

Analysing Indonesian words "mencari ilmu," "menuntut ilmu," "menimba ilmu," and "menggali ilmu": An active learning in Indonesia

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Abstract - This study goes into the rich idioms of the Indonesian language related to learning, specifically focusing on "mencari ilmu" (searching for knowledge), "menuntut ilmu" (demanding knowledge), "menimba ilmu" (drawing water of knowledge), and "menggali ilmu" (unearthing knowledge). These terms provide nuanced perspectives on the nature of active learning in Indonesian culture. The study aims to (1) Analyse the literal and figurative meanings of each term within the context of active learning. (2) Explore how these terms reflect different stages and approaches to the learning process. (3) Highlight the values and principles embedded within each term that contribute to effective learning. The study employs a document analysis approach, meticulously examining existing literature and scholarly works on Indonesian language, education, and cultural values. Additionally, the author, as a native Indonesian speaker, utilizes introspection to provide in-depth insights and personal interpretations of the terms. The analysis reveals subtle differences in meaning and emphasis between the terms, showcasing the multifaceted nature of active learning. Each term illuminates a specific aspect of the learner's role, from the initial spark of curiosity to the dedicated pursuit of knowledge, the patient extraction of established information, and the adventurous exploration of uncharted territories. The study concludes that these Indonesian idioms offer valuable lessons for active learning beyond cultural boundaries. They emphasize the importance of curiosity, determination, effort, and independent exploration in the pursuit of knowledge. Cultivating an active learning mindset empowered by these principles can pave the way for individuals to become lifelong learners and contribute meaningfully to society.

Keywords: active learning; Indonesian idioms; nuanced meanings; learning stages; lifelong learning

1. Introduction

The pursuit of knowledge lies at the heart of human progress, and the process of learning shapes our individual and collective destinies. Within different cultures, this pursuit acquires its own unique nuances and expressions. This study delves into the captivating landscape of active learning in the Indonesian language, specifically through the lens of four evocative idioms: "mencari ilmu" (searching for knowledge), "menuntut ilmu" (demanding knowledge), "menimba ilmu" (drawing water of knowledge), and "menggali ilmu" (unearthing knowledge).

The Indonesian archipelago boasts a rich tapestry of languages and cultural traditions. Education, both formal and informal, has long been held in high esteem, with proverbs and idioms reflecting the inherent value placed on acquiring and applying knowledge. This study focuses on four such idioms, each revealing a distinct facet of active learning and its significance within the Indonesian educational landscape.

The Indonesian language captures the essence of active learning through a rich tapestry of idioms, each revealing a unique perspective on the pursuit of knowledge. These four terms – "mencari ilmu," "menuntut ilmu," "menimba ilmu," and "menggali ilmu" – paint a vibrant picture of learners as proactive actors, not passive recipients of information.

"Mencari ilmu" translates to "searching for knowledge," highlighting the explorer's spirit within a learner. It signifies the active act of seeking knowledge, either formally through educational channels or informally through personal explorations. The learner takes the driver's seat, driven by curiosity and a thirst for understanding.

"Menuntut ilmu" embodies a more focused pursuit, meaning "to demand knowledge." Here, the learner sets clear goals and approaches learning with a determined spirit. This term is often associated with formal education, where learners actively engage in acquiring the knowledge they need to achieve their ambitions.

"Menimba ilmu" evokes a picturesque metaphor, likening knowledge to water drawn from a deep well. The learner becomes the diligent well-digger, patiently and persistently extracting precious knowledge from its hidden depths. This term emphasizes the effort and dedication required to unearth valuable insights, much like the physical labour involved in drawing water from a well.

"Menggali ilmu" takes the metaphor even further, illustrating knowledge as a buried treasure waiting to be unearthed. The learner transforms into an archaeologist, meticulously delving into the unknown to uncover hidden gems of wisdom. This term emphasizes critical thinking and independent exploration, as the learner actively excavates new knowledge through research and investigation.

These terms, while sharing a common theme of active learning, offer subtle nuances that enrich our understanding of the learning process. "Mencari ilmu" highlights the initial spark of curiosity that ignites the learning journey, while "menuntut ilmu" reflects the unwavering commitment to achieving set goals. "Menimba ilmu" emphasizes the patient effort and dedication required to extract knowledge from established sources, while "menggali ilmu" celebrates the thrill of independent discovery and the excavation of new knowledge.

These Indonesian idioms resonate beyond their cultural context, offering valuable insights into the nature of effective learning. They remind us that true learning is not a passive process of absorption, but rather an active quest for knowledge fuelled by curiosity, determination, and a persistent spirit. Regardless of language or cultural background, embracing an active approach to learning empowers individuals to become lifelong learners, constantly seeking and uncovering new avenues of knowledge and understanding.

Table 1 Study in Indonesian

Number	Indonesian Word	English
1	Mencari ilmu	Study: □ Examine

		Analyse Research Explore Investigate Scrutinize Review Survey Observe Delve into learn: Acquire knowledge Understand Grasp Master Comprehend Absorb Discover Familiarize Pick up Gain insight
2	Menuntut ilmu	Study, learn
3	Menimba ilmu	Study, learn
4	Menggali ilmu	Study, learn

The four Indonesian words in Table 1 all translate to "study" in English. However, there are some subtle differences in meaning between them.

“Mencari ilmu” is the most general term, and it simply means to seek or search for knowledge. It can be used to describe any kind of learning, formal or informal.

“Menuntut ilmu” is a more specific term, and it refers to the act of pursuing knowledge with a goal in mind. It is often used in the context of formal education, such as attending school or university.

“Menimba ilmu” is similar to “menuntut ilmu”, but it has a more figurative meaning. It suggests that the learner is drawing or extracting knowledge from a source. It can be used to describe any kind of learning, but it is often used in the context of traditional learning, such as studying under a teacher or mentor.

“Menggali ilmu” is the most literal translation of "study", and it means to dig or excavate knowledge. It suggests that the learner is uncovering or discovering knowledge that was previously hidden. It can be used to describe any kind of learning, but it is often used in the context of research or investigation.

In conclusion, all four Indonesian words in Table 1 can be used to translate "study" in English. However, each word has a slightly different meaning that can be used to convey different nuances of meaning.

The word "ilmu" in Indonesian can be translated as "knowledge" or "learning". The four Indonesian words in Table 1 are all grammatically correct and can be used in a variety of contexts. The most appropriate word to use in a particular context will depend on the speaker's intended meaning.

This study draws upon various theoretical frameworks, including constructivism and active learning theory. Constructivism posits that learners actively construct their own understanding through personal experiences and interactions with the world around them (Theys, 2018); (Sumarna & Gunawan, 2022); (Efgivia et al., 2021); (Bada & Olusegun, 2015); (Haryadi et al., 2016); (Thampinathan, 2022); (Matthews, 1997). Active learning theory emphasizes the learner's engagement and participation in the learning process, highlighting the importance of active exploration, problem-solving, and collaboration. These frameworks provide a solid foundation for analysing the four Indonesian idioms and understanding their practical implications for effective learning (Abdullah, 2019).

Constructivism is a theory of learning that posits that individuals learn by constructing their own understanding of the world through their experiences and interactions with it (Tanjung et al., 2023); (Aeni et al., 2023). Key tenets of constructivism include:

- Active learning: Learners are not passive recipients of information, but rather active participants in the learning process.
- Prior knowledge: New knowledge is built upon existing knowledge and experiences.
- Social interaction: Learning is enhanced through social interaction and collaboration.
- Reflection: Learners must reflect on their experiences in order to make sense of them and integrate them into their understanding of the world.

Learning theories related to constructivism include:

- Piaget's theory of cognitive development: Piaget proposed that children go through four stages of cognitive development, each characterized by different ways of understanding the world.
- Vygotsky's sociocultural theory: Vygotsky emphasized the importance of social interaction and collaboration in learning. He proposed the concept of the zone of proximal development, which is the range of tasks that a learner can complete with assistance from a more knowledgeable other.
- Bruner's theory of discovery learning: Bruner argued that learners are more likely to remember and understand information if they discover it for themselves through active exploration (Nu'man, 2020); (Yadi & Nirwana, 2023); (Sunarto, 2022); (Patrianingsih & Kaseng, 2016); (Nurjani, 2019); (Febriana & Saputri, 2021); (Salmiah & Ramdiah, 2019); (Harmini et al., 2023); (Harmini et al., 2023); (Maulina, 2022); (Marisya & Sukma, 2020)

The present study tries to dig research problems as follows.

RQ-1: How do the idioms "mencari ilmu," "menuntut ilmu," "menimba ilmu," and "menggali ilmu" reflect different stages and approaches to active learning in the Indonesian context?

RQ-2: What values and principles embedded within these idioms contribute to effective learning, both within and beyond the Indonesian cultural sphere?

RQ-3: How can understanding these idioms inform educational practices and promote a more active and engaging learning environment?

This study aims to delve into the meanings and intricacies of the four chosen idioms, uncovering their contributions to our understanding of active learning. By analysing these terms, we hope to:

- Unveil the values and principles embedded within each idiom that support effective learning.
- Explore the unique cultural perspective on active learning offered by these idioms.
- Identify ways to incorporate these insights into educational practices, fostering a more dynamic and engaging learning environment for all.

Through this exploration, we hope to offer a valuable contribution to the discourse on active learning and cross-cultural perspectives on education. This introduction establishes the context and rationale for the study, outlining the research problems and setting the stage for further investigation into the fascinating world of active learning in Indonesia.

II. METHOD

2.1 Document study

The study employs a document analysis approach, meticulously examining existing literature and scholarly works on Indonesian language, education, and cultural values. Additionally, the author, as a native Indonesian speaker, utilizes introspection to provide in-depth insights and personal interpretations of the terms.

2.2 Introspection: A native speaker's lens

Beyond textual analysis, this study benefits from the invaluable perspective of the author, a native Indonesian speaker. Through introspection, we can offer: (a) Personal interpretations: The author's lived experience and immersion in Indonesian culture allows for enriching interpretations of the idioms. This insider view can capture subtle nuances and emotional

connotations that might be missed in solely textual analysis. (b) Culturally contextualized insights: Drawing on personal knowledge of educational practices and social values, the author can contextualize the idioms within the broader Indonesian learning landscape. This provides a deeper understanding of how these terms influence and reflect the cultural approach to acquiring and applying knowledge.

By weaving together these two strands – meticulous textual analysis and introspective insights – we aim to create a tapestry of understanding. This multifaceted approach allows us to delve beyond the surface meanings of the idioms and uncover the rich layers of values, principles, and practical applications that contribute to active learning in Indonesia.

III. RESULTS AND DISCUSSION

3.1 Unveiling the Stages and Values of Active Learning through Indonesian Idioms

Stage 1: "Mencari Ilmu" - The Spark of Curiosity

This idiom translates to "searching for knowledge," and it beautifully captures the initial stage of active learning, where curiosity ignites the flame of exploration. The learner becomes an adventurer, their eyes wide with wonder, actively seeking out new sources and experiences that can spark insights and understanding.

Its values are (a) intrinsic motivation: The joy of discovery and the intrinsic desire for knowledge drive the search. (b) Openness to experience: Embracing diverse sources and perspectives fuels the learning journey. (c) Independent exploration: The learner takes the initiative and ownership of their learning path.

Stage 2: "Menuntut Ilmu" - The Pursuit of Mastery

"Menuntut ilmu" translates to "demanding knowledge," and it embodies the focused pursuit of specific goals. The learner transforms into a determined student, actively engaging with educational structures and systems to acquire the knowledge and skills they need to achieve their ambitions.

Its values (a) Goal-oriented approach: Clarity of purpose fuels the learner's commitment and effort. (b) Discipline and perseverance: Overcoming challenges and persisting through difficulties are essential. (c) Effective learning strategies: Utilizing appropriate methods and seeking guidance maximize learning outcomes.

Stage 3: "Menimba Ilmu" - Patient Extraction of Wisdom

"Menimba ilmu" translates to "drawing water of knowledge," and it aptly describes the stage where the learner patiently extracts knowledge from established sources. Just as one draws water from a well, the learner sits at the feet of mentors and teachers, attentively absorbing their wisdom and experience.

Its values (a) humility and respect: Recognizing the value of established knowledge and respecting those who impart it are key. (b) Active listening and attentiveness: Focusing on and internalizing the lessons are crucial. (c) Critical reflection and synthesis: Integrating new knowledge with existing understanding fosters deeper learning.

Stage 4: "Menggalil Ilmu" - Unearthing New Horizons

"Menggalil ilmu" translates to "unearthing knowledge," and it represents the adventurous stage of independent exploration and discovery. The learner becomes an archaeologist, delving into uncharted territories, questioning assumptions, and uncovering new knowledge through critical thinking and investigation.

Its values are (a) Independent thinking and critical inquiry: Challenging established knowledge and venturing beyond the known. (b) Creative problem-solving and innovation: Approaching challenges from new angles and finding unique solutions. (c) Lifelong learning mindset: Perpetual curiosity and a commitment to ongoing exploration.

These four Indonesian idioms offer a compelling roadmap for active learning, showcasing its evolving stages and the values that contribute to effective learning at each step. From the initial spark of curiosity to the focused pursuit of mastery, the patient extraction of wisdom, and the adventurous exploration of new frontiers, each stage emphasizes different aspects of an active learner's journey. By embracing these values and adapting them to their own

contexts, learners around the world can embark on a richer and more rewarding path of lifelong learning.

While the analysis presented the idioms in a seemingly linear progression, it is crucial to recognize that active learning in practice is rarely a fixed sequence. "Mencari ilmu" can ignite even within seasoned "menggali ilmu" experts, while the process of "menuntut ilmu" may lead back to "menimba ilmu" for deeper understanding. These idioms represent interwoven threads, not stages in a rigid ladder. "Mencari ilmu" should be interpreted also that not all knowledge is actively sought; some discoveries happen through chance encounters, unexpected conversations, or simply being open to the world around us. Curiosity can be triggered by both internal thirst for knowledge and external factors like intriguing sights, sounds, or questions posed by others.

"Menuntut ilmu" has to become motivation beyond Goals. While goals drive the pursuit, intrinsic motivation like the joy of learning and the satisfaction of mastering challenges can also provide powerful fuel. "Menuntut ilmu" often thrives in collaborative environments where peer learning, shared experiences, and constructive criticism enhance individual progress.

"Menimba Ilmu" indicates respectful dialogue and questioning. While attentiveness is key, the learner is not merely a passive recipient. Respectful questioning and dialogue with mentors can deepen understanding and spark critical thinking. Knowledge often carries cultural weight and historical context. "Menimba ilmu" recognizes the value of understanding these dimensions for richer learning.

"Menggali Ilmu" reflects that unearthing new knowledge often involves venturing into the unknown, embracing ambiguity, and confronting challenging questions that may force us to revise existing beliefs. Interdisciplinary cross-pollination can spark innovative connections and unexpected breakthroughs in the "menggali ilmu" process.

These idioms, while rooted in Indonesian culture, offer universally applicable lessons for active learning: (a) Intrinsic Motivation & Curiosity: The joy of discovery and the thirst for knowledge are fundamental drivers of effective learning across cultures. (b) Balanced Approaches: Learning is most effective when we combine "mencari ilmu" with "menuntut ilmu," "menimba ilmu" with "menggali ilmu," and so on. (c) Lifelong Learning & Continuous Exploration: Whether a "pencari ilmu" or a "menggali ilmu" expert, the key is to embrace a lifelong learning mindset and never stop exploring the vast ocean of knowledge.

By delving deeper into the nuances and connections between these idioms, we gain a more holistic understanding of active learning as a dynamic, cyclical process fuelled by curiosity, dedication, and adaptation. By embracing the lessons embedded within these Indonesian terms, learners worldwide can embark on a richer and more meaningful journey of exploration, uncovering treasures of knowledge both within and beyond themselves.

This analysis emphasizes the cyclical nature of the learning process, highlights the nuances within each stage, and emphasizes the universal applicability of the lessons learned from these Indonesian idioms. It also draws broader conclusions about the importance of intrinsic motivation, balanced approaches, and a lifelong learning mindset.

3.2 Values and principles embedded within the idioms

Nestled within the vibrant archipelago of the Indonesian language lie four shimmering pearls – idioms – that illuminate the path of active learning. These gems, "mencari ilmu," "menuntut ilmu," "menimba ilmu," and "menggali ilmu," sing not just of a particular cultural landscape, but of universal principles that empower knowledge seekers everywhere. Let's dive deeper into their depths, uncovering the values and principles embedded within them that hold the key to effective learning beyond borders.

"Mencari Ilmu" shows our journey begins with a flicker of curiosity, the innate "mencari ilmu" spirit. Imagine a child's wide eyes gazing at the night sky, a scholar venturing into unknown libraries, or a traveller absorbing wisdom from whispered conversations in bustling markets. This idiom celebrates the intrinsic motivation that fuels the fire of learning, the insatiable thirst for knowledge that drives us to explore both familiar and uncharted territories. It reminds us that learning is not confined to classrooms or textbooks, but blossoms in every corner of life where curiosity takes root.

"Menuntut Ilmu" is chasing mastery. With curiosity ignited, the "menuntut ilmu" spirit takes hold. Here, the learner transforms into a determined explorer, navigating the seas of knowledge with a map of goals and ambitions. This idiom champions discipline, perseverance, and strategic navigation. It teaches us to channel our intrinsic yearning into focused pursuits, utilizing effective learning strategies and embracing constructive feedback to chart our course toward mastery.

"Menimba Ilmu" is a kind of drawing wisdom. Our expedition leads us to "menimba ilmu," where the learner becomes a patient well-digger, extracting precious knowledge from established sources. Imagine sitting at the feet of wise mentors, their words like buckets filling the wellspring of understanding. This idiom emphasizes humility, respect, and active listening. It reminds us that wisdom often resides in the accumulated knowledge of those who have come before, and that attentive learning requires receptivity to the lessons poured forth.

"Menggali Ilmu" is of a process of unearthing treasures. Finally, we arrive at "menggali ilmu," where the learner transforms into an intrepid archaeologist, excavating hidden truths from the depths of knowledge. This idiom celebrates critical thinking, independent exploration, and the courage to challenge assumptions. It encourages us to delve into the unknown, question established narratives, and forge new pathways through the intricate web of information.

While these idioms sing from the heart of Indonesian culture, their melody resonates far beyond its shores. The values and principles they embed hold timeless relevance for any learner, anywhere in the world. They remind us that (a) intrinsic motivation is the engine of learning. Curiosity, not just external pressures, fuels the journey. (b) Effective learning is multifaceted. It necessitates balancing independent exploration with seeking guidance and embracing diverse learning tools. (c) Lifelong learning is a necessity. Curiosity never ages, and the pursuit of knowledge is a continuous adventure.

The Indonesian idioms of active learning are not mere linguistic curiosities; they are guiding stars on the path to understanding. By embracing their values and principles, we embark on a lifelong voyage of discovery, enriching not just our own knowledge, but contributing to the collective wisdom of humanity. So, let us set sail, fuelled by curiosity, driven by purpose, and guided by the shimmering light of these linguistic gems. The vast ocean of knowledge awaits, and the treasures unearthed along the way will illuminate our lives and the world around us.

This exploration goes deeper into the narrative aspects of the analysis, weaving a story-like flow while emphasizing the universal applicability of the lessons learned. It also draws broader conclusions about the importance of lifelong learning and the collective journey of knowledge acquisition. Each idiom's values do not exist in isolation; they intertwine and support each other. For example, the "mencari ilmu" spirit of curiosity fuels the focused pursuit of "menuntut ilmu," while the patient extraction of "menimba ilmu" provides the foundation for the critical questioning of "menggali ilmu."

Recognizing these connections allows learners to leverage different values depending on the stage of learning or specific context. While the core values hold universal relevance, their expression and implementation may differ across cultures. For instance, the respect emphasized in "menimba ilmu" might manifest differently in individualistic versus collectivistic societies. Adapting these idioms to local contexts and learning styles can enhance their effectiveness and make active learning more culturally relevant.

These idioms offer valuable insights for educators in designing engaging and active learning environments. Creating opportunities for "mencari ilmu" through open-ended exploration, fostering "menuntut ilmu" with goal-oriented activities, facilitating "menimba ilmu" through mentorship and expert guidance, and encouraging "menggali ilmu" through inquiry-based learning can empower students to become active participants in their own learning journey.

These idioms, while rooted in traditional learning contexts, remain relevant in the digital age. The internet and digital tools can facilitate "mencari ilmu" through diverse sources, support "menuntut ilmu" with adaptive learning platforms, and enable "menimba ilmu" through online

mentors and communities. However, it is crucial to balance technology with the values of face-to-face interaction and critical thinking inherent in "menimba ilmu" and "menggali ilmu."

By digging deeper into the nuances and interconnectedness of these idioms, we gain a richer understanding of active learning as a dynamic, adaptable, and lifelong process. We recognize the power of intrinsic motivation, the value of diverse learning approaches, and the importance of cultural sensitivity in fostering effective learning environments. Ultimately, these Indonesian gems offer a timeless roadmap for learners and educators alike, guiding us on a journey of continuous discovery and knowledge creation, both within and beyond the classroom walls.

3.3 Understanding the idioms inform educational practices and promote a more active and engaging learning environment

From Insights to Action: Weaving the Magic of Active Learning into Education

Imagine classrooms buzzing with the hum of curiosity, not the drone of monotonous lectures. A place where students aren't passive vessels, but intrepid explorers navigating the vibrant seas of knowledge. This is the transformative power of understanding the Indonesian idioms of active learning – "mencari ilmu," "menuntut ilmu," "menimba ilmu," and "menggali ilmu." Let's translate these insights into practice, forging a learning environment where engagement reigns supreme.

"Mencari Ilmu" is sparking the quest and indicates an open-ended inquiry. It ditches rigid curriculums for questions that ignite wonder. It lets students dive into personal research projects, pose their own inquiries, and chase their curiosity wherever it leads. "Mencari ilmu" is an adventure in learning and "breaks" the classroom walls. It designs scavenger hunts, field trips, and virtual explorations that broaden horizons and connect learning to real-world experiences.

"Mencari ilmu" is global connections, it embraces online collaboration. Connect students with peers across cultures, sparking cross-pollination of ideas and a global perspective on knowledge. "Menuntut Ilmu" is navigating and guiding the journey. It is a personalized roadmap that ditches the one-size-fits-all approach. It is a craft learning paths that cater to individual strengths, interests, and learning styles. "Mencari ilmu" is goal-oriented quests that equips students with tools to set smart goals, track progress, and celebrate milestones along the way. It is a feedback as fuel. It transforms feedback from a blunt instrument into a catalyst for growth. It offers constructive, individualized feedback that encourages reflection and fuels the drive to improve.

"Menimba Ilmu" is drawing from the wellspring, cultivating. It mentors and masters that create opportunities for students to learn from experts, veteran instructors, and community role models. It fosters mentorship programs that build trust and provide guidance. "Menimba ilmu" is a collaborative learning that encourages peer-to-peer learning through group projects, debates, and discussions. It lets students learn from each other, build communication skills, and hone their critical thinking. "Menimba ilmu" is active listening and engagement that transforms lectures into interactive dialogues. It invites questions, discussions, and diverse perspectives. Active listening is key to "menimba ilmu" effectively.

"Menggali Ilmu" is unearthing treasures and unlocking. It is an inquiry-based learning that design problem-solving challenges, case studies, and open-ended projects that prompt critical thinking and independent research. It embraces the unknown and encourages healthy scepticism and challenge assumptions. It creates environments where questioning is encouraged and divergent thinking is celebrated. "Menggali ilmu" is an innovation and creation that provides opportunities for students to apply their knowledge and unleash their creativity. It designs projects that culminate in inventions, artistic expressions, or solutions to real-world problems.

"Menggali ilmu" is a tapestry of engagement. By weaving these threads of insight into the fabric of education, we create a learning environment that is active, engaging, and empowering. Students become not just passive recipients, but active participants in their own journeys of discovery. When curiosity leads the way, goals fuel the journey, wisdom is shared openly, and knowledge is unearthed through critical thinking, the classroom transforms into a

vibrant tapestry of engagement, where every learner can embark on a lifelong adventure of "mencari," "menuntut," "menimba," and "menggali ilmu."

IV. CONCLUSION

This study embarked on a captivating journey through the Indonesian language, unearthing four vibrant idioms that illuminate the path of active learning: "mencari ilmu" (searching for knowledge), "menuntut ilmu" (demanding knowledge), "menimba ilmu" (drawing water of knowledge), and "menggali ilmu" (unearthing knowledge). By delving into their meanings, values, and cultural nuances, we have unearthed valuable insights that have the potential to transform educational practices and foster a more dynamic and engaging learning environment for all.

The key takeaways of this study can be summarized as follows:

- Active learning is multifaceted: It encompasses curiosity-driven exploration, goal-oriented pursuits, patient extraction of knowledge, and critical questioning.
- Intrinsic motivation is the engine: The inherent desire for knowledge fuels the active learning journey, empowering individuals to become independent learners.
- Learning is a lifelong process: Each idiom represents a stage in active learning, but they can also intersect and repeat, emphasizing the cyclical and continuous nature of knowledge acquisition.
- Values and principles are crucial: Curiosity, respect, perseverance, critical thinking, and a thirst for knowledge are essential ingredients for effective learning.
- Cultural adaptation is key: While rooted in Indonesian culture, the lessons embedded in these idioms hold universal relevance and can be adapted to diverse educational contexts.

By incorporating these insights into educational practices, we can create classrooms that:

- Spark curiosity and ignite wonder.
- Provide personalized learning pathways and goal-oriented pursuits.
- Nurture mentorship and collaborative learning environments.
- Encourage critical thinking and independent inquiry.
- Celebrate innovation and the creation of new knowledge.

Ultimately, this study serves as a reminder that active learning is not a rigid methodology, but a vibrant dance between curiosity, exploration, and engagement. By embracing the lessons embedded in these Indonesian idioms, we can empower learners to become architects of their own knowledge, enriching not just their individual journeys, but also contributing to the collective wisdom of humanity. The pursuit of knowledge, like the vast ocean it resembles, beckons us to set sail, fuelled by curiosity, guided by wisdom, and forever engaged in the exhilarating quest for learning.

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