

# Group Final Exam with Constructivist Learning Theory as a Solution to Overcome the Situation if Students Losing Interest in Learning After the Exam

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**Abstract.** The purpose of this study is to find ways to increase students' interest in learning after the exam. This research can be used to find suitable learning strategies for students. This research method is literary research. The research stages include identifying sources, collecting data, analyzing data, and interpreting data. This study has shown that assessment is an important activity in the world of education. Through evaluation activities, the effectiveness of an educational program can be tested for feasibility and further actions for developing that program can be determined. Group final exams based on constructivist learning theory can be used as a solution to increase students' interest in learning after the exam. Group assessment also reduces student anxiety during the final assessment process. With the new concept of final group assessment without forgetting the success indicators designed in the assessment, it can be used as a solution to increase students' interest in learning. The new concept of final group assessment also allows students to face assessments without undue anxiety because each individual can complement the other's respective strengths. The conclusion of this study is that a well-designed method of conducting constructive final exams can increase students' interest in learning. Good preparation and meeting students' needs are essential so that group final exams according to constructivist learning theory can increase students' learning interest as expected. This research is highly recommended for designing learning activities, especially final assessments, to enhance learning interest. The state of reduced interest in learning after the end of the exam can be appropriately overcome in accordance with the identified learning goals.

**Keywords:** Assesment, constructivist learning, students interest.

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## INTRODUCTION

When taking the exam, there are many things you need to prepare, including self-preparation. The preparation required is mental, physical, and emotional preparation (Uverni et al., 2023). Good preparation can help students feel more confident when taking the test. Exam results can also be adjusted to suit preparation goals before the exam is held. What should be noted is that after the exam, students do not reduce their studying as much as before the final exam. This problem proves that there are still many students studying for the exam rather than using the exam as a study material.

The study portion is increased just to get a high score in the exam, but when the exam is over, they don't take advantage of the time to study. The three elements of the learning process are educational goals, learning experiences (teaching and learning process), and learning outcomes (Magdalena et al., 2021). Students are even more concerned with their academic performance, although learning factors including learning goals and experiences are equally important.

Evaluating the learning outcomes of each subject at the end of the semester is a very important (urgent) position and task to measure students' capacity and level of understanding. The assessment activities themselves should always be carried out at the end of the course, the purpose of which is to assess the level of mastery of the knowledge that students have imparted and absorbed. In this case, the process of preparation, writing questions, taking the test, observing and evaluating the test must be planned regularly and continuously (Magdalena et al., 2021). Evaluation at the end of each semester plays an important role, but it is equally important that students stay interested in learning so that they always use their time for effective activities.

Assessment is an important activity in the world of education. Through evaluation activities, the effectiveness of an educational program can be tested for feasibility and further actions for developing that program can be determined. Measurement is defined as the activity of comparing observed results with criteria, evaluation is the activity of interpreting and describing measurement results, while evaluation is determining the value or meaning of behavior.

Assessment activities not only aim to test and evaluate teaching materials but also include the main goal of conducting assessments in the teaching and learning process, especially collecting accurate information about the level of success. student performance compared to the educational goals that will be set (Sakinah & Selegi, 2022).

A mistake that many students make is delaying their study time before the exam. Therefore, when the exam approaches, students rush to study to fill their short-term gaps. With very limited and short time, students cannot learn many subjects that they have never studied before (Harahap et al., 2022).

This is what can cause anxiety when taking final exams. Anxiety of reasonable intensity can be considered a positive motivator. If the intensity is very strong and negative, it will actually cause damage and can disrupt the physical and psychological condition of the person involved. Program anxiety may arise due to individuals setting too high program goals, supportive learning environments, difficult tasks, and unfair assessments (Rambe et al., 2023).

Excessive anxiety and pressure can also lead to cheating in a variety of ways. If students feel they cannot pass the final exam even though they believe the final exam is very important to their academic performance, it may be cheating. Pressure is the incentive or motivation to achieve a goal that is limited by the inability to achieve that goal, causing someone to commit fraud (Surastra, 2020).

According to research results, 93.5% of students admitted to cheating in exams. Most students take the exam 1-5 times and are not allowed to retake it by the teacher/invigilator. The most common form of academic cheating is asking friends about the most common cheating behaviors.

Other academic frauds committed by students include taking small notes, opening the Internet with cell phones, and possessing books. Supervision by teachers/supervisors is good but there are still loopholes for students to take advantage of to cheat (Musthofa et al., 2021).

Every student taking the exam must be prepared to study. Students who are ready to learn will find it easier and more effective to complete learning activities. This readiness factor is closely related to issues of maturity, interests, needs and developmental tasks. If students are willing to undertake the learning process, good academic results can be achieved. On the other hand, if we do not prepare, we will not achieve good results (Febrianti, 2023).

To avoid adverse events during the final exam, good design is needed to reduce students' test anxiety levels. Frauds such as cheating can be avoided if the final exam is well designed with a grouping system. It is hoped that designing the test according to constructivist learning theory will have a lasting effect in promoting students' interest in learning.

This research is really needed as a solution to design the final exam with a system that suits the needs of students. Student needs and achieving learning goals is one of the tasks of preparing quality human resources for the country's development. Improvement in education can be done by assessing education through examinations. Basically, most students feel nervous before taking an exam. Additionally, exams are something that students fear because they fear not being able to pass the exam they are about to take (Rambe et al., 2023).

## **METHOD**

This research will use a qualitative approach. This approach will explore an in-depth understanding of project-based learning as a solution to learning problems through analysis of existing literature. The study will have a descriptive design.

This design will focus on collecting, analyzing, and interpreting relevant literature on academic issues and project-based learning. The research stages include identifying sources, collecting data, analyzing data, and interpreting data. Identify sources related to project-based

learning, learning issues, educational theories, related research, and case studies that illustrate the use of project-based learning as a solution for learning problems.

The data in this case are in the form of bibliographic texts and previous research results. The research site in library studies is the literary source. Includes material from a variety of sources that researchers can access through libraries, academic databases, digital libraries, and other relevant sources related to the research topic.

This study did not directly involve the research population as there was no subject participation or primary data collection. The research objects in this case are the scientific texts, articles, books and publications that will be analyzed in this study. This study will help understand the current concepts, theories, outcomes, and perspectives of project-based learning as a solution to learning problems. The results of this literature review will enable researchers to develop a deeper understanding of the topic, identify knowledge gaps, and form more specific research questions to investigate further.

## **RESULTS**

The results of this study show that well-designed and appropriate final group assessment can be a solution to increase students' learning interest, especially after exams. Group assessment also reduces student anxiety during the final assessment process. With the new concept of final group assessment without forgetting the success indicators designed in the assessment, it can be used as a solution to increase students' interest in learning. The new concept of final group assessment also allows students to face assessments without undue anxiety because each individual can complement the other's respective strengths.

## **DISCUSSION**

An exam is an assessment method prepared at a specific time and place and presented to students when current conditions meet certain predetermined conditions. Exams usually take place within a certain period of time after completing the apprenticeship. Exams are often conducted with measured activities such as end-of-semester tests. The goal is to assess and measure students' abilities in such a way that teachers can decide whether certain students can move to the next level (Angriani et al., 2021).

Multiple choice questions are always presented during the final assessment, accompanied by items and short descriptions. Questions play an important role in teachers' evaluation of students. Given the importance of tests in measuring students' skills, teachers must design these tests accurately and in accordance with skill acquisition standards (Desrijenatin & Zafri, 2020).

The final exam can be used as a basis for decision making (Subarkah & Rinawati, 2020). The test is intended to see whether the child is successful academically. This testing habit is equated with behaviorist learning, which emphasizes practice and equalization of the abilities of all students. Behavioral theory encourages students to fill in their homework notebooks after studying, with the hope that the student's perspective is the same as the teacher's perspective on learning (Budiningsih, 2012).

To measure a student's expected ability or skill, a test must be administered. A test is a systematic instrument or tool that consists of a series of questions or tasks to measure student learning outcomes. There are two written tests that teachers in schools often use to check students' academic performance, which are essay questions and objective tests. The test itself must be good so that the assessment process can proceed effectively and achieve its objectives. This is often forgotten by teachers, who simply report assessment results without feeling the need to know the quality of the tests they use. Therefore, the teacher must analyze the question. Question analysis activity is an activity that teachers must perform to know the quality of each question. The results of analyzing question items can be used to improve or refine each question (Muchlizani et al., 2023).

Quality education is associated with all subjects and habits learned and instilled in school, not just cognitive knowledge. National final exams with multiple-choice questions will not be able to answer the question of how well students progress in the fields of art, sports and singing. This exam will not be able to evaluate the quality of education based on confidence, courage to express

opinions and democracy. In other words, it will not be able to provide comprehensive information about the quality of education. This means that the desired goal is still too far away to be achieved simply by holding a national final exam (Kimbal et al., 2022).

The solution I propose is to use assessment in the learning process as well. In addition to reducing students' anxiety levels, it also helps them get used to always doing productive things. Constructivist learning as an alternative to reduce the concept of "learning for the test" among students. Students who are familiar with higher-level questions will certainly improve their higher-level thinking skills as well. Students who are accustomed to solving problems using advanced thinking skills from an early age will naturally continue their thinking habits at the next level of education (Erfan et al., 2020).

The concept of constructivist learning measures student learning processes and outcomes by observing what students do and not forgetting the assigned task (Budinarsih, 2012). The constructivist concept of learning views students as thinkers rather than blank sheets of paper that must be constantly fed with information (Budinarsih, 2012). Through examining this concept, teachers measure and create opportunities for students to demonstrate their learning and achievement against predetermined goals (Fitriani & Harjanto, 2021).

Actively Engaged Learning is a learning system that includes intellectual, emotional, mental, and physical activities that simultaneously create maximum learning potential in a variety of domains.

An important sign of active student engagement is high interest, curiosity, and enthusiasm for the content. Therefore, teachers must be able to create initial excitement in students to arouse great curiosity in them, thereby asking many different questions to study topics in detail and specifically (Zaitunah & Yanto, 2023).

Therefore, assessment in constructivism emphasizes not only homework and tests but also the student's learning process. Assessment of learning serves to determine the achievement of objectives to determine the success of the learning completed. Through assessment, teachers can obtain information about student learning outcomes, in addition to discovering what learning content needs to be improved, continued, or repeated to achieve expected learning goals (Kholifah et al., 2021).

From a constructivist perspective, final exams can be seen as an improvement rather than becoming a terrifying threat to students. This concept is introduced so that students not only study before exams but also study all the time. The manifestation of constructivist theory is that problem solving involves making a final judgment in the form of a group that complements itself.

Students who are used to answering questions on their own will feel more nervous, so group solving in the final exam will increase enthusiasm and eliminate test anxiety, because each group can perfect students' different abilities. The concept of satisfying students' learning motivation makes students always interested in learning. Assessment based on learning needs, interests and characteristics will motivate students to continue learning. Factors that affect students' learning motivation are the level of learning motivation, the level of learning needs, interests and personal characteristics. These four elements support each other and arise in students, arousing interest in learning to carry out activities to achieve the goal of meeting their needs (Anshory, 2022).

Questions also need to be open-ended and train students in critical thinking skills in each competency. Global development and many emerging problems require innovation. By finding solutions and innovations to solve today's emerging problems. Critical thinking can be practiced and modified. The ability to reflect/evaluate oneself is an important aspect in developing a critical thinking model (Maulyda et al., 2020).

The more a person encounters something that encourages him to think, the more his ability to think grows and develops. Even a person without formal education has better thinking skills if they are regularly faced with a variety of problems to think about (Andesyah et al., 2021). Formal education is also necessary to hone critical thinking skills and stimulate interest in independent learning, even when exams are around the corner or even after final assessments. Constructivists focus more on integrating knowledge into students' thinking.

Teachers help students develop understanding so they can absorb information quickly. Additionally, teachers help students realize that they can use their own strategies to construct



meaning. Students strive to achieve a high level of understanding and are guided by the teacher (Kadir, 2023).

The constructivist learning approach emphasizes that knowledge is formed or constructed by ourselves. Knowledge cannot be simply transferred but must be interpreted independently by each individual. According to this approach, student activity is very decisive for the development of students' knowledge (Septiliana & Prastowo, 2023).

Learning builds on what has been done before and current understanding becomes a body of information that identifies processes and strategies for developing collaborative problem-solving skills. Strategic learning skills aim to discover how to solve problems when informed by constructive results. This will be consistent with the research implementation plan which will also provide real-world case examples to facilitate strategic learning skills, collaborative problem-solving skills and the use of technology. Information and communication technology in the context of previous research (Sakti et al., 2023).

Constructivist theory is a theory that focuses on students actively constructing an understanding of what they have learned by gathering and interpreting information and relating it to previous experiences here (Suryana et al., 2022). Constructivist learning encourages more active processing and personalization of information instead of passive reception (Thaariq, 2022).

Final assessment using constructivist learning theory helps students be more proactive and develop better from the knowledge they have acquired. Indeed, each member's active participation plays an evaluative role in the final exam. The success of the final group assessment of constructivism is judged not only from the final results but also from each member's proactive contributing attitude (Satrio, 2022).

The final assessment of the group concept in the curriculum must be optimized because it is not only based on assessment of learning outcomes but must also assess inputs, processes and outcomes. An important factor affecting learning effectiveness is assessment factors related to the learning process and learning outcomes (Handayani, 2021). With the new concept of final group assessment without forgetting the success indicators designed in the assessment, it can be used as a solution to increase students' interest in learning. The new concept of final group assessment also allows students to face assessments without undue anxiety because each individual can complement the other's respective strengths.

## CONCLUSION

A well-designed constructive method of conducting final exams can increase students' interest in learning. Good preparation and meeting students' needs are essential so that group final exams according to constructivist learning theory can increase students' learning interest as expected. This research is highly recommended for designing learning activities, especially final assessments, to enhance learning interest. The state of reduced interest in learning after the end of the exam can be appropriately overcome in accordance with the identified learning goals. Taking exams that can cause anxiety and cheating can be countered by implementing a group exam design so that students' skills are not only considered from a cognitive perspective. This exam also addresses three aspects at the same time, which are cognitive, emotional and psychomotor. This comes as a result of collaboration and communication between students.

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