

ANALYSIS OF CONSTRUCTIVIST THEORY IN STUDENT-CENTERED LEARNING TO IMPROVE ACTIVE PARTICIPATION IN COSMETOLOGY, ETHNOBEAUTY, AND WELLNESS EDUCATION IN INDONESIA

Amelia Nur Zahira

S1 Cosmetology Education, State University of Surabaya

25111804081@mhs.unesa.ac.id

M. Mamduh Winangun

S1 Cosmetology Education, State University of Surabaya

mwinangun@unesa.ac.id

Sri Usodoningtyas

S3 Vocational Education, State University of Surabaya

sriusodoningtyas@unesa.ac.id

Abstract

This article aims to analyze the application of constructivist theory in student-centered learning as an effort to address the low level of active student participation in Indonesia, with specific relevance to cosmetology, ethnobeauty, and wellness education. Educational problems in Indonesia are reflected in low learning outcomes, limited length of schooling, and the dominance of lecture-based methods that position students as passive recipients of information. Constructivist theory emphasizes that students construct knowledge through experience, interaction, reflection, and active engagement with their learning environment. This article uses a qualitative method with a literature study approach. The analysis indicates that low active participation is related to the limited application of active learning principles that are aligned with constructivism. In the context of beauty and wellness education, student-centered learning is important because students need to develop not only conceptual understanding, but also practical skills, cultural awareness, creativity, client-centered communication, and responsible attitudes toward traditional and sustainable beauty practices. Therefore, the implementation of discussion, inquiry, project-based learning, collaborative practice, and reflective activities can strengthen student participation and support meaningful learning. The shift from teacher-centered to student-centered learning is expected to improve the quality of education by developing students who are cognitively active, technically competent, culturally aware, and professionally prepared for the beauty and wellness field.

Keywords: Constructivism, Student-Centered Learning, Active Participation, Cosmetology Education, Ethnobeauty, Wellness Learnin.

INTRODUCTION

If we want to examine more carefully, the issue of education in Indonesia has recently been dominated by various reports about the low level of learning achievement in students. In a report released by *Programme for International Student Assessment (PISA)* in 2018, for example, stated that the reading, mathematics, and science skills of Indonesian students are still below the national average *Organisation for Economic Co-operation and Development (OECD, 2019)*. The cause is none other than the lack of access and quality of education in the classroom.

Other data released by the Central Statistics Agency also shows that the average length of schooling of Indonesians is in the range of 9 years (Statistics, 2025b). This means that most of Indonesia's population only

completes their education at the junior secondary level. Another challenge with less developed areas is how the disparity in terms of education and infrastructure is amazing and important. This really limits the learning opportunities for the pupils.

In cosmetology, ethnobeauty, and wellness education, passive learning becomes a serious concern because students are required to develop knowledge, practical skills, creativity, cultural sensitivity, and professional judgment. Beauty and wellness learning cannot be achieved only through listening to lectures or memorizing concepts. Students need direct involvement in analyzing client needs, observing beauty procedures, discussing natural ingredients, practicing treatment techniques, and reflecting on cultural beauty values. Constructivist learning is relevant in this context

because it views knowledge as something actively constructed through experience and interaction rather than passively received from teachers (Piaget, 1970; Vygotsky, 1978).

So, what underlies the birth of various problems as mentioned above? One of them is learning which is still dominated by lecture methods. In many of the reports released, it was found that interactions in learning activities tend to be one-way, with teachers as the main informants. As for students, they hear and receive more information provided by teachers without enough involvement. In fact, students should be more active in discussing, exploring, and searching for information rather than just receiving information (Feriayanti et al., 2025).

When viewed from the perspective of learning theory, the phenomenon mentioned above is the result of a mismatch between the concept of learning and learning practice. Learning, ideally, is an active process that involves an individual in building knowledge based on experience (Vygotsky, 1978). While learning is an effort designed to facilitate learning itself (Gagné, 1985). In reality, if learning is more inclined to deliver material only, then the learning process that ideally takes place actively becomes less developed.

Furthermore, to see and analyze the extent of the learning process that has been carried out in learning activities, we can use constructivist theory. This theory argues that knowledge is not acquired by a person instantaneously, without the presence of a medium. Knowledge can be gained when individuals interact with the environment and learning experiences (Piaget, 1970; Vygotsky, 1978). In this approach, student involvement is an important part, either through discussions, group work, or activities that require independent understanding.

In the context of higher education, the constructivist approach finds its form in the *student-centered learning process*. Activities such as discussions, presentations, and exploration of literature are part of this learning process. In addition, the change of times marked by the development of technology and the rapid flow of information also requires adjustments in the learning process. Students today are no longer solely dependent on teachers as the only source of knowledge, as information can be accessed easily through various digital media. This condition should be an opportunity to develop more open learning and encourage students to search and process information independently. However, if learning is still running conventionally, then this potential cannot be utilized optimally.

The availability of digital information should also be used to strengthen active learning in beauty and wellness education. Students can access information about skin

care, hair care, cosmetic ingredients, traditional beauty practices, and wellness trends through digital media. However, this access needs to be guided by critical inquiry because not all digital information is scientifically valid, culturally appropriate, or safe for professional practice. Plant-based cosmetics, for example, require scientific validation, quality control, safety consideration, and sustainable use of natural resources (Gamage et al., 2022). Therefore, constructivist learning can help students process digital information critically rather than merely consume it.

However, on the other hand, the need for cognitive abilities like critical thinking, creativity, and problem-solving is growing. These kinds of skills will not be developed properly when the role of the learner is just a passive recipient of knowledge. Learners need to participate actively in activities that allow them to analyze, evaluate, and create ideas. At this point, the use of constructivism becomes important since it allows room for the learner's participation in learning and construction of meaning from personal experience.

The issue of active participation is also relevant to ethnobeauty learning. Ethnobeauty is closely related to local wisdom, cultural practices, traditional knowledge, and holistic health. Such knowledge is not sufficiently learned through one-way explanation because it requires interpretation, discussion, contextual understanding, and respect for cultural sources. Studies on traditional cosmetics show that beauty practices may involve plant knowledge, preparation methods, community experience, and cultural meaning (Sultan et al., 2024). Therefore, student-centered learning is needed so that students can actively connect scientific knowledge, traditional beauty practices, and sustainable wellness values.

Based on these conditions, efforts are needed to review the learning practices that have been taking place. It is not enough to just focus on the delivery of the material, but it is also necessary to pay attention to how students learn and build knowledge. This paper will attempt to outline how constructivist learning theory can be used to understand and review the learning practices that are taking place in Indonesia today.

LITERATUR REVIEW

Constructivism and Student-Centered Learning

Constructivism explains learning as an active process in which students build knowledge through experience, interaction, and reflection. Piaget emphasizes that knowledge develops through assimilation and accommodation, while Vygotsky highlights the role of social interaction and cultural context in cognitive development (Piaget, 1970; Vygotsky, 1978). In student-centered learning, students

are not positioned as passive receivers of information, but as active participants who question, explore, discuss, and construct meaning.

Student-centered learning is relevant to higher education because students are expected to develop critical thinking, problem-solving, collaboration, and independent learning skills. In this model, lecturers act as facilitators who design learning environments that encourage students to investigate problems, connect new knowledge with prior experience, and reflect on their understanding. Brooks and Brooks (1999) explain that constructivist classrooms should encourage learners to build understanding through inquiry, dialogue, and meaningful tasks.

Constructivism in Cosmetology, Ethnobeauty, and Wellness Education

In cosmetology, ethnobeauty, and wellness education, constructivism provides a strong foundation because learning involves both conceptual understanding and practical application. Students need to understand beauty science, cosmetic ingredients, hygiene, treatment procedures, client communication, cultural beauty practices, and wellness values. These competencies cannot be developed effectively through lecture-based learning alone. They require practice, observation, discussion, reflection, and contextual problem-solving.

Ethnobeauty learning is especially compatible with constructivism because traditional beauty knowledge is often embedded in cultural experience and community practice. Sultan et al. (2024) show that traditional cosmetics are related to plant use, preparation techniques, and cultural knowledge. This indicates that students need active engagement with sources, cultural narratives, and practical examples in order to understand ethnobeauty meaningfully. Therefore, constructivist learning can support students in connecting local wisdom with scientific and professional knowledge.

METHOD

The research method in this article uses a qualitative approach with the type of literature study or library research. This method was chosen because the article aims to analyze the application of constructivist theory in student-centered learning and its relationship with the low level of active student participation in Indonesia, especially in relation to cosmetology, ethnobeauty, and wellness education.

The data used are secondary data obtained from written sources such as books, scientific journals, PISA reports, educational statistical data, and relevant literature on constructivism, student-centered learning, active learning, beauty education, ethnobeauty, natural

cosmetics, and wellness learning. The main theoretical sources include literature on constructivism from Piaget, Vygotsky, and other educational theorists. Additional sources related to traditional beauty knowledge and plant-based cosmetics were used to contextualize the discussion within the scope of ethnobeauty and wellness.

Data collection was carried out through documentation study by identifying, reading, selecting, and reviewing literature relevant to the research topic. The selected literature was examined based on its relevance to three main aspects: constructivist learning theory, active student participation, and the context of cosmetology, ethnobeauty, and wellness learning.

The data analysis technique used in this study is descriptive-qualitative analysis. The analysis was carried out by identifying the main ideas from the literature, evaluating problems in learning practices in Indonesia, interpreting them through a constructivist perspective, and contextualizing the findings in beauty and wellness education. Through this method, the article seeks to explain how student-centered learning can improve active participation and support meaningful learning in cosmetology, ethnobeauty, and wellness education.

RESULTS AND DISCUSSION

Essence, Objectives, and Principles of Constructivistic Learning Theory

The core concept of constructivism differs from the assumption that learning is more than the mere acquisition of knowledge, but a dynamic process of developing knowledge. In this case, learners are not considered as “empty vessels” who can only receive knowledge from teachers, but people who have past experiences, previous knowledge, and ways of thinking before learning occurs (Rosyad et al., 2026). Consequently, any information acquired is not automatically turned into knowledge, but needs to undergo mental processing through previous experiences.

According to Piaget (1970), knowledge construction happens as a result of interactions between the individual and the environment. There are two major processes in this case, which include assimilation and accommodation. Assimilation refers to the absorption of new information by integrating it into existing knowledge structures. On the other hand, accommodation happens when the knowledge structure changes to accommodate new information. The two processes happen simultaneously and complement each other in constructing one’s knowledge base. It becomes clear that the process of learning is not passive but active

and requires active participation of the brain. (Hendrowati, 2015).

In cosmetology, ethnobeauty, and wellness education, the constructivist view is important because students do not only learn abstract concepts. They also construct understanding through practice, observation, sensory experience, interaction with clients or peers, and reflection on beauty procedures. For example, students' understanding of skin care, hair treatment, make-up application, or natural ingredient use will be stronger when they actively connect theoretical concepts with practical experience. This is consistent with the constructivist principle that knowledge is built through interaction between individuals and their environment (Piaget, 1970).

Apart from Piaget, the ideas of Vygotsky (1978), on the other hand, make constructivism an even more convincing theory especially concerning social interaction. This theory posits that it is impossible to separate cognitive development in the learner with his or her social and cultural context. While the learner interacts with physical things, there is also social interaction with people such as teachers and other learners. The interaction involves sharing views and concepts by negotiation, a process known as the Zone of Proximal Development (ZPD). It is the difference between what the learner can accomplish on their own and what he or she can accomplish with the help of other people.

Vygotsky's concept of social interaction is also relevant to beauty and wellness learning because many competencies are developed through demonstration, guided practice, peer feedback, and collaborative learning. In a practicum setting, students may initially be unable to perform a procedure independently, but they can improve through lecturer guidance and peer assistance. This reflects the Zone of Proximal Development, where students achieve higher competence through support from more knowledgeable others (Vygotsky, 1978).

In relation to this perspective, the core of constructivism stresses that knowledge is subjective. This implies that an individual's interpretation of knowledge varies based on his or her perception of life, education, and cognition. For instance, although two learners engage in the same academic exercise, they may not comprehend it in the same way. However, this does not imply that it is incorrect but that learning is highly subjective. Fosnot (2005) posits that knowledge cannot be imparted from teachers to students; rather, it must be constructed independently by the latter through cognitive processes.

According to this perspective, the core of constructivism focuses on the subjectivity of

knowledge. In other words, there can be different meanings associated with any concept for different individuals based on their experiences, backgrounds, and cognition. Two students learning the same material, for instance, do not have to share the exact interpretation. It does not make it inaccurate, but it makes learning an individual and personalized process. According to Fosnot (2005), knowledge cannot be transmitted from the educator to the learner; rather, the learners have to build it through cognitive engagement.

Within the framework of class room teaching, this theory brings a transformation in the way of seeing the learning process. If in the earlier learning process, learning was seen as a process where emphasis was laid on teaching, then in constructivism, learning becomes a process where more emphasis is laid on activities carried out by students. Teachers are no more the sole supplier of knowledge but work as facilitators helping students construct knowledge. Learning situations are created by teachers, questions are raised and discussions are guided by teachers so that students can discover concepts on their own (Brooks & Brooks, 1999).

Constructivist learning is also suitable for ethnobeauty because cultural beauty knowledge is contextual. Students need to understand not only how a traditional beauty practice is performed, but also why it is meaningful in a specific cultural setting. Traditional cosmetic knowledge may include local plant use, preparation methods, application practices, and cultural values (Sultan et al., 2024). Therefore, ethnobeauty learning should provide opportunities for students to investigate, discuss, and interpret traditional beauty practices rather than merely memorize their definitions.

In addition, the concept of constructivism has some connections to the idea of truth. In traditional views, the notion of truth can be regarded as something static, and should be accepted without any changes. But from the standpoint of constructivism, truth should be perceived as a product of one's own constructions and experiences. In addition, it does not mean that all understanding is infinite in its nature and cannot change. On the contrary, this is a sign of the fact that an understanding of things may be revised depending on experience gained during learning. For this reason, reflection is very important in constructivism (Fosnot, 2005).

Moreover, the concept of constructivism perceives learning as a contextual activity. This means that knowledge does not exist independently of the context, and rather is linked to the context that students experience. Learning becomes significant for the learners as long as the lessons become connected to the life context of the learners. For instance, in learning science, apart from the theories learned, students are made to participate in conducting experiments and

making observations. This makes it easier for the learners to understand the concepts being taught and apply them in life contexts (Jonassen, 1999).

Mistakes can also be viewed as an essential aspect in learning under the theory of constructivism. This is different from the traditional perspective where mistakes are often avoided in learning. Mistakes can help learners analyze how much they understand and identify possible solutions to rectify them. This leads to improved understanding. According to Driver et al. (1994) the misconceptions that learners have should not necessarily be gotten rid of directly, but rather be examined and guided to develop into an appropriate understanding.

In beauty practicum, mistakes should also be treated as part of knowledge construction. Students may make errors in product selection, application technique, sanitation procedure, or client communication. Through constructive feedback, these mistakes can become learning opportunities. Hattie and Timperley (2007) explain that effective feedback helps learners understand their current performance, expected goals, and the steps needed for improvement. In cosmetology learning, this feedback is essential to help students improve technical accuracy, hygiene discipline, and professional judgment.

Moreover, according to constructivism theory, it is also necessary to emphasize the importance of learning processes which involve diverse forms of mental activity including analysis, comparisons, and drawing conclusions. These activities not only ensure students' comprehension of subject matter on the surface level but also promote their higher-level thinking. As a result, constructivistic learning is often characterized by the use of teaching strategies like group discussion, case study, problem solving, and project. With such activities, students not only learn from their educators, but also from experience and their peers (Slavin, 2018).

In case it is linked to the learning context in Indonesia, it becomes necessary to know how constructivism works since a lot of learning processes are centered on lectures. At such times, learners end up listening to the lessons and taking down notes but failing to understand the concepts taught. It therefore implies that knowledge acquired through this method is not durable and easy to forget. Through a constructivist approach to learning, one is able to direct his/her learning process effectively.

Analysis of Education Problems in Indonesia Based on a Constructivist Perspective

Upon closer examination, one finds that the learning environment in Indonesia still exhibits the trend that students tend to be less proactive when it comes to the process of learning. There are many instances where

students are simply passive learners since they only listen and make notes of what is taught without undergoing deep thought processes. This problem does not only apply to one particular level of education; rather, it applies to all levels from elementary up to college.

According to data from PISA, the capability of Indonesian students in the fields of reading, mathematics, and sciences is lower than the average of other nations (Development, 2019). Although in the newest report, most Indonesian students have not fulfilled the minimum criteria established by the organization, especially when it comes to information comprehension and problem-solving (Culture, 2025). If looked at only on its numerical value, this situation depicts poor academic performance. However, viewed differently, this can be linked to the way teaching occurs inside the classrooms.

From the point of view of constructivism, learning is seen as a dynamic activity where the students learn from experiences and interactions. As a result, when the students are not involved in the process actively, it means that the process of knowledge acquisition will be less than optimal. For example, in Indonesia, the process of learning is often seen as teacher-centered, where the teacher acts as the main source of knowledge for the student who just receives what the teacher says.

In the context of cosmetology education, teacher-centered learning may limit students' practical and reflective competence. If lecturers only explain beauty concepts without giving enough opportunity for students to analyze cases, practice procedures, discuss treatment decisions, or evaluate results, students may become passive and dependent. This is problematic because beauty and wellness competence requires active decision-making, not only theoretical recall. Students must be able to interpret client conditions, select appropriate techniques, apply hygiene principles, and justify their professional choices.

The lecture approach remains one of the commonly used strategies in education. The lecture approach is definitely more effective in delivering materials in a relatively short period of time. Nevertheless, using this strategy consistently will render learners passive as they will only listen to lectures and note down the information without understanding its substance. In such circumstances, the assimilation and accommodation concepts proposed by Piaget (1970) will not be maximally efficient since the information obtained from lectures will not be thoroughly processed and will be challenging to remember.

Moreover, insufficient chances for discussions are also one of the issues. Nowadays, students' interactions within classrooms are still extremely rare. However, as

Vygotsky (1978) states, social interaction plays an extremely important part in cognitive development of an individual. Within the discussion, a learner gets a chance to share opinions, exchange views on an issue, and see the matter under consideration from another angle.

Limited discussion also affects students' cultural understanding in ethnobeauty learning. Traditional beauty practices are often connected to community experience and local knowledge. If students are not invited to discuss cultural meanings, compare sources, and reflect on the use of traditional ingredients, they may understand ethnobeauty only as a technical procedure. Sultan et al. (2024) show that traditional cosmetic practices are connected to community-based knowledge and cultural experience. This supports the need for discussion-based and inquiry-based learning in ethnobeauty education.

Another quite common problem is the habit of learning that emphasizes more on memorization. Many students study only for exams, not for learning (Mardiansyah et al., 2025). They remember information in the short term and then forget it when the exam is over. The acquisition of knowledge in this way is not conducive to the building of deep understanding within constructivism. Memorized knowledge is usually not tied to the student's life experience, making it hard to apply in other situations.

Memorization-based learning is also insufficient for beauty and wellness education. Students may memorize the names of cosmetic ingredients or treatment steps, but this does not guarantee that they can apply the knowledge safely and contextually. Plant-based cosmetics, for instance, require understanding of ingredient function, safety, quality control, and sustainability (Gamage et al., 2022). Therefore, students need learning activities that encourage analysis, comparison, experimentation, and reflection.

From the point of view of the education system, one of the factors that influence the way of learning is also the demand of a rather dense curriculum. Teachers tend to feel they have to cover everything in a short space of time so they opt for a fast approach such as lectures. This greatly limits the time allotted for discussions, investigations or activities which involve students in an active way. Under these conditions, learning is more directed towards the delivery of material than the process of understanding (Sopiatu et al., 2025).

Moreover, the high number of students per class can influence the effectiveness of learning. In this case, teachers will face difficulty in focusing on each student in the classroom. Hence, learning becomes less engaging. The students become quiet since most of them lack self-confidence, whereas just a few participate in

class activities. Therefore, students' engagement becomes low in such a situation.

Moreover, the backgrounds of students can influence their learning experience. Every student possesses a unique experience, ability, and preference for learning. In this regard, diversity among the learners can play an essential role within the framework of constructivism. Unfortunately, learning processes are similar among all students in the current educational system. In this case, some students may face difficulties in following the lectures, whereas other students have fewer challenges within the framework of such learning methods.

Based on the data by the Central Statistics Agency, the average number of school duration in Indonesia remains in the category of 9 to 10 years (Statistik, 2025a). It means that most of the students do not pursue further education. With the limited amount of time for studying, the chances to improve the development of thinking skills become less effective. Indeed, the ability to think critically and analytically requires consistent training.

Technology can support constructivist learning when it is used as a tool for exploration rather than as a substitute for active learning. In cosmetology and wellness education, digital media can provide access to tutorials, product information, virtual demonstrations, and scientific references. However, students still need guided practice, peer interaction, lecturer feedback, and reflection to transform information into professional competence. This means that technology should be integrated with student-centered learning strategies, not used only for material delivery.

At the same time, not all educators can receive the necessary training to learn about more advanced learning strategies. Some of them might be accustomed to the old strategy that they had while attending schools themselves. As a result, the process of change occurs very slowly. Moreover, the integration of technology in teaching is not equally distributed. However, technology might become the solution for more interesting and interactive lessons.

According to the constructivist viewpoint, the above-described situations demonstrate the existence of the gap between the theoretical idea about learning and its practice. The theory says that the process of learning implies certain active actions carried out by students either mentally or socially. In reality, though, students remain the objects of information provision. Lack of opportunities for reflection, questioning, and trial results in ineffective learning (Wibowo, 2020).

Secondly, lack of involvement from the learners' perspective might be detrimental to the self-esteem of the learners. Learners who are reluctant to engage in the learning activity find it challenging to share their views

and opinions since they worry about being incorrect and appearing ignorant. This situation might eventually lead to the development of negative attitudes towards learning, which is viewed as a dull process.

When related to the constructivist approach, learning must allow for experimentation, even failure. Instead of discouraging mistakes, the process of learning encourages them as necessary elements of progress. By trying out different things, learners develop a deeper understanding of the concepts. However, in reality, many learning processes emphasize the correctness of the results, making students afraid to test new things.

Moreover, the learning environment also plays a critical role in motivating students. A restrictive and non-supportive learning environment will only discourage students from becoming actively involved. On the other hand, an inclusive learning environment in which the students' opinions are respected fosters their participation. From the perspective of constructivism, a conducive learning atmosphere is essential for knowledge construction (Saleh, 2025).

A supportive learning environment is especially important in beauty practicum because students need confidence to practice, ask questions, receive correction, and try new techniques. If the classroom atmosphere is rigid or judgmental, students may avoid participation because they fear making mistakes. In contrast, a constructive learning environment allows students to learn gradually through trial, feedback, and reflection. This approach is aligned with student-centered learning because it places students as active subjects in their own learning process.

Considering all these factors as a whole, the active role of the learners in the process cannot be explained by only one cause. There are different kinds of causes that are connected with each other and include such things as the processes of learning, behavior of the learners, classrooms, as well as the entire education system. According to the constructivist approach, these causes prove that the necessary facilitators did not exist.

Implications for Student-Centered Learning in Cosmetology, Ethnobeauty, and Wellness Education

The application of constructivist theory in cosmetology, ethnobeauty, and wellness education requires learning designs that provide students with opportunities to participate actively. Lecturers can use case-based learning, project-based learning, inquiry activities, collaborative practicum, reflective journals, and portfolio assessment. These strategies encourage students to connect concepts with practice and develop higher-order thinking skills. Project-based learning is particularly relevant because it allows students to

investigate real problems, create products or solutions, and reflect on the learning process.

For example, in a natural skin care course, students can be asked to investigate a traditional ingredient, analyze its cultural background, compare it with scientific literature, discuss its safety, and design a simple treatment plan. This task requires students to construct knowledge through inquiry, discussion, and reflection. It also aligns with ethnobeauty because students learn to connect local wisdom with scientific reasoning and professional responsibility.

In practical learning, student-centered activities can be implemented through peer demonstration and feedback. Students may work in groups to practice make-up techniques, facial treatment, hair care, or spa procedures while observing and evaluating each other's performance using clear criteria. Feedback helps students recognize mistakes and improve their skills. This approach supports constructivism because students learn not only from lecturers, but also from peers, practice, and reflection.

The implication for lecturers is that they should act as facilitators rather than the only source of knowledge. Lecturers need to design meaningful tasks, guide discussion, provide feedback, and create a safe environment for students to express opinions and try new techniques. In this way, student-centered learning can improve active participation while preparing students to become beauty and wellness practitioners who are competent, reflective, culturally aware, and responsible.

Conclusion

The low level of active student participation in Indonesia is influenced by several factors, including the dominance of lecture-based learning, limited discussion, memorization-oriented habits, dense curriculum demands, large class sizes, and learning environments that do not always encourage students to express ideas. From the constructivist perspective, these conditions limit students' opportunities to construct knowledge through experience, interaction, reflection, and problem-solving.

Constructivist learning theory emphasizes that students are active subjects who build knowledge through assimilation, accommodation, social interaction, and contextual experience. Therefore, learning should be designed through student-centered approaches that provide opportunities for inquiry, discussion, collaboration, practice, and reflection. In this approach, teachers and lecturers function as facilitators who guide students in constructing understanding rather than merely transferring information.

In the context of cosmetology, ethnobeauty, and wellness education, student-centered constructivist learning is especially relevant because students need to develop conceptual understanding, practical skill, creativity, cultural sensitivity, client-centered communication, hygiene awareness, and professional responsibility. Beauty and wellness learning cannot rely only on lectures or memorization because students must be able to apply knowledge in real or simulated professional situations.

Therefore, improving active participation in beauty and wellness education requires learning strategies such as case-based learning, project-based learning, inquiry, collaborative practicum, reflective journals, peer feedback, and portfolio assessment. These strategies can help students connect scientific knowledge, traditional beauty practices, natural ingredient literacy, and sustainable wellness values. Through constructivist student-centered learning, students are expected to become active learners and future beauty practitioners who are technically competent, reflective, culturally aware, and professionally responsible.

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