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THE ROLE OF TEACHERS AS FACILITATORS IN MANAGING CONSTRUCTIVIST CLASSROOMS: A CASE STUDY ON STUDENTS IN THE ENGLISH EDUCATION PROGRAM

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ABSTRACT

This study aims to evaluate the role of facilitators in managing constructivist classrooms among English Education students and to analyze the practices and challenges encountered in implementing this approach. As the constructivist approach in education becomes more prevalent, it is crucial to understand how prospective English teachers perform their roles as facilitators. This research provides relevant insights for the professional development of students and the enhancement of future teaching quality. The study employs a qualitative approach with a case study method. Data were collected through questionnaires distributed to 15 English Education students and direct classroom observations. The questionnaire covered aspects of beliefs, attitudes, and practices in the facilitative role. Analysis was conducted to evaluate students' assessments of their roles, and to identify patterns and challenges in teaching practices. The results indicate that the average rating for teachers' beliefs about their facilitative role is 4.5, with student interaction receiving the highest rating (4.8). Although there is strong belief in the effectiveness of constructivist learning, some teachers remain neutral regarding its comparison with traditional teaching methods. In practice, many teachers use problem-based projects (average rating 4.0) and support active student participation in discussions (average rating 4.6). Technology use in teaching remains uneven (average rating 4.1), and there is room for improvement in providing in-depth and constructive feedback (average rating 4.5). The study identifies challenges such as time constraints, variability in student abilities, and access to technology, and provides recommendations for further training and support for teachers to enhance the implementation of constructivist approaches in the classroom.

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A. INTRODUCTION

In modern education, the constructivist approach is increasingly recognized as an effective method for developing critical thinking, problem-solving skills, and deep learning in students. This approach places students at the center of the learning process, where they actively construct knowledge through experiences and social interactions. In this research, the role of the teacher shifts from being the primary instructor to a facilitator who supports and guides the learning process of students (Piaget, 1970; Vygotsky, 1978).

Constructivism is not just a theory but a learning philosophy that directs students to become independent, creative learners prepared for the future (Ichsan et al., 2023; Rifky et al., 2024). In this digital era, where information is abundant and easily accessible, the constructivist approach helps students develop connections between new knowledge and what they already know (Reid-Martinez & Grooms, 2021; Yakar et al., 2020). The learning process in constructivism emphasizes the alignment and adjustment of existing understanding with new information, rather than merely replacing old knowledge (Suparlan, 2019).

Prospective teachers, especially students from the English Education program, need to understand and develop these facilitative skills to optimally support the learning process of students. They are expected to create a learning environment that encourages exploration, collaboration, and critical reflection. However, there are still challenges in understanding to what extent prospective teachers feel ready and confident in carrying out this role (Du Plessis, 2020; Gusango et al., 2021), as well as the practices they use in managing constructivist classrooms and the challenges they face (Maulana & Leonard, 2018).

The constructivist approach in the Merdeka Belajar Curriculum (KMB) requires teachers not only to be educators and instructors but also to be classroom managers. Teachers are required to understand the character, strengths, and weaknesses of students, and to appreciate the diversity that exists. In constructivism, diversity is an important asset in learning, and learning outcomes are expected to vary according to the needs and potential of students (Pramono, 2023)..

Additionally, modifying the constructivist approach with task-based and forced learning strategies can help students become more independent, responsible for their own learning, and more active and creative. Implementing these strategies requires careful planning and a deep understanding from teachers regarding the rules and theories of constructivism (Maulana & Leonard, 2018).

This research aims to identify the facilitative roles of prospective teachers in the context of constructivist classrooms, focusing on students from the English Education program. Through this study, it is expected to gain a deep understanding of the views and practices of prospective teachers regarding their roles as facilitators, as well as the factors that support or hinder the implementation of the constructivist approach in teaching.

B. LITERATUR REVIEW

1. Constructivist Approach in Education

Constructivism, as an educational theory, posits that learners actively construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Key proponents of constructivism, such as Jean Piaget and Lev Vygotsky, have significantly influenced modern educational practices. Piaget (1970) emphasized the importance of developmental stages in learning, advocating that children learn best through discovery and interaction with their environment. Vygotsky (1978), on the other hand, highlighted the social aspects of learning, introducing concepts such as the Zone of Proximal Development and the importance of scaffolding in education.

Constructivist teaching strategies encourage learners to use active techniques (experiments, real-world problem solving) to create more knowledge and then reflect on and talk about what they are doing and how their understanding is changing. Teachers facilitate this process by ensuring that students are actively engaged in the learning process, which helps them develop a deeper understanding of the material (Brooks & Brooks, 1999).

2. The Role of the Teacher as a Facilitator

The role of teachers in a constructivist classroom shifts significantly from traditional teaching methods. Instead of being the primary source of knowledge, teachers become facilitators of learning, guiding and supporting students as they build their own understanding. According to (Richardson, 2003), effective facilitation involves creating a learning environment that encourages exploration, critical thinking, and problem-solving.

Teachers as facilitators must also adapt to the individual needs of students, providing appropriate support to help them progress. This involves understanding students' prior knowledge and experiences, and designing learning activities that are

challenging yet achievable. (Guskey, 2002) suggests that professional development for teachers should focus on building these facilitative skills, as they are crucial for the successful implementation of constructivist approaches.

3. Challenges in Implementing Constructivist Approaches

   Despite the benefits, implementing constructivist approaches in the classroom is not without challenges. Time constraints, variability in student abilities, and limited access to resources and technology can hinder the effective application of constructivist methods. (Maulana & Leonard, 2018) highlight that teachers often struggle with balancing the demands of a constructivist classroom with standardized curricula and assessments.

   Moreover, the transition from traditional to constructivist teaching can be difficult for both teachers and students. Teachers need to shift their mindset from being the central authority to becoming facilitators, which requires a change in their teaching philosophy and practices. Students, on the other hand, must adapt to taking more responsibility for their own learning, which can be challenging for those accustomed to more passive forms of education.

4. Constructivism in English Language Education

   In the context of English Language Education, constructivist approaches have shown to be particularly effective. (Reid-Martinez & Grooms, 2021) argue that constructivist methods, such as project-based learning and collaborative activities, can enhance language acquisition by providing students with meaningful and authentic contexts for using the language. These approaches also promote critical thinking and intercultural understanding, which are essential skills for language learners in a globalized world.

   (Yakar et al., 2020) further emphasize the importance of integrating technology in language education to support constructivist learning. Digital tools and online resources can provide students with access to diverse and interactive materials, facilitating more engaging and personalized learning experiences.

5. Current Trends and Future Directions

   Recent studies, such as those by (Ichsan et al., 2023) and (Rifky et al., 2024), suggest that constructivist approaches are increasingly being adopted in various educational

settings. These studies highlight the positive impacts of constructivist teaching on student engagement, motivation, and academic achievement. However, they also call for more research on effective strategies for overcoming the challenges associated with implementing constructivism in diverse educational contexts.

The Merdeka Belajar Curriculum (KMB) in Indonesia represents a significant step towards embracing constructivist principles at a national level. (Pramono, 2023) notes that this curriculum encourages teachers to act as facilitators and to create learning environments that respect and build on students' diverse backgrounds and experiences. However, successful implementation of KMB will require ongoing support and professional development for teachers to develop the necessary skills and confidence to adopt these new roles.

C. RESEARCH METHOD

This study employs a qualitative approach with a case study method to gain an in-depth understanding of the role of teachers as facilitators in managing constructivist classrooms, specifically among prospective English Education students. The case study approach is chosen because it allows researchers to explore complex phenomena within their real-life context, making it highly suitable for understanding the processes, practices, and perspectives related to the facilitative role of teachers in constructivist classrooms (Yin, 2018).

The research is conducted at the Faculty of Teacher Training and Education, within the English Education program. Participants consist of 15 prospective teachers who apply constructivist approaches in their teaching practice. The study employs three instruments: interviews, classroom observations, and teacher questionnaires.

The first instrument, interviews, aims to gain an in-depth understanding of the views and practices of teachers regarding their role as facilitators. Key interview questions include how prospective teachers define their role as facilitators in the classroom, the strategies they use to encourage active student participation, how they manage classroom interactions to ensure all students are engaged, the main challenges they face, and how they address these challenges.

The second instrument, classroom observations, aims to observe real-life practices in the classroom and how prospective teachers interact with students. The focus of these observations includes teacher-student interactions, the methods teachers use to

facilitate learning, and the role of teachers in problem-solving or helping students understand the material. The observation tools used are checklists or field notes to record relevant practices and interactions.

Table 1

Observation Checklist for Classroom Facilitation

No	Observation Criteria
1	Teacher-Student Interaction
	1.1. Teacher actively listens to student questions. 1.2. Teacher encourages students to ask questions. 1.3. Teacher provides clear and constructive feedback. 1.4. Teacher facilitates class discussions. 1.5. Teacher responds to student contributions positively. 1.6. Teacher asks open-ended questions to students.
2	Facilitation Methods
	2.1. Use of project-based learning. 2.2. Implementation of group discussions or activities. 2.3. Integration of technology in teaching (e.g., digital tools). 2.4. Differentiation in instruction to meet diverse learning needs. 2.5. Encourages student-led presentations or teaching.
3	Role in Problem Solving and Understanding
	3.1. Teacher assists students in problem-solving. 3.2. Teacher encourages students to explore multiple solutions. 3.3. Teacher supports students in clarifying their understanding. 3.4. Teacher uses real-life examples to explain concepts. 3.5. Teacher promotes critical thinking and reflection.

The third instrument, teacher questionnaires, aims to collect quantitative data on teachers' perceptions of their role as facilitators. This questionnaire includes Likert scale questions about teachers' beliefs, attitudes, and practices related to their facilitative role, as well as open-ended questions to obtain specific examples of strategies used and challenges faced.

Table 2

Teacher Questionnaire: Role as a Facilitator in Managing Constructivist Classrooms

No	Observation Criteria
1	Beliefs about the Facilitative Role

2	Attitudes towards the Facilitative Role
3	Practices in the Facilitative Role
4	Open-Ended Questions
	- Provide specific examples of strategies used in student learning in the classroom. - What are the main challenges faced in carrying out the facilitative role, and how are these challenges addressed? - How do you assess the effectiveness of the facilitative approach in enhancing student learning? - Describe how the facilitative role impacts classroom dynamics. - What changes or adjustments have been made in the facilitative approach over time?

The data collection for this study involved in-depth interviews, classroom observations, and teacher questionnaires. The in-depth interviews aimed to explore teachers' perspectives on their roles as facilitators in constructivist classrooms. These interviews were analyzed using thematic analysis to identify key themes and patterns from the transcripts. Classroom observations were conducted to examine real-time interactions and teaching practices, focusing on how teachers facilitated learning and managed student engagement. The observation data were analyzed to uncover interaction patterns and the effectiveness of facilitation strategies. Teacher questionnaires provided quantitative data on beliefs, attitudes, and practices related to facilitation. Descriptive statistics were used to identify trends and differences, while thematic analysis was applied to open-ended questions to gain further insights into specific strategies and challenges faced by teachers. This comprehensive approach allowed for a nuanced understanding of the facilitators' roles and practices in constructivist teaching environments.

D. RESULT AND DISCUSSION

1. Research Results

Classroom observations revealed various facilitation practices employed by teachers in constructivist environments. All 15 teachers actively listened to student questions and facilitated class discussions effectively, indicating dynamic teacher-student interactions with full attention given to student inquiries and encouragement of

active participation. However, one teacher appeared less proactive in encouraging questions, though they still allowed space for them.

Regarding feedback, 13 out of 15 teachers provided clear and constructive feedback, while the remaining two offered more general and less specific feedback. All teachers actively facilitated class discussions and responded positively to student contributions, although one occasionally provided neutral responses. Most teachers (12 out of 15) used open-ended questions to encourage deeper thinking, whereas three teachers more frequently used closed questions.

In terms of facilitation methods, ten teachers employed project-based learning, while five preferred different teaching methods. All teachers (15 out of 15) encouraged group discussions or collaborative activities, demonstrating their commitment to creating an interactive learning environment. Twelve teachers used technology in their teaching, although three did not utilize it extensively. More intensive use of technology was found to enhance student engagement and facilitate the learning process.

Eleven teachers showed efforts in differentiating instruction to meet diverse learning needs, while four had not fully implemented this approach. Ten teachers encouraged student-led presentations or teaching, providing students with opportunities to take active roles in the learning process.

In problem-solving and understanding, 14 teachers assisted students in solving problems, with only one allowing students to find solutions independently without much guidance. Thirteen teachers encouraged students to explore various solutions, while two focused on single solutions. All teachers (15 out of 15) actively helped students understand taught concepts, with 12 using real-life examples to explain these concepts.

This study aligns with findings from (Maulana & Leonard, 2018), which suggest that task-based and forced learning strategies within a constructivist approach enhance student independence and creativity. Additionally, it supports (Suparlan, 2019) views that constructivism is an active process where learners build their own knowledge and seek meaning from what they learn. In this context, the teacher's role as a facilitator is crucial in creating a learning environment that supports exploration and critical reflection.

However, some teachers faced challenges, such as time constraints for each session, making it difficult to delve deeply into every discussion or project. Teachers who used

fewer project-based approaches reported difficulties in designing projects relevant to the curriculum and limited resources. These findings underscore the importance of providing adequate support to teachers to address these challenges and optimize their roles as facilitators in managing constructivist classrooms.

The following tables provide average responses from the questionnaires showing how teachers perceive and implement their facilitative role in a constructivist classroom environment.

Table 3

Questionnaire results

No	Statement	Average Response
1	Beliefs about the Facilitative Role	
	I believe that my primary role as a teacher is to facilitate student learning, not just deliver content.	4.5
	I am confident that giving students the freedom to explore and ask questions enhances their understanding.	4.7
	I believe that interaction among students is crucial for effective learning.	4.8
	I feel that the facilitative role helps students develop critical thinking skills.	4.6
	I believe that constructivist learning is more effective than traditional teaching methods.	4.4
2	Attitudes towards the Facilitative Role	
	I feel comfortable allowing students to explore topics independently.	4.3
	I am enthusiastic when students are actively involved in class discussions.	4.7
	I feel that the challenges in the facilitative role are an important part of my professional development.	4.2
	I enjoy seeing students develop their own understanding of the material.	4.5
	I feel that the facilitative role helps me better understand students' learning needs.	4.6
3	Practices in the Facilitative Role	

	I frequently use problem-based projects as a teaching method.	4.0
	I routinely encourage students to participate in class discussions.	4.6
	I use technology to support student learning.	4.1
	I provide various resources to support student exploration.	4.3
	I give detailed and constructive feedback to students.	4.5

Based on the questionnaire distributed to 15 teachers regarding their roles as facilitators in managing constructivist classrooms, several important findings were obtained. The majority of teachers strongly believe in their role in facilitating student learning, with an average response of 4.5. Teachers generally view giving students the freedom to explore and ask questions as a crucial aspect of enhancing their understanding, reflected in an average rating of 4.7. Interaction between students is also deemed essential, with an average response of 4.8, indicating a strong consensus on the importance of this aspect in the learning process. Most teachers also believe that the facilitative role supports the development of students' critical thinking skills, with an average rating of 4.6. Although there is a strong belief in the effectiveness of constructivist learning compared to traditional teaching methods, an average rating of 4.4 shows that some teachers remain neutral or less confident about this comparison.

Teachers feel relatively comfortable allowing students to explore topics independently, with an average response of 4.3. Enthusiasm for active student participation in class discussions is high, with an average rating of 4.7. The challenges of the facilitative role are seen as an important part of professional development, although some teachers still have reservations, as indicated by an average rating of 4.2. Teachers' satisfaction with seeing students develop their own understanding is reflected in an average rating of 4.5, and an average rating of 4.6 shows that teachers feel this role enhances their understanding of students' learning needs.

Many teachers use problem-based projects as a teaching method, with an average rating of 4.0. Active participation in class discussions is routinely encouraged, reflected in an average rating of 4.6. The use of technology to support student learning, while common, is still uneven, with an average rating of 4.1. Providing a variety of resources to support student exploration is also fairly high, with an average

rating of 4.3. Teachers generally provide detailed and constructive feedback, with an average rating of 4.5, though there is room for improvement in this practice.

These findings align with (Brooks & Brooks, 1999), who emphasize the importance of the facilitative role in enabling deep and meaningful learning. (Richardson, 2003) supports the view that a deep understanding of students' needs and the adjustment of teaching strategies are key to success in a constructivist approach. The results also reflect the challenges teachers face in integrating technology and managing differences in student abilities, which are relevant to (Krajcik & Blumenfeld, 2006) study on the application of constructivist methodologies in education.

Through the open-ended questions provided, several specific examples of strategies used to facilitate student learning include the use of problem-based projects relevant to everyday life, group discussions on controversial topics to encourage critical thinking, and the use of digital tools for research and presentations. These strategies reflect teachers' efforts to create authentic learning experiences and connect teaching materials to real-world contexts.

However, teachers also face several significant challenges in their role as facilitators. Time constraints are a major barrier, requiring teachers to better plan and prioritize the topics to be discussed. Additionally, the diverse levels of student ability necessitate the implementation of differentiated teaching and appropriate materials to meet each student's needs. Limited access to technology is also a challenge, but this is mitigated by seeking alternative materials that do not require high-tech resources.

Regarding the effectiveness of the facilitative approach, the majority of teachers feel that this approach enhances overall student engagement and understanding. However, they also note that traditional assessment methods are still difficult to integrate with this approach, which is an area needing further attention.

Teachers' experiences indicate that the facilitative role positively affects classroom dynamics by increasing student interaction and fostering mutual respect. Classes become more open and flexible, with students taking a more proactive role in the learning process. Teachers also recognize the need for adjustments in the facilitative approach, such as reducing control and providing more autonomy to students, and integrating more digital tools and online resources.

This study aligns with (Brooks & Brooks, 1999), who emphasize the importance of flexibility and adaptation in constructivist approaches to create effective learning

environments. Brooks and Brooks found that while constructivist approaches offer many benefits, their implementation requires ongoing adaptation to the challenges faced in the classroom. Additionally, (Richardson, 2003) highlights that the success of constructivist approaches is greatly influenced by teachers' positive attitudes and their ability to address challenges in teaching.

2. Discussion

This study reveals the role of teachers as facilitators in managing constructivist classrooms. Based on observations and questionnaires, several key findings emerged. Most teachers strongly believe that their role extends beyond merely delivering content, focusing on creating a learning environment that supports exploration and interaction. High average scores related to granting students freedom (4.7) and fostering student interaction (4.8) underscore the consensus that facilitation enhances deeper, more participatory learning. However, there is some variation in teachers' beliefs about the effectiveness of constructivist methods compared to traditional approaches, with a few remaining neutral (average score 4.4).

Observations indicate that most teachers actively listen to students' questions and facilitate class discussions, with nearly all (15 out of 15) engaging in these practices. Nonetheless, one teacher was less encouraging of student inquiries. Furthermore, the majority provide clear and constructive feedback (13 out of 15), although two offer more general comments. The use of technology and project-based methods varies; while most teachers incorporate technology (12 out of 15) and project-based learning (10 out of 15), some underutilize these strategies.

Findings show that differentiation is implemented by most teachers (11 out of 15), but four have not fully embraced this approach, indicating a need for better adaptation to diverse student needs. Teachers who use fewer project-based methods face challenges in designing relevant projects and managing resources, suggesting a need for additional support.

Key challenges include time constraints, diverse student abilities, and limited access to technology. Teachers struggle to cover topics comprehensively and design suitable projects. Solutions include improved time management, differentiated teaching, and alternative materials when technology is unavailable.

The study underscores the need for ongoing professional development in constructivist approaches, emphasizing training in technology use, problem-based projects, and differentiated teaching. Additionally, there is a need for better support and resources, such as technological tools and project-based materials. Curriculum adjustments should allow for deeper exploration and integration of technology. Assessment methods should align with constructivist principles, focusing on engagement and understanding rather than traditional metrics. Finally, teachers should be given flexibility to adapt their teaching methods to meet student needs and classroom challenges. The findings align with the view that constructivist approaches require continuous adaptation and adequate support for effective implementation.

E. CONCLUSION

This study highlights the crucial role of teachers as facilitators in managing constructivist classrooms, which is essential for creating an interactive and deep learning environment. The results from the questionnaires and observations indicate that the majority of teachers believe their facilitative role is key to effectively supporting student learning. They recognize the importance of allowing students to explore and ask questions, as well as encouraging interaction among students, as vital factors in enhancing understanding and critical thinking skills.

However, despite many teachers employing varied teaching practices such as class discussions, constructive feedback, and the use of technology, there are challenges that need to be addressed. Some teachers still face difficulties in implementing project-based methods and effectively utilizing technology. Other challenges include time constraints and the diverse ability levels of students, which impact the application of constructivist approaches in the classroom.

To address these challenges, several recommendations can be made. First, it is important to enhance teachers' professional development through ongoing training focused on technology, project-based methods, and differentiated teaching techniques. This training should provide best practices and strategies to handle classroom challenges. Second, additional support and adequate resources should be provided, including technological tools, project-based learning materials, and access to relevant training.

Furthermore, curriculum adjustments are needed to support the more effective implementation of constructivist approaches, including allowing space for students to explore ideas and problems in depth. Assessment systems should also be developed to encompass aspects of student engagement and deep understanding, rather than just traditional measurable outcomes. Flexibility in teaching should be allowed, giving teachers the freedom to adapt their methods to meet students' needs and classroom challenges. Finally, improved communication and collaboration among teachers can help in sharing best practices and strategies for implementing constructivist approaches.

By applying these recommendations, it is hoped that teachers will be more effective in their role as facilitators, ultimately enhancing student engagement and understanding and creating a learning environment that optimally supports constructivist approaches.

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