

IMPROVING STUDENT LEARNING IIASIL IN CHRISTIAN RELIGIOUS EDUCATION USING THE COOPERATIVE LEARNING MODEL OF INDEX CARD MATCH TYPE (LOOKING FOR CARD PAIRS) IN CLASS VII-3 SMP NEGERI 1 PAHAE JAE

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Abstract

This research was conducted to find answers to the question, How are the learning outcomes of students in class VII-3 of SMP Negeri 1 Pahae Jae in Christian Religious Education (PAK) learning using the Index Card Match type cooperative learning model (Looking for Pair of Cards) for the 2018/2019 academic year. There are 26 students of class VII-3 SMP Negeri 1 Pahae Julu, 9 girls and 17 boys. The research was conducted in 2 cycles. Research activities were carried out to determine students who completed the Minimum Completion Criteria (KKM) and increased their learning outcomes after using the Index Card Match Type Cooperative Learning Model (Looking for Pair of Cards). KKM for Kritek Religious Education (PAK) class VII-3 SMP Negeri 1 Pahae Julu TP. 2018/2019 is 70 In cycle I and cycle II students use the Cooperative Learning Model Type Index Card Match (Looking for Pair of Cards). The researcher concluded that the learning process using the Cooperative Learning Model Type Index Card Match (Looking for Pair of Cards) in the Christian Religious Education (PAK) subject can improve student learning outcomes in class VII-3 of SMP Negeri 1 Pahae Julu TP. 2018/2019. The initial data of students who completed the KKM were with an average of 57.69% in the poor category and in the first cycle the student learning outcomes increased with an average of students who completed the KKM by 80.76% in good categories, the second cycle increased student learning outcomes with an average of students who completed KKM is 100% very good category.

Keywords: Students, Index Card Match, Learning Outcomes

INTRODUCTION

The development of science and technology has brought changes in almost all aspects of human life, including formal education. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that students actively develop their potential to have spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society.

The success of a teacher for educators can be measured by the ability of students to understand and practice the subject matter after they have followed it during the teaching and learning process in the classroom. It is the teacher who is directly involved in influencing, fostering and developing the abilities of their students so that they become intelligent, skilled and have high morals as well as a social spirit so that students are independent as individual and social beings.

But in fact, every so often students who do not succeed achieve the success of the competencies that have been developed. This can be caused by several things such as the teacher's method or method of delivering learning material. In the learning process. In the learning process in Indonesia, learning activities are still centered on the teacher. Teachers are more likely to think about lecturing, so that many students are not actively involved in the learning process: teaching, in addition to learning less or rarely using learning media so that the learning process becomes passive and less useful.

It should be remembered that bad grades or students' lack of interest in a particular subject is not necessarily because the child is stupid about that subject. Often a child is lazy in one subject, but very active in another. If this condition continues, it will have a negative impact on the quality of learning, in this case for Christian religious education in the classroom. In fact, Christian Religious Education learning material in daily life is one of the essential materials in the curriculum. The implementation of Christian Religious Education must pay attention to how the learning process can build life motivation for students.

So far, researchers in school teaching patterns use more lecture methods and are less creative in utilizing media for learning. This causes students to be lazy, unpleasant, less interested in attending lessons and so on. When conducting research in class VII-3 of SMP Negeri 1 Pahae Julu TP. 2018/2019, it turned out that students' interest and success in achieving predetermined competencies in Christian Religious Education (PAK) was KKM 70. Based on the researcher's experience, then Researchers conducted Classroom Action Research (CAR) to motivate students so that it allows increased achievement and interest in Christian Religious Education (PAK) material, is to use cooperative learning models into teaching and learning activities. In relation to the teaching and learning process, the learning model can enhance the teaching and learning process of students in teaching which in turn can enhance the learning outcomes they achieve. Learning using media will be beneficial

for the implementation of the learning process, because by utilizing the available media, students are expected to be more interested in participating in learning, on the other hand students will more easily understand and master the material being taught. By using the learning model students will carry out more learning activities as students not only listen to the teacher's description but also do other activities such as observing, doing demonstrations and other activities so that students are not bored. Through the learning model it is hoped that students will learn more enthusiastically and be able to remember better.

Understanding Learning Outcomes

The success of students in the teaching and learning process is described by their learning achievement obtained from learning evaluations. The following is the definition of learning outcomes according to experts. According to Dimiyati and Mudjiono (2006), learning outcomes are the results achieved in the form of numbers or scores after being given a learning result test at the end of each lesson. The value obtained by students is a reference to see the mastery of students in receiving subject matter.

According to Waridjan (1990) states that learning outcomes in three domains, namely cognitive, affectid and psychomotor must be balanced, learning must certainly make a difference from before learning and after learning. So learning outcomes must cover these three domains in a balanced and unbalanced manner, it will make learning outcomes intact.

Abdurahhman, (2003: 38) learning outcomes are abilities that children acquire after going through learning activities. According to Bloom and Abduraahman (2003: 38) there are three domains of learning outcomes, namely cognitive, affective and psychomotor. From the teacher's point of view, the act of teaching ends with a process of evaluating learning outcomes.

Research methods

This Classroom Action Research was conducted at VII-3 SMP Negeri 1 Pahae Jae TP. 2018/2019 Deli Serdang Regency, North Sumatra Province. The research was conducted for 3 months, from February to April 2019. The subjects in this classroom action research were students of class VII-3 SMP Negeri 1 Pahae Jae TP. 2018/2019 who are Christians, totaling 26 people, consisting of 17 male students. male and 9 female. This class is designated as the research subject because the researcher is the

subject teacher in the class. In addition, the classical learning outcomes in the class are determined by a classical average of 80% KKM. This research is a Classroom Action Research through 2 learning cycles. Each cycle carried out 4 stages of activity, namely: planning, implementation, observation and reflection.

Research Results and Discussion

Cycle I

Based on data analysis in cycle I, there are successes and weaknesses / shortcomings that occur in the learning implementation process in the implementation of action I can be identified as follows:

1. Student worksheets in cycle I activities still show less significant success in improving student learning outcomes
2. Students with limited knowledge skills are still a bit confused in learning to find pair cards
3. Understanding the material is still unclear
4. Students with limited abilities do not have the courage to express their answers

Cycle II

Based on the results of student worksheets, it can be concluded in this class action research that researchers have been able to improve student learning outcomes, it can be seen from the average individual KKM completion and class average KKM completion. From the initial data the average class of KKM students class was 57.69% very poor category, in the first cycle the average completeness of the KKM class increased to 80.76% in the good category, and in the second cycle the average KKIM grade class increased to 100% very good category . Due to the completion of the classical KKM has exceeded 80% of the findings that have been determined or have reached the target by the researcher, the next cycle is not carried out or terminated.

Research Discussion

By using the cooperative learning model, Lipe index card match (looking for pairs of cards) with student work sheets (LKS) can improve student learning outcomes.

Reading the table above, it can be concluded that student learning outcomes in learning using the cooperative learning model type index card match (looking for pairs of cards) increased from the initial data, the

average completeness class of KKM was 57.69%, the category was very poor, in cycle I increased to 80.76 % good category and in cycle II increased to 100% very good category.

According to the details of the table, it describes the seriousness of the researcher to be able to improve student learning outcomes properly. Increasing student learning outcomes from cycle I to cycle II in learning using the cooperative learning model type index card match (looking for pairs of cards).

Conclusion

Based on the data analysis from the student worksheet written test (LKS) in the study, it can be concluded that the cooperative learning model is the index card match type (looking for pairs of cards). Can improve student learning outcomes in Christian religious education (PAK) subjects in learning at VII-3 SMP Negeri 1 Pahae Julu TP. 2018/2019 Deli Serdang Regency. The results of the assessment sheet category were very lacking, the first cycle increased student learning outcomes by 80.76% good category, and in the second cycle increased student learning outcomes by 100% good category.

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