



DISCOVERY LEARNING IN CHRISTIAN RELIGIOUS EDUCATION TO INCREASE LEARNING ACHIEVEMENT

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Abstrak

The COVID-19 pandemic has changed the methods and accommodation of education. New and relevant methods should follow the transition from offline to online. However, this is not the case in all Christian Religious Education at Pusaka Abadi Elementary School class V. Many teachers still cannot implement appropriate online learning methods. This study aimed to implement the Discovery learning method during a pandemic. The research method used is classroom action research. The results showed that in the initial conditions, only 30% of students understood the material during the teaching and learning process at school. Then the researchers applied two methods, namely, cycle one and cycle two. Based on the research, the results of the first cycle increased by 60% after the discovery learning model was applied. In addition, the implementation of cycle II increased the results rapidly by 100%.

Keywords: Christian Religious Education; Learning outcomes; Discovery Learning

Abstrak

Pandemic covid-19 telah mengubah metode dan akomodasi pendidikan. Peralihan dari offline ke online seharusnya diikuti dengan metode yang segar dan relevan. Namun, hal ini tidak terjadi di seluruh Pendidikan Agama Kristen di Sekolah Dasar Pusaka Abadi kelas V. Masih banyak guru yang tidak memiliki kemampuan untuk mengimplementasikan metode belajar online yang relevan. Tujuan penelitian ini adalah untuk mengimplementasikan metode belajar Discovery learning pada masa pandemic. Metode penelitian yang digunakan adalah penelitian tindakan kelas. Hasil penelitian menunjukkan bahwa pada kondisi awal, hanya 30% siswa yang memahami materi selama proses belajar mengajar di sekolah. Kemudian peneliti menerapkan dua metode yaitu siklus satu dan siklus dua. Berdasarkan penelitian, hasil siklus I mengalami peningkatan sebesar 60% setelah diterapkan model discovery learning. Selain itu, penerapan siklus II meningkat pesat hasilnya sebesar 100%.

Kata kunci: Pendidikan Agama Kristen; Hasil Belajar; Discovery Learning

INTRODUCTION

The Covid-19 pandemic that has occurred for two years has changed the order of education worldwide -starting from restrictions in each school, where every student cannot attend class and receive teaching face-to-face (Benyamin, Salman, et al., 2021). Instead, teaching in schools is carried out in other ways, and the method is virtual face-to-face using online applications such as Zoom Meeting, Google Meet, and Google Classroom (Benyamin, Sinaga, et al., 2021).

This change requires an educator to find the right learning strategy or model. A teacher must master four competencies: teaching competence (Novalis et al., 2019). Learning outcomes will be low (Sugiono, 2014). Therefore, educators must change their teaching methods to online. However, even though it is virtual, it turns out that the model used by the teacher remains the same, namely the conventional model. This application impacts less effective results in learning (Ambarita et al., 2020). The main reason is that the traditional face-to-face model has many problems that both students and teachers must face. The difficulties

encountered when using the conventional model employing virtual face-to-face include an unstable network connection causing the lectures delivered by the teacher to be received intermittently and incompletely (Benyamin, Salman, et al., 2021).

A lousy network can make it difficult for students and teachers to enter online applications used in learning. Students or teachers often suddenly exit the application due to a lost network connection. With the disconnection of the network, the information submitted will not be received in its entirety. Incomplete acceptance of the material and learning objectives can lead to misunderstandings or misunderstandings by students who listen to them (Mahendra et al., 2022).

Discovery learning model. Learning will improve students' abilities/thinking about the teaching delivered by the teacher. So, adding a discovery learning model in teaching activities can help teachers make it easier for students to understand what the teacher wants to convey. The material delivered using conventional methods in the virtual face-to-face teaching and learning process may

only be captured by a few students (Yustika et al., 2019), but applying this discovery learning model, can make significant improvements.

This study aims to apply the discovery learning model at the Pusaka Abadi Elementary School in Christian Religious Education. Research related to the discovery learning model has been carried out by (Prasetyana & Maridi, 2015), which integrates with the Group Investigation model to succeed in protist learning materials. Whereas (Yuliana, 2018) conducted a meta-analysis study to see the effect of the discovery learning model on the effectiveness of learning in elementary schools. From the two studies above, no research applies the discovery learning model to Christian Religious Education.

RESEARCH METHOD

This study uses a classroom action research method by implementing discovery learning to improve creative thinking skills and learning outcomes for Christian Religious Education during the covid-19 pandemic (Djaya et al., 2020). This study can carry out two interrelated cycles through each

stage, namely the planning, implementation, observation, and reflection stages (Sumarno et al., 2021).

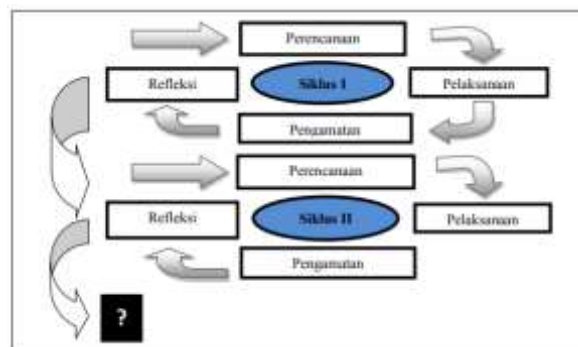


Figure 1. Classroom Action Research Cycle

The object of this research is the SD Pusaka Abadi class V students for the academic year 2020/2021, with 14 students consisting of 6 boys and eight girls. The method of data collection carries out using tests and observations. The test used is the Daily Question Test in the form of multiple choices to determine learning outcomes. The technique used is the data analysis technique using comparative description followed by reflection. This data analysis does not use statistics but tests by describing. Comparative descriptive is done by looking at changes in the initial condition data, cycles I and II, for both creative thinking skills and learning outcomes.

Then the data is reflected by drawing conclusions based on the comparative description. Next, provide a review and follow-up steps in the next cycle.

RESULTS AND DISCUSSION

Discovery learning model

The Discovery Learning learning model is a learning model whose task is to guide students in creative learning. Teachers must provide direction to students to achieve learning objectives (Pantan et al., 2021). Learning objectives must be student-centered, learning related to the realities of life students face. Learning that motivates students to think creatively (Betakore, 2021).

Learning responding to student learning styles is different (Benyamin, Sumarno, et al., 2021). Learning that encourages students to interact multi-directionally and learn from the environment becomes a source of student learning (Mohamad Nurdin & Uno B Hamzah, 2017).

The steps for implementing the discovery learning model, according to Yuliana, are (i) Stimulation: where the student gives a problem so that students become confused and have curiosity in solving the problem; (ii) Problem

Statement: the teacher provides opportunities for students to identify as many problems as possible and then make a hypothesis; (iii) Data Collection: proof of data that students want to observe so that students get the opportunity to find out more through interviews, book sources, test results, and so on; (iv) Data Processing: students given the trust to manage the data they get; (v) Verification: students ask to be able to provide proof of the results of the search for information obtained by the student; and (vi) Generalization: each student can conclude from what the student has observed (Yuliana, 2018).

The advantages presented by (Kristin & Rahayu, 2016) in the discovery learning model, namely (i) students can be more creative in using their abilities to find discoveries, students can understand Christian Religious Education lesson materials, because students can experience themselves in solving problems; (ii) Through experiences gained by students themselves, they will remember longer and have a sense of their inner satisfaction. In the end, this can encourage the desire to make discoveries again.

In addition to the advantages, there are also disadvantages possessed by the discovery learning model, including (i) the teacher will have a wrong perception of the thoughts held by the students; (ii) It takes time to change habits in learning as a giver of information to become a facilitator, motivator, and guide for students in learning; (iii) Increase the work of teachers in guiding students in learning; (iv), not all will be able to invent a new invention; (v) this learning model cannot be applied to all topics (Qodariyah & Hendriana, 2015).

Christian Religious Education during the COVID-19 pandemic plays an essential role in students' spiritual growth so that the education taught contains the truth of God's Word. The truth of this Word must apply in daily life (Sumarno & Ocktavian, 2019). Implementing the truth of the Word must be seen from the attitude and character that continue to change (G. K. Pakpahan et al., 2021; G. K. R. Pakpahan et al., 2021). In the Bible, Luke 10:1-12 discusses that God wants to teach each of His disciples to learn to be active and independent in evangelism without never giving up (Amos

Hosea, 2019). Their task is also to rejoice in evangelism even though some homes reject it (Sugiono, 2008). With the activeness and independence of God's disciples in evangelizing, it turns out that God has taught His disciples. God is implementing a learning process using a discovery learning model for 70 students (Simanjuntak, 2018).

The Lord Jesus applied the discovery learning model. We can see this from the following sections, namely (i) students are given a mandate or task: a disciple of the Lord Jesus is given the mandate to go evangelize to every house he comes by saying, "Peace peace be to this house," and they must live in it, but if the master of this house refuses then the Lord's disciples must also say "the kingdom of God is near to you"; (ii) Disciples are formed into small groups: God formed small groups of His 70 Disciples. One group consists of 2 Disciples of God; (iii) their faith is used in serving: God teaches them to be able to serve with their faith without feeling disappointed that receive from the attitude of the host who refuses to enter his house; (iv) not accompanied by the Lord Jesus: in the teaching of this discovery learning

model, God does not accompany His disciples in evangelizing to each of the houses, but God gives a direction to His students before doing evangelism.

The learning model of discovery learning is also found in Jesus' parable of the two basic kinds in Luke 6:46-49. The passage explains that many people do not want to do what God commands but continue calling on God to ask for help. From the parable about these two basic types, the teacher asks students questions to identify the problems in verse (what does the person who builds a house on rock and sand mean? What is the purpose of the parable? Find a discovery from new thoughts or ideas from students so that through the results of these discoveries, students become more creative, and student learning outcomes can increase.

Learning and Learning Outcomes

Study in general done at the hour school subject. However, for get a good way of learning and Marlinawati War-Wind effective, which requires a long time. Activity study should not only be during school hours. Learning activities are

also carried out at home. Study success depends on how to learn each person. By psychology, humans can't regardless of studying, because learn, humans can earn much knowledge. Here is some expert opinion about the definition of learning.

Learning is a process of which those who know become ignorant. In line with that, (Pantan et al., 2021) give their opinion that learning is "a" business process carried out someone to get

a change in behavior new, as a result of experience alone in interaction with environment." Apart from that, (Novalis et al., 2019) also give their opinion about studying that learning is changing in behavior or appearance, with a series of activities, for example, reading, observing, listening, imitating, etc."

From the opinions of experts presented above, it can be concluded that learning is an activity carried out by someone to get new knowledge that can change someone's behavior in a better way. Learning outcomes are results achieved by a student, which are expressed in the form. Score. Suggested that the results learning is the "result" obtained by students after following the study

program-specific teaching. Results learning is obtained after it happens teaching-learning interactions". Learning outcomes are not only in the form of mastery of knowledge but also skills and seeing skills, analyzing and solving problems, making plans and planning, and nature behaves. So thus, the activity resulting from learning activities will get a good rating too.

The learning process is the steps taken in learning activities teach so that you can achieve the goal expected by education. While learning achievement or learning outcomes are tools measured in determining the success of learning. "in terms of learning," There are effective ways and ineffective. Many students They did not get good results in the lesson because they had no effective learning".

In the learning process, not all students can catch all explained by the teacher because student learning achievement too will be different because several factors influence, both from within himself and from outside. According to (Betakore, 2021), "learning outcomes are"

students' abilities after receiving experience study." The results of the activities learning mark by behavior change towards relatively permanent positive in the person who learns. In connection with that opinion. "one can" said to have succeeded in learning if he was able to show there is a change in himself." These changes in including in terms of thinking ability, skills, or attitude toward an object.

Learning outcomes are students' achievements after carrying out the teaching and learning process. A student's success is undoubtedly seen by the teacher's assessment standards (Nurhasanah & Sobandi, 2016). Therefore, this learning outcome will operate as a measure for teachers in determining a decision to be taken in deciding student graduation so that the student learning outcome depends on what students do during the learning process (Putri et al., 2021).

There is a statement by Sudjana that learning outcomes are a student's learning ability that every student will own after they carry out a learning process or learning experience. They are getting the learning process results in need of a

value that will be the final determination in the teaching and learning process.

Results of Cycle I and II discovery learning

The results of the action applied using the discovery learning model in cycle I and cycle II, which include students' creative thinking skills and Christian education learning outcomes. Fourteen students took cycles I and II. Of these 14 students, the highest score in cycle 1 was 90, while the lowest was 60. While in cycle 2, the highest score was 96, and the lowest was 90.1. Only ten students passed from cycle 1, while in cycle 2, 14 students passed. They have seen a high average value.

This shows that the achievement of indicators on learning outcomes for Christian Religious Education increases 100% from the KKM 75. Thus, the research hypothesis can be proven using Christian Religion discovery learning models and material for Bible characters who serve others for fifth-grade students of SD Pusaka Immortal in semester 2 of the 2020/2021 academic year.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research above, the discovery learning method is the correct method to be applied during the pandemic and post-pandemic. This accuracy is because it provides a significant increase in learning outcomes. Therefore, Christian Religious Education educators must be able to explore learning that restores psychic, cognitive, emotional, spiritual states, and so on.

APPRECIATION

The author would like to thank God Almighty because researchers can optimize the writing of this article with His wisdom. The researcher also thanked all Pusaka Abadi Elementary School ranks who were willing to become the field site for this research.

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