The Aplication of the Constructivism Approach in Learning the Skills of Reading Scientific Articles in Online Journals

Welsi Damayanti[1*], **Siti Hamidah**[2]

[12]Universitas Pendidikan Indonesia
*E-mail: welsi_damayanti@upi.edu

ABSTRACT

This study used an experimental method through a quasi-experimental path. This study aims to describe: 1) the mean skills of reading scientific articles in online journals that apply a constructivism approach with a question and answer system through special teaching materials in the control class; 2) the mean skills of reading online journal scientific articles that apply a constructivism approach without a question and answer system through special teaching materials in the treatment class. This research was conducted in 2 study programs at the Indonesian University of Education. The preparation and collection of data took place in March 2023 while the data analysis and writing of this article took place in April 2023. The subjects of this study were students of the Sociology Education Study Program who were assigned as the treatment class and students of the Communication Studies Study Program who were designated as the control class. The two classes in this study program have relatively the same pretest results. The experimental research instrument was a multiple choice test with 5 options for reading online journal versions of scientific articles. The tests are arranged following objective and systematic procedures so that a valid test instrument is obtained. Other instruments are special teaching materials which are arranged systematically according to the 5 phases according to Needahma in a constructivism approach as well as instruments for learning guidelines. The results showed that: 1) the skill of reading online journal scientific articles that apply a constructivism approach with a question and answer system through special teaching materials in the treatment class has a mean of 27.13; 2) the skill of reading online journal scientific articles that apply a constructivism approach without a question and answer system through special teaching materials in the control class has a mean of 25.46; there are differences in the skills of reading online journal scientific articles that apply a constructivism approach with a question and answer system and without question and answer; but have the same category.

Keywords: constructivism approach, reading skills, scientific articles, online journals

INTRODUCTION

The constructivism approach in learning the reading aspect is considered to have the potential to achieve learning objectives. This is if this approach is used properly which is reinforced by teaching materials specifically designed for that. In other words, teaching materials that contain constructivism phases in learning are predicted to achieve the expected learning outcomes.

For learning the skills of reading online journal scientific articles, the use of a constructivism approach is considered appropriate if it uses teaching materials specifically designed according to the constructivism phases themselves. What is expected to differentiate learning outcomes is the question and answer variable in certain phases of learning which also differentiates learning outcomes. That is, learning that is accompanied by questions and answers on the material in teaching materials is expected to achieve better results compared to learning programs without being accompanied by question and answer activities based on teaching materials.

As a lecturer who teaches general Indonesian courses at the Indonesian University of Education, experimental method research on the variables described above is believed to be very important. That is, in the control class learning the skills of reading online journal scientific articles with a constructivism approach is not equipped with question and answer activities based on the material contained in the teaching materials. However, for the experimental class, question and answer activities were implemented.

Based on the description above, the research was carried out using the experimental method. Research in the context of writing articles is entitled Application of the Constructivism Approach in Learning the Skills of Reading Scientific Articles in Online Journals. This study uses special teaching materials that contain learning materials aligned with the constructivism approach phase. The thing that distinguished in this study between the control class and the treatment class was the teaching materials which were reinforced with question and answer activities and without strengthening question and answer activities.

Based on the description above, the research problem is formulated. The formulation of the research problem is stated below:

1) How high is the achievement of the skills of reading online journal scientific articles for new students even semester 2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials without question and answer techniques in the control class?

2) How high is the achievement of the skills of reading online journal scientific articles for new students even semester 2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials with question and answer techniques in the control class?

3) Is the achievement of the skills of reading online journal scientific articles for new students even semester 2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials between the control group and the experimental group?

Here are some research objectives that use the experimental method. Purpose intended for:

1) to describe the achievement of online journal scientific article reading skills for new students even semester 2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials without question and answer techniques in the control class;

2) to describe the achievement of online journal scientific article reading skills for new students even semester 2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials with question and answer techniques in the treatment class;

3) to describe whether or not the achievement of the skills of reading online journal scientific articles for new students in the even semester of 2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials between the control group and the experimental group.

This article has several merits from a certain point of view. First, in terms of the use of methods, this article can be considered in a scientific discussion about experimental methods that apply quasi-experiments in social research. Second, in terms of online journals, this article also has benefits because it enriches articles according to the scope and focus. Third, in terms of learning

the skills to read online journal scientific articles, this article also has benefits because it has the opportunity to be used as material for discussion and/or reference in the context of learning to read the article itself. Fifth, in terms of writing scientific articles, this article also has benefits because it has the potential to be used as a reference for writing articles in the field of learning to read using a constructivist approach. Fifth, in terms of learning media, this article is also useful because it has the potential to be used as an online learning medium for both aspects of reading and for aspects of writing which are integrated with the use of other digital literacy media such as Google Classroom.

The constructivism approach in this article uses 5 phases according to Needham (Mahamod, 2014:78). The phase in question:

1)`orientation phase;
2) the idea generation phase
3) the idea reconstruction phase
4) the idea application phase
5) reflexive phase

The constructivism approach in this article means an inductive way of teaching in learning to read online journal scientific articles which begins with the orientation phase, namely giving students the widest possible opinion about general material both orally and in writing using specially designed teaching material media. In the second phase, students are also given the opportunity to come up with their interpretations (in this case, the teacher is absolutely not justified in vetoing the idea). The third phase of idea reconstruction is that students are asked to match their own thoughts with knowledge of the interpretations described in the teaching materials. The fourth phase is the application phase, in which students are asked to practice applying knowledge about gassaan interpretation to be used in practice questions in teaching materials. The final phase is reflection which contains activities to re-

assess whether or not the application of interpretation based on the knowledge described in the reconstruction phase is correct or not.

Relevant research published in online journals is relatively common, although not exactly the same. The relevance of this research lies in the writing aspect and the writing object aspect, namely scientific articles. The following presents the authors and titles of relevant research articles:

1) Afidah & Liswati (2022) wrote an article entitled Pretest Reading Skills of Scientific Article Findings for New Students at the Indonesian University of Education;

2) Damayanti (2022) wrote an article entitled The Effectiveness of the Copy Assignment Technique Model Method in Learning Knowledge Writing Scientific Articles for New Students.

3) Yuniarti at al., (2023) wrote an article entitled The Relationship between Reading Skills of Online Journal Articles and Writing Skills Reduction of Online Journal Article Findings. DISCUSSANT: Journal of Language and Literature Learning, 1(1), 13–22. Retrieved from https://discussant.dialeks.id/index.php/dj/article/view/7

4) Damayanti & Hamidah (2023) wrote an article entitled The Writing Skills Reducing Background of Scientific Articles Online Journal of Indonesian Education University Freshmen. DISCUSSANT: Journal of Language and Literature Learning, 1(1), 1–12. Retrieved from https://discussant.dialeks.id/index.php/dj/article/view/1

METHODS

This research includes experiment research. Syamsuddin & Damaianti (2011:58), Razak (2020:23) and Sukmadinata (2012:71) said that the purpose of experiment research is to describe experiment research results.

This research was held in S-1 in 2 study programs. study programs in question: 1) Sociology Education Study Program; 2) Communication Studies Program. All of them study programs are at the Indonesian University of Education.

This research takes place in the even semester of the 2022/2023 academic year; precisely during February and March 2023. At the beginning of the activity various research preparations were carried out such as preparing a skill test for reading scientific articles online journals, pre-testing 6 study programs within the Indonesian University of Education, choosing 2 study programs that had homogeneous test results to be used as subjects research for the control class and treatment class, and compiling limited teaching materials on learning the skills of reading online journal scientific articles using a constructivism approach. After that, research activities continued with the implementation of field activities, namely learning in the control class and learning in the treatment class. At the end of the research activity, data analysis activities and article writing are carried out to be submitted in online journals.

The Sociology Education Study Program was selected as the research subject for the control class and the Communication Science Study Program was selected as the subject for the treatment class. This selection is based on the results of the reading skills pre-test in 5 study programs. The two study programs above were chosen because both of them had relatively homogeneous pre-test results according to the mean and standard deviation perspective (Table 1).

The online journal scientific article reading skill test is arranged objectively and systematically. Multiple choice test with 5 options. The test items totaled 23 items. This amount corresponds to the test specifications as contained in the table below.

Table 1
Pretest Data for Reading Skills of Online Journal Scientific Articles

No.	Study Program	n	mean	sqrt
1	Tourism Marketing Management	42	17,71	1.17
2	Sociology Education	38	17,25	2,03
3	Comunication Studies	36	17,12	2,22
4	Management	44	16,62	2,97
5	Family Skills Education	39	16,98	2,97

Table 2
Specifications of Online Journal Reading Skills Test

No.	Indicators	Item Number	Total
1	Aticle Artributs	1, 2, 3, 4, 5	5
2	Background	6, 7	2
3	Research Problems	8,9	2
4	Goals	10, 11	2
5	Methods	12, 13, 14, 15	4
6	Results	16, 17	2
7	Discussions	18, 19	2
8	Conclusion	20, 21	2
9	References	22, 23	2
	Total		23

Scientific articles in online journals which are used as the basis for questions on reading skills are sourced from articles written by Damyanti in the Pembahas Journal at the link http://pembahas.dialeks.id/index.php/jp/article/view/45. This article is entitled The Effectiveness of Copying Assignment Technique Model Methods in Learning Knowledge Writing Scientific Articles for New Students, Journal of Learning Language and Literature, 1(3), 293–300. https://doi.org/10.55909/jpbs.v1i3.45.

Data on skills in reading online journal scientific articles through constructivist learning approaches both with and without question and answer activities through special teaching materials using parametric inferential statistical processes. A suitable procedure for this purpose is the one sample t test. Through this one sample t test, each observation mean is juxtaposed with the expected mean (Fraenkel et al., 2012: 312; Malik & Hamied, 2014: 19; Guilford & Fruchter, 1984: 101; Razak, 2015:11). Ho is accepted if the t value is calculated at sig. specified greater than 0.05. The interpretation is that the mean observed does not differ from the mean expected. However, if the t value is sig. certain value is not greater than 0.05 then Ho is rejected.

To answer the problem-3 formulation, inferential statistical procedures are also used. The procedure according to the formulation of the problem is the independent sample t test.

All calculations of statistical formulas use electronic applications. The application in question is SPSS. The results of this calculation have very high validity and reliability.

The criteria for reading skills are divided into 4 classifications. This classification uses a standard percent value, namely (Razak, 2021:16; Purwanto, 2008:75):
1) very low : <60.00
2) low: 60.00-77.50
3) heigh: 77.50-95.00
4) very high: >95.00

FINDINGS
1. Control Group Online Scientific Journal Article Reading Skills
In the following, data on the results of learning to read online journal scientific articles through a constructivism approach using special teaching materials without question and answer techniques are presented to freshmen in the control group. The presentation is done with 2 techniques, namely Table 2 and diagram-1.

Mean 18,21
Persen 78,79
Modus 18

Table 2
Learning Outcomes of Reading Skills of Online Journal Scientific Articles Using Teaching Materials without Control Group Question and Answer Techniques

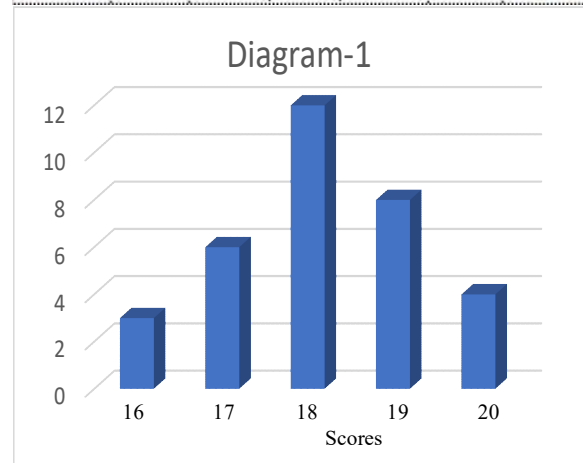| Skor X1	f	fkb	fka	fX	mean	persen
16	3	3	33	48		
17	6	9	30	102		
18	12	21	24	216		
19	8	29	12	152		
20	4	33	4	80		
sum	33			598		
mean					18,21	
persen						78,79

Figure 1
Diagram of Learning Outcomes of Reading Skills of Online Journal Scientific Articles Using Scores of Teaching Materials without Question and Answer Techniques Control Group

The t-test of one sample of learning outcomes of reading skills of online Journal Scientific Articles using teaching materials without question and answer techniques of the control group produces a value of t = 0,61. This value is at sig. 0,55.

One-Sample Test				
	Test Value = 18			
	t	df	Sig. (2-tailed)	Mean Difference
X1	0,61	32	0,55	0,12

Picture-2
Screenshot of the Analysis of the One Sample t Test in SPSS Learning Outcomes Reading Skills of Online Journal Scientific Articles Using Teaching Materials without Question and Answer Techniques in the Control Group

2. Treatment Group Online Scientific Journal Article Reading Skills

In the following, data on the results of learning to read online journal scientific articles through a constructivism approach using special teaching materials with question and answer techniques are presented to freshmen in the treatment group by sosciology education study program, Indonesian Education University. The presentation is done with 2 techniques, namely Table 3 and diagram-2.

Mean 18,40
Persen 89,00
Modus 18
Maximum 20
Minimum 16
Range 4

A score of 18 is the mode value because there are 15 new students who get this score. Those who can achieve a minimum mode score of 30 freshmen of communication studies study program, Indonesian Education University.

Table 3
Learning Outcomes of Reading Skills of Online Journal Scientific Articles Using Teaching Materials with Treatment Group Question and Answer Techniques

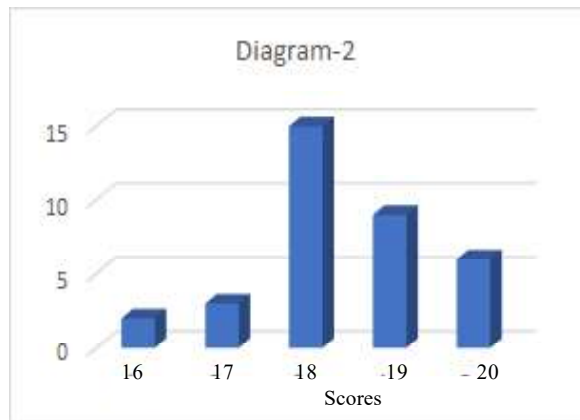| Skor X2	f	fkb	fka	fX	mean	persen
16	2	2	35	32		
17	3	5	33	51		
18	15	20	30	270		
19	9	29	15	171		
20	6	35	6	120		
sum	35			644		
mean					18,40	
persen						80,00

Figure 3
Diagram of Learning Outcomes of Reading Skills of Online Journal Scientific Articles Using Scores of Teaching Materials with Question and Answer Techniques Treatment Group

The t-test of one sample of learning outcomes of reading skills of online Journal Scientific Articles using teaching materials without question and answer techniques of the treatment group produces a value of t = 0,83. This value is at sig. 0,41. Thus, sog, 0,41 > 0.05. Therefore, Ho is accepted. This means that the observed mean of

constructivisme approach, reading skills, scientific articles, online journal

18,40 is the same as the predicted mean of 18,25. This mean is in the high high category.

One-Sample Test				
Test Value = 18,25				
	t	df	Sig. (2-tailed)	Mean Difference
X1	0,83	34	0,41	0,15

Picture-4
Screenshot of the Analysis of the One Sample t Test in SPSS Learning Outcomes Reading Skills of Online Journal Scientific Articles Using Teaching Materials with Question and Answer Techniques in the Control Group

3. The Comparison between Groups

The full title of this item is a comparison between the skills of reading online journal scientific articles through a constructivism approach using special teaching materials with question and answer techniques and without question and answer techniques. To find out the comparison, the independent sample t test procedure was used using the SPSS application. Ho is accepted if the t value is at a certain sig, greater than 0.05. This means that there is no mean difference between the control group and the experimental group.

The independent sample t test yields a value of t = -1,04. This value is at sig. 0.31. So that sig. value 0.31 > 0,05. Thus, Ho is accepted. The interpretation is that there is no difference in the skills of reading online journal scientific articles with a constructive approach between without the question and answer technique and with the question and answer technique related to teaching materials. Thus, the mean of 18.12 for the control class is not different from the mean of 18.40 for the experimental class.

The independent sample t test yields a value of t = -1,04. This value is at sig. 0.31. So that sig. value 0.31 > 0,05. Thus, Ho is accepted. The interpretation is that there is no difference in the skills of reading online journal scientific articles with a constructive approach between without the question and answer technique and with the question and answer technique related to teaching materials. Thus, the mean of 18.12 for the control class is not different from the mean of 18.40 for the experimental class.

Group Statistics					
	Groups	N	Mean	Std. Deviation	SEM
Data	control	33	18,12	1,14	0,19
	treatment	35	18,40	1,06	0,18

Independent Samples Test					
reading skill	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
equal var asump	-1,04	66	0,31	-0,27	0,27
equal var not asump	-1,04		0,31	-0,27	0,27

Figure 5
Screenshot of the Analysis of the Independent Sample t Test in SPSS Learning Outcomes Reading Skills of Online Journal Scientific Articles Using Teaching Materials

DISCUSSION

The distinguishing variable for this experimental method research is the use of a question and answer technique on the material contained in the teaching materials per phase of the constructivism approach in learning the ability to read scientific articles inline scientific journals. This means that research using reading skills as the dependent variable still relies on a constructivist approach and teaching materials for all classes in experimental research.

The mean achieved by the sample members in the control class is not different from that achieved by the sample members in the experimental class. This means that there is no significant difference in the use of the question and answer method whose material is already included in the teaching materials. This condition is indeed acceptable because the sample members who are subjected to the question and answer technique may be from a group of students who are of the extravert type who prefer to express ideas orally so that understanding becomes better. In contrast, the sample group that did not apply the question and answer technique to the material contained in the teaching materials was a condition expected by introverted sample members. They are more focused on self-learning who do not like indulgence in verbal expression. This condition is in line with the opinion of Krech at al. (1987:78); Razak (2004:16);

Based on the above view, the constructivism approach in learning the skills of reading online journal scientific articles is able to lead students to achieve a standard mean score of 79.00-80.50 percent. That is, the constructivism approach is one of the many reliable approaches in teaching reading skills. This condition is in line with the results of other studies found in many online journal articles (Fitrah, 2017:185; Barlia, 2011:350; Bada, 2015:68; Danoebroto, 2015:195; Jasin & Shaari, 2012:89; Hashim & Kasbolah, 2012:10; Wardoyo, 2013:51; Sukiman, 2008:65).

Teaching materials as a media has an important role both for the process and achievement of learning objectives (Muyaroah & Fajartia, 2017:82; Karo-Karo & Rohani, 2018:94; Miftah, 2013:97; Arsyad, 2013:19; Awalia et al. 2022:53; Nomleni et al., 2018:225; Wahidin & Syaefuddin, 2018:50; Umar, 2014:135; Heriyanti et al., 2017:215; Tafanao, 2018:107; Pratiwi, & Nugraheni, 2022:1485; Giyanto & Ghoni, 2020:929; Mahnun, 2012:30; Nurmadiah,

2016:55). From a process perspective, learning media is part of this research toolkit, namely a HP-based online journal scientific article to measure the background reduction skills of online journal scientific articles for new students at the Indonesian University of Education assisted by the Google form application. The test process was really very smooth because all the requirements for using HP for students could be met. In addition to the smoothness aspect, this information technology-based media provides many conveniences because it is able to overcome spatial problems (where the tests are carried out) and time problems.

The motivational factor is an important aspect in every learnign and teaching activity. Relatively high motivation opens opportunities for someone to carry out the right process to achieve the expected results or vice versa (Andriani & Rasto, 2019:83; Muhammad, 2016:90; Sutardi & Sugihartono, 2016:194; Sardiman, 2007:33; Sinamo, 2002:71; Rospiati, 2022:550; Nurdin & Iskandar, 2022:215; Astuti & Probowisi, 2022:1171; Emda, 2018:175). This condition occurs in new students who take part in learning to read.

Each experimental class still applied the sampling principle. The control class consisted of 35 students but 33 students were assigned as members of the sample. The treatment class consisted of 38 students but 35 students were assigned as members of the sample. Determining this number is based on the principle of determining a minimum sample of the number of population members referring to Slavin's opinion (Razak, 2020b:87; Setiawan, 2007:11).

CONCLUSION

First, online journal scientific article reading skills for freshmen even semester 2023/2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials without question and

answer techniques in the high category control class.

Seond, online journal scientific article reading skills for freshmen even semester 2023/2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials with question and answer techniques in the high category treatment class.

Third, here is no difference in the skills of reading online journal scientific articles for new students even semester 2022/2023 at the Indonesian University of Education in learning that uses a constructivism approach through special teaching materials between those without using the question and answer technique and those who use the question and answer technique in teaching materials

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