

The Application of The Constructivist Approach in Art Education

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ABSTRACT

The implementation of a constructivist approach in art education has brought significant changes to the educational landscape, positioning students as active constructors of their own knowledge through direct interaction with learning materials. Constructivism enhances student engagement in the learning process, enabling them to develop a more complex understanding of art through deep exploration and reflection. The exploration of color and form in art is not merely about grasping basic concepts but also about cultivating students' abilities to interpret and respond to these elements subjectively. The application of constructivism provides substantial benefits for students, allowing for personal and meaningful learning experiences while promoting continuous and exploratory learning. Furthermore, the use of color and form in art education serves not only as a learning tool but also as a means to foster students' creativity through their imagination. Research that integrates a constructivist approach with art education offers significant contributions to the development of more effective and student-centered teaching methods. The implications of this research include a deeper understanding of student creativity, the development of more adaptive teaching strategies, and the reinforcement of the teacher's role as an effective learning facilitator. Thus, employing constructivism in art education provides a solid foundation for enhancing the quality of education and fostering student creativity.

KEYWORDS

Constructivism
Fine arts
Students
Creativity

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INTRODUCTION

The constructivist approach positions students as architects of their knowledge in the context of visual arts education through hands-on learning and interaction with instructional materials. This approach becomes especially relevant in the visual arts, where subjective interpretation and originality are essential.

Constructivism aims to enhance student engagement in learning by promoting them from passive information consumers to active creators of their interpretations of art. Through immersive investigation and contemplation, this method allows students to develop a comprehensive and nuanced understanding of art concepts, including colour and shape.

The subject of colour and shape investigation is of paramount importance in the field of fine arts education. Colour and shape are the fundamental elements underpinning visual expression, and a profound comprehension of both is essential for cultivating artistic creativity. In a constructivist framework, examining colour and shape is not solely concerned with comprehending fundamental

concepts but also cultivating students' subjective abilities to interpret and respond to them. Therefore, this subject's significance in art education is not limited to its technical comprehension; it also extends to the student's capacity to investigate personal expression and meaning through colour and form.

Implementing a constructivist approach in art education sessions, emphasising the examination of form and colour, gives students numerous advantages. Initially, this method facilitates a more personal and meaningful learning experience by empowering students to construct their knowledge. Students are not merely passive recipients of information; they are also actively involved in exploring and developing their comprehension of colour and shape through reflection and experimentation. Secondly, the constructivist approach fosters the cultivation of students' critical and analytical abilities by facilitating the exploration of various viewpoints and participation in a perpetual creative process.

In addition, the constructivist approach in visual arts education fosters exploratory and sustainable learning. By enabling students to participate actively in the learning process, this method encourages the development of critical thinking, experimentation, and reflection skills essential for a profound comprehension of visual arts. The constructivist approach will enable students to produce more original and meaningful artworks and develop a more intricate and profound understanding of art concepts, including colour and form.

The constructivist approach is a critical perspective in contextual learning, as evidenced by the research conducted by (Givi Efgivia et al., 2021). This study emphasises five crucial components of a constructivist learning environment and identifies numerous obstacles to its implementation. In the context of fine arts education, this research offers a comprehensive comprehension of how the constructivist approach can be implemented to improve the quality of learning and students' creativity, with a particular emphasis on batik and geometric patterns.

Implementing the constructivist approach effectively enhances the comprehension of multiplication concepts among third-grade students at SDIT Altaftazani, Bandung Regency, as demonstrated by research (Altaftazani et al., 2020). The findings of the research indicate that there has been a rise in the number of student learning activities and a good comprehension of the material. Specifically, 35.7% of students have achieved an excellent understanding, 35.7% have a good understanding, 17.8% have a sufficient understanding, and only 10.8% still need improvement. The constructivist approach effectively enhanced students' comprehension of multiplication material. The formative test scores from the most recent cycle suggest the material was comprehended. A more profound learning experience also indicates increased pupil engagement during the learning process.

According to research conducted by Subarjo et al. (2023), the constructivist approach benefits students' critical thinking abilities. This study discovered that students who participate in constructivist learning enhance their ability to provide solutions and solve problems through qualitative literature review methods.

The implications of this research are particularly significant in the context of the development of learning approaches that can improve students' critical thinking abilities. The constructivist approach ensures that students and teachers engage in positive collaboration, thereby enhancing the quality of learning and students' comprehension by emphasising the role of teachers as facilitators and students as active participants in knowledge construction.

The constructivist theory demonstrates a substantial positive influence on the development of critical thinking abilities among elementary school students. This revelation establishes a basis for creating more comprehensive educational programs that may involve providing teacher training in various pertinent learning theories. Also, it is advised that future research investigate the efficacy of integrating constructivist theory with other learning models to improve students' critical thinking abilities.

The constructivist methodology has significantly improved students' comprehension and participation in learning, particularly in visual arts. This study examines the influence of the constructivist approach on visual arts learning sessions, emphasising the examination of colour and form.

Through a literature review and qualitative data analysis, this research will investigate how the constructivist approach affects students' motivation, creativity, and comprehension when they

investigate the concept of fine arts, with a particular emphasis on the exploration of colour and form. It is anticipated that this research will offer practical advice to educators on how to create learning sessions that foster student engagement and the development of their creativity, as well as expand their comprehension of the efficacy of the constructivist approach in improving the quality of fine arts education.

The constructivist approach provides an intriguing method for improving student engagement in the learning process within visual arts. Nevertheless, it is imperative to investigate further the impact of this approach on learning motivation, creativity, comprehension of visual art concepts, and the roles of teachers and students in the learning process. The problem formulation that has been presented endeavours to provide a comprehensive response to these inquiries, thereby fostering a more profound comprehension of the efficacy of the constructivist approach in fine arts education, with a particular emphasis on the examination of colour and form.

The objective of this research is to significantly contribute to the advancement of student-centred and more effective learning methods in the field of visual arts, as well as to improve comprehension of the most effective application of the constructivist approach in the context of visual arts education in schools.

METHOD

Constructivism as a philosophy and method of learning (Ahamad et al., 2022; Azizah et al. et al., 2024; Haryanto, 2024; Kusmiati & Mariah, 2024; Prabawati et al., 2024; Shidiq et al., 2024; Yusuf et al., 2024) has long been recognised as a critical component in educational change. With a focus on students at its centre, constructivism changes how students acquire knowledge and influence teachers' teaching approaches and the curriculum strategies used by educational institutions. These changes occur through several vital aspects, such as the individualisation of learning, emphasis on critical and creative thinking, integration of technology, and a shift in the role of teachers.

One of the main advantages of constructivism is its focus on developing critical and creative thinking skills. This approach encourages students to ask questions, explore solutions, and build understanding. This differs from the conventional educational approach that often emphasises memorisation and passive acceptance. Constructivism teaches students to analyse information, connect ideas from various sources, and innovate. This is very important in the modern era, where thinking critically and creatively has become a precious skill.

This research uses a qualitative descriptive approach with a literature study method. This method allows data to be collected from various library reference sources to support the research. This method also includes observation, interviews, and documentation. The research subjects were 30 third-grade students from HighScope Indonesia Medan School. The observation was conducted over two weeks, from the end of April until the beginning of the first week of May 2024. Observation was conducted by directly observing classroom learning activities, interviewing the principal regarding his observations of the classroom learning process, and collecting documentation in the form of photos of creative visual arts learning activities at HighScope Indonesia Medan School.

This research aims to develop more effective and student-oriented teaching methods in visual arts education and to provide an understanding of how to apply a constructivist approach. Additional secondary sources are derived from various bibliographic sources, including books, articles, videos, and other documents pertinent to the process of creativity in visual arts, as exemplified by the use of colour and form. In summary, the subsequent image illustrates the research's stages:



Figure 1. Research's Stages

RESULT AND DISCUSSION

Participant observation was conducted over two weeks in the third-grade class at HighScope School Medan. The rich and student-centered dynamics of art learning were successfully captured. Students are instructed in art techniques and skills and encouraged to utilise various art media to express themselves, solve problems, and think creatively. At this institution, visual arts courses foster creativity and exploration by offering students diverse art materials and tools and the opportunity to experiment and produce artworks that align with their interests and preferences.

In the learning process, the teacher is a facilitator and guide rather than an instructor who provides strict instructions. The teacher supplies the students with stimulation through open-ended questions, challenges, and art projects pertinent to their lives. This method motivates students to think critically, seek innovative solutions, and work collaboratively with their peers.

Student engagement and enthusiasm in various visual arts activities are demonstrated through the use of photographs and videos to document the learning process. Their engagement in the creation of artwork, the exchange of ideas with their peers, and the presentation of their work were quite evident. Also, the students' works exhibit originality and diversity, which indicates the freedom of expression afforded in the visual arts curriculum at this institution. In visual arts education at HighScope Medan, the constructivist approach has yielded the subsequent image.



Figure 2. Implementation of the Constructivist Approach

Students' creativity is fostered through their imaginations, as using colour and shape in art education is more than merely a learning tool. Fostering a stimulating and enjoyable learning environment generates a non-monotonic and enjoyable learning experience. Thus, using colour and shape in art education facilitates the cultivation of students' creative capacities from an early age.

Interviews with the principal and art teacher serve to substantiate the results of the observation. Both individuals demonstrated a robust dedication to the constructivist approach in visual arts education. According to them, students who are more creative, independent, and possess a profound comprehension of fine arts will result from student-centred and process-oriented learning.

This study's findings are consistent with constructivist theory, which underscores the significance of process-oriented, student-centered, and active learning. Students acquire art techniques and skills and the ability to think creatively, solve problems, and express themselves through constructivist-based visual arts education. The implementation of constructivism at HighScope School Medan is evident in numerous respects, such as:

1. An educational environment that encourages exploration and creativity

The art class includes various art materials and instruments, such as watercolour, oil paint, crayons, coloured pencils, paper of varying sizes and textures, clay, wood, and recycled materials. Students are encouraged to experiment with various art techniques and can choose the materials and instruments they wish to use. Additionally, the classroom has educational resources, such as

art books, periodicals, and internet access, that students may use to locate inspiration and references.

2. Learning through project-based activities

The art projects students are assigned are both relevant and challenging, as they are directly related to their circumstances. The research examined several initiatives, including "Drawing Dream Landscapes," "Making Sculptures from Recycled Materials," and "Designing Posters for School Events." Students are taught art techniques through these projects and encouraged to engage in critical thinking, pursue creative solutions, and collaborate with their peers.

3. Evaluation that prioritises students' development and progress

In addition to their artworks' ultimate outcomes, educators assess their students' creative process. Portfolios, discussions, and observation are employed to administer assessments. Students' interactions with art materials and tools, problem-solving abilities, and collaboration with classmates are observed throughout the learning process. Students discuss the challenges they encountered, the solutions they discovered, and their ideas after completing their artworks. Portfolios compile students' work over a semester, facilitating a more thorough comprehension of their development.

The results of this investigation indicate that integrating constructivism into visual arts education at HighScope School Medan has positively impacted students' creativity and engagement. Students become more independent, confident, and active as they explore and express their creative ideas through art. Additionally, they cultivate an awareness of the significance of other artists' work and an appreciation for diversity

CONCLUSIONS

There is substantial potential for the constructivist approach to improve the quality of learning and students' creativity in visual arts education, particularly in investigating colour and form. This method fosters a more personal, meaningful, and in-depth learning experience by emphasising the importance of students in the learning process and encouraging them to create their knowledge actively. According to research, constructivism is efficacious in improving students' comprehension of visual arts concepts and cultivating their critical, analytical, and creative thinking abilities. Additionally, it has been demonstrated that this method enhances students' engagement and motivation in the learning process. Suggestions: 1) Teacher training is designed to improve the ability to employ a comprehensive constructivist approach, which encompasses providing constructive feedback, encouraging exploration, and implementing facilitation strategies, 2) Development of the visual arts curriculum to be student-centred, project-based, collaborative, and problem-oriented while providing opportunities for students' creative expression, 3) Technology should be integrated into visual arts education to support collaboration, offer effective feedback, and provide interactive learning resources. Continuous evaluation of the implementation of constructivism through the analysis of works, interviews, and observation to identify areas for improvement and refinement

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