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The Principle of Student-Centered Learning in Indonesian Language Textbooks for the Merdeka Curriculum: A Constructivist Theoretical Perspective

Siti Kholifah[1*], Harry Andheska[2], Siti Habiba[3]
[123]Prodi Pendidikan Bahasa dan Sastra Indonesia, Universitas Maritim Raja Ali Haji, Kepulauan Riau, Indonesia
*E-mail: kholifahsiti820@gmail.com

ABSTRACT
This study aims to describe the application of constructivist learning theory in the Kurikulum Merdeka (Independent Curriculum) Indonesian Language textbook for Grade 10 (Phase E) of senior high schools and vocational schools (SMA/MA/SMK/MAK), 2023 revised edition. The study employs a qualitative descriptive method, utilizing content analysis of the textbook. The analysis focuses on the presentation of content, learning activities, and exercises that reflect constructivist principles—including active student engagement, the activation of prior knowledge, student-centered learning, the teacher's role as a facilitator, an emphasis on the learning process, and student participation in language-related activities. Data regarding the application of constructivist learning theory in the textbook were collected using an observation guide and analyzed thematically. The results indicate that the textbook incorporates constructivist principles through activities such as observing, reading, analyzing, discussing, reflecting, and presenting learning outcomes in a contextual manner. Teachers act as facilitators who support the learning process, while students are encouraged to actively construct knowledge based on their own learning experiences. These findings suggest that the textbook fosters meaningful learning, which aligns with both constructivist principles and the Kurikulum Merdeka framework.

Keywords: student-centered learning, Indonesian language textbooks, Merdeka curriculum, constructivist theoretical

Prinsip *Student Center Learning* dalam Buku Pelajaran Bahasa Indonesia Kurikulum Merdeka: Tinjauan Teori Konstruktivisme

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan penerapan teori belajar konstruktivisme dalam Buku Bahasa Indonesia Kurikulum Merdeka Fase E untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2023. Penelitian menggunakan metode deskriptif kualitatif dengan teknik analisis isi terhadap buku teks. Analisis difokuskan pada penyajian materi, kegiatan pembelajaran, dan latihan yang mencerminkan prinsip konstruktivisme, meliputi keterlibatan aktif siswa, penggalian pengetahuan awal, pembelajaran berpusat pada siswa, peran guru sebagai fasilitator, penekanan pada proses belajar, serta partisipasi siswa dalam aktivitas berbahasa. Data penerapan teori belajar konstruktivisme dalam Buku Bahasa Indonesia Kurikulum Merdeka Fase E untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2023 dikumpulkan menggunakan pedoman observasi. Data penerapan teori belajar konstruktivisme dalam Buku Bahasa Indonesia Kurikulum Merdeka Fase E untuk SMA/MA/SMK/MAK Kelas X Edisi Revisi 2023 dianalisis secara tematik. Hasil penelitian menunjukkan bahwa buku teks telah menerapkan prinsip konstruktivisme melalui kegiatan mengamati, membaca, menganalisis, berdiskusi, merefleksikan, dan mempresentasikan hasil belajar secara kontekstual. Guru berperan sebagai fasilitator yang mendampingi proses belajar, sedangkan siswa didorong membangun pengetahuan secara aktif berdasarkan pengalaman belajarnya. Temuan ini menunjukkan bahwa buku tersebut mendukung pembelajaran bermakna yang sejalan dengan prinsip konstruktivisme dan Kurikulum Merdeka.

Kata kunci: student center learning, buku pelajaran, Bahasa Indonesia, Kurikulum Merdeka, teori konstruktivisme

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INTRODUCTION

Education at every level is expected to produce graduates who possess competencies aligned with established standards. The attainment of these competencies is determined not only by the curriculum but also by a learning process that optimally develops students' knowledge, skills, and attitudes. One factor that supports the creation of such a learning process is the use of innovative learning media. These media not only assist students in generating ideas and enhancing their creativity in writing but also encourage them to construct knowledge based on their own learning experiences. Consequently, learning theories serve as a vital conceptual foundation for designing effective learning processes, including the selection and utilization of learning media (Andheska, 2016).

In the context of Indonesian language instruction, learning theories hold a strategic position; language functions not merely as a tool for communication, but also as a means for thinking, expression, and the development of reasoning abilities. Indonesian language instruction is expected to foster integrated skills in listening, speaking, reading, viewing, and writing, while simultaneously cultivating critical, creative, and reflective thinking. Therefore, a pedagogical approach that actively engages students in the construction of their own knowledge is essential.

One learning theory that aligns with these requirements is constructivism. Constructivism posits that students are not passive recipients of information, but rather individuals who actively build knowledge through learning experiences, reflection, and social interaction. Suparlan (2019) explains that constructivism positions the teacher as a facilitator who guides students in constructing knowledge based on their learning experiences. In this way, learning becomes more meaningful, as students connect new knowledge with their existing experiences and prior knowledge.

This perspective is reinforced by Nerita et al. (2023), who state that, from a constructivist viewpoint, the learning process is an activity of constructing meaning through real-world experiences and social interaction. Knowledge is not transferred directly from teacher to student; rather, it is constructed through learning activities that are dialogical, contextual, collaborative, and reflective. Consequently, constructivist theory is considered well-suited to address the demands of 21st-century education, which requires students to possess critical thinking, creative, communicative, and collaborative skills.

The implementation of constructivist theory has become increasingly relevant with the adoption of the Independent Curriculum. This curriculum is developed based on the Independent Curriculum philosophy, which emphasizes differentiated, contextual, flexible, and student-centered learning. According to Mauizdati et al. (2024), the Independent Curriculum grants students the autonomy to construct their own understanding through authentic learning experiences. At Phase E—covering the high school level—students are guided to develop critical, analytical, and reflective thinking skills, making a constructivist approach highly applicable.

Within the constructivist framework, the teaching of the Indonesian language is realized through various pedagogical strategies, such as context-based learning, problem-based learning, project-based learning, student collaboration, reflection, and authentic assessment. These strategies enable students to build their understanding through direct experience, shifting the focus away from the teacher and toward student-centered activities.

Textbooks serve as a crucial tool in the implementation of the Independent Curriculum. The 2023 revised edition of the Indonesian language textbook for Grade 10 (Fase E)—authored by Fadillah Tri Aulia, Sei Indra Gumilar, and Alvian Kurniawan, and published by the Ministry of Education, Culture, Research, and Technology—serves as a primary resource. The book is designed to foster students' literacy competencies through content, activities, projects,

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and evaluations that align with the characteristics of the Independent Curriculum. A preliminary review suggests that the textbook incorporates constructivist principles, as evidenced by its use of contextual texts, exploratory activities, discussions, reflections, and project-based assignments.

Nevertheless, the extent to which the principles of constructivist learning theory are genuinely implemented within the content of this textbook warrants further, in-depth scholarly investigation. Analyzing textbooks is essential for determining the alignment between the presentation of content, learning activities, and evaluation methods with the characteristics of constructivist learning theory. This study aims to provide an objective overview of the quality of Indonesian language textbooks—a primary learning resource—within the implementation of the Independent Curriculum.

Based on the background provided, this study focuses on addressing the following research question: how is constructivist learning theory implemented in the presentation of content, learning activities, and evaluation methods within the 2023 revised edition of the Indonesian language textbook for Grade X (SMA/SMK/MA)?

Accordingly, this study aims to describe the implementation of constructivist learning principles as reflected in the content presentation, learning activities, and evaluation components of this textbook.

This study is expected to offer both theoretical and practical contributions. Theoretically, it aims to enrich the discourse on the implementation of constructivist learning theory, specifically through the analysis of Indonesian language textbooks within the Independent Curriculum framework. Furthermore, it may serve as a reference for future research on applying constructivist theory to the creation, development, and evaluation of Indonesian language textbooks. Practically, the findings can assist teachers in selecting and utilizing textbooks that align with constructivist principles. Additionally, the study offers insights for textbook authors and developers to consider when designing learner-centered content, learning activities, and evaluation methods. For future researchers, this study may serve as a reference for further investigation into the implementation of constructivist learning theory or the analysis of Indonesian language textbooks at different educational levels.

Several studies have demonstrated the effectiveness of applying constructivist theory in education. Supardan (2019), Razak (2017), Zhang (2008), Wardoyo (2013) found that a constructivist approach can enhance the narrative writing skills of elementary school students through the use of varied instructional strategies. Arafah et al. (2023) concluded that constructivist theory shifts the focus of learning toward the students, leading to a more meaningful understanding of concepts. Kusumaningpuri and Fauziati (2021) indicated that the RADEC model aligns with Vygotsky's constructivist theory, as it encourages students to construct knowledge through interaction, scaffolding, and the Zone of Proximal Development (ZPD). Meanwhile, Herianto & Lestari (2021), Razak (2020) demonstrated that the use of interactive multimedia e-books supports the implementation of constructivism by facilitating discussion, collaboration, and the utilization of diverse digital learning resources.

METHOD

This study adopts a qualitative approach, specifically a descriptive research design. A qualitative approach was chosen because the objective is to understand and describe the phenomena that emerge from the use of Indonesian language textbooks under the Independent Curriculum for Phase E at the high school level. As explained by Moleong (2014), descriptive research aims to provide a clear and detailed account of a phenomenon, without establishing comparisons or examining relationships between variables. In this context, a descriptive design allows the researcher to gather in-depth data regarding the interactions between students and

teachers concerning the subject matter, as well as how the textbook supports a constructivist-based learning process.

Data for this study were obtained through document analysis. The purpose of this analysis is to provide a comprehensive overview of the extent to which the textbooks support active learning. The primary focus of the analysis is the application of constructivist principles as reflected in the content presented within the textbooks.

This study bases its analysis on the principles of constructivism as a theoretical framework. These principles encompass the active participation of students, the role of the teacher as a facilitator, an emphasis on the learning process, and the stimulation of critical thinking and collaborative skills. Each of these aspects serves as a benchmark for evaluating the content and pedagogical approach presented in the textbooks. Consequently, the data obtained will reveal the extent to which Indonesian language textbooks support—or fail to support—these constructivist principles.

A document analysis approach was selected for this study to uncover the degree to which the textbooks foster an active and meaningful learning process. The results of this research are expected to make a significant contribution to curriculum development at the senior secondary education level (SMA/MA/SMK/MAK). Specifically, the findings may serve as a reference for evaluating and refining the implementation of the Independent Curriculum within secondary educational settings.

The data for this study were gathered through an analysis of the Indonesian language textbook for Grade 10 (Phase E) of the SMA/MA/SMK/MAK curriculum (2023 revised edition). This research utilizes documents as the primary data source, given that the object of study is a content analysis of a textbook—specifically, the Indonesian language textbook for Grade 10 (Phase E) of the SMA/MA/SMK/MAK curriculum (2023 revised edition). Authored by Fadillah Tri Aulia, Sei Indra Gumilar, and Alvian Kurniawan, and published by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2023, this textbook was selected because it serves as one of the core instructional materials used in the implementation of the Independent Curriculum for Phase E (Grade 10). The book contains content, learning activities, and exercises that are relevant for analysis based on the principles of constructivist learning theory. The analysis aims to identify and describe the application of constructivist principles in the presentation of Indonesian language learning materials at the high school (SMA) level.

The data collection procedure employed in this methodology involves gathering data through specific techniques. According to Sugiyono (2017), documentation is a method used to obtain data and information in the form of books, archives, documents, written figures, images, reports, and other records that support the research. Mahsun (2013) notes that the "note-taking" technique involves recording relevant data that aligns with the research objectives and goals. Thus, the research methodology incorporates both documentation and note-taking as data collection procedures.

RESULTS

Regarding one of the principles of constructivism—which emphasizes that the learning process should be student-centered—this study utilizes six specific indicators as a frame of reference. These six indicators are used to analyze the extent to which the presentation of material in a textbook provides opportunities for students to play an active role in constructing knowledge, developing skills, and gaining learning experiences independently. Through an analysis based on these six indicators, it is possible to determine the degree to which a textbook aligns with the principles of student-centered learning—a key characteristic of instruction from a constructivist perspective.

Data 1

The textbook encourages students to formulate problems based on experiences derived from the

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texts they read.

The data indicates that the textbook encourages students to formulate problems based on experiences derived from the texts they read. This is evident through the inclusion of the-matic questions or activities that guide students to identify issues, connect them to their own experiences, and subsequently discuss or seek solutions to these problems. Such an approach reflects the principles of constructivism, as students do not merely receive information passively; rather, they are prompted to construct their own understanding through the experience of reading and engaging in critical thinking regarding the content of the text.

Data 2

The textbook encourages students to conduct observations of their environment.

The data indicates that the textbook encourages students to observe their environment as part of the learning process. This is evident in the presentation of activities that direct students to observe various phenomena or events in their surroundings, which serve as sources of information and learning material. The inclusion of such observational activities reflects the principles of constructivism, as students acquire knowledge through direct experience; this makes learning more contextual and meaningful, while also prompting students to construct their own understanding based on their observations.

Data 3

The textbook encourages students to conduct observations using digital media.

The data indicates that the textbook encourages students to conduct observations using digital media as part of the learning process. This is evident in the presentation of activities that direct students to access, observe, and obtain information from various digital media relevant to the subject matter. Such activities reflect the principles of constructivism, as students actively build knowledge by exploring diverse digital learning resources; consequently, the understanding they gain becomes broader, more contextual, and aligned with technological advancements.

Data 4

The textbook encourages students to make observations based on the provided reading texts.

The data indicates that the textbook encourages students to observe reading texts as part of the learning process. This is evident in the presentation of activities that guide students to read, examine, and identify key information, structures, and various elements contained within the texts. Such observation of reading texts reflects the principles of constructivism, as students actively build their own understanding by reading, analyzing, and connecting the information they acquire with their existing knowledge or prior experiences.

Data 5

The textbook encourages students to derive findings from their observations.

The data indicate that the textbooks encourage students to derive findings from the observational activities they have carried out. This is evident in the presentation of activities that guide students to process, analyze, and draw conclusions from information gathered through the observation of objects, environments, digital media, or reading texts. Such activities reflect the principles of constructivism, as students build their own knowledge by discovering, interpreting, and reaching conclusions based on evidence or the learning experiences they have acquired.

Data 6

The following is data related to the fifth indicator, which shows that the textbooks contain various forms of discourse (monologues, dialogues, and prologues).

The data indicates that textbooks incorporate various forms of discourse—such as monologues,

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dialogues, and prologues—as part of the learning material. The inclusion of these forms offers students opportunities to grasp communication contexts, practice listening and speaking skills, and develop language proficiency through diverse learning activities. This reflects the principles of constructivism, as students do not merely study concepts theoretically; rather, they build their understanding through the interactions and communicative practices presented in the textbooks.

DISCUSSION

In this discussion section, the researcher describes the research findings regarding the application of constructivist learning theory in the Independent Curriculum Indonesian language textbook for Grade X of SMA/MA/SMK/MAK (Revised Edition, 2023). The discussion focuses on the presentation of material, learning activities, and exercises that reflect constructivist principles—such as the active involvement of students, the exploration of prior knowledge, experience-based learning, and the process of independently constructing understanding. These characteristics align with the implementation of the that curriculum, which positions students as the primary subjects in the learning process, ensuring that knowledge is acquired through interaction with their environment and meaningful learning experiences (Wijayanti et al., 2025).

Based on the analysis of the Indonesian language textbook for Grade X of SMA/MA/SMK/MAK (Revised Edition, 2023), the content encourages students to formulate problems based on their experiences with the texts they read. In this regard, Huda et al. (2024), Rosita et al. (2024), and Supriyadi (2018) state that an effective textbook does not merely convey information; it also provides space for students to engage in discussion, reflection, and the development of critical thinking through learning activities. The textbook prompts students to observe their surroundings, as well as to examine digital media. Furthermore, the textbook encourages students to make observations based on the reading materials provided. This is consistent with the views of Herianto & Lestari (2021) and Auliya et al. (2022), who note that constructivist learning is characterized by students building knowledge through reading materials and observing the media presented in the textbook, which in turn leads them to derive insights from their observations. The textbook also incorporates dialogues (including monologues, dialogue, and prologue). This aligns with research by Asri et al. (2018), which indicates that role-playing instruction supported by dialogue texts has a significant impact on students' speaking proficiency, suggesting that dialogue texts can serve as an effective tool for developing speaking skills.

The learning materials and activities consistently position students as the primary subjects within the learning process. This is reflected in various activities that require students to be actively involved in reading, observing, analyzing, comparing, interpreting, and reflecting on the content of the texts. Such activities not only guide students toward a conceptual understanding of the material but also encourage them to build their own understanding based on learning experiences gained both independently and collaboratively. These findings are consistent with the constructivist perspective, which posits that learning is a process of seeking meaning that requires students to be actively engaged in constructing their own understanding (Suparlan, 2016). Consequently, instruction is not centered on the transmission of information by the teacher, but rather on the process of knowledge construction by the students.

The emphasis on a student-centered learning process is evident in various activities involving reading and analyzing texts—such as observational reports, anecdotes, traditional tales, biographies, and poetry. Students are guided to articulate their reading experiences by identifying main ideas, drafting summaries, comparing the content of different texts, and connecting the messages within those texts to real-life contexts. Furthermore, the

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use of tables, graphic organizers, and reflective questions encourages students to organize information systematically and critically. This pedagogical pattern aligns with the views of Apriliani et al. (2026) and Pratama et al. (2025), who assert that students—as the subjects of the educational process—should be the primary focus; consequently, all learning activities must be centered on the students, thereby facilitating effective learning interactions between students and teachers. It is further explained that instruction should be learner-centered, characterized by educational interactions that emphasize two-way communication between the teacher and the students. In this model, students take an active role as the subjects of their own learning, while the teacher acts as a facilitator, guiding the learning process to ensure effective interaction and the optimal achievement of learning objectives.

Beyond printed texts, this textbook also facilitates experience-based learning through environmental observation and the use of digital media. Students engage in direct observation, visual documentation, the use of infographics, e-books, QR codes, and social media as learning resources. These activities expand the students' learning environment, providing opportunities to bridge empirical and digital experiences with language learning. This approach demonstrates that the textbook serves not merely as a source of content, but as a tool that supports the development of active, contextual learning skills tailored to the characteristics of the students. Moreover, the emphasis on reflection and self-assessment—facilitated by various learning reflection tables—ensures that students are trained to independently evaluate both their learning processes and their outcomes. Through these reflective activities, students are encouraged to recognize their competency achievements, strengths, and areas that still require improvement. This aligns with the views of Fatmawati (2024) and Farhan Alisnaini et al. (2025), who state that reflection in the learning process plays a crucial role in helping students evaluate their learning experiences and outcomes. This enables them to acknowledge the competencies they have attained, identify their own strengths and weaknesses, accept feedback, and plan improvements for future learning. Furthermore, the processes of reflection and self-assessment encourage students to develop self-regulation, a sense of responsibility, and autonomy in their learning, rendering the educational experience more meaningful and sustainable. Overall, these findings indicate that the content in the Grade X Indonesian Language Textbook (Revised Edition, 2023) implicitly applies the principles of student-centered learning, consistent with a constructivist approach that positions the student as the primary agent in the construction of knowledge.

Therefore, the Indonesian Language textbook for Grade X SMA/MA/SMK/MAK (Revised Edition, 2023) consistently applies student-centered learning principles, which align with constructivist learning theory. The content and learning activities are designed to actively engage students in constructing knowledge through reading, observing, analyzing, reflecting, and connecting the content of texts to their own experiences and real-life contexts. Furthermore, this textbook facilitates experience-based learning and the use of digital media—expanding the students' learning space—while encouraging reflection and self-assessment as integral parts of the continuous learning process. Consequently, the Bahasa Indonesia textbook for Grade X SMA/MA/SMK/MAK (Revised Edition, 2023) serves not merely as a source of material, but as a pedagogical tool that fosters student autonomy, critical thinking, and language proficiency, in accordance with the requirements of the Independent Curriculum. In line with the views of Sari et al. (2025), learning should be contextual—linking subject matter to students' daily experiences and encouraging them to apply their knowledge to solve authentic problems. Thus, it can be concluded that contextual learning provides students with the opportunity to connect what they learn with real-life experiences. Through this process, students do not only grasp

concepts theoretically but also gain the ability to actively and meaningfully apply their knowledge to resolve authentic challenges.

CONCLUSION

The Bahasa Indonesia textbook for Grade X SMA/MA/SMK/MAK (Revised Edition, 2023) consistently reflects the application of constructivist and student-centered learning principles. The content and learning activities are designed to stimulate students to actively construct knowledge by tapping into their prior understanding, analyzing events, engaging in discussions, reflecting, and practicing language skills within a contextual framework. Within the framework of constructivism, students are positioned as active learners who construct their own understanding based on their prior experiences and existing knowledge. The learning process itself is understood as an activity of thinking, interpreting, and deriving meaning from information—whether independently or collaboratively.

Furthermore, this textbook emphasizes active student participation, with learning outcomes serving as the culmination of the knowledge-construction process. The implemented curriculum encourages student engagement across the cognitive, affective, and psychomotor domains. Teachers act as facilitators, creating a conducive learning environment, providing necessary support, and guiding the exploration process without dominating the instruction. Consequently, this textbook functions not merely as a source of content, but as a pedagogical tool that fosters meaningful learning—aligned with the principles of constructivism and the Independent Curriculum—to develop students' critical thinking, creativity, communication skills, and learner autonomy.

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