# THE EFFECTIVENESS OF CONSTRUCTIVE LEARNING ENVIRONMENT MODELS IN LEARNING LISTENING SKILLS TO IMPROVE  COLLEGE STUDENT LEARNING OUTCOMES

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**Abstract:** Objective study this is for know effectiveness of environmental models study constructive in learning skills listen . Method study this use type quantitative quasi experiment (experiment pseudo) with nonequivalent control group design. Study this conducted at Eleven March University as group control and Semarang State University as group experiment with using a learning model environment Study constructive. Instrument study this consists from instrument test and non- test . Instrument the test form test essay college students, meanwhile instrument non-test form interviews, questionnaires, observations. Data analysis techniques are used for know appropriateness instrument study form validity and reliability, for test condition data analysis in the form of normality and homogeneity tests, as well as for test hypothesis using sample t test paired and sample t test independent test. Research result shows the class t test experiment shows the environmental model study constructive proven effective. The results of the t test analysis stated that the average posttest score for the UNS (control) group was 80.25 and the average score group Unnes (experimental ) of 87.19, there is the average difference in data is 6,942. The t-test value is 3.936 and is significant of 0,000. That figure show significant numbers (0.000 < 0.05) are meaningful there is significant difference use of environmental models study constructive to the group experiment more effective with acquisition figure 87.19 compared group control. Therefore that, based on findings research, use of environmental models study constructive in learning skills listen more effective and possible increase results study student.

**Keywords:** learning model, environmental model study constructive, learning skills listen

Learning model is pattern general behavior study for reach objective expected learning. Learning model can made pattern choice, meaning teacher can choose the right and efficient learning model for reach objective his education (Kille & O'Toole, 2023; Muijs & Reynolds, 2017; Hwang et al., 2015). Learning model is something plan or possible patterns used for form curriculum, designing material learning, and guiding classroom learning or other. Environmental model constructive emphasize encouraging personal meaning student can connect ideas with experience which exists (Chawla, 2020; Akpan, & Beard, 2016). This personal meaning done with looking for new ideas that are connected with existing experience for made learning main. Steps in the learning model this done with combine questions,

cases or problem with experience, sources information, collaboration, and support social/ contextual.

Learning model constructivist is stated view of the learning process that the learning process (acquisition knowledge) begins with happen conflict cognitive (Kasemsap, 2015; Dennick, 2016). Conflict cognitive is conflict in thinking someone who is caused by differences structure cognitive person and environment (information external). Learning model this prioritize and facilitate role active student. Environment study constructive divert focus from spread information dominated by the teacher push role passive student in learning going to autonomy and reflection encouraging college students role active (Sambell et al., 2017; Johnson & Vinding,, 2023; Eaton, 2020). Active role student in learning produce extensive autonomy and control student. Learning model steps this covers solution problem, it works in group small, learning collaborative, work investigation, and learning based on experience. Naryatmojo (2018) revealed four environmental model steps Study constructive, namely has question/ case/ problem, connecting case with experience, learning collaborative, and sources information.

On concept learning constructive participant educate given freedom for construct his thoughts based on interaction with environment. Practice learning constructive then develop in stages education tall because difference draft think between student with inclined college students more critical as well as focus (Strayhorn, 2018). Development this through four consisting of stages of initiation submission case/ problem, connecting case with experience, learning collaborative and access on source information (Care et al., 2016). Condition this push activity learning in education tall tend active because student given freedom for build knowledge as well as understanding on material learning. Stages this supported by the adaptation process draft nor idea new with framework think that already formed previously. In matter this student form his knowledge himself and the lecturer help as a mediator in the formation process understanding on material learning.

Knowledge student started with adoption to things new results interaction with the environment, then things new the compared to with conception initially (Maravilhas & Martins, 2019; Olofson et al., 2016).. If matter new the no

in accordance with conception beginning participant educate so will happen conflict cognitive which results in imbalance structure cognitive. In condition this required alternative strategies for overcome it. Based on view the can concluded that environmental model study constructive in learning is a learning process participant educate who are independent, mentally active, and capable build knowledge based on structure cognitive through results interaction with the environment. Lecturer more role as learning facilitator and mediator. The emphasis is on learning more focus on success student in develop his thinking.

Learning skills listen often seen adjacent eyes by college students, they tend prioritize skills speaking and writing. They opinion that more good proficient in skills productive than skilled listening (Miralpeix & Muñoz, 2018). Basically every man awarded sense hearing is possible used with good in activity listen. Different with skills productive such as speaking and writing need exercise over and over again for increase proficiency.

The low ability listening and how difficult it is teach skills listening is also stated by Naryatmojo (2015) and Prasetyo (2007). Based on study Naryatmojo (2015), that learning Skills listen is eye studying basics in the Study Program Indonesian Language and Literature (BSI). in the year of lesson academic 2014/2015 shows that 10% of college students get A grade, up to 10% gets AB value. B as much as 20%, BC value sd. C as much as 70%. Condition this show only around quarter participant eye studying base capable reach good competence. Based on narrative a number of student evaluate that skills listening is eye lacking lessons popular because skills listening is eye no fun and can done alone.

Listen is something very useful activity for individual. If individual can listen with good so he will capable train his thought process with more Good. It means a good listener will have knowledge and good performance (Naryatmojo, 2019). Although every normal humans are equipped potency for listen, however no everyone can become a good listener. Likewise with studying student Department of Indonesian Language and Literature (Prasetyo, 2007). Student sued for become listener the good one because can influence success learn it as candidate teacher. Listening can be done So is

gold, meaning from listen will obtained something of value, worth and benefit. Refers to a competency test assessment college students, low interest learning, domination learning based theory and the lack thereof teaching Skills listen become factor pusher importance increase interest student in learn Skills listen. One of possible way used for increase campus interest and motivation student in study is with develop environmental models constructive learning. Environmental model study constructive seen capable develop ability student in construct thought or idea in a way independent in encourage a good learning process. Advantages of the learning model constructive is student can role active in submit questions, cases or problems, connect case with question; existence source information, design knowledge, conversation, collaboration, as well as support social or contextual related to tightly in learning Skills listen.

Listening skills endeavor for get vocabulary as much many for become means effective for communicate. Skills listening very helpful for someone, esp related with his profession. for individual, start from level park child until college high, skill listen can determine success learning (Naryatmojo, 2020; Khan et al., 2021). Almost all delivery learning in a way oral need Skills listen with good. Likewise with the opinion above, Arslan et al (2024) said that skills listening possible individual for understand what are they listen and invite listener for understand more deep information submitted one of the relevant learning models developed in learning skills listen is a learning model environment study constructive. Use of this model refers to the characteristics of the existing model in learning models in education tall Where student studying student develop ability Study independent, fine interaction with environment nor literature that can accessed with and teacher/ lecturer role as facilitator and mediator in learning process.

Ability student for develop knowledge in learning process skills listen relate with habit student in act independent and capable accountable his actions. With thus, the environmental model study constructive give relevant alternative models with characteristics education college tall. So, formula problem in study this is bow effectiveness of environmental models constructive in increase learning skills listen in increase results study student.

## METHOD

Study this using a quasi- experimental model: *Nonequivalent Control Group Design* referring to Sugiyono (2019). A total of 52 study program college students Indonesian Language and Literature, Eleven University March was involved as respondents group control and 26 college students of the Indonesian Language and Literature study program, Semarang State University were involved as respondents group experimental. Election sample research at both universities is based on the same accreditation status for the Indonesian Language and Literature study program in Central Java. Distribution group done purposively with refers to quantity group study college students at each college tall.

In groups control, learning done in a way conventional and lectures, while in groups experiment, student given learning with environmental models study constructive on learning listening skills. Assessment done as much twice before learning or Pretest for determine level understanding base student before given treatmen. After treatment, second group student given evaluation formative as posttest as mark results study. Pretest and posttest scores then grouped based on criteria.

**Table 1. Categories Pretest and Posttest Scores**

| Value interval | Predicate | Category |
|---|---|---|
| $x \geq 83$ | A | Very good |
| $73 \leq x < 83$ | B | Good |
| $60 \leq x < 73$ | C | Enough |
| $< 60$ | D | Not enough |

Value data filtering pretest, posttest, and N-gain were carried out for eliminate a number of value data college students who don't complete because no follow one or second assessment carried out. Value data then described and analyzed statistically. Assumption classic before parameter testing is carried out for know distribution normality and homogeneity of data. Testing normality data distribution is carried out using the Kolmogorov-Smirnov and Shapiro-Wilk tests because amount student second different groups.

Homogeneity test aim for know sample data group originate from population that has variance the same. Analysis homogeneity done use test levene's test or F test. Data that is normally distributed and homogeneous then analyzed using the independent sample t test. All statistical analysis was carried out at levels 95% confidence and significance level p-value 0.050, and analyzed using SPSS v.29.

## RESULTS AND DISCUSSION

### Research Results

Application of the model environment study constructive on learning skills listening proven effective in increase results study student based on mark achievements study. Collected data through test on understanding cognitive, on aspects listening show that class control and experiment have distributed data normally. More

further, there is difference significant between the average scores Pretest skills pay attention in class control and experiment. Besides that's anachievement skills pay attention to what is represented through results study class experiments that apply the model environment study constructive, more tall and different significant.

### Description of College Student Learning Outcomes

Based on data distribution, groups experimental own scope more Pretest scores wide compared control. Besides that, amount student class control more lots compared class experimental and average student own good understanding related material to be taught. Besides that's the result recapitulation mark Pretest, shows good in class control nor experiment own distribution varying values.

**Table 2.** **Distribution and Frequency Pretest Scores in Class Control and Experiment with Environmental Models Study Constructive on Learning Listening Skills**

| Mark | Category | Control | | Experiment | |
|---|---|---|---|---|---|
| | | Frequency | Percentage (%) | Frequency | Percentage (%) |
| $x \geq 83$ | Very Good (A) | 0 | 0.00 | 4 | 15.38 |
| $73 \leq x < 83$ | Good (B) | 4 | 15.38 | 3 | 11.54 |
| $60 \leq x < 73$ | Enough (C) | 16 | 61.54 | 6 | 23.08 |
| $< 60$ | Less (D) | 6 | 23.08 | 13 | 50.00 |
| **Total** | | **26** | **100** | **26** | **100** |

In table 2, you can is known that majority mark initial (Pretest) skills pay attention in class experiment dominated by college students with mark less (<60), as many as 13 people or reached 50.00%, while in class control only totaling 6 college students or 23.08%. Besides that, in class control, value skills listening dominated by college students with category enough to reach 16 people or around 61.54%, while in class experiment only amounting to 23.08%. More further, amount college students in class control that has skills listening are in the category good is of 15.38% and more tall compared class experiment that is only amounting to 11.54%. whereas, value skills listen to the Pretest in class experiment own amount student with very good category only amounting to 4 people or 15.38%. Although thus, amount college students in the same category no found in class control (0.00%). Besides that is,

the average Pretest score of the class control that is amounting to 64.77 ±6.68, or more tall compared class experiment that reached 62.42 ±13.22. This matter show that understanding beginning student about material taught, possibly more good compared college students in class experimental. Because of that 's necessary done proof statistically for know there is or or not difference significant between class control and experiment.

Although class Pretest scores control more good compared class experiment, results evaluation post learning that applies the model environment study constructive on learning listening skills shows the opposite achievement. Class experiment own percentage college students who get mark skills with very good category reached 84.62%, meanwhile student with value in category the no found in class control.

**Table 3.   Distribution and Frequency Posttest Scores in Class Control and Experiment with Environmental Models Study Constructive on Llearning Listening Skills**

| Mark | Category | Control | | Experimental | |
|---|---|---|---|---|---|
| | | Frequency | Percentage (%) | Frequency | Percentage (%) |
| x ≥ 83 | Very Good (A) | 0 | 0.00 | 22 | 84.62 |
| 73 ≤ x < 83 | Good (B) | 4 | 15.38 | 4 | 15.38 |
| 60 ≤ x < 73 | Enough (C) | 16 | 61.54 | 0 | 0.00 |
| < 60 | Less (D) | 6 | 23.08 | 0 | 0.00 |
| **Total** | | **26** | **100** | **26** | **100** |

In class control, posttest results are dominated by college students who have value in category Enough that is as many as 16 people or of 61.54%, followed category not enough that is as many as 6 people or amounting to 23.00% and the remainder that is as many as 4 people or amounting to 3.85% is in the category good. Besides that does not found student with category high in class control. That matter different with student class experiments that have the posttest score in the category is very good reaches 22 people or amounted to 84.62%, whereas the rest totaling 4 people or 15.38% in the category good. In class experimental no found college students who have posttest scores on categories enough nor not enough. Besides that is, the class average experiment reached 90.04 ±6.19 or more tall compared class control that only reached 80.85 ±5.45. That picture show that apply the model environment study constructive on learning listening skills is considered effective in increase skills listening student.

Proof in a way statistics done for know different real variance and mean value class between class control and experiment were given learning model environment study constructive on learning listening skills. Because of that, analysis beginning done namely the normality test for fulfil condition assumption classic and continued with the independent t-test for validate difference significant achievements results study.

**Hypothesis Testing**

Test result normality of Pretest and posttest score data in the class control and experiment show that the data is normally distributed and meets assumption classic for analysis parametric: *independent t-test.* That matter appears in the summary of the statistical data results calculation using the t-test shown in table 4.

Posttest scores taken after the lecture process has been carried out good in class control with learning in accordance habit lecturers, and classes given experiment modeling, based on evaluation formative. Analysis results homogeneity show that value data posttest normally distributed.

**Table 4.   Analysis Results Normality Distribution of Pretest Score Data in Classes Control and Experimental**

| | Class | Kolmogorov-Smirnov[a] | | | Shapiro-Wilk | | |
|---|---|---|---|---|---|---|---|
| | | Statistics | Df | Sig. | Statistics | df | Sig. |
| Pretest | Control | ,140 | 26 | ,200 [*] | ,917 | 26 | ,086 |
| | Experimental | .132 | 26 | ,200 [*] | ,934 | 26 | ,096 |
| Posttest | Control | ,177 | 26 | ,035 | 0.942 | 52 | ,074 |
| | Experimental | .126 | 26 | ,200 [*] | 0.942 | 26 | .141 |

Analysis results Shapiro-Wilk (to class with amount college students ≤ 30 people) in the second class show mark significance that is amounting to 0.086 in class control and 0.096 in class experimental, so H0 is accepted. That is supported by results Kolmogorov-Smirnov analysis shows that the Pretest data on the class control normally distributed with mark

significance (Sig.) reaches 0.200 in the class control and 0.200 in class experiment or more from 0.050. Normal data distribution in classes control and experiment show that the data obtained has fulfil assumption classic and can next for analysis parametric. In class small, understanding beginning related topics taught will more Possible are at varying levels, however distributed normally. Besides that, based on results Levene's test, Pretest data on the class control and experimentation, no show homogeneity variants.

Test result statistics use Shapiro -Wilk's test shows that Sig value. that is of 0.074 and 0.141 respectively or more bisar from 0.050. In other words, H0 is accepted so that can said that the posttest value data is normally distributed and meets assumption classic and can next for

independent t-test analysis. Whereas results Kolmogorov-Smirnov analysis shows that only class normally distributed experiments. That matter proven by value significance (Sig.) class experiment of 0.200 or more big compared to 0.050, so H0 is accepted. Although so, results analysis Shapiro-Wilk's test already considered enough for represent analysis normality for class with not enough from 30 samples (Demir, 2022; Khatun 2021).

More further, normality test results, testing assumption classic for homogeneity using levene 's test shows that the posttest data from class control and experiment own the same variance (Sig. 0.575 > 0.050) as explained in Table 9. Proof equality variant done for ensure influence of learning models to ability pay attention to what is reflected in the value results study.

**Table 5. Analysis Results Homogeneity Pretest Scores in Class Control and Experimental**

| | | Levene's Test for Equality of Variances | | | |
|---|---|---|---|---|---|
| | | F | df1 | df2 | Sig. |
| Pretest | Equal variances assumed | 13,827 | 1 | 52 | <.001 |
| | Equal variances not assumed | | | | |
| Posttest | Equal variances assumed | ,318 | 1 | 50 | 0.575 |
| | Equal variances not assumed | | | | |

Levene's test results show that mark $F_{count}$ reached 13,827 meanwhile sig. value is at a value <0.001 which indicates the data is not homogeneous. That matter indicated that the data set studied originate from uniform

population, so can next for the equality test variant for show is variant second class different significant. Based on information then normal data is resumed testing analysis parametric: independent t-test.

**Table 6. Analysis Results *Independent T-test* on The Group's Normal Distribution of Pretest Scores Control and Experiment**

| Assumptions | T-test for Equality of Means | | | | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|
| | | | Significance | | | | | |
| | t | df | One-Sided p | Two-Sided p | | | Lower | Upper |
| Pretest | ,808 | 50 | ,212 | ,423 | 2.34615 | 2.90542 | -3.48956 | 8.18187 |
| Posttest | -5,687 | 50 | <.001 | <.001 | -9.19231 | 1.61643 | -12.43900 | -5.94562 |

Based on results analysis statistics in Table (6) show that no there is significant difference between class Pretest scores control and experiment, though mark group control more tall compared group experiment. That matter indicated by the value $t_{count} = 0.808$ more small compared $t_{table}$ as big as 1.67591. Besides that's the result Sig value. (one-sided test) of 0.212 > 0.050. Can concluded when class Pretest scores

control and experiment no different in a way significant although different on average. That matter show that understanding beginning college students in both class are at the same level.

Posttest scores between class controls and experiments were also observed significantly different. That matter indicated by the Sig. value. 1-sided and 2-sided tests <.001 more small

compared to 0.050, so H0 is rejected or there is significant mean difference. Besides that, $t_{count}$ stated in mark negative that is amounting to -5,687. In a t-test, the t value is negative show reversal direction studied effects, however no influence significance difference between data group. Significance difference determined by value absolute $t_{count}$ compared to with mark critical from $t_{table}$ on level significance and degree freedom certain. Therefore that, though mark $t_{count}$ negative possible show that one group has more average low compared to group others, the interpretation in connection with significance statistics depends on comparison mark absolute with mark critical from t table. With Thus, value $t_{count}$ that is amounting to more than 5,687 big compared mark $t_{table}$ that is of 1.68, H0 is rejected, and there is difference significant between class.

Findings interesting in studies this is, though class control own mark understanding beginning Skills listening more high, however class posttest results experiment Far more good and different significant. Average class posttest score experiment reached 90.04 ±6.19 more tall and different significant with the average class posttest score control that is amounting to 80.85 ±5.4 5. Condition the show that implementation lectures using a learning model environment study constructive on learning listening skills in a way effective increase results learning and abilities listening to college students of the Indonesian Language and Literature study program. More learning outcomes  good in class experimental results are also supported by the indicated N-gain values achievements enhancement learning. Can concluded that application learning model environment study constructive on learning listening skills in a way effective increase results study or ability listening to college students of the Indonesian Language and Literature study program.

**Discussion**

In learning constructivist model activeness student more dominate in learning. Lecturer as facilitator. (Wahab, et al 2023; Christian et al., 2021). Student very enthusiastic in put forward opinions and collaboration with his group. Alkalaf et al, (2021) learning constructive is a skill think in a way complex in processing,

analyzing, and evaluating information from environment around. In think constructive, student capable think in a way critical, creative, and contemplative. Use of environmental models Study constructive seen more effective used compared with a learning model other.

Environmental model study constructive can increase results study student in learning skills. There is four stages Naryatmojo (2019) in environmental models study constructive in learning listening. fourth step that, namely submit question/ case/ problem, conecting case with experience, learning collaborative, and resource information. The first step in compile learning model structure this is serve something interesting problem campus attention student. Presentation problem can done in a way verbally, or can also be deep form experience real; good a true experience happen nor experience engineered by lecturers. If you go to college student react, lecturer will direct attention to reactions they are different, viz attitude that will they show, what they are feel, and how they arrange something. Moment studying student start interested with difference the reaction, lecturer then direct it to step furthermore that is connect problem with experience alone.

After they develop something draft think, then connect problem the with experience college students, then they convey results his thoughts in a way oral to lecturer with honest and friendly. Individual student listen to the media presented by the lecturer. Then lecturer form group consisting from 3-4 universities tall student. Student Work same, behave friendly and caring tolerance in solve problem or the difficulties he faced, in comparison in a way individual finish parts separate problem. So that during collaboration, college students Work The same build the same understanding and concepts for finish every part problem or task with good, right and good. Moment discuss, lecturer give freedom student in comment and submit his aspirations with notice other people's opinions on campus college students and not monopoly conversation.

Furthermore, to investigate a problem, college students need the information necessary to formulate a hypothesis. This information source is something that can provide information obtained from the internet or informants regarding questions or cases or problems offered by the lecturer. Finally, each group evaluates the

problem resolution according to the main aims and objectives. Before providing information to college students, lecturers choose the media displayed according to their environment. Several stages continue, either by presenting the same problems or giving rise to new problems that stimulate college students to develop their thinking and train college students to become individuals. who always overcomes difficulties/problems quickly, without fuss, and without emotion in solving a problem. complicated things, as well as being a student who longs for a harmonious atmosphere.

Learning model environment study constructive built with elements forming learning models. According to Joyce et al. (2009), each learning model have element builder which includes: (1) syntagmatic, (2) system social, (3) principles reaction, (4) system supporters, and (5) impact and assistance study. Syntagmatics is stages activity in environmental models study constructive. System social is situation or prevailing atmosphere and norms in environmental models study constructive. Principle reaction is something pattern describing activities how should lecturer look and treat college students, incl how lecturer must respond to it; principle this give guidelines how lecturer should use rule applicable game. System model supporter is all facilities, materials and tools required for implement environmental models Study constructive. Impact instructional is results learning achieved in a way direct with direct student going to expected goal. Concomitant impacts is results other learning produced by a learning process teach, as consequence creation atmosphere learning experience directly by students. student without instruction direct from lecturer.

Research results on pretest seen ability listening college students in class control the average obtained in category Enough. Posttest results show that the average posttest score for the Eleven March University (control) group was 80.25, and the average posttest score for the Unnes (experimental) is 87.19, there is the average difference in data is 6,942. The t-test value is 3.936 and is significant of 0,000. That figure show significant numbers (0.000 < 0.05) are meaningful there is significant difference in the average group posttest results control and group experiment with group experiment more

big compared to group control. Based on t test results can be concluded that environmental model Study constructive in listening learning can increase results study college students and proven effective.

Use of an interesting learning model like an environmental model Study constructive Can give experience study in a way direct to student. With thereby learning can going on in a way effective, fun, and varied in accordance style study student. Research result this is also in line with findings earlier that showed that use of environmental models study constructive in learning skills listening can increase results study college students (Amal et al., 2023; Cayubit, 2021).

With So, results study this is supported by research previously can concluded that use of environmental models study constructive in learning skills listening can create a learning process can increase results learn, but also create student free in put forward ideas, feelings happy and interested follow learning until finished in accordance with style learn it learning.

## CONCLUSIONS

Learning model environment study constructive assistance effective and significant capable increase skills listening for increase results learning from college students experiment, this proven class posttest average experimental namely 90.04 ±6.19 more tall and different significant with the average class posttest score control that is equal to 80.85 ± 5.4 5 (Sig <0.001). Besides the, n-gain also shows that enhancement results study class experiment reached 0.69 ±0.24, and different significant compared class control that only reached 0.44 ±0.20. The results of the independent t test analysis also show this that there is difference significant good mark posttest or n-gain in class experimental to class control (Sig. <0.001).

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