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Analysis of The Constructivist Approach in The Learning Process of Public Policy

Analisis Pendekatan Konstruktivisme dalam Proses Pembelajaran Kebijakan Publik

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Abstract

The constructivist approach to education emphasizes the active participation of students in knowledge-building through direct experiences, social interactions, and later reflection. This article analyses constructivism as a philosophical framework within public policy education, promoting the evolution of conventional learning into a more dynamic, participatory, and adaptive process. This method transforms educators from information providers to facilitators who create learning environments promoting inquiry and cooperation. Rather than only measuring the quantity of retained knowledge, constructivism prioritizes evaluation as a pedagogical approach that emphasizes the cultivation of a deep understanding of concepts and their application in real-world contexts. In conclusion, the constructivist technique fosters a learning environment that is both pertinent and inclusive, promoting the growth of students into critical, creative, and independent individuals. Incorporating constructivism into the curriculum could enhance the efficacy of public policy education in equipping students to address the challenges and intricacies of contemporary society.

Keywords: Constructivism, Education, Social Interaction, Public Policy

Abstrak

Pendekatan konstruktivis dalam dunia pendidikan menekankan pada partisipasi aktif siswa dalam mengembangkan pengetahuan melalui pengalaman langsung, interaksi sosial, dan pada tahap terakhir, refleksi. Artikel ini menganalisis pendekatan konstruktivisme sebagai kerangka filosofis dalam pembelajaran kebijakan publik, yang mendorong perubahan pembelajaran konvensional menjadi proses yang lebih dinamis, partisipatif, dan adaptif. Metode ini dapat mengubah pendidik dari sekadar penyedia informasi menjadi fasilitator yang menciptakan lingkungan belajar yang mendorong keingintahuan atau penyelidikan dan kerja sama. Daripada hanya mengukur kuantitas pengetahuan yang sudah didapatkan siswa, evaluasi diprioritaskan dalam konstruktivisme sebagai pendekatan pedagogis yang menekankan pengembangan pemahaman mendalam tentang konsep dan penerapannya dalam konteks dunia nyata. Sebagai kesimpulan akhir, teknik pembelajaran konstruktivis mendorong lingkungan belajar yang relevan dan inklusif, yang mendorong perkembangan siswa menjadi individu yang lebih kritis, kreatif, dan mandiri. Memasukkan pendekatan konstruktivisme ke dalam kurikulum dapat meningkatkan keberhasilan pembelajaran kebijakan publik dalam membekali siswa siswi untuk menghadapi tantangan-tantangan dan kerumitan-kerumitan masyarakat kontemporer saat ini.

Kata kunci: Konstruktivisme, Pendidikan, Interaksi Sosial, Kebijakan Publik

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Introduction

In recent decades, constructivism has emerged as a significant framework for understanding and analyzing public policy. Constructivism is a theoretical perspective emphasizing the role of ideas, norms, and identities in shaping political actions and policies. In the field of public policy, this approach offers a distinct perspective by shifting the focus from structural and materialistic analysis to conceptual and social elements. The background and evolution of constructivism in public policy are complex and have developed alongside theoretical and practical advancements in the policy field. Initially, constructivism emerged as a school of thought within international studies and international relations.

Today, constructivism is widely applied as an approach in the learning process. Constructivist theory allows individuals the freedom to learn and seek understanding independently. This theory grants individuals the autonomy to explore knowledge or fulfill their needs through their ability to identify and address their desires or requirements. Collaborative aspects are also significant in this theory, as individuals are encouraged to utilize the assistance of others in their learning process (Rangkuti, 2014). Consequently, constructivist theory motivates individuals to actively engage in the learning process with the goal of discovering and developing competencies, knowledge, technology, and other aspects necessary for self-improvement. The fundamental principle of this theory is that learning is not merely the transmission of information but involves the active construction of knowledge by individuals through their experiences and interactions with their environment.

According to Windschitl, as cited in Abbeduto (2004), constructivism is fundamentally a perspective that relies on students' activities to create, interpret, and reorganize knowledge individually. Similarly, Schwandt (1994) describes constructivism as akin to interpretivism and constructivism. Von Glaserfeld (1987) adds that knowledge is not a commodity that can be transmitted, nor is there a definitive intermediary for its transfer (Suprapti, 2018). The implication of constructivist approaches in education is that teachers must consider students' prior knowledge from their experiences outside the classroom. Teaching is viewed as a process aimed at altering students' understanding or preconceived ideas (Husna, 2023).

In constructivist learning, students are active subjects who construct their knowledge based on experiences, reflection, and social interaction. This approach is particularly relevant in public policy education as it accommodates the complexity and dynamics inherent in public policy, such as formulation, implementation, and evaluation. Constructivism emphasizes experiential learning, where students are exposed to real-world, contextual issues. In public policy education, this can be implemented through case studies or policy simulations, enabling students to deeply understand policy processes, from decision-making to societal impact. Social interaction forms the foundation of constructivist learning, as students engage in discussions, debates, or role simulations to build

enriched understanding and consider diverse perspectives. This process enhances analytical skills and fosters collaborative learning among students.

The development of constructivist approaches acknowledges two key figures, Jean Piaget and Lev Vygotsky, as noted by Yusuf and Arfiansyah (2021). Piaget's version of constructivism focuses on individual aspects, emphasizing learning as a journey of intellectual development. In contrast, Vygotsky's sociocultural constructivism centers on learning within a social context.

Constructivism underscores the role of ideas in shaping public policy. Ideas, concepts, and values held by policymakers significantly influence the direction and substance of policies. For example, when a society prioritizes environmental sustainability, these ideas shape policies supporting student learning. Constructivism posits that ideas are not merely reflections of reality but actively contribute to constructing that reality. Ideas can drive changes in societal norms and values, thereby influencing the public policies formulated. Constructivism also highlights the role of norms and identity in shaping public policy. Social norms, or shared views on acceptable behavior within a society, play a crucial role in defining policy directions and objectives. Similarly, individual or group identities influence policy preferences and societal responses to specific policies. For instance, in health policy, social norms related to health and healthy identities can motivate the adoption of policies promoting a healthy lifestyle. Conversely, shifts in norms and social identities can trigger changes in policy preferences.

Constructivism recognizes that social reality is not static but continuously constructed through social interactions. In public policy, these interactions are often manifested in group discussions, debates, or role-playing simulations. By engaging with peers from diverse backgrounds in policy discussions, students can construct richer understandings and approach issues from multiple perspectives. This process not only enhances analytical capabilities but also trains students to collaborate effectively.

The emergence of the constructivist approach in public policy can be attributed to various reasons reflecting the need to address the limitations of traditional approaches that primarily focus on material and structural factors. Constructivist theory arose in response to critiques of positivist approaches (Umbara, 2017), which tend to regard social reality as something measurable and objectively explainable. Unlike positivist approaches that emphasize rigorous observation and measurement, constructivism rejects the notion that social reality can be fully understood through positivist scientific methods. Instead, constructivist theory highlights the role of social construction and subjective interpretation in shaping our understanding of the world.

In the constructivist perspective, social reality is seen as a product of human interaction and collective construction processes. This theory underscores that understanding social reality is not solely based on objective facts but is also influenced by subjective interpretations, values, and the

experiences of individuals and groups. Thus, constructivism posits that knowledge is neither neutral nor absolute; it is relative and contextual, depending on the interpretive frameworks employed by individuals or groups in constructing the meaning of social reality.

The constructivist approach reflects the understanding that public policy encompasses not only economic and political dimensions but also social and cultural dimensions. Policy decisions are influenced not only by rational considerations and efficiency but also by social norms, cultural values, and societal identity concepts. In addressing complex challenges such as inequality, climate change, or social conflict, the constructivist approach recognizes the necessity of incorporating social and cultural dimensions to formulate more sustainable policies that align with societal needs.

Furthermore, the constructivist approach places greater emphasis on the role of actor agency in shaping policy. While other approaches tend to view actors as respondents to structural forces, constructivism recognizes that actors play an active role in shaping and defining policy. This perspective underscores the importance of acknowledging the agency of individuals and groups in the dynamic processes of policy formation and implementation.

Conceptual Framework

Constructivist approaches have increasingly become a growing theoretical foundation in public policy analysis. Alongside the paradigm shifts in social and political sciences, constructivism offers a more dynamic and complex perspective in understanding the formulation and implementation of policies. The history of constructivist approaches began in the early 20th century, when constructivism emerged as an attractive paradigm of thought across various disciplines, creating compelling narratives about how worldviews evolve. The development of constructivism was significantly influenced by contributions from cognitive psychology, particularly those of Jean Piaget and Lev Vygotsky. Through their works, they emphasized the crucial role of knowledge construction in children's cognitive development. Piaget developed theories on how children construct their knowledge through interaction with their environment, while Vygotsky highlighted the importance of language and social interaction in the process of knowledge construction (Habsy et al., 2024).

One of the foundational points of constructivism can be traced to the works of scholars such as Peter Berger and Thomas Luckmann, who formulated the theory of the social construction of knowledge. They argued that social reality cannot be understood objectively but is constructed by humans through social interactions. Over time, the concept of constructivism gradually infiltrated various disciplines, including political science. Alexander Wendt is regarded as one of the central figures in the development of constructivism in political science. In his seminal work, "Social Theory of International Politics" (1999), Wendt challenged traditional views of the international system based on anarchic structures. He argued that international relations are not merely outcomes of power and

structure but are also shaped by the interpretations and perceptions of international actors toward one another. Wendt distinguished between anarchy in the international system and what he called “anarchic cultures”. According to him, actors' interpretations and perceptions of anarchy shape different behavioral patterns. Wendt’s constructivist approach significantly contributed to broadening the perspective of international relations and creating room for more contextual policy analysis.

Nicholas Onuf, in his work “World of Our Making” (1989), also made significant contributions to the development of constructivism. He proposed a constructivist perspective on the international system by emphasizing the importance of conventions and norms as the primary determinants in international relations. Onuf argued that international realities are shaped not only by structures and interests but also by evolving social conventions. Constructivist approaches rely on the concept that social reality is socially constructed, with discourse playing a central role in shaping shared understandings of the world.

Twomey Fosnot (1989), as cited in (Sugrah, 2019) defines constructivism based on four principles:

a. Learning depends on what individual already know

Constructivism in education emphasizes that the learning process is highly dependent on the prior knowledge possessed by individuals. Constructivism posits that effective learning occurs when students are actively engaged in constructing their own knowledge, building upon their existing knowledge base. In other words, constructivism asserts that students are not “blank slates” but bring with them prior knowledge that shapes their understanding of the world. Learning involves understanding and applying existing knowledge to new contexts. In public policy education, this principle is highly relevant, as students typically have prior knowledge of social, political, or economic issues. For instance, their experiences with public issues such as poverty, education, or healthcare form the foundation for further learning processes.

b. New ideas arise when individuals adapt and modify their old ideas

Constructivism emphasizes that knowledge formation occurs through an interactive process in which individuals actively construct their own understanding. When exposed to new experiences or information, they integrate these into their existing framework of understanding, leading to modifications of prior ideas to create more inclusive or appropriate frameworks. Constructivism stresses that learning is not merely passive information reception but an active process. In public policy, students often encounter situations requiring them to adjust or revise their initial assumptions about a policy. For example, a student might initially believe that energy subsidies are the best solution to support low-income communities but may change their perspective after studying the fiscal and environmental impacts of subsidies.

c. Learning involves discovering ideas rather than mechanically gathering a series of facts

Constructivism indicates that the learning process goes beyond the mechanical collection of facts and involves the discovery of ideas. Learning is seen as a process where individuals actively engage in forming and discovering their understanding, rather than passively receiving information. Effective public policy education focuses not only on memorizing theories or data but encourages students to explore and discover innovative ideas. For example, in policy analysis, students are encouraged to explore creative solutions to public issues through research, group discussions, and policy simulations. This process enhances their analytical and critical skills, linking theoretical knowledge to practical applications for a more holistic understanding of public policy.

d. Meaningful learning occurs through rethinking old ideas and reaching new conclusions about conflicting new ideas

Constructivism underscores that meaningful learning involves critical reflection and reinterpretation of old ideas. During this process, individuals arrive at new conclusions or interpretations of conflicting new ideas. This highlights the importance of reflection and reinterpretation in the learning process. In public policy education, students often face new ideas that may challenge their initial beliefs or understanding. For instance, when studying the impacts of decentralization, students may initially view it as a solution for improving government efficiency. However, after analyzing empirical data showing disparities among regions in the implementation of decentralization policies, they may revise their understanding. This process fosters meaningful learning, where students actively reflect and adjust their understanding based on new information.

There are 2 (two) fundamental principles of constructivism, however these principles are not intended to be universally accepted (Widodo, 2007):

a. Constructivist View on Knowledge

One of the core issues in constructivism is its perspective on knowledge. According to constructivism, knowledge encompasses three essential principle:

1) Knowledge is a human construction

Constructivism posits that knowledge is not a direct, objective representation of phenomena or objects in nature but is instead a human construction influenced by the observer's subjectivity. In other words, our understanding of something is a mental construction, not a direct copy of objective reality. This highlights that different individuals may have varied perspectives on the same matter, influenced by their thoughts and experiences.

2) Knowledge is a social constructed

Knowledge is formed within a specific social context. It does not emerge independently but is shaped by how we perceive the world through the values, beliefs, and experiences embedded in our societal interactions. Ideology, religion, politics, and group interests all shape

the way we perceive and understand the surrounding world.

3) Knowledge is tentative

Within the constructivist framework, knowledge is not regarded as absolute or fixed but as a result of human interpretation and interaction with the surrounding world. The history of science provides numerous examples where knowledge once deemed true was later revised or improved. Scientific theories and paradigms often evolve with advancements in research and our understanding of natural phenomena. This process underscores the dynamic and tentative nature of scientific knowledge, encouraging critical thinking and openness to revising existing concepts, reflecting the progressive and dynamic characteristics of human understanding.

b. Constructivist Views on Learning and Teaching

As a consequence of the three fundamental principles outlined above, constructivism also offers perspectives on learning and teaching. Based on various literature on constructivism, Widodo (2004) identifies five key aspects of learning and teaching (Widodo, 2007):

1) Students possess prior knowledge. Every student has a foundation of knowledge, and no one is entirely devoid of understanding. The prior knowledge students bring significantly influences their ability to further understand topics connected to what they already know. Teachers' roles include uncovering and utilizing this knowledge through interactive discussions, case studies, or policy simulations to help students expand their understanding.
2) Learning is the process of constructing knowledge based on what is already known. Knowledge cannot be directly transferred from one source to a recipient; instead, students actively construct or build their own understanding.
3) Learning involves changes in students' conceptions. Since students have prior knowledge, learning becomes a process in which their initial understanding undergoes transformation to align with concepts considered "correct" or to develop into a more comprehensive construction of knowledge.
4) The knowledge-building process occurs within a specific social context. Although knowledge construction happens in the minds of individuals, social aspects play a significant role, as individuals are not isolated from one another.
5) Students are responsible for their learning process. Neither educators nor anyone else can force students to learn because no one can control another's thought processes. Teachers' roles are limited to creating conditions that facilitate learning; whether students actually learn depends entirely on their willingness and engagement.

Bada & Olisegun (2015), as cited in (Sugrah, 2019), describe two central characteristics of the constructivist learning process:

a. Problem-Solving

The constructivist learning approach emphasizes the use of students' knowledge to solve meaningful and complex problems relevant to real-world situations. Problem-solving provides a context where students can apply their knowledge and take responsibility for their learning. Well-designed problems stimulate exploration and reflection, which are critical in constructing knowledge. Students are expected to learn by doing rather than merely reading or listening to explanations.

b. Collaboration

In constructivism, learning occurs through interaction with others. Students collaborate with peers, using their knowledge to solve problems collectively. Through discussions or collaborative activities, students have the opportunity to test and refine their understanding. This emphasizes the role of dialogue and cooperation in actively shaping and enhancing knowledge.

Previous research by Umbara (2017), titled Implications of Constructivist Learning Theory in Mathematics Education, revealed that:

a. Students construct mathematical knowledge by integrating their existing ideas.
b. Mathematics becomes more meaningful when students understand it.
c. Students' strategies are more valued.
d. Students have opportunities to discuss and share experiences and knowledge with peers.

Constructivist-based learning demonstrates that the focus is on how students learn and attempt to understand mathematics not only from teacher explanations but also through their ability to construct mathematical concepts and collaborate with peers. Furthermore, research by Mukoyimah & Arsyad (2023), titled Freedom to Learn and Independent Campus (MBKM): A Study of Western and Eastern Educational Philosophy and Its Reality, found that:

a. The MBKM program accommodates students' learning needs outside the campus.
b. Students participating in the MBKM program are expected to foster learning processes where they can construct knowledge and use their own reasoning.

The MBKM program, which adopts a constructivist approach, shows that students are encouraged to learn not only from lectures but also through certified internships and teaching programs. Thus, learning extends beyond classroom materials and can be acquired from the broader community.

The study seeks to explore how direct experiences, social interactions, and reflections contribute to shaping students' understanding within the framework of constructivist learning. These elements are examined to understand their role in facilitating knowledge construction and enhancing students' engagement with learning processes. Furthermore, the study also investigates the broader

implications of the constructivist approach for key aspects of education, including the evolving roles of educators, the design of student-centered and experiential curricula, and the transformation of learning evaluation methods. By addressing these dimensions, the study aims to provide insights into how constructivist principles can be effectively implemented to promote meaningful learning experiences and prepare students to navigate complex real-world challenges.

Research Methods

This research uses a qualitative method with a literature study approach. Literature study is a data collection method that involves reviewing literature, books, notes, and reports on the topic discussed (Nazir & Sikumbang, 2013). By using the constructivism approach as a data analysis technique in this study. The constructivism approach views knowledge as the result of an individual's active construction through direct experience, social interaction, and reflection. In this context, learning is transformed from traditional methods to a more participatory, collaborative and adaptive process. The research focuses on how the constructivist approach can create a learning environment that is relevant, inclusive and supports the development of students' critical, creative and independent skills.

The constructivist approach is used as a philosophical framework that highlights the role of ideas, norms and identities in shaping public policy (Kostakopoulou, 2018). In the analysis, researchers used interpretive techniques to understand students' experiences, as well as contextual techniques that consider social norms, cultural values, and community dynamics in learning. Policy simulations and case studies became the main learning methods, allowing students to explore the complexity of public policy in depth.

Result and Discussion

An effective learning process is not solely related to the delivery of information but also involves active student participation, social interaction, and personal reflection. Within the framework of the constructivist approach, three key elements that play a crucial role in shaping students' understanding are direct experience, social interaction, and reflection.

a. Direct Experience

Direct experience is the foundation of constructivism, where students construct their knowledge through firsthand experiences (Fosnot, 1989, as cited in Sugrah, 2019). In this context, direct experience encompasses not only experiments and practical activities in laboratories but also real-world experiences relevant to the subject matter. Direct experiences, such as case study analysis, policy simulations, or field visits, help students connect policy theories with real-life situations. For instance, when studying housing policy, students may engage directly in interviews with stakeholders

or conduct observations in specific residential areas. This provides practical insights that enhance their understanding of policy implications (Bada & Olisegun, 2015, as cited in Sugrah, 2019). Direct experience allows students to build a deeper comprehension as they face real challenges and discover solutions independently.

b. Social Interaction

Social interaction significantly influences students' knowledge construction processes by fostering knowledge construction through collaboration and exchange of ideas (Widodo, 2007). In environments that promote discussions and group work, students learn not only from educators or instructors but also from one another. Social interaction creates a space where ideas can be exchanged, perspectives can be shared, and understanding can be collaboratively constructed. Through social interaction, students exchange ideas and perspectives with their peers. In public policy learning, group discussions or debates on specific policy issues, such as energy subsidies or healthcare reforms, help students grasp the complexities of problems from diverse viewpoints. This process enriches their understanding by encouraging them to consider multidimensional factors, which encourages critical thinking and builds shared understandings that are shaped by social interactions (Bada & Olisegun, 2015, as cited in Sugrah, 2019).

c. Reflection

Reflection is a crucial element that complements the constructivist process. After experiencing and interacting, students are expected to reflect on their experiences to develop deeper understanding (Widodo, 2007). Reflection enables students to process information, relate their experiences to pre-existing concepts, and build a more robust understanding. Reflection can take various forms, such as written journals, oral discussions, or even artistic activities. Students may be tasked with writing reflective journals, sharing their experiences in group discussions, or creating artworks that represent their understanding. Through reflection, students can identify obstacles they encountered, understand their thought processes, and evaluate how they comprehend a concept. Reflection allows students to assess their understanding based on prior experiences and new information gained. In public policy learning, reflection often occurs after discussions or case analyses, where students are asked to analyze what they have learned and how it has shaped their views on a specific policy issue. Reflection helps students internalize concepts and develop critical thinking skills.

In conclusion, direct experience, social interaction, and reflection complement one another and form a cycle that supports the process of knowledge construction for students. This approach not only fosters meaningful learning but also develops skills relevant to addressing the complexities of an ever-evolving world (Umbara, 2017; Mukoyimah & Arsyad, 2023)

Implications of the Constructivist Approach

a. On the Role of Educator

The constructivist approach in education has significant implications for the role of educators, shifting the traditional paradigm towards a more dynamic role focused on facilitating learning. In the constructivist approach, educators are no longer merely conveyors of information but serve as facilitators and guides in the learning process (Widodo, 2007). The role of educators within this framework encompasses several key elements:

1) Educators act as facilitators who create a learning environment that stimulates critical thinking and exploration. They are responsible for designing relevant and challenging learning experiences, encouraging students to actively participate in their own learning processes.
2) Educators serve as formative assessors, monitoring students' understanding through observations, discussions, and projects. Assessment in the constructivist approach emphasizes students' deep comprehension rather than the attainment of a single correct answer. Educators provide constructive feedback to help students reflect on their understanding and identify areas requiring greater focus.
3) Educators play a crucial role in designing learning situations that foster social interaction. They support collaboration among students, facilitate group discussions, and create opportunities for students to share ideas and perspectives (Fosnot, 1989, as cited in Sugrah, 2019). Through social interaction, educators help create a dynamic and stimulating learning environment.

One of the key implications of the constructivist approach for the role of educators is the transition from a knowledge transmission model to a co-construction model. Educators are not the sole source of knowledge; instead, they are guides who assist students in constructing their own knowledge through direct experiences and social interactions. Educators create challenging learning situations, provide direction, and guide the knowledge construction process. Additionally, educators serve as role models, exemplifying constructivist concepts in practice. By demonstrating openness to various ideas and approaches, educators inspire students to become active and critical learners. They create an environment where mistakes are viewed as opportunities for learning, and discussions are used as tools for understanding different perspectives.

The constructivist approach also encourages educators to support the development of students' autonomous thinking and metacognitive skills. Educators help students develop the ability to organize and oversee their own learning, plan effective learning strategies, and continuously reflect on their understanding. Another implication of the constructivist approach is the empowerment of students in lifelong learning (Mukoyimah & Arsyad, 2023). Educators provide encouragement and support to motivate students to become independent learners, foster a passion for continuous learning, and

prepare them to face the challenges of a constantly changing world.

To fulfill these roles, educators must develop active listening skills, effective communication, and flexibility in designing learning experiences that align with students' needs and levels of understanding. Thus, the constructivist approach infuses the role of educators with a philosophy that views them as facilitators, formative assessors, role models, guides, and enablers of lifelong learning. This role not only creates meaningful and effective learning environments but also equips students with the skills and understanding needed to thrive in an ever-evolving society

b. On Curriculum Design

The implications of the constructivist approach for curriculum design, as reflected in the "Independent Learning - Independent Campus Curriculum" (Kurikulum Merdeka Belajar Kampus Merdeka, or MBKM), demonstrate a significant transition from traditional curriculum models to an approach that is more responsive to students' needs. The fundamental concept of this curriculum is to provide students with the freedom and creativity to construct their own knowledge (Mukoyimah & Arsyad, 2023). In public policy education, a constructivist-based curriculum is designed to integrate real-world experiences, social interactions, and reflection that align with the challenges and complexities of the policy domain.

One of the primary features of a constructivist-based curriculum is the application of problem-based learning (PBL). In this approach, students are encouraged to solve real-world issues commonly encountered in public policy (Mukoyimah & Arsyad, 2023), such as environmental management, poverty alleviation, or improving healthcare services. These issues serve as the core of the learning process, where students are tasked with identifying root causes, exploring relevant data, and developing actionable policy recommendations. Through this approach, students gain an understanding of how policy theories are applied in real-world situations. Additionally, constructivist curricula often adopt project-based learning (PjBL), where students actively engage in projects involving research, analysis, and decision-making. In the context of public policy, these projects may include policy analysis, simulations of policy formulation processes, or the preparation of policy briefs for stakeholders.

The curriculum must also be interactive and collaborative, as public policy involves numerous stakeholders with diverse perspectives. Group discussions, debates, and policy simulations are integral components of the learning process to encourage students to interact and exchange ideas. Reflection is another critical element of the constructivist curriculum. Students should be provided with opportunities to evaluate their learning processes through tools such as learning journals, end-of-session discussions, or self-assessments. In public policy education, reflection allows students to evaluate their thinking processes, understand the policy dynamics they have studied, and correct

conceptual misunderstandings.

In general, a constructivist-based curriculum in public policy education offers a more dynamic and relevant learning experience. By positioning students as active learners responsible for their own learning processes, this approach not only helps students grasp public policy theories but also equips them with critical, collaborative, and practical skills necessary to address real-world challenges.

c. On Learning Evaluation

The constructivist approach significantly influences learning evaluation, shifting it towards a more holistic, contextual process that emphasizes deep understanding rather than mere memorization (Widodo, 2007). In constructivism, evaluation is not merely a tool for measuring final outcomes but also a means to understand and support students' knowledge construction processes. Evaluation within the constructivist framework focuses on comprehension and application of concepts rather than rote memorization. Students are assessed based on their ability to connect concepts with personal experiences, apply knowledge in contextual situations, and articulate their ideas independently. Evaluation methods such as projects, assignments, and case studies provide a more comprehensive view of students' understanding than traditional written exams.

Educators provide feedback not only on final results but also on the ongoing learning process. Formative evaluation techniques, such as group discussions, peer feedback, or self-reflection, help students better understand their progress and improve their comprehension through learning experiences. Educators assess students' ability to apply their knowledge to real-life situations. Furthermore, constructivism encourages the use of portfolios as an effective evaluation tool. Portfolios allow students to compile evidence of their work, projects, or reflections that showcase their progress over a learning period. By involving students in gathering evidence and reflecting on their work, evaluation becomes more transparent and thorough, offering a more comprehensive picture of students' knowledge and skill development (Bada & Olisegun, 2015, as cited in Sugrah, 2019).

Constructivist evaluation also acknowledges individual diversity. Each student may demonstrate their understanding in unique ways. Educators consider the various paths students take in constructing knowledge and value the diverse ways they organize and present information. This approach provides opportunities for students to express their understanding through personal expression, creating an inclusive evaluation experience. Moreover, constructivist evaluation encourages educators to recognize that students' mistakes or difficulties are integral to the learning process. Errors are seen as opportunities for deeper understanding. Educators can provide constructive feedback that supports continued learning rather than punitive judgments.

The importance of reflection on learning experiences is also emphasized in constructivist

evaluation. Students are encouraged to reflect on their understanding, engaging in metacognitive processes to examine how they learn and construct knowledge. Evaluation is not solely about final outcomes but also about students' ability to comprehend and manage their own learning processes. Overall, the constructivist approach introduces a paradigm shift in learning evaluation. By emphasizing understanding, contextuality, and the process of knowledge construction, evaluation becomes a more effective tool in supporting meaningful and profound learning. Evaluation serves not only as an assessment tool but also as a means of fostering continuous learning.

Conclusion

The constructivist approach provides a robust philosophical foundation for transforming traditional learning methods into a more dynamic, participatory, and adaptive process. This conclusion encompasses several key aspects that enrich students' learning experiences and support deep knowledge construction. First, constructivism emphasizes that learning is not a passive process in which students merely receive information from educators. Instead, it is an active effort by students to construct knowledge through direct experiences, social interactions, and reflection. Second, the role of educators in constructivism shifts to that of learning facilitators who guide, design learning situations, and foster social interactions. Educators are not merely the primary source of information but also catalysts who help students explore and construct their own knowledge. Third, learning evaluation in constructivism places greater emphasis on deep understanding and the application of concepts rather than merely measuring information retention. Evaluation serves not only as a final assessment tool but also as a learning instrument that continuously promotes better understanding.

By viewing learning as an active and social process, constructivism fosters a learning environment that is more relevant, inclusive, and supportive of students' development as independent, critical, and creative individuals. Here are three suggestions and recommendations that can be considered:

a. Integration of Problem-Based and Project-Based Learning into the Curriculum. The public policy curriculum should consistently integrate problem-based learning (PBL) and project-based learning (PjBL) methods. Through these approaches, students can gain a profound understanding of policy issues by analyzing real cases and developing evidence-based solutions. This recommendation includes developing modules focused on relevant local or national issues, such as environmental, health, or housing policies.
b. Enhancing Educators' Competence as Facilitators. The role of educators in constructivism is to facilitate learning. Therefore, specialized training is necessary to enhance educators' competence in guiding discussions, simulations, and reflective activities. Educators should also be equipped with skills to create a learning environment that supports idea exploration and collaboration

among students.

c. Implementation of Process- and Reflection-Based Evaluation. Evaluation in the constructivist approach should focus not only on final outcomes but also on the learning process. The recommendation is to use evaluation methods such as reflective journals, portfolios, and rubrics based on student engagement in discussions, projects, or policy simulations. These methods ensure that learning is measured not only by cognitive outcomes but also by students' ability to think critically, collaborate, and adapt knowledge in public policy contexts.

Author Contribution

All authors contributed proportionately and have read and agreed to the published version of the manuscript.

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