



JURNAL PENDIDIKAN DAN KEBUDAYAAN

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DIRECT AND COOPERATIVE LEARNING STRATEGIES: THEIR ADVANTAGES AND IMPLEMENTATION IN INCREASING INTEREST IN LEARNING

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ABSTRACT

The effectivity and efficiency of student learning and learning in schools is highly dependent on the role of the teacher. One of his ideal teachers acts as a conservator, transmitter, transformer, and also an organizer. In some elementary schools in Tarutung, the values of Christian education have not colored the entire dynamics of life and the teaching and learning process. This happens because so far there has not been a program created by the school to provide guidance and supervision specifically on the growth of spirituality to both students and teachers as Christian educators in the school. This study aims to prove the influence of direct learning strategies and cooperative learning strategies on the interest in learning Christian Religious Education in elementary schools in the Tarutung area. This research is a quantitative research with the Experiment One-Group Pretest-Posttest Design approach. From the results of the study, it was obtained that the significance value of the Paired Sample T-Test direct learning strategy and cooperative learning strategy limited to the interest in learning Christian Religious Education kurang from 0.05 ($p < 0.05$), showed a significant influence between the learning strategy and the interest in learning. Other factors that also influence the growth of student interest in learning include internal factors such as physical condition, psychological, and fatigue, as well as external factors such as the way the teacher teaches, the material/subject matter delivered, the purpose of teaching, the media used by the teacher in teaching and the surrounding environment.

Keywords: *interest in learning, hands-on learning strategies, cooperative.*

1. INTRODUCTION

Education is one of the needs in human life, where through education humans think how to live life in this world in order to maintain life. Man as a being is given an advantage by God by a form of reason in man that no other being has in his life, that to cultivate his mind requires a pattern of education through a process of learning. National Education System Law number 20 of 2003 Chapter I article 1 concerning the National Education System, 2015. Jakarta: The Ministry of Education and Culture, explained that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual power, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation and state. Fred (1993) states that education must be seen in the broader scope of yang understanding [1]. Education is a neutral process dan bound by values and ideologies. Adina (1980:3) also explains that education is an organized, planned and continuous effort (continuously throughout life) towards fostering humans or students to become plenary, mature and cultured people [2].

Through the views of several figures about education, it can be concluded that education is an organized effort, which means that education is carried out by conscious human efforts with a clear basis and goals, there are stages and there is a shared commitment in the educational process. Planning means that education is planned in advance, with a mature calculation process and various support systems prepared both in terms of material and teacher competence in delivering teaching materials [3]. Continuously means that education is continuous throughout life, as long as humans live the process of education will still be needed, unless the human being is dead, there is no need for an educational process anymore.

The results of the United Nations Educational, Scientific and Cultural Organization (UNESCO) Survey, 2015 on the quality of teachers in Indonesia, show that teachers in Indonesia are at the level of 14 out of 14 developing countries in the Asia Pacific. One of the factors of the low quality of education in Indonesia is due to the weak role of teachers in exploring the potential of students without ever paying attention to the needs, interests, and talents of their students. The effectiveness and efficiency of student learning and learning in schools is highly dependent on the role of the teacher. In this case there are a number of roles carried out by the teacher. Samuel (1994) suggests that in the broadest sense of education, an ideal teacher should be able to act as a conservator (maintainer), transmitter (successor), transformer (translator), and as an organizer [4].

Quality Christian education is an education that has the characteristics of being participatory, open to change, sustainable, directed and planned, and human-oriented, which means it concerns its renewal, passion, the formation of attitudes and behaviors and the formation of its identity [5]. Christian religious education is understood not just an ordinary activity, but a form of conscious effort from church institutions, schools, and various other institutions to achieve the expected goals. Therefore, to produce quality Christian religious education requires careful planning and preparation including clear goals, there is a curriculum, there is a learning main plan, has regular scheduling, and various other things related to the implementation of learning including the role of teachers, students who are taught, learning strategies and methods, financing and evaluation of learning outcomes.

Based on observations on the implementation of Christian Religious Education in elementary schools in the Tarutung area, it has been found that the implementation of Christian Religious Education is still routine only in order to meet the annual program targets prepared based on the School Work Plan as one of the school administrations. Christian education has not colored the entire dynamics of life and the teaching and learning process.

As explained above, the role of the teacher greatly affects the success of a student both in terms of academic, non-academic and spirituality of religious education even though there are still internal factors in the form of talents and interests and other external factors that also color the life of a student. A Thinker of Christian education, Jong (1979) states: "Every Christian teacher needs to view his daily duties with the lens of professionalism. The term professionalism is not only defined as related to work, but also in terms of distinctive features (characteristics). When it comes to teaching, the good example that can be imitated from Jesus' attitude to life as a Great Master is his character. The understanding of the Great Master himself is a teacher and educator who has a character that can be a role model for his students and the teacher has a noble and noble value in himself so that his authority can be emanated from his behavior and bearing. From these understandings, all these things exist and exist in the person of Jesus Christ, so, He is very appropriate to bear the title of a Great Master [6].

Furthermore, it is stated that the most important thing in teaching, a teacher must have a clear goal. Many teachers today feel uninspired and do not have clear goals and objectives this is because many of them have lost the true value of teaching Christian Religious Education because they are busy with problems that occur in the world of education today such as curriculum policies, teaching hours rules, the amount of teaching load, teacher problems, financing and so on. In addition to having love and exemplifying the character of Jesus Christ in teaching, as an educator, you must naturally love the truth. For the real love is the one that does not allow his beloved and beloved protégés to get unrighteous teaching. Therefore, as truth-loving educators, teachers must teach the truth to their students as a manifestation of love and example of Jesus Christ.

2. RESEARCH METHODS

Researchers use the formulation of descriptive problems and quantitative types of research with the Experiment One-Group Pretest-Posttest Design approach where there is a pretest before being treated, while the results of the treatment (posttest) are then compared with before treatment [7]. So, there is the same research measuring instrument used twice on the same sample, but in different timeframes [8].

Here are two kinds of difference test techniques for two measurements discussed are: Paired Sample T-test and Wilcoxon [9]. This study aims to find the influence of variable X on Y, namely the influence of direct learning strategies and cooperative learning on the interest in learning Christian Religious Education.

In this study, the subjects and objects or populations of the study were all students in the first to sixth grades of learning Christian Religious Education which amounted to about 70 students with certain conditions and characteristics.

3. RESULT AND DISCUSSION

In the Paired Sample T-Test, successive pretest and posttest data that have been tested normally must both meet their significance value (p) > 0.05 . But on the contrary, if the significance value in the pretest and posttest (p) measurements < 0.05 then the data is said to be not normally distributed, then the next test can be carried out using the Wilcoxon test. Based on the results of the normality test, there are data on the interest in learning in grades 1-3 and grades 4-6 are at an alpha cronbach value above 0.05, which means that the data are normally distributed. Based on the SPSS output of the Correlation Paired Test result table on Pretest and Posttest Class 1-3, the Correlation value between Pretest and Posttest was obtained by 0.813 with a significance of $0.01 < 0.05$ Artinyes there is a close relationship between direct learning strategies before and after treatment is given. Based on the output of SPSS, the table of the results of the Paired Test Correlation Test on Pretest and Posttest Grades 4-6 obtained a Correlation value between pretest and posttest of 0.713 with a significance of $0.01 > 0.05$ Meaning that there is a close relationship between cooperative learning strategies before and after treatment is given.

Based on the data obtained, and after analysis through the Paired Sample T-Test difference test, it can be concluded that there is a significant relationship between the learning strategies given, both before and after the treatment of students' learning interests in learning Christian Religious Education. This can be shown by the signification value of the two learning strategies, having a signification value of 0.05 ($p < 0.05$) after testing. According to Kerlenger and Lee (2000), in the research journal JUPEDASMEN, Volume 2, Number 1, April 2016 "The Influence of Contextual Learning Strategies and Direct Learning Strategies and Mechanical Aptitude on Learning Outcomes of Automotive Engineering Psychomotor Skills at SMK" by Suyanto (2016) in a similar study stated that cooperation between two or more free variables can affect a bound variable [10].

This is in line with the opinion of Ghozali (2008) who posits that the spirit of interaction is a joint influence or joint effect between two or more independent variables on the dependent variable. Interactions occur when a free variable does not carry consequences in isolation. Conversely, interaction does not occur when a free variable carries its own effects separately [11].

Based on the results of hypothesis testing, it is stated that there is an interaction between learning strategies and students' interest in learning PAK, this is because the free variable, namely the influence of learning strategies, has a separate effect on students' interest in learning Christian Religious Education. Based on the results of the test analysis, it shows that the test results are obtained an F value of 0.516 and a probability significance value of 0.01. The probability value is far below the significant level of 0.05. Thus, there is a significant interaction between learning strategies and students' interest in learning.

While the results of the discussion of each indicator of interest in this study, based on bandura theory (1977) can be concluded as follows [12]:

- a. Self efficacy is a person's perception of his ability or belief in facing or controlling a situation (Bandura, 1963). Self-efficacy is very influential in a person's behavior. All behavior, can be in the form of behavior at work, academic, recreational, social influenced by self-efficacy. Belief in self-efficacy affects the chosen action, the effort given to a particular activity, the persistence of overcoming obstacles, failure, and adaptability after experiencing a failure (Bandura, 1982). Based on research that has been carried out on the interest in learning on self-efficacy indicators, it is found that students have confidence in their own abilities both before and after the treatment of learning strategies given this can be shown by the high interest of students in every christian religious education learning activity in class, this is evidenced by the collection of tasks given by the teacher properly and on time, the response to the Christian Religious Education material delivered by the teacher is high which can

- be seen from the assignment scores and daily tests on average reaching above the KKM score (Minimum Completion Criteria).
- b. Active learning is learning that invites students to learn actively, when students learn actively, it means those who dominate learning activities [13]. Based on the results of observations during research, the learning of Christian Religious Education in the classroom has shown student activity in the activities presented by the teacher. This can be seen from the very high enthusiasm of the students, when the material is delivered, as well as when asked questions by the teacher they respond very well. Another thing can be shown from the teaching preparation made by the teacher where in the core activities, the teacher uses a variety of learning strategies that put students as student centered. Student-centered learning will develop students as active and independent participants in the learning process, be responsible and take the initiative to recognize their own learning needs, find sources of information to be able to answer children's needs, build and present their knowledge, based on the needs and resources found by the child. The child can choose for himself what to learn in the learning process [1].
 - c. The value of learning a science is to let students acquire the ability to be able to solve problems, experiences, research activities, stimulate them to get their own thoughts, and discover the relevance of science to daily life. If they can understand important values, they will be motivated to learn a science. The main basis or value of learning Christian Religious Education is to develop the ability in students so that with the help of the Holy Spirit can understand and live the love of God in Jesus Christ that he expresses in daily life, towards others and their environment [14]. Based on observations showing that the learning of Christian Religious Education has had a positive influence on student learning activities, this can be seen from the way teachers in teaching have developed abilities and encouraged students to have courage and confidence about their abilities which is proven by students having the courage to participate and participate in learning Christian Religious Education. This can be shown from the cooperation between students when learning activities take place to share and teach each other material to other underprivileged students. As well as the presence of teachers as teachers can provide value of appreciation to their students, which can be shown by giving points or rewards for students who excel in learning Christian Religious Education that takes place.
 - d. The learning objectives of Christian Religious Education in the school where this research took place: directed at building the character of students in accordance with Christian values, which can be seen from the vision and mission of the school. In line with the opinion of Robert (1994) it is stated that the purpose of learning Christian Religious Education should be to be able to produce a personal atmosphere between fellow classmates that can ultimately lead to the decision to accept and have character according to the person of Christ [15]. By having a character that is in accordance with Christian values, it is hoped that students will not only have the character of Christ but with that character students practice how to behave in daily life according to God's Word both in relation to God and with others. What can be shown in this activity is that spiritual coaching habituation activities have been carried out both in the morning before learning and after learning activities both for students as a whole and teachers as teachers in the form of prayer activities or shady times and devotionals of God's Word. On a certain day, there have been specially scheduled worship activities that are packed with a variety of diverse activities for both students and teachers themselves in order to foster Christian faith and values.
 - e. Achievement is the result of an activity that has been carried out, created, by students both individually and in groups [16]. Based on observations, the objectives of achieving student learning in schools include two things, namely academic and non-academic. In this study, the goal of achieving in learning, especially in the mapel of Christian Religious Education has shown good results. This can be seen from the achievements that have been obtained, such as being ranked in the top ten for school test scores at the sub-district level.
 - f. The success of a learning is influenced by many factors, including students' interest in learning. The higher the student's interest in learning, the higher the success rate to be achieved, on the contrary, the low interest in student learning will hinder students from achieving achievement [17]. Students learn to be influenced by factors from within themselves as well as factors outside of themselves [18]. Physically, several external factors such as the condition of the building, classrooms, availability of books/teaching materials, materials, and teaching aids are not an obstacle for students in learning Christian Religious Education which takes place in the school where the research takes place because all learning support facilities and infrastructure are fully available. Likewise, factors from within such

as student conditions and the family environment do not have much influence on learning because everything has been well conditioned [19].

4. CONCLUSION

Based on the results of research that has been carried out, it can be concluded that there is a significant influence between direct learning strategies and cooperative learning strategies given to students both before and after treatment in Christian Religious Education learning activities in the classroom. The existence of significant influence between learning strategies on the interest in learning Christian Religious Education because:

- a. Based on the results of the Paired Sample T-Test, it was found that the signification value of direct learning strategies and cooperative learning strategies on the interest in learning Christian Religious Education was less than 0.05 ($p < 0.05$)
- b. Based on theoretical studies, it is explained that the factors that affect students' interest in learning are determined from various things, including learning strategies. In addition, there are still other factors that also influence the growth of student learning interest, including internal factors such as physical condition, chological p, and fatigue as well as external factors outside the student such as the way the teacher teaches, the material/subject matter delivered, the purpose of teaching, the media used by the teacher in teaching and the surrounding environment which also affects student interest during learning.

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