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 JPPIPA 10(1) (2024) Jurnal Penelitian Pendidikan IPA <i>Journal of Research in Science Education</i> http://jppipa.unram.ac.id/index.php/jppipa/index		
Analyse Constructivist Learning Experiences, Democratic Attitudes, Learning Independence, Students' Learning Motivation		
Nurmiah Muin^{1*} ¹ Indonesian language and literature education study program, Indonesian Muslim University, Makassar, Indonesia.		
Received: Revised: Accepted: Published: Corresponding Author: Author Name*: Nurmiah Muin Email*: nurmiah.muin@umi.ac.id DOI: © 2023 The Authors. This open access article is distributed under a (CC-BY License) Phone*: +682187403680	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 data obtained were processed using quantitative descriptive and inferential analyses. The results showed that constructivist learning experience was 68% with a low category, democratic attitudes were 79% with a fairly good category, learning independence was 71% with a fairly good 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 quite good and need to be optimized for learning effectiveness. Keywords: Constructivist learning experiences, Democratic attitudes, Learning independence, Students' learning motivation	not translated A concise and factual abstract (maximum length 200 words) is required. The abstract should briefly state the purpose, methods, results and discussion, and a concisely narrated conclusion. Sentence Repetition: There is a less effective sentence repetition, namely "The collected data were then" Replace commas with ; Sort keywords alphabetically, Keywords are in results and discussion match the citations in the manuscript with those in the

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 overcome these changes, we need the right theory, method, and design when running education through a learning process (Chauhan, 2017; Iawafak et al., 2018; Masgumelar, 2021). 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 grow their	insights and knowledge through their learning process and experiences (Mustafa & Winarno, 2020). Constructivism theory asserts that knowledge can only exist in the human mind and that the theory does not necessarily match the real world reality. Students will continuously try to prepare their mentality about the real world from their perception of that world (Sugrah, 2020). Students can discover, understand, and seek information and knowledge, so a relevant approach is needed that can realize this goal, so we need a constructivist approach to realize this (Kosnik et al., 2018; Green & Gredler, 2002; Arafah, Sukriadi, & Samsuddin, 2023). The benefits of constructivism by	match the citations in the manuscript with those in the reference list below, it is recommended to use zotero, use and activate the DOI in this article, APA style, check and correct the others with the same error Topic Jumping: The introduction discusses too many different topics without a clear flow. Starting from the importance of education in the technological era, then moving on to constructivism theory, its benefits, its implementation through teaching materials and learning models, then suddenly discussing educational democracy, democratic values, and finally learning independence and learning motivation.
How to Cite: Example: Susilawati, (2025). Analyse constructivist learning experiences, democratic attitudes, learning independence, students' learning motivation. <i>Jurnal Penelitian Pendidikan IPA</i>, 1(1), 1-4. https://doi.org/10.29303/jppipa.v1i1.264		

actively involving students in the learning process, they are trained to find information independently and actively participate in discussions, which makes students a more dynamic classroom atmosphere compared to conventional lecture methods. Students not only receive information but are also involved in the active process of building new knowledge which is relevant to their real-life (Maulana & Leonard, 2018; Minarni & Napitupulu, 2020; Hashmi, Wishal & Kiyani, 2021; Larison, 2021). Constructivist learning experiences can be built using teaching materials (Aldi et al., 2022; Aldi, Adnan, Adnan &	work, and have great responsibility for something that is done (Rijal, & Bachtia, 2015). The benefits of learning independence explain that there are dimensions of learning management, responsibility, and utilisation of various sources in the syntutilizationarning independence. (1) The learning management dimension means that learners must be able to manage strategies, time, and places to carry out their learning activities, such as reading, summarising, taking notes, and listening to audio material. (2) The dimension of responsibility means that learners can assess activities, overcome difficulties, and measure the	narrate without numbering system 1), 2), check and correct the others with the same error
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2. 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-

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).

remove numbering 1, 2, 3,..., italic. Fix the others

Table 1. Spearman's Rho Correlation Test

			Constructivist	Democratic Attitudes	Learning Independence	Learning Motivation
Spearman's rho	Constructivist	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

Fix the other tables.

try to see and follow the table rules according to JPPIPA.

the writing in the table is not bold, not italic.

there are only 3 lines in the table, 2 lines above, 1 line below.

the size of the writing in the table is 9 pt, book antiqua, capital at the beginning of the word only, the first column is left aligned, the next column is right aligned.

if there are numbers with commas, replace the comma with a dot, write 2 numbers behind the dot.

Delete the number column, replace Indonesian with English.

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. The findings suggest that constructivism-based learning environments can significantly support the development of democratic attitudes, learning

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 and Gijbels (2008), learning experiences that integrate new knowledge with previous experience strengthen students' self-confidence and independent learning ability. Hmelo-Silver et al. (2007)

Inappropriate Interpretation of Correlation: You use the terms "fairly strong," "moderate," and "low" to interpret the correlation coefficient without providing a clear range of values.

Overly Broad Conclusions in the Results Section: The sentence "The findings of this study indicate that constructivist learning environments can significantly support the development of democratic attitudes, self-directed learning, and motivation, with democratic attitudes and self-directed learning acting as mediators in this process" would be better placed in the discussion section.

Poorly Focused Discussion Structure: The discussion seems to jump around and lack structure. The discussion should instead refer to the research findings that have been presented. Each major finding should be discussed in depth by connecting it to theory and previous research.

tables, research images, data images must be clearer and must not be scans, there must be supporting literature that strengthens the research results.

increasing learning motivation. Ryan and Deci (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 and Ryan (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 to constructivist learning experiences, democratic attitudes, learning independence, and learning motivation is still quite good. The results showed that constructivist learning experience was 68% with a low category, democratic attitudes were 79% with a fairly good category, learning independence was 71% with a fairly good 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. Therefore, constructivist learning experiences, democratic attitudes, learning independence, and student learning motivation still need to be optimized.

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Author Contributions

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

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Conflicts of Interest

No Conflicts of Interest

References

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<https://doi.org/10.15294/jpti.v5i2.5493>

must be in accordance with the summary in the abstract the main conclusions of the research are written in the short Conclusion section

Contradiction between Initial Statement and Results: You state that "The ability of constructivist learning experience, democratic attitude, learning independence, and learning motivation are still quite good," whereas the research results show that constructivist learning experience and learning motivation are in the "low" category.

Repetition of Results in Conclusion: The conclusion should not repeat the details of the research results. Just mention the important points. Details of the percentage and correlation coefficient values should be in the results and discussion sections.

Conclusions That Do Not Answer the Problem Formulation Directly: The conclusion should answer the research problem formulation concisely and concisely.

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Nurmiah Muin:

We have reached a decision regarding your submission to Jurnal Penelitian Pendidikan IPA, "Analyse constructivist learning experiences, democratic attitudes, learning independence, students' learning motivation".

Our decision is to: Accept Submission

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Based on the results of a review conducted by the Journal of Research in Science Education (Jurnal Penelitian Pendidikan IPA, e-ISSN: [2407-795X](#) p-ISSN: [2460-2582](#)) editorial team, hereby declare that:

Author : Nurmiah Muin
Title : Analyse constructivist learning experiences, democratic attitudes, learning independence, students' learning motivation
Decision : ACCEPTED
Date : January 21, 2025

The paper with the title above will be published in **Volume XI Issue 2, February 2025**

Thank you for your attention and cooperation.

Mataram, January 21, 2025
Editor in Chief

Prof. Aris Doyan, M.Si., Ph.D



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