IMPLEMENTING RECONSTRUCTIONISM PHILOSOPHY IN LEARNING ENGLISH: A CASE STUDY FOR 5TH GRADE STUDENTS IN PRIMARY SCHOOL

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Article Info	Abstract
	Reconstructionism is a philosophical school that emphasizes change and renewal of the education system. Technological advances influence changes and developments in the education system. English as a second language for students in Indonesia brings challenges in the learning process, as felt by students in 5th grade at SDN Kedaung Wetan 3 who consider English very difficult to learn due to their lack of vocabulary knowledge. The presence of technology as a media is expected to solve the problems the students face. This research aims to describe the implementation of the reconstructionism philosophy in learning English. This research uses a qualitative method using observation, interview, and documentation as research instruments. The subjects of this research are three students from 5th grade and one English teacher, with 4 respondents as the subject research. The observation, interview, and test results show that changes in the education system apply culture to forming student's character through the *Adiwiyata* program. Apart from that, this school also experienced changes in the curriculum's implementation from using the 2013 Curriculum to Kurikulum Merdeka following central government policy. Changes have also occurred in learning English, where teachers and students use textbooks and media such as the Quizizz application and YouTube to deliver the material. It also shows positive findings in achieving their vocabulary. **Keywords:** English; Primary School; Reconstructionism Philosophy

A. Introduction

Education, as stated in Law No. 20 of 2003 concerning the National Education System, is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble morals, and the skills needed by themselves and the community, nation, and state. Education is also a benchmark for the progress and civilization of a nation and state. It is also stated in the 1945 Constitution that every individual has the right to obtain an education. The government's goal of making the life of the nation and state more intelligent is carried out in various ways to equalize education. The government's policy of "*Wajib Belajar Sembilan Tahun*," which is to waive school fees from elementary to junior high school, has received a good response from the community. Parents are accommodating in reducing costs, often a problem with high dropout students.

The massive technological developments in the 5.0 society era require educators to look for breakthrough new methods in their teaching. With technology, the learning process is not only carried out in the classroom but can be done "online" or outside the classroom "offline." Apart from that, learning can also be carried out remotely. These technological advances have brought changes and developments in the education system, especially in Indonesia. This flexible learning process will still not replace the role of a teacher. The figure of the teacher is still present in the world of education, no longer as teacher-centred, but the teacher is present as a facilitator, mediator, and motivator (Jainiyah et al., 2023.). The presence of teachers is still needed for the continuity of better education. Changes and developments in the education world align with the philosophy of reconstructionism.

Teachers, students, and other stakeholders at the elementary school level also feel changes and developments in the education system, including the implementation of the *Kurikulum Merdeka*. Changes in the learning system's implementation from the 2013 curriculum to the implementation of Kurikulum Merdeka provide more free resources for choosing and using teaching tools tailored

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to students' learning needs and interests. Project-based learning is implemented to strengthen the achievement of the "*Profil Pelajar Pancasila,*" developed based on particular themes. The project is not directed at meeting specific learning achievement targets, so it is not tied to subject content. Implementing an independent curriculum in elementary school units reconstructs the previous learning system. It aims to provide students with a more comprehensive and balanced education, including developing English language skills. The *Kurikulum Merdeka* re-evaluates the role of English language learning in elementary education in Indonesia (Angga et al., 2022). From the perspective of reconstructionist philosophy, English language learning, especially at the elementary school level, will emphasize social reconstruction through education with a focus on increasing students' awareness of social, political, and economic problems. Reconstructionist education also emphasizes developing students' awareness of cultural pluralism (Fatimah, 2018; Rohmat, 2019).

Reconstructionism comes from the words "reconstruction," which means to return, and "construction," which means to put together. Reconstructionism is a flow in educational philosophy that seeks to overhaul the existing education system and build a new education system. This flow was born in the 1930s as a continuation of progressivism. Figures in this genre are George Count, Harold Rugg, and Caroline Pratt (Qomariyah, 2017). They emphasize the importance of social reconstruction through education, the formation of schools, democratic teaching methods, and curricula that emphasize the growth of critical awareness (Nugroho, 2020; Rohmat, 2019). This school believes human civilization can potentially create a new, more prosperous, healthier world despite its destructive capabilities.

Reconstructionism in English language learning emphasizes contextual understanding, personal experience, and student empowerment (Cahyani et al., 2018; Nova Junaeni, 2023). The learning process with this flow approach directs students to be more independent in completing their assignments (Junaeni, 2023). his approach directs teachers to be creative in developing teaching materials and using media to support the learning process both inside and outside the classroom. Interactive and fun learning is highly recommended to improve students' skills in

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English. Teachers and students feel the change in learning from conventional to modern, where this is shown by the various types of applications that can support the learning process, such as applications *Duolingo, Memrize, Edmodo, Readlag, Audiobooks*, and others (Nuraini et al., 2020; Ryan et al., 2017). Modern media and ICT usage are expected to impact education and the progress of elementary education in schools.

B. Methods

This research used a qualitative descriptive method at SDN Kedaung Wetan 3, located on Jalan Iskandar Muda No. 17, Kedaung Wetan, Tangerang City, Banten Province. The total subjects of this research were 4 respondents consisting of 3 students from 5th grade and 1 English teacher. 3 students were selected as respondents who represented the research subject based on their English scores in low, medium, and high categories. There are three instruments used to collect the data: observations and interviews. This data was collected, recorded, and analyzed descriptively and qualitatively (Nuraeni, 2023).

In observation, the researchers capture directly to the field to obtain authentic data. Observations were carried out on November 16th and 23rd, 2023, by using field notes in order to observe the profile of the school and the process of English learning. In the English learning process, there are 5 indicators to show the effectiveness of learning (Yudhistira, 2018): (a) listening or giving attention to the teacher's explanation; (b) reading a book or other sources; (c) writing the teacher's explanation; (d) discuss or ask or have opinions between students and their friends and teacher; (e) doing something that is not relevant to learning, for example having conversations outside of learning, doing something off-topic, and going for a walk outside the group. Meanwhile, the interviews were held on December 4th, 2023, with the students and English teacher using interview guidelines. Moreover, the researcher also used documentation to capture teacher's lesson plans and students' English scores. It is used as feedback in the learning process for the English teacher.

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C. Results and Discussion

This research aims to describe the implementation of the reconstructionism philosophy in learning English. The results of this research were obtained from collecting and analyzing observation and interview data.

The first observation was carried out on November 16, 2023, when researchers captured the condition of the school. The results obtained show that the school implements government policies such as *the Adiwiyata program*, literacy culture, religious culture, and a culture of order, cleanliness, and health, as well as a culture of the 5S (*Salam, Sapa, Senyum, Sopan, Santun*). These results align with the school's vision, proclaiming "The Realization of Students who have *Akhlakul Karimah*, Healthy, Character, Skilled, Achievement, Eco-Friendly."

Table 1
First Observation Result

No	Observation	Results	Pictures
		Condition of school	
1	*Adiwiyata* program	This activity is carried out to preserve the environment around the school and make the school comfortable for the school community (students, teachers, and others).	
2	Literacy culture	This activity is done by creating a reading corner in one corner of the back of the classroom. Every Tuesday, the teacher urges students to bring reading books in fiction or non-fiction storybooks and invites them to read for 30 minutes at 7.00–7.35 WIB.	
2	Religious culture	Religious culture is reflected in the Tangerang Koran activities, held every Tuesday, Wednesday, and Thursday, and *Tadarus* on Fridays from 6.30 to 7.00 WIB. The *Dhuha* prayer activity is routinely held every Friday on the first and third Sundays of each month. Students are also accustomed to giving *infaq*.	

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No	Observation	Results	Pictures
Condition of school			
3	Orderly, clean and healthy culture	The habit of orderly, clean, and healthy living is reflected in daily activities in the school environment, which requires students to arrive on time at 6.30 WIB, bring supplies from home, and minimize the use of plastic. There are adequate trash bins in every class and schoolyard.	
4	Culture 5 S (Salam, Sapa, Senyum, Sopan, Santun)	This activity is reflected in the habit of teachers welcoming their students with greetings, smiles, and politeness.	

Table 1 shows a change in educational culture for the better. Changes and developments in academic culture align with the principles of reconstructionism, which emphasizes changes and developments in existing systems (Tarigan et al., 2023). Familiarization with the culture of literacy, religion, order, and 5S positively impacts the development of students' character. Students carry out these activities following the school's policies and receive support from parents and stakeholders.

During the second observation on November 23, 2023, the researchers made observations in 5th grade to determine the English learning process, which includes 5 aspects. The researcher observed the frequency of students' activities within 5 minutes for each indicator, with a total time of observation of 70 minutes that was adapted from (Yudhistira, 2018) to calculate the percentage of students' learning activity; a formula is used:

$$\frac{frequency\ of\ activities\ x\ the\ amount\ of\ time\ for\ each\ observation}{number\ of\ students\ observed\ x\ total\ of\ observation\ time} \times 100$$

Table 2
Second Observation Results of the English Learning Process

No	Types of Students' Learning Activities	Ideal Time Tolerance Interval (%)	Percentage	Achieving Ideal Time
1	Listening/Pay attention to the teacher's explanation	$20 \leq$ Ideal time ≤ 30	28.57%	Achieved
2	Reading a book or other sources	$10 \leq$ Ideal time ≤ 20	19.04%	Achieved

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No	Types of Students' Learning Activities	Ideal Time Tolerance Interval (%)	Percentage	Achieving Ideal Time
3	Write the teacher's explanation, take notes from the teacher or friends to solve problems in doing students' worksheets, or summarize the result of group work	$25 \le$ Ideal time ≤ 35	45.23%	Not achieved
4	Discuss/ask/have opinions between students and their friends and teacher	$25 \le$ Ideal time ≤ 35	30.95%	Achieved
5	Doing something irrelevant to learning, for example, having conversations outside of learning, doing something off-topic, and going for a walk outside the group	$0 \le$ Ideal time ≤ 5	4.76%	Achieved

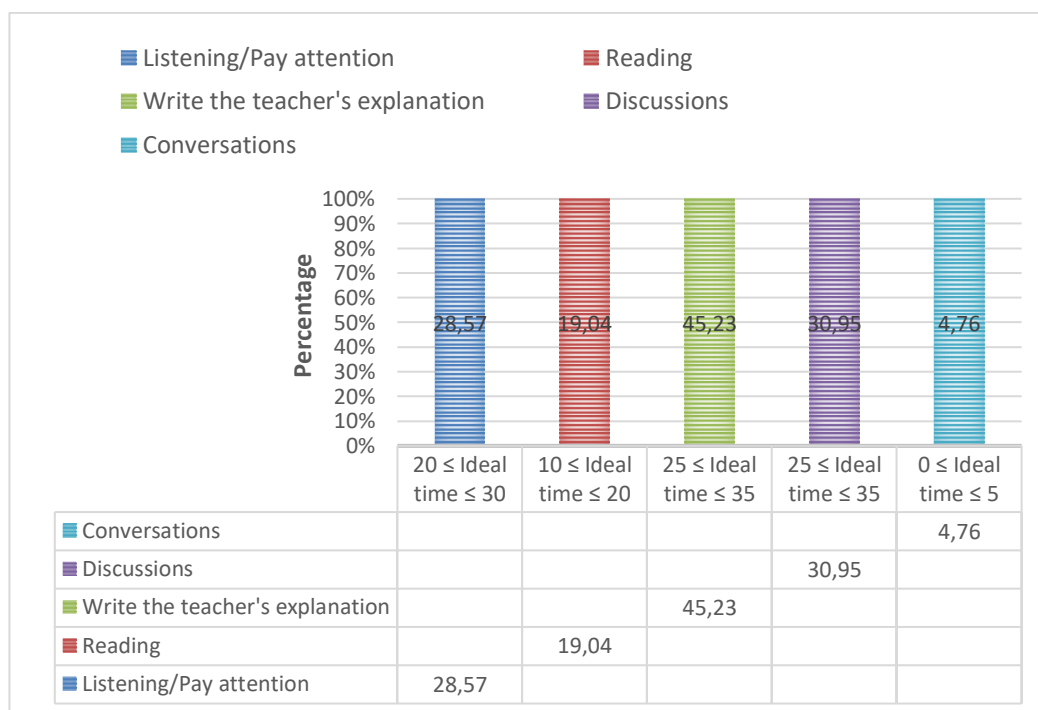|	$20 \le$ Ideal time ≤ 30	$10 \le$ Ideal time ≤ 20	$25 \le$ Ideal time ≤ 35	$25 \le$ Ideal time ≤ 35	$0 \le$ Ideal time ≤ 5
Conversations					4,76
Discussions				30,95	
Write the teacher's explanation			45,23		
Reading		19,04			
Listening/Pay attention	28,57				

Figure 1. Observation of the English Learning Process

In Table 2, the result shows that there is only one indicator at point 3, which shows unsatisfied results, with a percentage of 45.23%. Students prefer direct activities such as talking or communicating directly (Bistari, 2017) with friends or teachers than writing or making notes on the material. Students are also more

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interested in learning English using media because it can help them train their memory well and develop vocabulary.

Interview activities are used to support previous findings as support for the results of observations that have been analyzed. This interview was conducted on December 4, 2023, at 13.00. Researchers interviewed English teachers and 3 students as representatives of the research subject of 5th grade.

Table 3
English Teacher Interview Results

No	Questions	Results
1	What do you think about the current education system?	Overall, the current education system is good. Technology helps teachers and students learn, especially during the Covid-19 pandemic. The government policy regarding online learning benefits students by allowing the teacher to deliver the lesson material.
2	What is your view of the philosophical school of reconstructionism?	This philosophical school describes education's current condition, which is constantly undergoing change and development for the better.
3	Does the reconstructionist philosophy positively or negatively impact the English language learning process?	Yes, it has both positive and negative impacts. The positive impacts include the online learning process, various learning media, curriculum development, teaching students to think critically, etc. The negative thing is that it only focuses on the results rather than the process.
4	What curriculum does the school use?	This school implements two curriculums, *Kurikulum 2013* and *Kurikulum Merdeka*. *Kurikulum 2013* applies to grades 2, 3, 5, and 6. Meanwhile, *Kurikulum Merdeka* is applied to grades 1 and 4.
5	How many times do you teach English in a week?	I teach English in one session of 2 x 30 minutes.
6	What methods are used in the English learning process?	For grade 5, I used the project-based method. By giving the project, such as mapping the vocabulary based on the amount found around the children's neighborhood. The target is for students to understand the meaning of words and master English vocabulary.
7	Does the student's English score reach the minimum completeness criteria (*Kriteria Ketuntasan Minimal*)?	Overall, student scores reach the minimum completeness criteria (70).
8	What character education culture is most dominant at this school?	Because this school is part of the *Adiwiyata* program, the implemented culture influences students, especially religious culture and 5'S (*Salam, Sapa, Senyum, Sopan, Santun*).

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No	Questions	Results
9	Can technology help you in the teaching process?	Yes, of course, because it makes it very easy to convey the material.
10	What media do you usually use in the learning process?	I usually use Quizizz, YouTube, and Canva.

Teachers, as the front guard of education and conveying knowledge, must master and adapt to developments in education. The face-to-face learning process is not an obstacle in delivering material to students at all levels of educational units, especially at SDN Kedaung Wetan 3. Teacher creativity is expected to improve students' education quality (Marsela Yulianti et al., 2022). The reconstructionist philosophy's views also impact teachers' learning of English (Cahyani et al., 2018; Nur et al., 2022). Development of methods with a project-based learning approach that teaches students to be able to think critically in completing tasks given by the teacher so that learning is not just about presenting material in front of the class (Sabet & Ravand, 2017; Wardhani et al., 2023; Husain et al., 2022). The learning process is carried out using the lecture method and media to support learning (Mulyanah, 2020). Technological developments also positively impact teachers' support of learning inside and outside the classroom. Massive technological developments also need to be filtered with cultural programs that can develop student character, such as the *Adiwiyata* program, which is implemented in all schools in Tangerang City. Good habits will produce good things, too.

Table 4
Student Interview Results

No	Questions	Results
Student 1		
1	How is English learning in your class?	The learning is interesting, not boring and fun too.
2	Does the teacher use media, such as Quizizz, Canva, or YouTube, in English lessons?	Yes, use it.
3	Is the media enjoyable?	Yes, I am happy, but sometimes there is no signal, so I cannot open the application.
4	Which media do you like the most?	I prefer Quizizz.
5	Does your school have an *Adiwiyata* program? What activities do you do?	There are usually things like discipline, coming to school on time, bringing provisions from home, and bringing your bottle. Then, if you want to have snacks, use

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No	Questions	Results
		a container; you cannot use plastic, and say hello to each other, too.
6	How enthusiastic are you about taking English lessons?	It is nice because there are guesses.
7	Does the teacher give assignments outside of school hours?	Yes, there is homework.
8	Can the assignments given by the teacher improve your English skills?	Yes, because he likes being told to memorize English words, and then he will be told to advance in class.
9	Do the results obtained meet your expectations?	Alhamdulillah.
10	How do you feel about taking English lessons at school?	I am delighted, not bored either.
Student 2		
1	How is English learning in your class?	It is a fun game for me.
2	Does the teacher use media, such as Quizizz, Canva, or YouTube, in English lessons?	Yes, the teacher usually uses Quizizz and Canva.
3	Is the media enjoyable?	Yes, but there is a signal problem, so I cannot use it.
4	Which media do you like the most?	Quizizz
5	Does your school have an *Adiwiyata* program? What activities do you do?	Yes, there is. We must be disciplined about going to school, bring lunch from home, pray *dhuha* and *tadarus*, and read fairy tale books. Then you have to say hello to the teacher.
6	How enthusiastic are you about taking English lessons?	You have to ask questions to understand the meaning actively.
7	Does the teacher give assignments outside of school hours?	Yes, I have given homework
8	Can the assignments given by the teacher improve your English skills?	Yes, if you do not practice it, you will forget.
9	Do the results obtained meet your expectations?	Not yet satisfied
10	How do you feel about taking English lessons at school?	Pleasant
Student 3		
1	How is English learning in your class?	Learning is fun.
2	Does the teacher use media, such as Quizizz, Canva, or YouTube, in English lessons?	Yes, use Quizizz.
3	Is the media enjoyable?	Sometimes, it is because the Wi-Fi does not connect.
4	Which media do you like the most?	Quizizz.
5	Does your school have an *Adiwiyata* program? What activities do you	Yes, there is. Do not come late, do not use plastic when snacking, and be polite with

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No	Questions	Results
	do?	teachers and friends.
6	How enthusiastic are you about taking English lessons?	I like waiting for guesses because it is exciting to be able to go home first.
7	Does the teacher give assignments outside of school hours?	Yes, there is homework.
8	Can the assignments given by the teacher improve your English skills?	Yes, because you have to memorize it too.
9	Do the results obtained meet your expectations?	Of course.
10	How do you feel about taking English lessons at school?	I like it, not sleepy.

A school needs good cooperation between teachers and students in the learning process. A teacher without students is meaningless, and vice versa. At the elementary school level, interactive and exciting learning is needed so that students are motivated to learn (Agustini et al., 2023; Husaeni, 2023; Zagoto & Laila, 2022; Zulhelmi et al., 2017). This finding also showed that the English teacher used Quizizz and YouTube to present the materials. Giving assignments and guessing games can also help students improve their knowledge and mastery of vocabulary, especially foreign words (Guzalkhon, 2024; Maulidya et al., 2022; Pavita & Nirmala, 2021). Apart from increasing knowledge in English vocabulary, students are also taught to live disciplined lives and be responsible for themselves and the school environment.

The results of interviews obtained from teachers and students show that there are changes and developments in the education system and culture at school. It shows that the reconstructionist philosophy also provides changes to the English language learning process where using technology in teaching strategies can improve student learning outcomes above the Minimum Completeness Criteria (KKM) score. The students' report results show an overall English score above 70. Teaching and learning activities are carried out not only face-to-face but also online. The implementation of the *Adiwiyata* program also has a positive influence on student character development. Therefore, it is necessary to carry out a more in-depth study of the *Adiwiyata* program to find out the most dominant philosophical schools that influence the formation of the *Adiwiyata* program in developing student character. In previous research, it was also said that reconstructionism was

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one of the trends that influenced changes in the existing curriculum in Indonesia (Rohmat, 2019.).

Nevertheless, this flow also has drawbacks, which tend to be results and not processes. Meanwhile, in the English learning process, these two aspects should be measured by balancing the process and results so that students gain real learning experience and appreciate the process more because humans have strengths and weaknesses that cannot be compared. The learning process with a student-centered learning approach is more humanistic, prioritizing individual student needs, fostering active engagement, and promoting self-directed learning. Students feel more appreciated for their efforts by being directed to seek their knowledge and experience of the material presented by the teacher, and students can think critically and independently so that the process carried out by students can help them achieve the desired result.

D. Conclusion

These changes and developments in the education system will continue following changing times. The reconstructionist philosophy is a school that emphasizes change and development in the education system, technology, methods, and strategies in teaching and learning, especially in English subjects. The school's conditions show results that follow the school's vision. A conducive school environment with a good culture benefits students in learning, increasing learning outcomes.

The massive development of technology also provides a positive signal for the world of education so that teachers and students will more readily accept, understand, and apply the knowledge they have gained. Media such as Quizizz and YouTube can motivate students to learn English. The finding of this study also provides positive implications for teachers, especially for English teachers, in encouraging students' interest in English, namely by using and utilizing interactive media. Teachers are expected to be able to manage and create learning media that make students happy so that learning objectives can be achieved.

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