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Exploring Students' Responses to Constructivist EFL Learning Elements Across Learning Styles and Topic Preferences

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Abstract

This study explores students' responses to constructivist learning elements across learning styles and topic preferences in an EFL context and discusses their implications for learner-centered pedagogy in Islamic education institutions. Specifically, it examines how students with different learning styles and preferred topics perceive five constructivist elements: Complex Learning Environment/Authentic Task, Social Negotiation, Multiple Perspectives, Knowledge Construction, and Student Ownership. Thirty-five students were grouped into eight categories based on the combination of three learning styles and three topic preferences. Data were collected through a questionnaire adapted from constructivist learning theory and analyzed descriptively using mean scores. The findings revealed that the Kinesthetic-Entertainment & Pop Culture group demonstrated the highest overall mean score ($M = 3.65$), while the Auditory-Personal & Daily Life group obtained the lowest ($M = 2.73$). Complex Learning Environment/Authentic Task consistently received the lowest ratings, whereas Student Ownership emerged as the highest-rated element in most groups. Students who preferred Entertainment & Pop Culture reported strong responses to Multiple Perspectives. These findings indicate that topic preference can support dialogic, reflective, and student-owned learning, which is relevant for Islamic education pedagogy that emphasizes adab, dialogue, responsibility, and meaningful knowledge construction

Keywords: Constructivist Learning, EFL, Islamic Education Pedagogy, Learning Styles, Topic Preferences, Student Ownership

Introduction

Constructivism has become one of the most influential learning theories in contemporary education, emphasizing learners' active involvement in constructing knowledge through interaction, experience, reflection, and social engagement. Rather than viewing learning as the passive reception of information, constructivist approaches encourage learners to actively participate in meaning-making processes through authentic tasks, collaboration, multiple perspectives, and self-directed learning. This orientation is rooted in the view that learning grows through experience, social interaction, and progressive meaning-making, as reflected in Dewey's experiential learning, Piaget's cognitive constructivism, Vygotsky's social constructivism, and Bruner's cultural theory of education (Dewey, 1938; Piaget, 1972;

Vygotsky, 1978; Bruner, 1996).

In English as a Foreign Language (EFL) classrooms, constructivist learning environments have been associated with increased student engagement, autonomy, critical thinking, and communicative competence (Woolfolk, 2016; Precelas & Napil, 2024). In Islamic education institutions, this orientation is relevant because English learning is expected to develop communicative competence while also nurturing adab, responsibility, respectful dialogue, and awareness of diverse social contexts. Therefore, constructivist EFL pedagogy can be positioned as a learning strategy that supports dialogic, ethical, and responsible learning in madrasahs, Islamic schools, pesantren-based schools, and Islamic higher education institutions (Halstead, 2004; Sahin, 2018; Astuti et al., 2024; Munif et al., 2025).

In the field of Islamic education, learner-centered pedagogy is important because education is not merely the transmission of information but the formation of adab, ethical reasoning, responsibility, and socially meaningful knowledge. Halstead (2004) explains that Islamic education includes moral, spiritual, intellectual, and social formation, while Sahin (2018) argues that Islamic Education Studies needs pedagogical approaches that respond to contemporary educational contexts. Recent studies also emphasize that Islamic values can be integrated into English learning through classroom interaction, digital materials, speaking tasks, and reflective activities, provided that teachers frame learning as both linguistic development and character formation (Alfian et al., 2021; Astuti et al., 2024; Gumelar & Jubaedah, 2025). From this perspective, constructivist learning can be read as a pedagogical bridge between contemporary learner-centered strategies and Islamic educational aims, especially when learning activities cultivate dialogue, respect for diverse views, reflection, and responsible agency.

Another important yet less explored factor is topic preference. Students often demonstrate higher engagement and motivation when learning materials are connected to topics they find meaningful and interesting. In EFL contexts, topics such as entertainment and popular culture, personal experiences, and daily life can promote participation because they provide familiar and relevant contexts for communication. However, in Islamic education settings, topic preference should not be treated merely as entertainment or personal preference. It needs pedagogical framing so that students can practice ethical dialogue, multiple perspectives, intercultural understanding, and responsible language use while remaining anchored in Islamic values of adab, amanah, respect, and moderation (Byram, 1997; Saada, 2023; Puspitasari & Khasanah, 2024; Rohmana et al., 2024).

For Islamic schools, madrasahs, pesantren-based formal schools, and Islamic universities, EFL learning can function not only as language-skill development but also as a space for cultivating communicative ethics, social sensitivity, and intercultural awareness. Islamic education scholarship emphasizes that education involves the integration of knowledge, moral formation, and responsible action; therefore, English learning should support learners' ability to communicate globally without losing ethical and spiritual orientation (Al-Attas, 1999; Halstead, 2004; Budiasih et al., 2023; Astuti et al., 2024; Munif et al., 2025).

Recent studies have continued to demonstrate the relevance of constructivist learning environments in promoting meaningful learning experiences. Research by Pan et al. (2024) found that constructivist-oriented questioning strategies in Teaching English as a Foreign Language (TEFL) classrooms enhanced student participation, interaction, and learning outcomes through active knowledge construction and social engagement. Similarly, Faridi and

Izadpanah (2024) reported that EFL learners generally perceived constructivist learning approaches positively, particularly when learning activities encouraged self-regulation, interaction, and learner autonomy. These findings support the view that constructivist learning environments can facilitate more active and student-centered language learning experiences.

In addition, recent research has highlighted the importance of student ownership as a key characteristic of effective constructivist learning environments. Hancock et al. (2023) found that learner-led learning environments strengthened students' sense of ownership and agency by allowing them to make decisions about their learning processes. Likewise, Lysne et al. (2023) reported that students who experienced greater ownership of learning demonstrated higher levels of motivation and engagement. These findings align with constructivist assumptions that learners become more motivated when they are actively involved in directing their own learning experiences.

Another important constructivist element is social negotiation. Collaborative learning has long been recognized as a core mechanism through which learners construct knowledge. A recent study by Taggart and Wheeler (2023) confirmed that collaborative learning practices reflected key constructivist dimensions, including social negotiation, multiple perspectives, ownership in learning, and knowledge construction. Their findings suggest that opportunities for discussion and collaboration enable learners to develop deeper understanding through interaction with others.

Within EFL contexts, constructivist learning environments have also been associated with improved communication skills, motivation, and learner engagement. For example, Zhao et al. (2024) demonstrated that collaborative design-based learning activities supported by virtual reality enhanced English-speaking performance, reduced learning anxiety, and increased students' motivation and critical thinking. These findings indicate that constructivist learning environments can create meaningful contexts for language use and foster active learner participation.

Despite growing evidence supporting constructivist learning environments, relatively little attention has been given to how different groups of learners respond to specific constructivist learning elements. Existing studies have primarily focused on instructional approaches, technological tools, or learning outcomes, while the influence of learner characteristics such as learning styles and topic preferences remains underexplored. Consequently, further investigation is needed to understand how these learner-related factors shape students' perceptions of constructivist learning experiences.

To address this gap, the present study explores students' responses to five constructivist learning elements across different learning styles and topic preferences in an EFL classroom, while positioning the results as pedagogical input for English learning in Islamic education institutions. Specifically, students were grouped according to their learning styles (auditory, visual, and kinesthetic) and topic preferences (Entertainment & Pop Culture, Experience & Story, and Personal & Daily Life). By examining variations in students' responses to constructivist learning elements, this study contributes to a better understanding of how learner characteristics and topic selection shape constructivist learning experiences that are compatible with Islamic education values such as *adab*, dialogue, responsibility, respect, and meaningful knowledge construction. The findings are expected to provide pedagogical insights for designing more responsive and engaging EFL learning environments in Islamic schools, madrasahs, and Islamic higher education contexts.

Accordingly, the pedagogical implication of the findings is directed toward designing English learning environments that combine learner-selected topics, social negotiation, student ownership, and multiple perspectives with ethical communication, collaborative meaning-making, and responsibility-based participation. In this way, EFL learning can support language competence while also strengthening *adab*, reflective agency, and respectful dialogue.

Method

This study employed a descriptive quantitative research design to explore students' responses to constructivist learning elements across different learning styles and topic preferences. The study focused on describing variations in students' perceptions of constructivist learning experiences rather than examining causal relationships among variables. Descriptive statistics were used to identify response patterns among student groups. The participants were 35 students enrolled in an English language learning program in Indonesia. Prior to the implementation of the learning activities, students were classified according to their dominant learning styles and topic preferences. Learning styles were categorized into auditory, visual, and kinesthetic, while topic preferences were classified into three categories: Entertainment & Pop Culture, Experience & Story, and Personal & Daily Life. Based on the combination of these two variables, the participants were grouped into eight categories: (1) Auditory–Entertainment & Pop Culture, (2) Auditory–Experience & Story, (3) Auditory–Personal & Daily Life, (4) Kinesthetic–Entertainment & Pop Culture, (5) Kinesthetic–Experience & Story, (6) Kinesthetic–Personal & Daily Life, (7) Visual–Entertainment & Pop Culture, and (8) Visual–Personal & Daily Life.

The interpretation of the findings is directed toward the development of constructivist EFL pedagogy that emphasizes learner agency, ethical communication, collaborative meaning-making, and responsibility-based participation in Islamic educational settings. This orientation is used only to discuss the pedagogical meaning of the results; the empirical setting, participants, questionnaire, descriptive analysis, and reported data remain based on the original study design.

Data Collection

Data were collected using a questionnaire designed to measure students' responses to constructivist learning elements. The questionnaire was adapted from constructivist learning principles proposed by Woolfolk (2016) and consisted of five dimensions: (1) Complex Learning Environment/Authentic Task, (2) Social Negotiation, (3) Multiple Perspectives, (4) Knowledge Construction dan (5) Student Ownership.

All questionnaire items were measured using a four-point Likert scale ranging from 1 (strongly disagree) to 4 (strongly agree). Higher scores indicated more positive responses toward the constructivist learning environment. Students participated in English learning activities designed using constructivist principles and organized according to their identified topic preferences. After completing the learning activities, participants responded to the questionnaire to evaluate their learning experiences across the five constructivist elements. The collected responses were then grouped according to students' learning styles and topic preferences.

Data Analysis

The data were analyzed using descriptive statistics. Mean scores were calculated for each constructivist element within each group. The analysis focused on identifying patterns and tendencies in students' responses across different learning styles and topic preferences. Differences among groups were interpreted descriptively based on mean scores and were not intended to indicate statistically significant differences. To facilitate interpretation, mean scores were compared across groups and constructivist elements to identify dominant and less dominant response patterns.

Results

After conducting the research, data were analyzed from 35 students divided into eight groups based on a combination of learning styles, namely auditory, kinesthetic, and visual, and topic preferences, namely Entertainment & Pop Culture, Experience & Story, and Personal & Daily Life. Assessments were carried out on five elements of constructivism adapted from Woolfolk (2016), namely Complex Learning Environment/Authentic Task, Social Negotiation, Multiple Perspectives, Knowledge Construction, and Student Ownership, using a Likert scale of 1-4.

Table 1 Average score of the five elements of constructivism based on students' learning styles and topic preferences

Elements of Constructivism	Group based on Topic Preference and Learning Style								Mean 5 Elements
	AEP	AES	APD	KEP	KES	KPD	VEP	VPD	
1. Complex Learning Environment /authentic task	2,83	2,67	1,5	3,31	3,07	3	2,92	2,25	2,69
2. Social Negotiation	3,17	3	3	3,69	3,21	3,25	3,25	3	3,2
3. Multiple Perspectives	3,29	3,08	3,25	3,94	3,21	3,41	3,38	3,44	3,38
4. Knowledge Construction	3	2,75	2,38	3,58	3,07	3,25	3,04	2,93	3
5. Student Ownership	3,12	3,17	3,5	3,75	3,54	3,5	3,21	3,68	3,43
SUM	15,41	14,67	13,63	18,27	16,1	16,41	15,8	15,3	15,7
MEAN	3,08	2,93	2,73	3,65	3,22	3,28	3,16	3,06	3,14

Notes; AEP (Auditory Entertainment & Pop Culture), AES (Auditory Experience & Story), APD (Auditory Personal & Daily Life), KEP (Kinesthetic Entertainment & Pop Culture), KES (Kinesthetic Experience & Story), KPD (Kinesthetic Personal & Daily Life), VEP (Visual Entertainment & Pop Culture), VPD (Visual Personal & Daily Life).

The analysis revealed that students' responses to the five constructivist learning elements varied across learning styles and topic preferences. Overall mean scores ranged from 2.73 to 3.65, indicating generally positive perceptions of the constructivist learning environment.

Among the eight groups, the Kinesthetic-Entertainment & Pop Culture group demonstrated the highest overall mean score ($M = 3.65$), suggesting the most positive response toward the constructivist learning experience. In contrast, the Auditory-Personal & Daily Life group obtained the lowest overall mean score ($M = 2.73$). Nevertheless, all groups reported mean scores above the midpoint of the scale, indicating favorable perceptions of the learning environment.

A consistent pattern emerged across all groups regarding the five constructivist elements. Complex Learning Environment/Authentic Task received the lowest mean score in every group. Scores for this element ranged from 1.50 to 3.31, with an overall mean of approximately 2.73. This finding suggests that students perceived authentic and cognitively demanding learning tasks less positively than other constructivist elements. In contrast, Student Ownership emerged as the highest-rated constructivist element in five of the eight groups. Scores for this element ranged from 3.12 to 3.94, indicating that students generally perceived a strong sense of responsibility, autonomy, and ownership in their learning process.

Another notable finding was observed among students who shared the same topic preference. Regardless of learning style, the three groups that preferred Entertainment & Pop Culture consistently reported their highest scores on the Multiple Perspectives element.

Specifically, the Auditory–Entertainment & Pop Culture, Kinesthetic–Entertainment & Pop Culture, and Visual–Entertainment & Pop Culture groups all demonstrated stronger responses to Multiple Perspectives than to other constructivist elements. This pattern suggests that entertainment and popular culture topics may provide richer opportunities for students to explore diverse viewpoints and interpretations.

In contrast, students who preferred Experience & Story and Personal & Daily Life tended to report their highest scores on Student Ownership. This finding indicates that topics closely related to personal experiences and everyday life may encourage learners to feel more personally connected to and responsible for their learning activities. When responses were analyzed according to learning styles, kinesthetic learners showed the highest overall mean score ($M = 3.3$), followed by visual learners ($M = 3.1$) and auditory learners ($M = 2.9$). Although the differences were interpreted descriptively rather than statistically, the results suggest that kinesthetic learners responded more positively to the constructivist learning environment than the other groups.

Overall, the findings indicate that students' responses to constructivist learning elements are influenced by both learning styles and topic preferences. While learning styles appeared to be associated with differences in overall response levels, topic preferences seemed to be more closely related to the emergence of specific constructivist elements, particularly Multiple Perspectives and Student Ownership.

Discussion

The present study explored students' responses to five constructivist learning elements across different learning styles and topic preferences. The findings revealed three major patterns. First, Complex Learning Environment/Authentic Task consistently received the lowest mean scores across all groups. Second, students who shared the Entertainment & Pop Culture topic preference demonstrated the highest responses to Multiple Perspectives regardless of learning style. Third, Student Ownership emerged as the highest-rated constructivist element in most groups, particularly among students who preferred Experience & Story and Personal & Daily Life topics.

The finding that Complex Learning Environment/Authentic Task received the lowest ratings across all groups suggests that students perceived authentic and cognitively demanding learning tasks less positively than other constructivist elements. According to constructivist theory, authentic tasks are designed to engage learners in real-world problem-solving and meaningful knowledge application (Woolfolk, 2016). However, such tasks often require learners to assume greater responsibility, make decisions independently, and cope with uncertainty. These demands may explain why students responded less positively to this element. This finding is consistent with the study by Faridi and Izadpanah (2024), who found that although EFL learners generally valued constructivist learning environments, they experienced difficulties when learning activities required high levels of self-regulation and independent learning. Similarly, Pan et al. (2024) reported that students benefited from constructivist-oriented classroom practices but required sufficient instructional support to actively engage in complex learning processes. Therefore, the relatively low scores on authentic tasks may reflect the challenges students face when transitioning from more teacher-centered learning experiences to learner-centered constructivist environments.

For Islamic education institutions, the low response to authentic tasks is pedagogically important. Constructivist learning does not automatically become effective when students are asked to solve complex problems; learners need scaffolding, modeling, guided questioning, peer support, rubrics, and reflective feedback. This scaffolding can be connected to the educational functions of *ta'lim*, *tarbiyah*, and *ta'dib*: knowledge is introduced, character is nurtured, and

responsibility is practiced through guided experience (Al-Attas, 1999; Halstead, 2004; Pan et al., 2024; Banihashem et al., 2022).

This point is also supported by research on engagement in language learning and constructivist learning design. Hiver et al. (2024) emphasize that engagement in language learning involves behavioral, cognitive, emotional, and social participation, while Banihashem et al. (2022) show that constructivist learning design can support engagement and self-regulation when learners receive meaningful guidance. Thus, the low rating of authentic tasks should not be read as rejection of constructivist learning; rather, it indicates the need for gradual task complexity, clearer teacher facilitation, and reflective support.

A particularly noteworthy finding concerns the consistently high scores on Multiple Perspectives among students who preferred Entertainment & Pop Culture topics. Interestingly, this pattern appeared across auditory, visual, and kinesthetic learners, suggesting that topic preference may have exerted a stronger influence than learning style on this constructivist element. Entertainment and popular culture topics often involve media texts, social trends, films, music, celebrities, and online content that can be interpreted from multiple viewpoints. Such characteristics naturally encourage discussion, comparison, evaluation, and critical reflection. This finding aligns with constructivist principles emphasizing that knowledge develops through exposure to diverse perspectives and the negotiation of meaning (Fosnot, 2013). It also supports previous EFL research indicating that familiar and engaging topics increase students' willingness to participate in discussions and express opinions. For example, studies on popular culture in language education have shown that contemporary media-related topics promote interaction, critical thinking, and meaningful communication because students are already familiar with the content and possess diverse personal viewpoints regarding the issues discussed. The current findings extend this line of research by demonstrating that topic preference may specifically facilitate the emergence of the Multiple Perspectives element within constructivist learning environments.

In Islamic education contexts, the prominence of Multiple Perspectives is pedagogically meaningful. Islamic education in plural societies requires learners to listen carefully, compare arguments, and avoid a single unexamined interpretation. EFL topics related to popular culture, media, and daily experience can become safe pedagogical spaces for practicing ethical dialogue, critical comparison, and respectful disagreement. This is consistent with intercultural language education and recent religious-moderation studies that emphasize dialogue, empathy, moderation, and global citizenship (Byram, 1997; Saada, 2023; Taufiqi, 2024; Puspitasari & Khasanah, 2024; Rohmana et al., 2024).

Nevertheless, the use of entertainment and popular culture topics requires careful pedagogical framing. Such topics can stimulate multiple perspectives, but they also carry commercial, digital, and cultural values that need to be examined critically. Teachers can transform these topics into ethically guided discussion by asking students to identify messages, compare viewpoints, evaluate language use, and connect the discussion to values such as moderation, respect, and responsibility. This approach is consistent with studies on integrating Islamic values and religious moderation into English learning materials (Astuti et al., 2024; Budiasih et al., 2023; Puspitasari & Khasanah, 2024; Munif et al., 2025).

Another important finding is that Student Ownership emerged as the highest-rated constructivist element in five of the eight groups, particularly among students who preferred Experience & Story and Personal & Daily Life topics. This finding may be attributed to the personal relevance of these topics. When students are invited to discuss their own experiences, memories,

routines, and everyday situations, they are likely to perceive learning activities as personally meaningful. Constructivist theory posits that learning is strongly influenced by prior knowledge and personal experience (Bruner, 1996; Woolfolk, 2016). Consequently, learning activities that connect directly to learners' lives may strengthen their sense of agency and ownership. This interpretation is supported by Hancock et al. (2023), who found that student-centered learning environments enhanced learners' ownership and agency by allowing them to make meaningful contributions to the learning process. Likewise, Lysne et al. (2023) reported that students who experienced greater ownership over learning activities demonstrated higher levels of motivation and engagement. The present study extends these findings by suggesting that topic preference may serve as an important pedagogical mechanism for fostering student ownership in constructivist classrooms.

The strong response to Student Ownership is also relevant to Islamic education pedagogy. In Islamic educational thought, learners are expected to become morally responsible subjects who seek knowledge with sincerity, discipline, and accountability. In language classrooms, student ownership appears when students prepare ideas, choose meaningful topics, listen to peers, speak politely, and connect personal experiences with broader ethical meanings. This interpretation aligns with recent learner autonomy and self-regulated learning research, which emphasizes goal-setting, responsibility, reflection, feedback, and active participation (Lien, 2022; Hancock et al., 2023; Lysne et al., 2023; Mohebbi, 2025).

However, student ownership should not be equated with unrestricted autonomy. In Islamic education, agency is ideally guided by *adab*, teacher facilitation, and responsible participation. Therefore, ownership can be developed through structured choices: students may select topics, negotiate group roles, prepare arguments, reflect on feedback, and evaluate their communication ethics. This balanced form of ownership helps learners become active without weakening classroom discipline or moral direction (Sahin, 2018; Schröter, 2025; Silaturahmi et al., 2025).

The results also revealed differences in overall responses across learning styles. Kinesthetic learners reported the highest overall mean scores, followed by visual and auditory learners. Although these differences were relatively small and were interpreted descriptively rather than statistically, the findings suggest that kinesthetic learners may have responded more positively to the active and experiential characteristics of constructivist learning environments. This interpretation is consistent with the view that constructivist learning emphasizes active participation, collaboration, and experiential engagement, which are often associated with kinesthetic learning preferences. Nevertheless, the relatively small difference between kinesthetic and visual learners suggests that well-designed constructivist learning environments can accommodate diverse learner characteristics. More importantly, the finding that students from different learning styles demonstrated similar response patterns when sharing the same topic preference points to the potentially influential role of topic selection.

At the same time, learning styles should be interpreted cautiously. Contemporary reviews warn that fixed learning-style labels should not be used to limit students or to prescribe a single instructional path. In this study, learning styles are used descriptively to understand participation tendencies, not to classify students rigidly. Therefore, the stronger implication is to diversify learning tasks through speaking, visual materials, movement, collaboration, reflection, and ethical discussion so that different learners can access the same constructivist goals (Husmann & O'Loughlin, 2019; Newton & Salvi, 2020; Precelas & Napil, 2024).

Taken together, the findings suggest that learning styles and topic preferences contribute to students' constructivist learning experiences in different ways. Learning styles appear to influence

the overall level of positive responses, whereas topic preferences appear to shape the emergence of specific constructivist elements. The fact that students with different learning styles but identical Entertainment & Pop Culture preferences consistently reported the highest scores on Multiple Perspectives suggests that topic preference may be a more powerful factor in shaping particular constructivist experiences than learning style alone. This finding contributes to the growing body of learner-centered research by highlighting topic preference as an underexplored yet potentially significant factor in constructivist learning design. Therefore, the study provides evidence that instructional topics should not be viewed merely as content to be learned but also as pedagogical resources that can facilitate specific dimensions of constructivist learning in EFL classrooms.

The findings also suggest that topic preference can work as a bridge between students' lived experiences and the moral-communicative aims of Islamic education. Popular culture, personal stories, and daily-life topics are not neutral; they carry values, identities, and social meanings. When teachers guide these topics through reflective questions, collaborative inquiry, and respectful classroom norms, EFL learning becomes a community of practice in which students learn language, negotiate meaning, and form ethical communication habits. Recent studies on English learning materials in Islamic contexts similarly show that values such as moderation, tolerance, responsibility, and respect can be integrated through topic selection, classroom dialogue, and reflective tasks rather than through direct moral instruction alone (Budiasih et al., 2023; Irwansyah, 2022; Anggaira et al., 2025; Gumelar & Jubaedah, 2025).

These findings also offer practical implications for learning methods and learning-environment development in Islamic education institutions. Teachers can select familiar topics while guiding students to examine them critically and ethically; design group discussions that train listening and respectful disagreement; provide authentic tasks gradually through scaffolding; and assess not only linguistic performance but also participation, responsibility, and communication ethics. In this way, constructivist EFL learning can support the broader mission of Islamic education by connecting language competence with adab, agency, collaboration, and meaningful knowledge construction (Sahin, 2018; Schröter, 2025; Valarthodi, 2025; Silaturahim et al., 2025).

Conclusion

This study explored students' responses to five constructivist learning elements across different learning styles and topic preferences in an EFL context. The findings revealed that students generally responded positively to the constructivist learning environment, although variations were observed across learner groups. Among the five constructivist elements, Complex Learning Environment/Authentic Task consistently received the lowest ratings across all groups, suggesting that authentic and cognitively demanding tasks remain challenging for many students. In contrast, Student Ownership emerged as the highest-rated element in most groups, indicating that students perceived a strong sense of responsibility and involvement in their learning processes.

A notable finding of this study is the consistent pattern observed among students who shared the Entertainment & Pop Culture topic preference. Regardless of their learning styles, these students reported the highest responses to Multiple Perspectives, suggesting that such topics provide greater opportunities for learners to explore diverse viewpoints and engage in critical reflection. Meanwhile, students who preferred Experience & Story and Personal & Daily Life topics tended to report the highest responses to Student Ownership, indicating that personally relevant topics may strengthen learners' sense of agency and engagement.

The findings suggest that learning styles and topic preferences contribute to students' constructivist learning experiences in different ways. While learning styles appear to influence the

overall level of students' responses, topic preferences seem to play a more significant role in facilitating specific constructivist learning elements. In particular, the results indicate that topic preference may be an important yet underexplored factor in constructivist learning design.

This study contributes to the literature on constructivist learning and Islamic education pedagogy by highlighting the value of integrating students' topic preferences into instructional design. The findings suggest that carefully selected topics can facilitate particular dimensions of constructivist learning, such as Multiple Perspectives and Student Ownership. For Islamic education institutions, the practical implication is that EFL teachers can integrate learner-selected topics with guided ethical reflection, collaborative discussion, and responsibility-based assessment. Such integration supports English learning while strengthening adab, respectful communication, student agency, and openness to diversity in accordance with the educational mission of Islamic institutions.

Future studies may extend this work by examining constructivist EFL learning in madrasahs, pesantren-based formal schools, and Islamic universities with larger samples and inferential analysis. Further research may also investigate how topic preference, Islamic values, student ownership, and classroom dialogue interact in shaping language competence and moral-communicative character.

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