

ORIGINAL

The Teacher's Role in Civic Education Teaching Based on the Constructivism Approach

El papel del docente en la enseñanza de la educación cívica basada en el enfoque constructivista

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ABSTRACT

The critical and creative thinking skills of students are not at their expected level because most students are still likely to reiterate learnt information instead of building new knowledge. Teachers are very important facilitators and guides to full involvement of physical and mental interest of students in the learning process. Nevertheless, there is a paucity of research on the roles of teachers in constructivist paradigm. This research paper will attempt to discuss the role of teachers in enabling students to develop their thinking abilities and build meaningful knowledge. Under a qualitative design, 15 Civics Education instructors at five junior high schools of the general public were used in this research. The data were gathered with the help of observations, interviews, and documentation and analyzed with the help of descriptive statistics. The findings indicate that the constructivist approach has never been completely put into practice in Civics Education classes. Educators are more inclined to exhibit their role of the authority, instead of collaborators in the process of knowledge building. Their reflection and collaboration functions are manifested but inadequate. Though teachers are the ones doing instruction, the level of student participation is minimal. In addition, the attempt of teachers at nurturing thinking and creative thinking is still minimal as learners find it hard to release their ideas and opinions. To sum it up, Civics Education learning is yet to be represented as a truly constructivist one and the prevailing role of teachers as the primary sources of knowledge deprives the latter of their ability to build meaningful knowledge.

Keywords: Civic Education; Constructivism; Teacher Role.

RESUMEN

Las habilidades de pensamiento crítico y creativo de los estudiantes no se encuentran en el nivel esperado, ya que la mayoría tiende a repetir la información aprendida en lugar de construir nuevos conocimientos. Los docentes desempeñan un papel fundamental como facilitadores y guías para lograr la plena participación física y mental de los estudiantes en el proceso de aprendizaje. No obstante, existe una escasez de investigaciones sobre el rol de los profesores dentro del paradigma constructivista. Este artículo de investigación pretende analizar el papel de los docentes en la promoción del desarrollo de las habilidades de pensamiento y la construcción de conocimientos significativos en los estudiantes. Bajo un diseño cualitativo, participaron 15 profesores de Educación Cívica de cinco escuelas secundarias públicas. Los datos se recopilaban mediante observaciones, entrevistas y documentación, y se analizaron utilizando estadística descriptiva. Los hallazgos indican que el enfoque constructivista no se ha aplicado completamente en las clases de Educación Cívica. Los educadores tienden a asumir un rol de autoridad más que de colaboradores en el proceso de construcción

del conocimiento. Sus funciones de reflexión y colaboración son visibles pero insuficientes. Aunque los docentes dirigen la instrucción, la participación estudiantil es mínima. Además, los intentos de fomentar el pensamiento crítico y creativo siguen siendo limitados, ya que los alumnos tienen dificultades para expresar sus ideas y opiniones. En resumen, la enseñanza de la Educación Cívica aún no refleja plenamente un enfoque constructivista, y el papel predominante del profesor como fuente principal de conocimiento limita la capacidad del estudiante para construir un aprendizaje significativo.

Palabras clave: Educación Cívica; Constructivismo; Rol del Docente.

INTRODUCTION

The education situation of Indonesia in the Southeast Asian region is still lower than that of Thailand, Malaysia, and Singapore. This shows that the achievement of the Indonesian education system is yet to attain the anticipated height, especially in the development of the critical and creative thinking skills of the learners. Several students continue to be limited to their memorization and reproduction of knowledge as opposed to building new insights that can enable them to resolve problems in real-life situations. This has posed a challenge where the Indonesian government has decided to implement the Curriculum 2013, which is competence-based and constructivist in nature since it seeks to support independence and meaningful learning. The constructivist learning approach gives students a chance to develop knowledge actively by means of experience, interaction, and reflection. Students are placed as active learners as opposed to passive receivers of information, and have to build their own comprehension based on previous knowledge and new experiences. Constructivist perspective with its origins in the works of Piaget, Vygotsky, and Glasersfeld presupposes that knowledge is neither a detached entity that can be easily passed down by teachers and learners.^(1,2) Rather, knowledge is the outcome of active interactions of an individual in the environment, both physical and social, by thinking, interpreting, and interacting with cultural and symbolic tools. In this perception, learning is a process of creating meaning and not transferring information. The constructivist approach necessitates a paradigm shift in the manner in which learning is designed and set up.^(3,4) The students are supposed to be fully involved in the learning process, which involves processing the received information and converting it into new knowledge that has personal significance. Instead, teachers have no longer been placed as the only source of power or the relay of information, but are viewed as facilitators that help students construct meaning through the use of structured inquiry and reflection.⁽⁵⁾ In this way, the role of the teacher transforms into that of the center of learning and becomes a co-learner and instructor who helps the students in their intellectual and emotional development.⁽⁶⁾

There are four fundamental elements that constructivism highlights that make learning experiences effective. To begin with, learners should be able to build their own knowledge by being active and participative in acquiring and gaining knowledge, and not by being passive receivers of what is being given to them. Second, the new learning is also connected to the previous knowledge; the past experiences of students act as the basis of learning something new.⁽⁷⁾ Third, socialization is an important aspect in the building of understanding because dialogue, cooperation, and the exchange of ideas enable students to sharpen their thinking and internalize ideas. Fourth, real-world learning tasks help in the development of meaningful learning activities that help in improving transferability and problem solving. Teachers in this context are vital in make sure that learning is in line with the principles of constructivism. The constructivist instruction requires a teacher to be a guide who can provide a setting where exploration, questioning, collaboration, and reflection are possible. The teachers should come up with activities that will require the students to think critically and creatively as they are directed to self-directed learning. This transformation does not reduce the importance of teachers but increases the requirements of their work since teachers should be capable of structuring complex learning, creating open-ended problems, and handling various learning requirements.^(8,9) The skill of the teacher to strike balance between facilitation, motivation and assessment gets pertinent to the accomplishment of constructivist learning objectives.⁽¹⁰⁾ The 2013 Curriculum, being one of the parts of Indonesian educational framework, focuses on the use of scientific approach to the teaching and learning process. In this strategy, the complete involvement of the students is needed, both physically, mentally, and socially, by observing, questioning, experimenting, reasoning, and communicating. The goal is to make learning processes meaningful and enduring. This approach can be characterized by constructivist principles because it involves active learning, problem-solving, and a knowledge construction process. The aims of learning are also in line with the requirements of the 21st-century education, which emphasize four main competencies: creative and innovative, critical thinking and problem solving, communication, and collaboration.^(11,12,13) These competencies have been deemed as necessary in equipping students to meet the demands of the global world and become productive employees of society. In the constructivist paradigm, teachers become innovators, motivators, facilitators,

and evaluators. Teachers also create contextual, interactive, and student-centered learning experiences as innovators. Being motivators, they make students engage actively and become curious. Teachers as facilitators give scaffolding and lead the students through cognitive difficulties so that they are able to relate the new knowledge to the previous one. Teachers are evaluators who not only assess the outcomes but also the process of learning as well, and provide feedback that helps in growth. It is via these multidimensional roles that teachers directly participate in the cognitive, affective, and psychomotor growth of students. Nevertheless, although the theoretical compatibility of constructivism and the present-day curriculum of Indonesia is quite strong, the issue of its practical application is still an obstacle.^(14,15) Anecdotal literature and research studies reveal that the use of traditional teacher-centric methodology has continued to suppress student involvement in many teaching settings. Teachers, being the main sources of information, usually provide information in form of a lecture instead of supporting inquiry learning. As a result, students are limited with regard to their chances to think critically, collaborate, and share their ideas without any supervision. The disjuncture between the expectations of curriculum and the practices within the classroom implies that there should be further knowledge about and assistance to the teachers, to ensure that they embrace the principles of constructivism in practice.

The roles of teachers in education have mostly been the subject of two perspectives of previous studies. The former is on the role of the teachers in the role of incorporating technology into the learning process. The application of online tools and platforms has changed classroom dynamics, and it is necessary to involve teachers in the role of technology mediators and instructional designers, which can use technological resources effectively. The second perspective focuses on the pedagogical roles and strategies of teachers in the different learning strategies such as cooperative learning, inquiry-based learning and problem-based learning. Nevertheless, research concerning the role of teachers, specifically in a constructivist paradigm (particularly in terms of Indonesian education), has been scant. Such paucity of research highlights the essence of investigating the way the teachers perceive and perform their roles in the constructivist-oriented classrooms. Thus, the present research aims at examining the teacher role in Civics Education in terms of the constructivist paradigm. The interactive and reflective processes are needed in Civics Education that is focused on developing the awareness of the rights, responsibilities, and civic participation of the students. Those who teach in this area are supposed to lead students in building moral reasoning, critical thinking, and democratic values based on dialogue, reflection, and social interaction. The constructivist framework is also especially topical since it asks students to relate abstract civic theory to real-life circumstances and problem-solving real-life situations.

In particular, the present research will focus on evaluating the role of the teacher as a collaborator in assisting students in building new knowledge by means of exploration and discussion; discuss the way teachers assist students in extending their intellectual horizons and perspectives; discuss the role of the teacher in managing a democratic and participatory classroom setting; discuss how the teacher assists the students in extending their intellectual and outlook horizons when it comes to addressing civic and social issues; and determine how the teacher will encourage and support students to identify and solve problems on their own. The study is based on the assumption that the teacher's role in learning plays a critical role in fulfilling constructivist-based education. Teachers become facilitators who assist students to create meaning, identify gaps in meaning, and acquire metacognitive skills. The capacity of a teacher to create valuable learning experiences that can provoke inquiry and reflection has a direct impact on the engagement of students and their intellectual development. In addition, the role of the teacher is not restricted in the classroom to teaching but also modeling democratic behaviour, creating a culture of free communication, respect towards different points of view, and creating information on the fundamental components of civic competence. To sum up, the process of developing better educational practices in Indonesia, which is based on constructivist-reform initiatives, demonstrates a tendency toward learner-centered pedagogy in the world. Nevertheless, to establish any meaningful learning outcome, teachers need to play their roles completely as facilitators, guides, and co-learners. Constructivist education is effective because of the ability of instructors to establish spaces that empower learners to build knowledge actively, think, and apply learning to real-life situations. Enhancing the knowledge and application of constructivist ideas, in turn, becomes a plan move towards improving the quality of teaching and equipping students with the 21st-century challenges.

METHOD

The study had a qualitative design to inquire and describe the teacher conduct in classroom learning with the view of determining the roles they play in a constructivist framework. Five junior high schools in Padang City participated in the research, and the participants were fifteen Civic Education teachers who will teach a total of 7, 8, and 9 grades in the 2024-2025 academic year. This research was aimed at exploring the implementation of the roles of teachers as: 1) collaborators in the constructing of knowledge by the students, 2) facilitator in expanding the student outlook, 3) in managing the learning democratically, 4) in leading the students in solving problems, and 5) in encouraging students towards creative and critical thinking. All the Civic Education

teachers of all the chosen schools were included in the study population, and the sample was identified by the purposive method according to the choice of the teachers who were actively involved in the implementation of the subject at the moment of the study. The inclusion criteria consisted of teachers who possessed three years of teaching experience and those who agreed to take part in the research whereas the exclusion criteria were the teachers on leave or those with low teaching schedules within the observation period. Primary data were provided in the form of observation transcripts, which comprised logs of teachers' behavior in the classroom during teaching. Direct classroom observations and semi-structured interviews were used in data collection.

Observation sheets were created to evaluate five important dimensions of the teacher role, which are six statements that identify how the teacher works as a partner in the formation of knowledge, nine statements that evaluate how the teacher works as a facilitator, six statements that help understand how the teacher should manage the work democratically, six items that evaluate how the teacher should be able to guide the students in solving problems and nine statements that identify how the teacher should be able to motivate students to think creatively. The instruments are tools created and proven to be valid in the eyes of educational researchers to be content valid and reliable, and are therefore applied in the field. The interviews were aimed at obtaining deeper information about the thoughts of teachers, their problems, and the methods of the implementation of constructivist-oriented instruction.

The process of data collection had a number of steps. To begin with, the school principals and participants were asked whether they would grant permission to do classroom observations. Three successive lessons were observed for each teacher so that the behavioral patterns were consistent and accurate. The researcher was non-invasive during the observations to reduce instances of bias and allow the teachers and students to interact naturally. After making the observations, each of the teachers was interviewed in depth to determine their perception and understanding of their teaching roles. The interview sessions took about 45-60 minutes and were recorded on audio with the consent of the participants. All data were then transcribed verbatim to be analysed. Data analysis involved both descriptive statistical and qualitative interpretive methods. The data of observation was analyzed with the help of descriptive statistics to estimate the mean and the standard deviation of each indicator, which demonstrates the extent to which the constructivist practices were displayed by teachers.^(16,17)

In the meantime, analysis of interview data was done through a six-step qualitative analysis process: 1) structuring the data in terms of sources, 2) holistically reading the transcripts to formulate a complete picture of the data, 3) coding the data to identify the recurring patterns, 4) classifying and describing the codes with reference to the conceptual framework of the research, 5) narratively presenting the results to show the tendencies of behaviour among teachers, and 6) drawing conclusions based on the results to arrive at meaningful conclusions about the degree of construct. The research process was conducted with adequate ethics in mind.^(18,19) Informed consent was also received by all the participants before the data collection process to ensure that the participants were fully aware of the objectives, procedures, and voluntary nature of the study. The participants were made aware that their identities would be kept confidential and anonymous, and their data would only be utilized to conduct research. The institutional review board that would supervise educational research in the area also gave its consent. The participants were not bound in any way and could pull out of the study at will. Through such ethical standards, the research was also able to maintain integrity, respect, and transparency throughout the research implementation phases. On the whole, this systematized design facilitated the in-depth analysis of the role of teachers in constructivist learning settings and was able to give informative details of how Civic Education teachers at Padang theorize and implement their pedagogic roles in facilitating worthwhile learning experiences among learners.^(20,21)

RESULTS

Based on the data obtained in the field, and in accordance with the problems to be expressed, the research results can be stated as follows:

Teachers as partners of students in the formation of knowledge

The following are the results of data analysis on the teacher's aspect as a student partner in the formation of knowledge, which is shown in table 1.

The data in table 1 shows that at all grade levels observed in classrooms, the teacher still places himself as the owner of a strong authority, a source of information and knowledge for students. This can be seen from the instructions and orders that students must do in learning. On the other hand, it is very rare for teachers to use expressions that indicate part of the learning process that is happening. This situation causes students to do something always waiting for the teacher's instructions. Students will work according to the teacher's orders. It is observed that only a few students take the initiative to seek the desired answer from reading sources that have been determined by the teacher. In other words, students are very aware that the teacher is a source of authority in the classroom.

Table 1. The results of the analysis of the teacher as a partner of students in the formation of knowledge

No.	Statement Items	Mean	Standard deviation
1	Applying learning methods that involve active participatory students	2,40	1,35
2	Provide character education explicitly, systematically, and continuously by involving aspects of knowing the good, loving the good, and acting the good	2,53	1,46
3	Pay attention to the uniqueness of each student in using learning methods	2,27	1,33
4	The teacher becomes an authority as a source of information	4,27	0,96
5	Students only focus on the instructions given by the teacher	4,00	1,36
6	Students take the initiative to find answers to the assignments given	2,33	1,63

The situation stated above shows that the teacher unconsciously places himself in a position that does not support students in the formation of student knowledge, because the students just acting passively and are not actively involved in the learning process. The results of interviews with teachers revealed that they rarely use methods that will make students actively involved because they teach in many classes and have to achieve curriculum targets at the appointed time. From a constructivist perspective, it is clear that this will be detrimental to students because they cannot freely develop ideas and thoughts, which will ultimately hinder the process of forming meaningful knowledge.

Teachers as facilitators in broadening students' horizons

The following are the results of data analysis on the teacher's aspect as a facilitator in broadening students' horizons, which are shown in table 2.

Table 2. Aspects of teachers as facilitators in broadening students' horizons

No	Statement items	Mean	Standard deviation
1	Provide opportunities for students to answer questions	2,67	1,63
2	Facilitate students who have difficulty in answering the questions given	2,40	1,64
3	Facilitate students to express ideas and opinions in answering questions	2,20	1,42
4	Facilitate students to have responsibility for independent learning	2,53	1,19
5	Forming groups to discuss in learning	2,60	1,18
6	The division of the group is carried out in a balanced manner	2,80	1,52
7	Pay attention to the responses given by students in learning	2,27	1,79
8	Monitor student progress in learning	2,33	1,59
9	Provide feedback on student learning achievements	2,47	1,64

The data in table 2 shows that the teacher has not been maximally in facilitating students to deepen and expand their knowledge about the topics discussed. This can be seen from the low opportunities given to students to express their ideas and opinions. Likewise, the teacher's attention to the responses given by students has not been maximized, so that not many students participate intensely in learning. What the teacher has done is to place students to study in groups, even though the groups are still traditional. Thus, in general, it can be stated that teachers have not facilitated students in various forms to be able to develop their understanding and knowledge properly. The teacher's role has not been maximized in developing and expanding students' understanding related to the learning methods used by the teacher, which are still expository. This causes the teacher to act as an information giver and has great authority in learning, so that the independence of students in learning is also not facilitated properly. Thus, learning takes place in one direction with the teacher as the main actor who controls the course of learning activities.

Democratic learning management

The democratic climate has manifested itself in general, especially regarding several aspects. First, the teacher has created a conducive learning environment for students, where students are facilitated to express opinions, ask questions or comment on the opinions of their friends. Second, the teacher shows respect for students' questions and answers by giving reasonable appreciation, it's just that student participation in learning activities has not been maximized because only a few students are actively involved. Third, a democratic atmosphere is also built by the teacher by emphasizing the need to respect the opinions of others. The following is presented in table 3 regarding the teacher's role as a democratic learning manager.

Table 3. Aspects of democratic learning management

No	Statement items	Mean	Standard deviation
1	Create a conducive learning environment	2,93	1,22
2	Provides opportunities for students to ask questions	2,67	1,11
3	Comments on the opinions of all students well	2,73	1,28
4	Manage student participation in learning well	2,47	1,41
5	Provide understanding to students so that they respect the opinions conveyed by their friends	2,60	1,76
6	Directs students to manage their own learning	2,33	1,18

From the results of the analysis in table 3, it can be seen that the level of democratic learning has not been fully implemented. Students feel the learning environment is still not conducive. The freedom to express opinions and criticize material recitations conducted by friends is still limited. Restrictions on expressing opinions are also limited by the teacher based on the number of questions that may be given to the discussion group from the material presented. These results are in line with the results of interviews with teachers. From the results of the interviews, it was concluded that the teacher had tried to create conducive learning conditions but students were still not brave enough to express their opinions about the problems revealed in the learning process. The teacher has made efforts to emphasize students to express their opinions and ask friends to respond to their friends' opinions but this has not been carried out actively and continuously.

Guidance and encouragement of teachers to students in solving problems

The guidance and encouragement given by the teacher to solve the problem constructively has not been seen in real terms, especially regarding the substance of the given task. The following table 4 shows the results of observations on the problem solving aspect.

Table 4. Aspects of teacher guidance and encouragement to students in solving problems

No	Statement items	Mean	Standard deviation
1	Clarity of the substance of the assignment given to students	2,53	1,68
2	Students' answers to the substance of the problem	2,40	1,92
3	Guiding students constructively in solving problems	2,33	1,35
4	Troubleshooting only based on the existing package book	2,13	1,06
5	Guiding students to explain procedures in answering questions	2,47	1,19
6	The given task challenges students to complete	2,07	1,28

Motivate and encourage students to be able to think creatively

The role as a motivator in learning has not been clearly seen by the teacher, because the role as a manager seems to be more dominant. The teacher's inability to act as a motivator in spurring students' creative thinking can be seen in the following aspects. The following are the results of the analysis on aspects of student motivation to think creatively.

Table 5. Aspects of motivation and encourage students to be able to think creatively

No	Statement items	Mean	Standard deviation
1	Conveys the learning objectives clearly	2,60	1,45
2	Encourage students to use various learning resources	2,13	1,46
3	Looks for relevant material	2,53	1,46
4	Gives contextual assignments	2,33	1,40
5	Use interesting learning media	2,47	1,55
6	Encourages students to ask questions	2,60	1,88
7	Encourages students to write answers well	2,67	1,80
8	Assesses learning outcomes according to the scope of the subject matter	2,60	1,50
9	Give awards to students who excel	2,27	1,44

The results of data analysis in table 5 explain: First, the teacher did not convince students to be able to use their own language in formulating questions and writing down answers. Second, students' creative thinking skills have not been developed properly because teachers do not encourage students to use various reading sources, both printed and electronic. The only source of student learning is the textbook they have and the page numbers are also determined. Third, students' critical and creative thinking skills have not been developed because the nature of the tasks received is not challenging and authentic. It was observed in learning the tasks they had to do in groups to make questions and find answers related to the topics discussed. Some students were seen making questions and answering them exactly as written in the book. This indicates that students have not been able to interpret themselves about what they have learned. The results of interviews with teachers regarding aspects of encouraging students to think actively and creatively have been carried out by teachers by making learning designs. The teacher has also formulated the material that will be taught to students as an effort to prepare for learning, but the efforts made by the teacher are still not giving good results to students' willingness and motivation in participating in learning. In the classroom, students still tend to be afraid to express their thoughts. The fear of being wrong and the lack of confidence in students causes learning to be one-way.

This study focuses on how teachers carry out their role in civic education learning based on a constructive approach. The conclusion of the descriptive analysis of the research from the five aspects of the teacher's role in implementing the constructive role in civic education can be seen in the following bar chart.

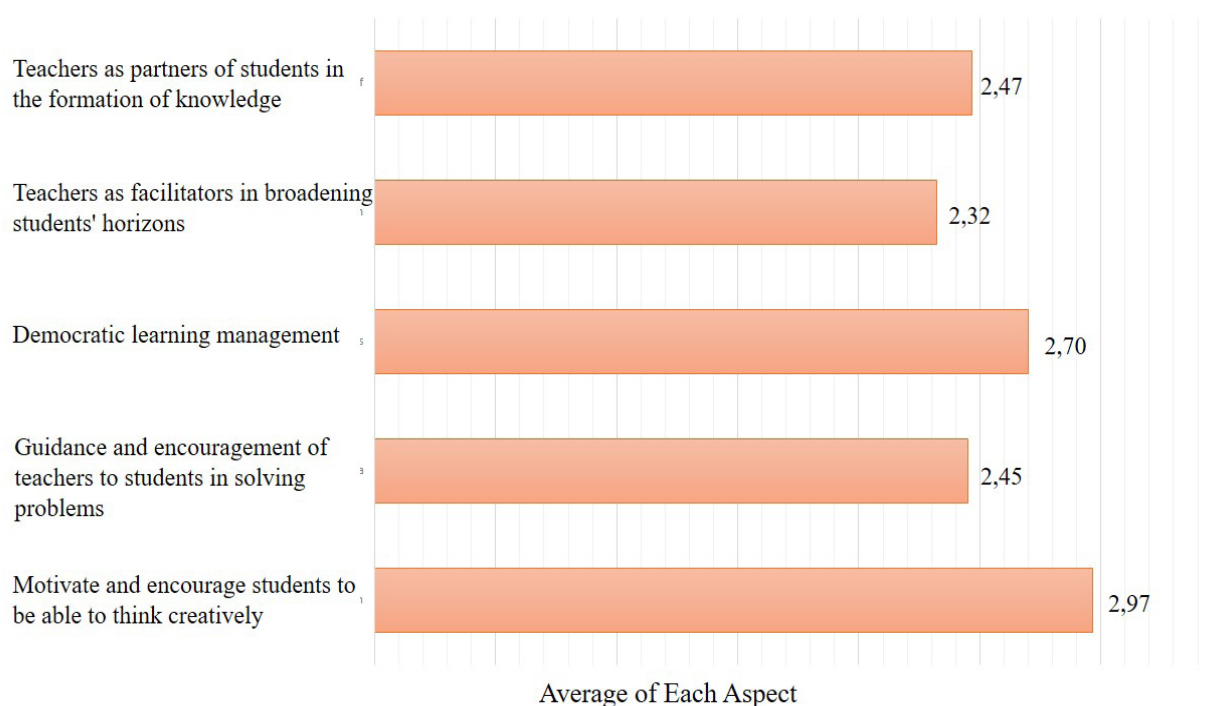


Figure 1. Conclusion Observation Results

From these results, it can be seen that the level and mastery of teachers in carrying out learning. The teachers observed in their learning are senior teachers who have attended various trainings from the government to implement the 2013 curriculum which is based on a constructive approach. The application of constructive principles in their learning also shows that teachers do not yet understand well how these principles should be applied. In other words, teachers' knowledge and beliefs about constructivism are not yet adequate and still need to be improved.

DISCUSSION

In terms of five aspects of constructivist-based learning, namely 1) Teachers as partners of students in the formation of knowledge, 2) Teachers as facilitators in broadening students' horizons 3) Democratic learning management, 4) Guidance and encouragement of teachers to students in solving problems, and 5) Motivate and encourage students to be able to think creatively, the results are still low, where only a small part of the teachers carry out their role as facilitators in learning. This means that the role played by the teacher in learning is still traditional, namely as a holder of authority and information provider. This means that the teacher's role

has not changed as desired by the curriculum. The findings of this study also indicate that learning is still teacher-centered, not student-centered.^(22,23,24) Teachers are still “positioned as enforcers, discipliners, and police officers. It is opposite to the 2013 curriculum, which requires a changing role of teachers. The teacher is the basic driver of interaction with his students, and traditional teaching, which is dominated by verbal approaches and memorizing teaching materials, is entirely replaced by other activities, both in the process of following the teaching and in the process of learning the material.”^(25,26)

The findings of this study indicate several things, including 1) the low professionalism of teachers in interpreting their role as facilitators. The constructivist approach requires teachers to be able to assist students in forming new knowledge through various learning experiences and guidance from teachers.^(27,28) For this reason, the role of a facilitator is necessary. However, changing the role of providing information to students to become facilitators and motivators in learning is a difficult task for teachers. 2) The teacher’s low confidence in students that they are capable and can form new knowledge independently. This is because teachers are used to providing ready knowledge to students, giving rise to the belief that they are not capable if they are not directed as usual. 3) Monitoring and evaluation in learning are not in line with the demands of the curriculum. Monitoring and evaluation tend to be administrative in nature and do not achieve anything substantive in the implementation of classroom learning. For this reason, a comprehensive evaluation and monitoring are needed.^(29,30) The findings of this study basically reveal that policy changes in the field of curriculum require a long time to be able to change the implementation of learning in schools. Administratively, the 2013 curriculum, which has been in effect for approximately 7 years, may have succeeded in changing the material, objectives, and learning planning, but substantively, the learning process that has occurred has not changed significantly, including the role of the teacher. The 2013 curriculum, which is a competence-based curriculum with a scientific approach in learning, has not been able to change the role of the teacher from providing information to facilitating students in learning.^(31,32)

The findings of this study have implications for 1) Student competencies had not been achieved as expected by the curriculum, especially regarding students’ thinking skills in depth, because of learning that does not give them the opportunity to be actively involved both physically and mentally. The constructivist approach is intended to provide students with knowledge that can last a long time because it is independently constructed through meaningful and active learning experiences. This becomes difficult to achieve if the teacher still acts as the sole authority in the classroom. 2) Indonesia’s level of educational attainment will remain below other countries in Asia, also in the world. This will have a chain effect on the creation of technology and economic development, which is a big problem for the Indonesian state. 3) A more comprehensive monitoring and evaluation system is needed for the implementation of learning in schools to ensure that learning is carried out in accordance with the demands of the curriculum. Besides that, it is necessary to implement a reward and punishment system for teachers to dare to get out of their safe zone to new things that are more challenging, innovative, and creative. 4) Various academic and administrative obstacles faced by teachers in carrying out learning. Promising learning and approach is a challenge not only for teachers but also for professional services. For this reason, continuous training is needed, debriefing for prospective teachers in Higher Education, and policies from various related institutions, so that teachers can realize it in the classroom.⁽³³⁾

The findings of this study are in line with Research conducted related to the implementation of constructivist teaching in Saudi Arabia also highlights the role of teachers in constructive learning, which is expected to change the condition of Saudi education from passive to active. Meanwhile, India underlined the need to change the role of teachers in accordance with the desired new curriculum enacted. Research conducted on elementary school teachers in the Netherlands asked for teacher responses to constructive learning through a questionnaire. All these studies aim to look at the role and behavior of teachers in constructive learning, but in this study, the focus is on how teachers apply their role in civic education learning in junior high schools.⁽³⁴⁾

Because most teachers are not familiar with learning based on the constructivist paradigm and the roles they must assume, it is necessary to have continuous and well-directed professional development through existing professional institutions and professional development organizations, such as Subject teacher meetings, or do it independently. Teacher professional development must have planned activities, concrete goals, and can be evaluated for its achievement accurately. For this reason, collaboration between schools, education offices, and universities is very much needed.⁽³⁵⁾ The Indonesian government has prepared teachers through various forms of education and training, to be able to understand and apply them in classroom learning. This situation will be achieved if the teacher realizes and understands their role in learning. If the teacher applies his role as a facilitator in learning, then students will be facilitated to develop their abilities to the fullest using various learning resources. Therefore, the role of the teacher in learning will be an entry point for students in becoming creators in various ways, and not as a reproducer who will only repeat what has been given to them.⁽³⁶⁾ Facilitators in learning, teachers must be able to provide support to students in the form of psychosocial support, which is able to motivate students in learning and raise students’ awareness of the need to learn. Meanwhile, technical support relates to the ability to assist students in planning and carrying out learning

activities, evaluating themselves, and assisting students in acquiring knowledge and skills. Facilitator means that teachers must always be around students, helping them in directing and controlling their work, and working with students. This shows that as a facilitator, the teacher must always be aware of the existence and needs of students and provide aid if needed.^(37,38,39,40)

Characteristics that reflect the teacher's role as a facilitator in learning are 1) focus on learning, 2) student-centered, 3) teachers and students share opinions 4) teachers and students are partners in learning 5) participate in activities, 6) have sufficient knowledge, 7) understand the needs of each student in learning, 8) focus on individuals, 9) be open, 10) provide opportunities for students to determine their preferred way of learning, and 11) be able to broaden students' horizons. In line with that opinion, the indicator of teachers who act as facilitators in constructive learning is. 1) Use appropriate resources and opportunities to create a learning environment that allows each student to construct his or her own knowledge. 2) Establish a safe, supportive, and positive learning environment for all students, 3) Foster cooperation among students within the classroom. 4) Encourage students' curiosity and intrinsic motivation to learn. 5) Help students become independent, creative, and critical thinkers by providing experiences that develop his/her students independent, critical, and creative thinking and problem-solving skills, 6) Make students feel valued. 7) Communicate effectively with students. 8) Listen thoughtfully and responsively. 9) Listen thoughtfully and responsively. 10) Encourage students to learn about other cultures and instill in them a respect for others and their differences.^(41,42)

The constructivist approach can be implemented in any field of study, including civic education. The main components that need to be learned in Civic education are Civic knowledge, Civic skills, and Civic disposition. civic knowledge. These three components are interrelated with each other in realizing good citizens as expected. In Indonesia Civic education is an independent field of study and aims to prepare students to become good citizens, namely 1) having the ability to see and approach problems as members of a global society; 2) have the ability to cooperate with others cooperatively and accept responsibility for their roles/duties in society; 3) have the ability to understand, accept, appreciate and be able to accept cultural differences; 4) have the capacity to think critically and systematically. Desire to resolve conflicts in a non-violent manner; 5) have the desire to change lifestyles and consumptive habits to protect the environment. Ability to be sensitive and protect human rights (e.g., women's rights, ethnic minority rights, etc.); 6) have the desire and ability to participate in politics at local, national, and international levels. The constructivist approach in learning civic education will be able to help students become citizens who are needed by the nation and state.⁽⁴³⁾

This study was limited to only a few schools in the city of Padang. Therefore, the conclusions obtained may not describe the same situation for schools in other areas. Besides that, research data were also obtained through observations in class when learning was taking place, so there was a possibility that the recording was not perfectly accurate. To obtain more comprehensive and generalizable findings, more in-depth research is needed and covers a wider number of schools and areas.⁽⁴⁴⁾

CONCLUSION

Implementing the role as a facilitator and motivator in learning is something that is important to do in the context of constructivist-based learning. The government's decision to implement the 2013 curriculum in Indonesian schools requires teachers to implement this role. Civic education learning that occurs in schools today has not yet described the application of a constructivist approach as desired. The research findings show the teacher's role: 1) has not acted as a student partner in new knowledge to the fullest, 2) the quality to broaden horizons through reflection and collaboration is not sufficient, 3) as a teaching manager, student participation is not optimal, 4) guidance to students is still limited to the group level, and 5) the motivation given to students to think critically and creatively has not been able to express opinions and ideas in their own way. This means that the role of the teacher is still traditional, namely as a provider of information to students.

This research reveals that Various training and education provided to teachers in the field of civic education on the substantive principles of the constructivist approach are still partially understood by teachers. The teacher's role as the owner of authority in learning and the main source of information causes civic education learning has not provided space for students to gain a comprehensive and meaningful understanding of the subject they are studying. Therefore, it is necessary to develop teacher professionalism that is continuous, measurable and applicable, so that teachers can practice it in learning better.

RECOMMENDATION

The findings of this study reveal that the expected role of teachers in accordance with the curriculum has not yet been realized as desired. Therefore, related agencies such as the Education Quality Assurance Institution can make teacher training in the role of facilitator for students a permanent agenda in the programs implemented. Changing the role of information provider to facilitator requires a change in the teacher's mindset, therefore training and support from relevant agencies is needed.

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