

# Analyze Constructivist Learning Experiences, Democratic Attitudes, Learning Independence, Students' Learning Motivation

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**Abstract:** The aim was to analyze the constructivist learning experience, democratic attitude, learning independence, and students' motivation. The research subjects consisted of 116 students from the Indonesian language and literature education study program. The research method is a descriptive survey using a closed questionnaire instrument and a Likert scale. The data collection technique is using Google Forms. The data collected were then analyzed using descriptive quantitative and inferential analysis. The results showed that constructivist learning experience was 68% with a low category, democratic attitudes were 79% with a fairly category, learning independence was 71% with a fairly category, and learning motivation was 69.00% with a low category. Then, the very low correlation coefficient value is shown in the constructivist learning experience with a learning motivation of 0.263 with a very low correlation. The high correlation coefficient value on motivation with learning independence is 0.577. The findings of this study indicate that overall, constructivist learning experience, democratic attitudes, learning independence, and student motivation are still and need to be optimized for learning effectiveness.

**Keywords:** Constructivist learning experiences; Democratic attitudes; Learning independence; Students' learning motivation

## Introduction

Education today is a place to grow and develop, especially in terms of intellectual and quality of life, which has become very important. Especially nowadays, technology is developing rapidly and changing so fast. In order for us to cope with these changes, we need the right theory, method, and design when running education through the learning process (Chauhan, 2017; Tawafak et al., 2018; Masgumelar, 2021). One of the ways that can be taken in the world of education is to integrate various learning theories that can adapt to the times. With the integration of the right learning theory, learning is not just a process of transferring knowledge. Rather, it becomes a space to develop various skills such as critical, creative and innovative thinking. There are

many learning theories, one of which is constructivism learning theory.

In general, constructivism is a learning process that gives students the freedom to develop their insights and knowledge through their learning processes and experiences (Mustafa & Winarno, 2020). Constructivism theory states that students will continuously try to prepare their mentality about the real world from their perception of the world (Sugrah, 2020). Students can find, understand, and seek information and knowledge (Kosnik et al., 2018; Green & Gredler, 2002; Hendrayanto, 2019). The benefit of constructivism is that it involves students actively in the learning process, they are trained to find information independently and actively participate in discussions, which makes students more dynamic classroom atmosphere

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compared to conventional lecture methods. Students not only receive information but also engage in the active process of constructing new knowledge that is relevant to their real life (Maulana & Leonard, 2018; Minarni & Napitupulu, 2020; Hashmi et al., 2021; Larison, 2021). Constructivist learning experiences can be built using teaching materials (Aldi et al., 2022; Aldi et al., 2022; Adnan et al., 2022; Adnan & Ismail, 2023; Adan et al., 2023). In addition, constructive learning experiences can be trained through innovative learning models (Adnan et al., 2024; Aldi et al., 2024). The application of constructivism can increase students' learning motivation, which can make their learning experience more meaningful (Julia et al., 2024). In addition, constructivist learning experiences need to be integrated with democratic attitudes.

Democratic attitudes in education include skills that need to be given and trained to students. It includes decision-making skills, freedom of opinion, and refutation in class, with equal opportunities with all students from various backgrounds (Restiana et al., 2024). Democratic attitudes contain 12 main values: freedom of opinion, tolerance, respect for differences, understanding diversity, openness, upholding human dignity, self-confidence, independence, mutual respect, self-control, togetherness, and balance (Farnidayani et al., 2024). Democratic education can be implemented through democratic principles and values that can be implemented in school activities (Smith & Rabin, 2024). Democratic attitudes need to be developed in students so that students can respect others (Warouw et al., 2023). Democratic attitudes can be juxtaposed with learning independence.

Learning independence is a major factor determining student success in learning. Learning independence is very important and needs to be developed. Learning independence is a condition that a person feels so that he has the desire to compete for the advancement of his achievements, dares to decide something, has the desire to compete for the advancement of his achievements, has the desire to solve existing problems, has high confidence to complete his work, and has great responsibility for something that is done (Budyaningsih & Fikroh, 2023). The benefits of learning independence explain that there are dimensions of learning management, responsibility, and utilization of various sources in the syntax of learning independence (Tahar & Enceng, 2006).

Learning motivation can be interpreted as a driving force to carry out certain learning activities that come from within and also from outside the individual so that it can foster enthusiasm in learning (Monika & Adman, 2017; Doyan et al., 2017; Ndoa & Jumadi, 2023; Dini et al., 2023). Motivation is a conscious effort to move, direct and maintain a person's behavior so that he is

encouraged to act to do something so as to achieve certain results or goals. Learning motivation is the tendency of students to carry out learning activities that are driven by the desire to achieve the best possible achievement or learning results (Abdullah et al., 2021; Taupik & Fitria, 2023). The benefits of learning motivation will encourage enthusiasm for learning in students. Conversely, a lack of learning motivation will weaken the spirit of learning which will also affect student learning outcomes (Nurmala, 2014). Learning motivation becomes one of the factors of student success in achieving maximum learning outcomes. Students who have high learning motivation will be better at receiving lessons and the attitude generated by students will be more positive. Some factors that influence motivation in learning are, ideals or aspirations of students (Budiarawan, 2019).

Constructivist learning experiences in learning can increase learning independence, critical thinking skills, and student motivation. Active exploration-based learning allows students to build knowledge independently, improve understanding and create an enjoyable learning experience. It also develops social skills through group co-operation and supports democratic attitudes by involving students in discussions and decision-making. The application of constructivism is proven to be effective in creating a learning atmosphere that is more interesting and relevant to students' daily lives. Constructivist learning experiences emphasize that students construct their knowledge by being active with their environment and experiences. This approach encourages students to think critically and creatively and facilitates independent learning (Sumarsih, 2009).

Research into the relationship between constructivist learning experiences, learning independence, and learning motivation shows that constructivist learning environments can positively influence students' learning motivation and independence. According to Çetin-Dindar (2016) the effect of constructivist learning environment on learning motivation can increase students' learning motivation, especially when students are allowed to relate learning to real-world issues. However, this motivation is higher when students can see the direct relevance of the learnt material to everyday life. Meanwhile, the influence of constructivist-based learning environments, such as problem-based learning (PBL), increases students' academic self-efficacy, which is an important indicator of learning independence (Alt, 2015).

Previous research shows that constructivist learning experiences, democratic attitudes, learning independence, and students' learning motivation are interconnected and influence each other. Line Semerci et

al. (2015) stated that constructivist approaches have a positive impact on academic achievement, retention, and attitudes. Constructivist learning environments can increase student motivation by linking learning to real-world issues; although it does not necessarily increase overall motivation, this approach can improve students' deep processing strategies, self-efficacy and task value (Çetin-Dindar, 2016). Another study also mentioned that the constructivist approach can improve democratic attitudes. In science classes, democratic practices implemented with a constructivist approach can increase student participation, although not all independent variables, such as science ability, affect these democratic practices (Daher & Saifi, 2018). Alt (2015) stated that constructivism-based learning environments can increase students' academic self-efficacy and self-regulation strategies, which are important for learning independence.

Based on the previous description, the novelty of this study lies in the research effort to link the relationship between constructivist learning experiences with the development of democratic attitudes, learning independence, and learning motivation in college students. This research emphasizes the application of constructivist learning experiences that are not only focused on aspects of student understanding, but on the development of democratic attitudes that can support students' active role in learning. This research also examines how constructivist learning experiences correlate with democratic attitudes, independence and student learning motivation. This research integrates these elements in the hope of making a new contribution. This research is very important because it can create an inclusive learning environment that is in line with current educational challenges. Based on the previous description, the purpose of this research focuses more on the study of constructivist learning experiences, democratic attitudes, learning independence, and learning motivation and analyses their correlation.

**Method**

This research uses quantitative data using the survey method. The sample of this study was the Indonesian Language and Literature Education Study Programme. The data that has been obtained is then analyzed using descriptive quantitative and inferential analysis. Data analysis in the study was descriptive and inferential statistical analysis. Descriptive statistical analysis was used to interpret constructivistic learning experiences, democratic attitudes, learning independence, motivation, and student learning outcomes. Descriptive analysis categories consist of: very good ( $91 \leq X \leq 100$ ), good ( $81 \leq X < 90$ ), fairly ( $71 \leq X$

$< 80$ ), low ( $61 \leq X < 70$ ), very low ( $X < 60$ ) (Aldi et al., 2024). Inferential statistical analysis using the Spearman correlation test. The Spearman correlation test is used because the data is not normally distributed, the Spearman correlation test also has the aim of showing the relationship between constructivist learning experiences, democratic attitudes, learning independence, motivation, and student learning outcomes (Atler et al., 2015; Creswell, 2015; Djatsa, 2019). The following is a table of correlation coefficient value intervals in Table 1.

**Table 1.** Categories of Correlation Coefficient Values

Attention	Category
0.00-0.199	Very Low
0.20-0.399	Low
0.40-0.599	Medium
0.60-0.799	Strong
0.80-1.00	Very Strong

The instruments used in this research are questionnaires and tests. The questions were designed to explore students' experiences regarding constructivistic learning, democratic attitudes, learning independence, motivation, and student learning outcomes. This questionnaire uses a Likert scale with answer options: very good, good, fairly, not good, and very bad. This instrument aims to reveal various learning experiences of democratic attitudes, learning independence, and motivation, and there is an instrument of student learning outcomes.



**Figure 1.** Research flow diagram

The target of this research was university students with a total of 116. The students came from the

Indonesian language and literature education study programme at Universitas Muslim Makassar. Measuring learning experiences, democratic attitudes, learning independence, motivation, and student learning outcomes is important to evaluate learning effectiveness and ensure the achievement of higher education goals. Positive learning experiences reflect the quality of the academic environment, while democratic attitudes demonstrate students' ability to think critically and cooperate in a pluralistic society (Santrock, 2021). Learning independence contributes to the formation of lifelong learning abilities (Zimmerman, 2002), and motivation is a key factor influencing academic achievement (Deci & Ryan, 1985; Dari et al., 2022; Syamsinar et al., 2023; Putri & Alyani, 2023). The results of this measurement also provide important data for curriculum development and learning strategies relevant to student needs and the demands of the global workforce (Biggs & Tang, 2011). The following is a research flow chart in Figure 1.

## Result and Discussion

Based on the results of the profile analysis of constructivist learning experiences, democratic attitudes, learning independence, motivation, and student learning outcomes. This is done by collecting data from students consisting of various constructivist learning experiences of democracy, learning independence, motivation, and student learning outcomes. The following results of the analysis of constructivist learning profiles, democratic attitudes, learning independence, motivation, and student learning outcomes can be observed in the figure below.

### Descriptive Analysis Student Profile

The results of this study describe the profile of students' educational experience, which includes five main dimensions: constructivism, democratic attitudes, academic independence, academic motivation, and academic achievement (Mulyatno, 2022). The most valuable data was in the dimension of democratic attitudes, with the highest score reaching 79 with a fairly category, showing students' ability to appreciate other people's points of view, actively participate in discussions, and make decisions collectively. Academic independence, which scored 71 with a fair category, showed good performance but needed more support to improve time management and efficient use of learning resources (Shalihudin, 2021). Academic motivation scored 69 with a low category, indicates the need to improve internal and external factors to encourage students' learning motivation (Septia, 2024). On the other hand, the constructivism dimension recorded the

lowest score of 68 with a low category, signaling the need for a more intensive experiential approach to the learning process (Sulistyaningsih, 2012).

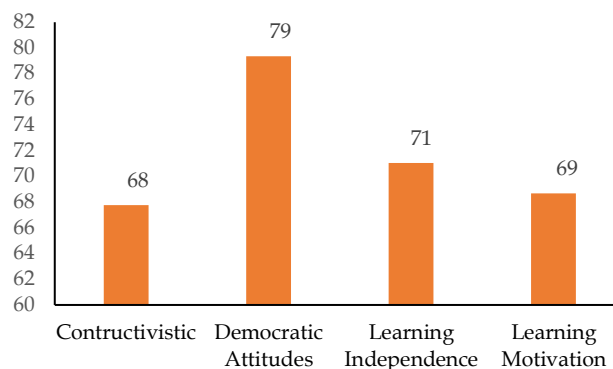


Figure 2. Student response scores

Overall, the results of this study indicate that although students' academic achievement is very good, some aspects of the educational experience require improvement (Amin, 2021). Recommendations include strengthening the constructivist approach through interactive learning methods, enhancing academic motivation by creating a more stimulating learning environment, and developing strategies to increase students' autonomy in their learning process. Thus, the findings of this study not only provide insights into the current state of education and offer strategic directions for improving the quality of students' educational experiences in the future.

### Inferential Statistical Analysis

Before the inferential test activities, it is necessary to do the prerequisite test. The prerequisite test in this study is the normality test. The normality test serves to describe the sample as not normally distributed or normal. The normality test results prove that the One-Sample Kolmogorov-Smirnov probability value on the constructivist learning experience of democratic attitudes, motivational learning independence, and learning outcomes is smaller than 0.05. Therefore, the data to be tested inferential is not normally distributed. Based on this, the appropriate difference test analysis is the non-parametric Spearman correlation test. The purpose of the Spearman correlation non-parametric test is to determine the relationship between constructivist learning experiences, democratic attitudes, learning independence motivation, and learning outcomes (Djatsa, 2019).

The results of Spearman's rho correlation analysis showed a significant relationship between constructivist-based learning experiences and students' democratic attitudes, learning independence, and learning motivation. The relationship between



constructivist learning experiences and democratic attitudes shows a coefficient of 0.544, indicating a fairly strong positive correlation. The relationship with learning independence shows a moderate positive correlation with a coefficient of 0.428, while the correlation with learning motivation is in the low

category with a coefficient value of 0.263. Democratic attitudes have a fairly strong positive relationship with learning independence (coefficient 0.535), but the correlation with learning motivation is lower with a coefficient of 0.268. Learning independence showed the highest correlation with learning motivation, at 0.570.

**Table 2.** Spearman's Rho Correlation Test

		Constructivist	Democratic Attitudes	Learning Independence	Learning Motivation	
Spearman's rho	Constructivi	Correlation Coefficient	1.000	.544**	.428**	.263**
		Sig. (2-tailed)	.	.000	.000	.004
		N	116	116	116	116
	Democratic Attitudes	Correlation Coefficient	.544**	1.000	.535**	.268**
		Sig. (2-tailed)	.000	.	.000	.004
		N	116	116	116	116
	Learning Independence	Correlation Coefficient	.428**	.535**	1.000	.570**
		Sig. (2-tailed)	.000	.000	.	.000
		N	116	116	116	116
	Learning Motivation	Correlation Coefficient	.263**	.268**	.570**	1.000
		Sig. (2-tailed)	.004	.004	.000	.
		N	116	116	116	116

This finding is in line with Vygotsky's theory that emphasizes the existence of a social interaction in learning that can optimize democratic attitudes and learning independence. The study results of Cahyani et al. (2023) can provide support that constructivist learning experiences can have a role to increase students' learning independence at various levels of education. In addition, democratic attitude has a positive relationship with learning independence, which indicates that openness to learning can make students appear to be more independent. This is strengthened by the statement of Dhanty et al. (2022) who revealed that students with democratic attitudes tend to be more able to manage learning independently. In addition, although there is a relationship between constructivist learning experiences and learning motivation, this correlation is lower than in democratic attitudes and learning independence. Wafiqni et al. (2023) explained that a good learning environment can contribute to optimizing motivation, but there are also external factors that can influence it. In general, constructivism learning experiences can provide something meaningful in democratic attitudes and learning independence, which can then have an impact on learning motivation. Democratic attitudes and learning independence act as important mediators in this relationship. Therefore, the implementation of constructivist learning experiences on campus can be an effective strategy to improve the quality of learning, especially in the aspects of democratic attitudes, learning independence, and student motivation.

This research aligns with global studies that emphasize the importance of constructivist approaches in higher education. The approach is not only orientated towards knowledge transfer but also encourages the development of social, emotional, and cognitive skills relevant to the formation of democratic attitudes, independence, and motivation to learn. Engaging students in open discussions and teamwork in a constructivist learning environment is effective in developing democratic attitudes. This is supported by Barth (2015) who shows that a constructivism-based learning environment develops democratic values such as tolerance, openness, and cooperation. Intensive interaction allows students to learn to appreciate various perspectives and develop better communication skills.

The constructivist approach also encourages students to take responsibility for their learning process, thus enhancing their independent learning ability. According to Loyens et al. (2008), learning experiences that integrate new knowledge with previous experience strengthen students' self-confidence and independent learning ability. Loyens et al. (2008) emphasized that problem-based learning encourages students to become more independent in solving complex problems through collaboration. The impact of this is that students not only learn effectively. However, they can have critical and creative thinking skills needed in facing the challenges of the current era. This can also be supported through active student participation.

Active participation in learning is one of the keys to increasing learning motivation. Ryan et al. (2000) explain that meaningful learning in a constructivist approach

can fulfill students' needs for autonomy, competence, and connectedness, which in turn encourages their motivation to achieve learning goals. Vansteenkiste et al. (2006) added that learning that provides space for students to explore increases their autonomy, which is important in maintaining learning motivation. In addition, direct involvement in solving contextually relevant problems enhances their competence (Garrison & Kanuka, 2004).

Constructivistic-based learning experiences not only encourage the growth of democratic attitudes but also strengthen learning independence. Vygotsky (1978) emphasizes that social interaction in learning contributes to students' cognitive and emotional development. Deci et al. (1985) added that students who can learn independently tend to have higher intrinsic motivation. Zhang et al. (2020) found that students with high democratic awareness tend to be more motivated in learning because they realize the importance of their contribution to the group process. Bandura (1997) also noted that effective social interaction increases self-efficacy, an important element in building self-learning ability.

## Conclusion

The ability of constructivist learning experience is 68% with low category, democratic attitude is 79% with sufficient category, learning independence is 71% with sufficient category, and learning motivation is 69.00% with low category. Then, a very low correlation coefficient value is shown in constructivist learning experience with learning motivation of 0.263 with a very low correlation. The optimal correlation coefficient value on motivation with learning independence is 0.577 with a medium category. Therefore, constructivist learning experiences, democratic attitudes, learning independence, and student learning motivation still need to be optimized. The impact of this study is that researchers have found out that there is a correlation between constructivist learning experiences, students' democratic attitudes, independent learning and students' learning motivation. Therefore, this research opens a new insight into how these various factors provide mutual support in promoting effective learning and making students actively involved in learning activities.

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## Author Contributions

M: Collect data, analyze data, and prepare articles for publication.

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