL, karena saya pernah mengalaminya pada pelatihan guru dalam meningkatkan kemampuan berbahasa Inggris siswa di sekolah Islam dan kegiatan-kegiatanannya sangat menarik dan memotivasi siswa untuk lebih berfikir kritis dan kreatif.”* (Andi, lecturer interview on 4 April 2022)

"I apply constructive learning in TEFL classes, because I have experienced it in teacher training in improving students' English skills in Islamic schools and the activities are very interesting and motivate students to think more critically and creatively."

Based on the statement above, Andi shows the understanding of constructivist teaching and learning. He implemented constructivist teaching and learning in TEFL classes because he has understood clearly about the concept of constructivist teaching and learning when he joined the teacher training for Islamic schools.

When the lecturers were asked about the definition of constructivist teaching and learning, two lecturers have the same perception, that constructivist teaching and learning is the learning which focus on the learner-centered. Andi expressed that;

*“Menurut saya constructivist teaching and learning berarti pembelajaran yang berpusat pada siswa. Guru bertindak sebagai fasilitator dan pengarah.”* (Andi, lecturer interview on 26 March 2022)

In my opinion, constructivism means student-centred learning. The teacher is rather in position of a guide and director. (English Translation)

Other lecturer stated:

*“Berbicara tentang constructivist teaching and learning, kegiatannya adalah berpusat pada siswa dan pendekatannya membuat siswa aktif dan gurunya passive. Siswa mempunyai kesempatan untuk menemukan pengetahuannya sendiri.”* (Uswah, lecturer interview on 26 March 2022)

When saying constructivism, the activity is student-centred learning and an approach in which the student is active but the teacher is passive, come in my mind. The students have opportunity to discover knowledge by themselves. (English translation)

In both comments, it is considered that lecturers underline student-centred learning and draw our attention to the role of teacher in the learning by associating it with that of a guide or director. On the other hand, the first indicates that constructivism offers students to realize their capabilities while the second considers constructivism as an approach in which the student is more active than the teacher.

Fira and Uswah gave a definition of the concept of what they perceived about constructivist teaching and learning.

In Addition to Fira and Uswah’s definition, Wahyu expressed that:

*“Konstruktifis dalam pembelajaran adalah membangun pengetahuan siswa dengan memberikan keleluasaan kepada siswa untuk mengembangkan ide-idenya berdasarkan pada pengalaman-pengalaman yang didapatnya didalam kelas baik secara pribadi maupun melalui dengan diskusi-diskusi dan interaksi dengan teman sekelasnya.”* (Wahyu, lecturer interview on 2 April 2022)

Constructivist in teaching and learning is building the students’ knowledge by giving autonomy to explore their ideas based on what they experience in the classroom personally or through interaction and discussion with their classmates. (English translation)

Constructivist teaching and learning is activities which develop students’ understanding based on what they have done. The activities that can be done such

as simulation, problem solving and discovery learning by finding or create something new.

In the understanding the differentiation of the lessons they taught using constructivist teaching and learning with those they taught using the old methods, Wahyu explained the need to reflect on what have been done.

*“Menurut saya yang berbeda dari konstruktif learning di dalam kelas adalah pembelajaran yang kolaboratif dimana siswa belajar kelompok atau berpasangan, siswa harus mampu merefleksi apa yang telah dilakukan, disamping itu kegiatannya berbasis pada kasus2 atau masalah yang mesti dipecahkan dan diatur sesuai dengan kehidupan nyata.”* (Wahyu, lecturer interview on 2 April 2022)

In my opinion, the distinction of constructivist learning in the classroom is a collaborative learning where the students could be in group work or peers, the students should reflect on what have been done, and the activity is problem-based that should be solved and real life setting. (English translation)

Furthermore he explained the difference of both teaching in using source materials:

*“Pada metode conventional, saya aktif memberikan informasi tentang apa yang mereka butuhkan tanpa perlu meminta mereka untuk mencari materi tambahan, sementara jika saya menggunakan constructivist teaching and learning saya meminta siswa untuk mencari materi tambahan dari berbagai sumber”.* (Wahyu, lecturer interview on 2 April 2022)

In the conventional teaching approach, I normally gave the students all information they need to know without needing to look for additional material. Meanwhile, using constructivist teaching and learning also requires the students to look for the material from other sources. (English translation)

Differently to Uswah’s point of view about both teaching, she stated that in constructivist teaching and leaning, the students are actively involve in building

new knowledge based on their experience in the class rather than accepting knowledge from the teacher explanation in conventional teaching.

*“Siswa terlibat aktif dalam menemukan informasi baru dan membangun pengetahuan berdasarkan pengalaman mereka dikelas. Sementara mengajar TEFL menggunakan metode sebelumnya, siswa hanya menunggu penjelasan dari guru menggunakan powerpoint dan memberikan tugas-tugas rumah.” (Uswah, lecturer interview on 26 March 2022)*

Students are actively involved in discovering new information and constructing their own knowledge from their classroom experience. While in teaching TEFL using conventional, the students were only waiting the explanation from the lecturer by showing a powerpoint and giving homeworks. (English translation)

In relation to Uswah’s view, Fira added:

*“Ciri yang menonjol pada pembelajaran yang konstruktif adalah kegiatan yang berpusat pada siswa dan terjadi sharing pengetahuan antara siswa dan guru. Jadi, peran guru sebagai fasilitator bukan sebagai satu-satunya orang yang mengetahui sebagaimana yang ada pada metode lama.”(Fira, lecturer interview on 3 April 2022)*

The salient features in the constructivist learning is the students-centered activities and share knowledge between student and teacher. So, the role of the teacher is a facilitator not as a knower as in old method. (English translation)

The majority of them are very well in differentiate the constructivist teaching and learning and the conventional method. They see the constructivist teaching and learning makes students actively involved in build their own knowledge.

In the statement of the reason for implementing constructivist teaching and learning in teaching TEFL classroom. All the participant interviews stated that by implementing the constructivist teaching and learning, the students become



involved in the activities given while they are having experience and interaction with other students in the classroom. As Andi stated:

*“Saya menerapkan konstruktifis teori dalam mengajar TEFL karena sudah saatnya siswa terlibat aktif dalam setiap kegiatan yang diberikan sehingga mereka mengalaminya sendiri. Dari pengalaman tersebut siswa akan membandingkan pengetahuan terdahulu dan pengetahuan yang baru dibangun. Dan dari keterlibatan siswa dan berinteraksi dengan yang lain, mereka akan terbiasa mengeluarkan ide-ide mereka dengan tanpa canggung lagi.” (Andi, lecturer interview on 10 April 2022)*

I apply constructive theory in teaching TEFL because it is time for students to be actively involved in every given activity so that they experience it for themselves. From this experience, students will compare previous knowledge and newly built knowledge. And from engaging students and interacting with others, they will get used to bringing out their ideas without being awkward anymore. (English translation)

In line with Andi statement, Uswah explained the reason for choosing constructivist teaching and learning to be used as follows:

*“Ketika saya menerapkan pembelajaran konstruktivist, siswa menjadi lebih aktif dikelas karena mereka mencoba belajar mandiri, mereka mencoba menemukan informasi baru dengan caranya, sehingga informasi tersebut akan lebih mudah mereka pahami karena mereka mengalaminya sendiri dalam berbagai kegiatan.” (Uswah, lecturer interview on 26 March 2022)*

When I apply this constructivist teaching and learning, the students more active in the classes, because they try to learn by their self, they try to find the information by their own way, therefore the information will be easier to understand because they get the experience through this activity. (English translation)

From the lecturers' statement above, it can be seen that most reason why the lecturers prefer to use constructivist teaching and learning, they agreed that it makes students more active in the activities, they can build their new knowledge based on the experiences they got in the classroom.

The need to implement constructivist teaching and learning in the classroom is shown that all the participant of the interview put forward the need of implementing the constructivist teaching and learning by the reason that TEFL learning should be based on the student-centered, and the students need to analyze some problem case related to their life in classroom teaching.

*“Saya menerapkan konstruktifis karena pembelajaran TEFL adalah mata kuliah yang membutuhkan kegiatan yang berpusat pada siswa”* (Ilmi, lecturer interview on 13 April 2022)

I decide to implement constructivist teaching and learning because TEFL is a kind of lesson that needs to be student-centered activities.

*“Karena konstruktifist sepertinya efektif untuk diterapkan dan akan membuat siswa aktif dikelas.”* (Zuhri, lecturer interview on 12 April 2022)

Because it seems effective to be applied and it will make the students more active in the class. (English translation)

In addition to this, Herman stated that students can be more creative when learning because they can find new things that are interesting to them.

*“Dengan menerapkan konstruktifis dalam pembelajaran TEFL, siswa menjadi lebih mampu belajar mandiri sehingga siswa bisa belajar kapanpun dan dimanapun mereka inginkan.”* (Herman, lecturer interview on 7 April 2022)

Students can be more independent in learning so that students can learn anytime and anywhere in the way they prefer. (English translation)

Fira stated more deeply about the reason for implementing the constructivist teaching and learning in TEFL classroom.

*“Dengan menerapkan konstruktifist dimana salah satu kegiatannya adalah kerja kelompok, mereka dapat mengungkapkan dan berbagi ide-ide dikelas. Konstruktifis mengembangkan keterampilan komunikasi dan social siswa. Dengan berpartisipasi dalam kerja kelompok, siswa harus membangun kemampuan dalam berkomunikasi*

*dengan baik agar kegiatan yang dilakukan dapat dilaksanakan dengan baik.” (Fira, lecturer interview on 3 April 2022)*

By encourage group work and the exchange of ideas in classroom, constructivist approach fosters students’ social and communication skill. Through participation in group work, students must develop the ability to communicate their ideas clearly as well as work successfully. (English translation)

When asking about the lecturers comments regarding the implementation of constructivist approach in teaching and learning TEFL in Islamic University, the answer is vary.

*“Saya rasa hal ini sangat luar biasa apabila strategi ini di terapkan pada mata kuliah TEFL pada Perguruan Tinggi Islam, karena mereka menjadi kreatif dan aktif pada kegiatan kelas serta kiat mampu berkompetisi dengan perguruan tinggi lain.”(Fira, lecturer interview on 3 April 2022)*

I think it is excellent if the strategy implemented in Islamic university, because students can be creative and active in classroom work. And it can compete with other universities. (English translation)

*“Sangat perlu untuk diimplementasikan sehingga perguruan tinggi mampu menghasilkan mahasiswa yang independen dan kreatif dalam membangun pengetahuan.” (Uswah, lecturer translation on 26 March 2022)*

This needs to be implemented so that universities can produce students who are independent and also creative in developing science. (English translation)

Contrary to both statements above, Ilmi concluded that constructivist teaching and learning is still not fully implemented in higher education, some subjects still need the teacher authority to in presenting the material.

*“Saya merasa bahwa konstruktifis belum sepenuhnya diimplementasikan pada mata kuliah TEFL di perguruan tinggi, beberapa materi masih membutuhkan otoritas dosen dalam mempresentasikan materinya.” (Ilmi, lecturer translation on 13 April 2022)*

I feel that constructivism has not been fully implemented in TEFL courses in universities, some materials still need the authority of lecturers in presenting their materials. (English translation)

Most of the participants disclosed the idea saying that the constructivist teaching and learning is an effective teaching approach for TEFL classroom to develop mental potential and problem solving capacities of the learners.

#### **a. The techniques in constructivist teaching and learning**

Base on the interview data on the technique could be applied in constructivist teaching and learning, the participants mostly categorized problem solving (3 lecturers) into constructivist teaching and learning. Fira added some techniques which can be implemented in the TEFL learning such as discovery learning, simulation, and problem solving that can be seen in the following:

*“Konstruktifis dalam belajar dan mengajar merupakan kegiatan yang membangun pengetahuan siswa berdasarkan apa yang sudah dialami oleh siswa dengan memberikan kegiatan seperti simulasi, memecahkan masalah, ataupun berkreasi atau menemukan sesuatu yang baru.”*(Fira, lecturer interview on 3 April 2022)

Constructivist in teaching and learning is an activity which build the students' knowledge based on the students' experience, such as simulation, problem solving, or creating new things. (English translation)

In line with fira's statement, Uswah also explained that problem based is one technique could be used in constructivist teaching and learning.

*“Saya selalu memberikan model atau praktik kepada siswa sebelum mereka melakukan tugas atau investigasi kelompok agar mereka punya pengalaman untuk menganalisis suatu kegiatan atau membuat suatu keputusan atau materi.”*(Uswah, lecturer interview on 26 March 2022)

I always give a model or practice to students before doing a group task or group investigation, so they will have experience in analyzing an activity or creating material/decision. (English translation)

As same as Zuhri's understanding of the techniques including in constructivist teaching and learning, cooperative and problem based learning.

*“Kooperatif dan pemecahan masalah adalah teknik yang sangat bagus dalam konstruktifis karena melatih siswa untuk berinteraksi menemukan ide-ide ataupun memberikan solusi dalam kelompoknya.”* (Zuhri, lecturer interview on 12 April 2022)

Cooperative and problem solving are very good techniques in constructivist because they train students to interact to find ideas or provide solutions in groups. (English translation)

In line with the above statement, Herman emphasized on the cooperative learning.

*“Konstruktifis menekankan pada aspek kooperatifnya, dimana siswa berdiskusi penegluarkan ide-ide mereka secara berkelompok.”* (Herman, lecturer interview on 7 April 2022)

Constructivists emphasize the cooperative aspect, where students discuss their ideas in groups. (English translation)

Different to Wahyu's comment about the technique included constructivist teaching and learning is jigsaw learning

*“Menurut saya, teknik jigsaw adalah salah satu model pembelajaran konstruktifis”* (Wahyu, lecturer interview on 3 April 2022)

In my opinion, jigsaw technique is one form of constructivist teaching and learning. (English translation)

In providing students with learning by experience in the implementation of the constructivist teaching and learning in teaching TEFL classroom, Uswah stated:

*“Pertama-tama membangun percaya diri siswa, untuk meningkatkan kemampuan siswa dalam menemukan informasi baru, kemudian menyediakan sumber belajar ketersediaan yang akan digunakan oleh siswa.”* (Uswah, lecturer interview on 26 March 2022)

The first thing is to build the students confident, in order to make them ensure with their capability in finding the new material or information, next is provide the learning source that will be used by students. (English translation)

Furthermore Wahyu explored:

*“Biasanya saya memberikan beberapa kali pertemuan agar siswa bisa mempraktikkan teori yang pernah didapat.”* (Wahyu, lecturer interview on 2 April 2022)

I usually give some meeting for the students to apply what they have gotten from the theory. (English translation)

*“Membangun keaktifan siswa melalui praktik dalam dunia nyata”.* (Fira, lecturer interview on 3 April 2022)

Encourage active with daily practice, their real word. (English translation)

In line with those statements mention above, Ilmi stated:

*“Pertama-tama, saya menjelaskan tentang apa yang mereka akan lakukan. Setelah itu, saya memberi kesempatan kepada siswa untuk melakukan kegiatan tersebut berdasarkan instruksi yang diberikan. Dalam kegiatan tersebut, saya sebagai dosen memantau kegiatan siswa.”* (Ilmi, lecturer interview on 13 April 2022)

First of all, I explain to the students about what they are going to do/make. After that, I give opportunity to the students to conduct it based on the instruction. During the students' work/practice, I as lecturer keep controlling on students' work. (English translation)

With regard to the technique or strategy they used to develop students' knowledge construction, most of the participant interviewed point the “problem solving” and “group work discussion” as the technique used to develop students' knowledge construction.

*“Saya lebih banyak memberikan strategi pemecahan masalah dan diskusi kelompok, dilanjutkan dengan diskusi kelas agar mereka mendapatkan umpan balik dari juga.”* (Uswah, lecturer interview on 26 March 2022)

I provide more problem-solving strategies and group discussions, followed by class discussions so they get feedback as well. (English translation)

The other point of the implementation of constructivist teaching and learning is that the lecturers' techniques in understanding of students prior knowledge. All participants of the interview shows the importance to know the students' prior knowledge by asking question or eliciting before starting the class. So, the point of question and answer is needed in highlighting the students' prior knowledge in constructivist teaching and learning in the classroom.

*“Memberikan kegiatan pendahuluan sebelum memberikan instruksi, seperti tanya jawab atau brainstorming”* (Uswah, lecturer interview on 26 March 2022)

Give them pre activity before conducting the instruction, such as asking question or brainstorming. (English translation)

*“Bertanya secara langsung menggunakan pertanyaan simple sebelum memulai pembelajaran”* (Fira, lecturer interview on 3 April 2022)

Asking simple question directly before starting the class (English translation)

One of the important points in implementing constructivist teaching and learning is the students' assessment. Two lecturers highlight the use of two kinds of assessment techniques, they are: self-assessment and peer assessment. Yet, one of the constructivist teaching and learning weaknesses is difficult in assessing the students' work. That is why self-assessment and peer-assessment is needed.

*“Dengan menilai siswa saat pembelajaran dan setelah pembelajaran. Bisa berupa penilaian diri atau penilain teman, serta penilaian guru.”* (Ilmi, lecturer interview on 13 April 2022)

By giving them assessment during the class and after teaching. Form of assessment can be self-assessment, peer assessment or assessment from the teacher. (English translation)

However, five of them still used teacher assessment in the middle and final test (summative test)

*“Saya menilai siswa pada saat mid tes dan final tes dengan memberikan soal-soal untuk dijawab oleh siswa.”* (Zuhri, lecturer interview on 12 April 2022)

I assess the students at the time of the mid-test and the final test by providing questions for the students to answer. (English translation)

However, in the case of Zuhri, Fira, and Herman, Ilmi, and Wahyu they seemed unknown using self-assessment and peer-assessment in assessing their students. In this case, they still use traditional assessment which seemed unconnected to constructivist teaching and learning which demanded to use self-assessment and peer-assessment. The combination of **self and peer assessment** is to get feedback, encourage students to be more active, independent, responsible, practice evaluation skills and encourage deep learning to maximize the achievement of competencies.

#### **b. The challenge in implementing constructivist teaching and learning**

In relation to the challenge faced by the lecturers in implementing constructivist teaching and learning in TEFL class, the data were taken from the lecturers' interview. There two (2) lecturers agreed that the lack of students' motivation to discover their own knowledge and understanding is the important challenge in implementing constructivist teaching and learning. Three (3) lecturers stated that the limited instructional time is concerned by the lecturer in



implementing constructivist teaching and learning. Other two (2) lecturers agreed on the lack of appropriate training provisions as the powerful impediment in implementing constructivist teaching and learning in TEFL classrooms.

The participants were raised that, the students do not consider they are learning as this is a kind of unmotivational to learn. This is true for the very low learners who wanted to be explained clearly on the board. Like Wahyu said:

*“Ada beberapa siswa yang merasa bahwa mereka tidak mendapatkan apa-apa saat saya mengajar karena saya jarang menjelaskan materi dan menulis dipapan tulis”.* (Wahyu, lecturer interview on 2 April 2022)

She went on saying that the students assume they are learning when they are exposed to something on the blackboard. (English translation)

Related to this, Andi described,

*“Ada beberapa siswa yang merasa tidak bebas apabila diberi tugas atau saat diinstruksikan untuk melakukan kegiatan, seperti mendesain materi, membuat rancangan pembelajaran, dan lain-lain, yang sebenarnya mengajar secara tradisional itu tidak cocok lagi untuk matakuliah TEFL”.* (Andi, lecturer interview on 10 April 2022)

There are some students who feel they are not free when they are given assignments or when they are instructed to do activities, such as designing materials, making lesson plans, etc., which in fact teaching traditionally is no longer suitable for TEFL courses. (English translation)

They don't feel free when they are assigned to do activities like designing materials, planning a lesson, and so on. In that environment, the traditional teaching is not efficient for teaching TEFL class. This implies that lack of students' interest in the connections of constructivist teaching and learning is the major problem that hindering constructivist teaching approaches in the actual classroom.

Other factors suggested as problems for the effective implementation of constructivist teaching and learning were shortage of time and lack of teacher training was also indicated as the major problem in implementing constructivist teaching and learning. As Ilmi stated:

*“Kendala yang kami hadapi dalam menerapkan constructivist teaching and learning utamanya teknik investigasi kelompok adalah masalah waktu. Constructivist teaching and learning menurut saya membutuhkan waktu yang lebih lama dalam satu kali tatap muka. Sehingga saat saya menerapkan constructivist teaching and learning dan mencoba melakukan investigasi kelompok dikelas, misalnya pada materi “planning a lesson” saya merencangnya dalam dua kali tatap muka. Tatap muka pertama saya gunakan untuk membagi kelompok untuk melakukan observasi dikelas lain dalam pembelajaran bahasa Inggris, tatap muka yang kedua mereka melakukan diskusi dalam menentukan kriteria dalam membuat lesson plan dan lesson aim, kemudian merancang materi pembelajaran dengan panduan dosen.”(Ilmi, lecturer interview on 13 April 2022)*

The obstacle we face in implementing constructivist teaching and learning, especially group investigation techniques, is a matter of time. In my opinion, constructivist teaching and learning requires a longer time in one meeting. So when I applied constructivist teaching and learning and tried to conduct group investigations in the classroom, for example on the material "planning a lesson" I designed it in two meetings. I used the first meeting to divide groups to make observations in other classes in learning English, the second meeting they had discussions in determining the criteria in making lesson plans and lesson aims, then designing learning materials with lecturer guidance. (English translation)

In line with the above opinion, Fira also thought that the activities could not be explored more because of the time limitation.

*“Saya rasa tantangan yang sangat besar adalah waktu yang terbatas. Siswa yang sangat senang dengan metode ini akan merasa dibatasi saat mereka mencoba mengeksplorasi ide-ide mereka. Mereka kadang lupa jika tidak diberikan batasan waktu saat mereka berdiskusi.” (Fira, lecturer interview on 3 April 2022)*

I think the biggest challenge is the limited time. Students who really enjoy this method will feel constrained when they try to explore their

ideas. They sometimes forget if they are not given a time limit when they discuss. (English translation)

*“Waktu yang memang harus direncanakan baik-baik dalam menyusun RPS”.* (Herman, lecturer interview on 7 April 2022)

The time that must be planned carefully in preparing the RPS. (English translation)

Because teachers have limited instructional time, the manner in which time was used in the classroom will always be a concern for teachers. Teachers feel considerable pressure to complete the requirements of their assigned curriculum. Thus it is predictable that teachers and educators in general will raise questions about how to accomplish the most with the time that is allocated. However, answers to questions of efficiency are not easily answered. There is neither universal agreement concerning precisely what the outcomes of university should be, nor agreement about what methods yield efficient and lasting learning. And if one's goal is to enhance the transfer of learning, the answers become even more varied.

In terms of teacher training, Zuhri stated:

*“Penerapan metode konstruktifis ini akan lebih efektif dan berjalan dengan baik apabila kami mendapatkan pelatihan-pelatihan dari pakar konstruktifis utamanya pakar dari luar negeri. Kami berharap kedepannya akan ada jalan dari pihak kampus untuk mendapatkan pelatihan diluar negeri.”*(Zuhri, lecturer interview on 12 April 2022)

The application of this constructivist method will be more effective and run well if we receive training from constructivist experts, especially experts from abroad. We hope that in the future there will be a way from the campus to get training abroad. (English translation)

Similar to Uswah's opinion that it needs support from stakeholders in following some training job.

*“Training mengenai metode ini sangat dibutuhkan, tapi perlu dukungan dari semua pihak utamanya pimpinan perguruan tinggi.”*  
(Uswah, lecturer interview on 26 March 2022)

Training on this method is very needed, but it needs support from all parties, especially university leaders. (English translation)

Constructivism is one amongst the foremost distinguished approaches in teaching-learning. It is the most trending learning method today, of course there will be a lot of access to get training activities on the methods that exist in constructivists. It's a method during which students construct their data themselves through interaction with one another on the premise of previous experiences. It's student-centered instead of teacher-centered during which the teacher acts as a help.

The findings about lecturers' perceptiona are divided into three categories, 1) The lecturers' understanding on the implementation of constructivist teaching and learning, 2) the techniques used in constructivist teaching and learning, and 3) the challenges in implementing constructivist teaching and learning. The findings indicate that most of the lecturers think by implementing constructivist teaching and learning students will be more able to express what they learn as compared to applying instructional method. Lecturers then build on the students' knowledge and allow students to put their knowledge into practice. Constructivist approach emphasizes on experiences to support active participation and engage learning.

Based on the previous finding, Wahyu (2022) stated that constructivist in teaching and learning is building the students' knowledge by giving autonomy to explore their ideas based on what they experience in the classroom personally or through interaction and discussion with their classmates.

With regard to the findings above, The principles of constructivism focuses on different aspects such as construction of knowledge (Savasci & Berlin, 2012), processing through the existing structures (Holmes, 2019; McInerney, 2014), related to the existing knowledge (Savasci & Berlin, 2012; Cakir, 2008), building an internal illustration of knowledge (Thompson, 2013), basing on pre-existing knowledge (Mohammed et al., 2020; Allen, 2008), connecting new ideas to existing ideas (Muñoz et al., 2009), focusing on learners present and past knowledge and experiences (Umida et al., 2020; Olusegun, 2015; Cohen et al., 2010), constructing and understanding, sometimes through their own thinking and sometimes in collaboration with others (Akpan et al., 2020; Adom et al., 2016), and exploring individual's own ways of making sense of their lives and experiences (O'Connor, 2020; Taber, 2010; Öktem Öz, 2006).

Constructivist approaches require learners to be active and confident in themselves and their abilities. It takes confidence for learners to admit that there are gaps in their knowledge, or understanding, and to take the risk of learning new ways of thinking. Learners may feel vulnerable about admitting their ignorance to others. This has clear implications for the way in which classrooms are organised and the quality of the learning relationships which need to exist if learning is to take place.

When the constructivism is coming into practice, this concept should go farer than just realizing the perspectives, this must be served as a powerful learning concept that allows development for the learners through meaningful activities (Tam, 1999; Zuber-Skerritt & Roche, 2004).

Sjøberg (2010) suggests that constructivist theories of knowledge and learning provide little clarity regarding what teaching should look like in practice as ‘one cannot locally deduce a scientifically based pedagogy from a theory of learning’. Constructivist teaching then, is not a settled pedagogy, but the concept is used in different ways in different contexts, and its take up within universities requires critical engagement.

However, in its implementation constructivist teaching and learning face some challenges which need to be encountered. Limited time is the major reason that affects the implementation of the constructivist teaching and learning in the teaching TEFL class. Unfortunately, our education system cannot manage time for every sort of activity. Constructivists value asking big questions, giving students time to think, and providing opportunities to explore to find answers. While this way of teaching requires more time, by ensuring sufficient time, students gain a better grasp of complex ideas. Moreover, deliberate investigation by students tends to foster the disposition to pursue issues and phenomena more completely, even those that are more difficult. During the study, the researchers identified that due to limited time lecturers cannot implement constructivist approach in the teaching of TEFL. TEFL lecturers cannot use group investigation technique effectively, encourage students, and also cannot give opportunities to them to interact with each other in group collaborative effectively. The lecturers could provide opportunities to the students to the group collaborative, to interact to each other and implement constructivist teaching and learning but it is not very effective as long as the time is too short. It is difficult to take all meetings and materials within a limited time.

In the finding, Wahyu (2022) stated that the problem is that it takes too much time when students are asking to do group investigation. Class time was limited and the activities waste more time. Like for example, I have 25 students and make 5 groups so each group consists of 5 students, it is impossible to access each group, correct the students and check their work. Uswah (2022) commented that giving the students problem solving activities need much time, if we have a various problem given to be solved, as the problems appear in the school situation real life. It means that lecturers use of group investigation in the teaching of TEFL class due to limited time.

Constructivists value asking big questions, giving students time to think, and providing opportunities to explore to find answers. While this way of teaching requires more time, by ensuring sufficient time, students gain a better grasp of complex ideas. This is certainly to say that lecturer should be concerned about how they manage their instructional time. One may badly squander precious learning time through the poor application of any instructional methodology.

Other problem is the lecturers need to be trained of how to implement constructivist teaching and learning effectively. Training plays an essential part in the teaching-learning process. Without proper training, lecturers cannot teach effectively. Through proper training teachers understand different methodologies and implement those according to the situation. The Indonesian government developed various types of training and programs due to which teachers can understand different methodologies and implement them in their teaching. Recently, the Minister of Religion Affair (MORA) collaborated with Indonesia

Australia Language Foundation (IALF) have been conduct a teacher training for English Teaching Training which trains teachers to adopt modern methods of teaching. Unfortunately, only few of the lecturers have taken a proper teacher training. During the study, the researchers identified that lecturers are untrained which is a barrier in the implementation of modern approaches.