

## Development of Classroom Action Research Modules in Christian Education Subjects

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### Abstract

*This research aims to develop a classroom action research module equipped with examples of classroom action research on Christian education. This is motivated by the importance of teachers doing classroom action research to improve learning poses and improve learning outcomes in accordance with the goals of the field of study. From the results of the analysis of the needs of teachers for the importance of knowledge of implementing classroom action research, information was obtained that from 297 teachers of Christian education, 98% stated that it was very important to do classroom action research in the field of Christian education, but did not understand how to do it, it was needed modules as a guide to carrying out classroom action research and examples of classroom action research in the implementation of Christian education. This research uses a 4D model development approach with stages of define, design, develop and disseminate. The results of the research are in the form of classroom action research modules equipped with examples in the learning of Christian Education class VII with the title "Improving the learning outcomes of Christian education through the application of role playing methods at the junior high school level." The results of this study have not been as expected, because in the example of special classroom action research has not been completed until the stage of disseminate because teachers and students teach and learn online due to the Covid-19 pandemic. That is, the modules that have been developed that are followed by examples of their use are constrained, so that only to the limit of product revision. However, this module and example is expected to be able to provide a good understanding for teachers and supervisors of Christian education and become a guide to implement classroom action research to improve the learning process and improve learning outcomes as one of the fields of study aimed at forming the character of a nation that obeys God's orders expressed in a plural social life and respect each other's children.*

### Keywords

learning outcomes; christian education; role playing; classroom action research



## I. Introduction

A teacher must have the ability to plan learning programs, carry out and lead learning activities, interpret and utilize the results of assessment of learning progress and other information for the improvement of planning the implementation of learning activities. A good teacher is a professional teacher and will not be quickly satisfied with what is produced (Pakpahan et al., 2021). Professional teachers are teachers who understand their duties, namely accompanying students to achieve learning goals. The subjects of Christian education are one of the most important subjects given to learners at all levels and types of education as stated by Kristyana who quoted Graendorf 's statement (1976), that Christian education is a process of teaching and learning based on the Bible, centered on Christ, and

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dependent on the power of the Holy Spirit, which guides each person to know and experience God's will through Christ in his life, and equipping every person for effective service, centered on Christ the Great Master (Kristyana et al., 2021). Boehlke quoted John Calvin (1509-1664) as explaining that Christian education is an education aimed at educating the sons and daughters of the church to engage in intelligent Bible study in the guidance of the Holy Spirit (Büssing, 2019).

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis *et al*, 2019).

The understanding and purpose of Christian education is intended to increase spiritual potential and shape people to become human beings who know God, believe and obey God and are noble, including ethics and morals as the embodiment of religious education (Ariawan et al., 2021). Increased spiritual potential includes the recognition, understanding and cultivation of religious values as well as the introduction of those values in the individual or collective life of society. Because Christian education subjects emphasize spirituality or understanding something abstract, it may be one of the reasons for students not to be interested and finally the learning outcomes do not achieve the Minimum Completion Criteria set by the education unit. How to increase students' learning motivation in Christian education with abstract material? This becomes one important question that motivates teachers to conduct classroom action research, so that in the next learning process teachers are able to innovate. However, implementing classroom action research is not easy for a teacher in the midst of busy learning, because the correct one requires systematic procedures and steps as a scientific activity, which at this time specifically on Christian education in schools, classroom action research modules that can be used by teachers are not yet available. This is an important reason for the research team to develop the classroom action research module specifically for teachers of Christian education.

Modules are a package of learning resources that can guide learners to understand or master certain learning materials independently. It was mentioned that the learning module can be interpreted as a teaching and learning study program. Learning modules according to him are interpreted as the smallest program units that can be studied independently, individually or studied directly by students themselves. Nana Sudjana who interprets the meaning of modules as a complete measuring instrument (Sudjana, 2013). Where this learning module has roles and tasks independently. Because it can be used for the unity of all other units. To implement classroom action research well, teachers need a simple and easy-to-implement guide module. Sitepu argued that modules are essentially a medium that can be compiled and used for conventional learning purposes and independent learning needs (Sitepu, 2006). Briefly, the module can be interpreted as the smallest unit of subject matter that contains a concept in its entirety so that it can be learned separately from other parts without reducing the meaning. Prastowo said module has a function (Prastowo, 2015): (1) improve the ability of learners to learn on their own without depending on the

presence of teachers; (2) help learners understand elusive material; (3) through the modules students can measure the level of mastery of the material learned; (4) modules as a study reference.

## **II. Research Method**

This research uses a 4D model development approach (four-D model) with defined stages, design stages, development stages (develop) and dissemination stages (Sugiyono, 2020). First, the definition, problems and objectives of research were formulated after information was obtained that of 297 teachers and supervisors of Christian Education, 82.8% were Civil Servant Teachers, 83.9% had experienced work over 10 years and above, 93.2% who did not understand classroom action research, and 62.4% who had received training on classroom action research. Respondents who have done classroom action research amounted to 76.3%, have done classroom action research but find it difficult to do so amounting to 66.7%, felt it was important to do so amounting to 99.1%, stating that a manual for implementing classroom action research specifically for Christian education subjects amounted to 99.3%. Of the 279 respondents, 92.1% stated that changes in students' learning behavior from diligent to lazy are an indication of lack of learning motivation, 97% agreed that lack of learning motivation will affect learning achievement, 99.7% said they agreed that bringing teachers should help students who experience changes in learning motivation, 99.3% agreed that to increase student learning motivation, teachers should change their learning approach, 99.1% agreed that one way to increase learning motivation was to change learning methods, 99.4% agreed that when using new teaching methods, teachers while observing changes in student learning behavior, 93.9% agreed that measurements of increased learning motivation should be scientifically measurable, 99.6% stated that Christian education lesson-specific Classroom action research Modules were needed to improve the Christian education learning process.

## **III. Results and Discussion**

From the data analysis above, it was found that both civil servant status and not, work experience above 10 years, both those who have done classroom action research and who have not, have participated in classroom action research training and who have not, feel the difficulty of doing classroom action research, but feel the importance of doing classroom action research as one way to improve the learning process. Of the 279 respondents, 99.6% said they urgently needed a special classroom action research module for Christian education.

Second, analysis of facts, concepts, principles, procedures and learning materials is a form of identification of the material to be relevant to the development of teaching materials in learning. In fact, in the learning process of Christian education in school teachers more often use the methods of lectures and questions, which are dominantly more active teachers than students who ultimately cannot improve understanding of the subject matter, and will have an effect on learning outcomes (Priscilasari et al., 2020). This kind of condition cannot be allowed. Teachers must have the initiative to improve learning processes and outcomes.

Third, design stages include several module development planning with steps, namely: setting the theme, preparing lesson plan, designing validation instruments and classroom action research instruments, then designing classroom action research modules with examples of class VII learning, with the theme of improving the learning outcomes of

Christian education through the application of role playing methods at the Junior High School level (Ariawan, 2019); Fourth, development, the classroom action research module that was designed has undergone revisions to the writing systematics, lesson plan arrangement, assessment of teacher teaching behavior and student teaching behavior using role-playing methods, and module frameworks based on evaluation from expert validators of Christian education materials as well as research methodology experts; Fifth, the dissemination stage, that the modules that have been designed and validated cannot be disseminated to respondents or real users because they are constrained by the situation of the Covid-19 pandemic, which means that schools have not been opened and learning is still online.

The outbreak of this virus has an impact of a nation and Globally (Ningrum *et al*, 2020). The presence of Covid-19 as a pandemic certainly has an economic, social and psychological impact on society (Saleh and Mujahiddin, 2020). Covid 19 pandemic caused all efforts not to be as maximal as expected (Sihombing and Nasib, 2020).

This research resulted in the final product in the form of a module (Research attachment: [https://bit.ly/Lampiran\\_Penelitian\\_IAKN](https://bit.ly/Lampiran_Penelitian_IAKN)) contains an explanation of the concept and explanation of classroom action research, the background of the importance of classroom action research both in general and specifically the subjects of Christian education, the steps of classroom action research plaques and systematics of writing proposals and research reports of classroom action research. The module is equipped with examples of classroom action research on Christian education with the title of improving learning outcomes through the use of role playing methods in class VII with the material of the Bible Concept on solidarity and friendship.

Examples of The Implementation Plan of Learning/lesson plan, instruments of assessment of learning activities by teachers and student learning behavior/activity, learning outcome tests according to the example of lesson plan and examples of processing data on observation results and learning outcomes both before learning actions and after learning. The purpose of the presentation of operational examples is so that teachers can use the module easily, according to the theme and The Implementation Plan of Learning to be researched (see Module Attachment: Examples of Christian education classroom action research [https://bit.ly/Contoh\\_PTK\\_PAK](https://bit.ly/Contoh_PTK_PAK) ), in the hope that readers can understand the module through concrete examples.

#### **IV. Conclusion**

The results of this study are very helpful for teachers and supervisors of Christian education in order to improve the learning process and learning outcomes. This can be inferred from the expectations of respondents in the needs analysis step, from respondents as many as 279 people, 99.6% said they really expect the existence of a special classroom action research guidance module for Christian education, because the guidance in the community is still general, so it is difficult to implement in Christian education. According to respondents, conducting classroom action research is very important to qualify for promotion or functional positions of teachers and supervisors. But in its implementation is very difficult to do even though ptk training has been. Therefore, classroom action research modules specifically in Christian education are needed as a guide that makes it easier for teachers to do classroom action research. This module still needs to be implemented and evaluated in schools by teachers from elementary-high school levels so that it can really be a good guide for teachers.

Classroom action research modules specifically for Christian education are needed by teachers in schools. The module developed in the research contains examples of classroom action research in class VII of semester II with the theme of the biblical concept of solidarity and friendship. Modules are equipped with examples of lesson plan, observation sheets of teacher teaching behavior, student learning behavior, learning outcome tests and data processing formulas of all research instruments. Also equipped with the formula of the calculation formula of the data until the interpretation of the results of the analysis.

As explained above that Christian education special modules do not yet exist in the community, researchers advise the government specifically the Ministry of Religion to print classroom action research modules specifically for Christian education. In addition to procuring modules, it is also expected that the government will provide training.

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