The Application Of Module Learning Strategies By Christian Religion Education Teachers Towards Students' Learning Achievement In Covid 19 Era

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Abstract

Student learning problems are the core of activities at school. All school efforts are intended for the success of the learning process for every student studying at the school. One way to help students with learning problems is using modules as teaching material. Learning through the module is a teaching material given by students independently, especially in the middle of Covid, which still hit Indonesia. There is so students can learn efficiently and effectively. Therefore, learning in the form of modules given by the teacher must be practical, easy, and attractive so that students learn effectively and efficiently.

Keywords: Learning Module, Learning Achievement, Christian Religion Education, Pandemic.

1. Introduction

Education will always provide learning experiences in formal, non-formal, or informal education programs. As mandated in the Indonesian National Education System Law No. 20 of 2003, article 3, it is stated that the purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have good morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens (Burns, 2004).

The first education comes from the family and the surrounding environment, then proceeds to formal education at school (Pedological, 2019). Formal learning in schools is generally carried out in the classroom through face-to-face learning. Schools are institutions expected to shape the character of the younger generation. In this context, education is interpreted as a process to humanize

humans to become fully human adults. Through education, mindsets, values, and norms in society are developed (Rimanoczy, 2020).

The learning that has taken place so far has been going well. However, ironically, the world of education has also felt the impact of the corona outbreak, rampant not only in Indonesia but in various parts of the world. With the outbreak of this epidemic, the Ministry of Education and Culture was forced to stop conventional learning from stopping the rate of development of the virus mutation. This epidemic is still a hot topic of discussion because the corona is still not showing signs of a decline. However, more people are infected with the virus, so it dominates various public spaces.

Stella (2020) argues that, in short, covid became trending news, discussed here and there, and was reported massively in print and electronic media.

Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV-2), better known as the coronavirus, is a new type of coronavirus that causes infectious disease through droplets in the human respiratory tract.

To break the chain of the massive spread of the virus, various countries have set policies to impose temporary lockdowns to prevent the spread of the coronavirus (Inoue & Todo, 2020). The country of Indonesia itself they were implementing the Large-Scale Social Restriction policy to suppress the spread of this virus (Andriani, 2020). Because Indonesia is carrying out the policy, all citizens' activities outside the home must be temporarily suspended until this pandemic subsides.

The pattern of the online learning strategy system is a distance learning system without a direct meeting between teachers and students (Tammubua & Pattiasina, 2019; Ghaemi & Ataei, 2022). It is carried out through a network using the internet, so teachers must be proficient in using online-based learning media and ensure that teaching and learning activities continue. During the covid-19 pandemic, even though students are at home, learning must continue, and teachers are required to be able to design learning media as innovations by utilizing online media.

Judging from the facts on the ground, many things are happening, both students and parents of students who do not have telecommunication tools to support online learning, so the school is thinking about finding solutions to anticipate this (Cf. Manullang, et al., 2022). In one way, some students who do not have mobile phones learn in groups, so they carry out learning activities together. Starting to learn through video calls connected to the teacher in question, being asked questions one by one, to taking attendance via WhatsApp, Google classroom, and Zoom

(Ironsi, 2021; Suherman, 2021; Totanan, 2022; Arafah et al., 2022).

There are also obstacles in distributing modules to participants in SMP Negeri 4, Sentani- Papua, Indonesia, because once a week, they take assignments that have been packaged in the material so that students can easily do them. After that, they collect and make new materials or modules to study and do at home.

According to Chong et al (2005), module is a suitable learning material that can be studied by students independently. There are components and clear instructions that students can follow easily without the teacher's intervention. The learning process applied at SMP Negeri 4 Sentani- Papua is by distributing modules to students. After that, the teacher conducts online learning using the google classroom, zooming, and WhatsApp application to explain the material that has been distributed to these students. However, suppose some students experience the difficulty of quotas and cell phones. In that case, the student is given the convenience of only doing the tasks given by the teacher listed in the module.

With the facilities that schools and subject teachers have provided, problems still appear. Some students only take modules but do not collect the assignments listed on the worksheets, so that, of course, these students have no grades. Here, parents are required to pay more attention to students' assignments. However, we can also find parents of students who diligently take assignments and can collect them on time. Only the students' work is done by parents, which can be seen from the differences in the writings of children and parents. At the time of taking modules and collecting assignments, parents still do not pay attention to this, citing busy work and other activities. From the above problems,

the author can give the title Application of Module Learning Strategies by CRE Teachers to students' learning difficulties in the midst of covid 19 at SMP Negeri 4 Sentani – Papua, Indonesia.

2. Research Method

The research method used in this study uses a quantitative research approach. This research is a type of field research 9Cf. Edmondson & McManus, 2007). The steps of this research are action research design. Stringer (2008) states that the research method studies problems in society, as well as procedures that apply in society and certain situations, including the relationship of activities, attitudes, views, and ongoing processes and the influence of a phenomenon. The population of 120 students. Samples of 60 students at SMP Negeri 4 Sentani. The analysis used is a quantitative analysis to add up the values obtained by students and then divide by the number of students in the class to obtain the average value.

Table 1 Interpretation Value

No.	Percentage	Level	Score	Assessment category
1.	86% - 100%	A	4	Very good
2.	76% - 85%	B	3	Good
3.	60% - 75%	C	2	Enough
4.	55% - 59%	D	1	Less

3. Result and Discussion

3.1 Cycle 1

From the learning atmosphere in the classroom, it can be illustrated that most students actively participate in the learning process while some are less serious in following. Before the teacher starts learning, the teacher precedes with a pre-test to determine the students' abilities. However, the results obtained and known from 60 students show that 40 answered correctly and only 20 answered correctly. The teacher gave it correctly. Meanwhile, 35 students answered, but it was not as expected. This can be seen from the following diagram.

Incorrect answers were conducted by 35 students (58%)

Correct answers were conducted by 25 students (41%)

Based on the above activities, it can be concluded that students have not been able to answer satisfactorily because students have not focused their thoughts

on the learning that was held at that time. The results of the implementation of the first cycle illustrate that what the researcher wants to achieve is still evaluation material for carrying out action plans in the second cycle.

3.2 Cycle II

The background review of the students turned out to be their ability to be weak and slow, so they were given learning with an extraordinary approach and continued to be given enrichment. The results of the 14 students were the same.

From the results of the cycle I, it is known that 35 participants have not reached the completeness of learning, so the author continues to cycle II with the teaching and learning process of the learning outcomes of students who are carried out on the ladder on August 29, 2022, and followed by 60 students. The learning outcomes are known to increase. The percentage of students who have not completed as many as 25 % or 15 students will be given enrichment. While

students who have achieved the complete completeness of 45 students with a percentage of 75%.

Thus the lowest results have not been completed, and good results can be seen from the data success of students. This process shows that the results are good after conducting the learning process by paying attention to the emotional needs of students as support in completing the question and answer method. Then the thing done is to stimulate the freedom of students through the activity of pouring ideas and stories on white sheets that produce unique images of students in students to tell their images before learning begins. This makes students satisfied and more eager to learn, so their enthusiasm helps them understand the lessons taught.

This kind of thing is also very helpful in improving the learning outcomes and can be seen in the results of the post-test in the following table:

Table 2 The success of students working on the questions in cycle II

No	Achievement	Percent	Frequency
1	VG	76 %	46
2	NF	23%	14
3	F	0%	0

Note :
- ✓ VG = Very good
- ✓ NF = Not finished yet
- ✓ F = Fail

From Table 2 above, it is shown that the test results of students in cycle II achieved very high or very good results. There were 46 students with a percentage of 76%, while 14 students with a 23% presence had not yet reached completeness. Students who have not yet reached this completeness are given tasks,

re-review or tell the material that has been learned.

4. Conclusion
Based on the results of this study, it can be concluded that learning at SMP Negeri 4 Sentani with discussion and question and answer methods can improve student

learning outcomes at SMP Negeri 4 Sentani for the academic year 2021/2022 on the theme of sin and repentance. Student learning outcomes and completeness in each cycle. The percentage of the initial test data on the pre-test carried out, the results of learning completeness, only 20 students or with a percentage of 30% while those who did not complete 40 students with a percentage of 66%, so that the learning process was carried out teaching and post-test in the first cycle.

Have not achieved the results of completeness in the first cycle, then it is continued in the second cycle. In cycle II, there was an increase in completeness to 45 students with a percentage of 75%. This can be seen from the students' results in each learning process. There was an increase in mastery results, with a difference of 45% from cycle I. For 15 students with a percentage of 25% who are not complete, their ability is very lacking so a re-learning review will be carried out as a follow-up, and an oral test will be held.

From the results of this learning, students can be more courageous and enthusiastic in learning and accepting each subject matter being taught. At the same time, this method motivates students to develop themselves more actively. Based on the conclusion, it is suggested as follows.

First, schools, especially policymakers in SMP Negeri 4 Sentani Harapan Kampung, continue to strive as much as possible to provide the best facilities to students in learning, especially in the current situation, to arouse enthusiasm and motivation of students to participate in this distance learning.

Second, teachers in SMP Negeri 4 Sentani – Papua are hoped always to be innovating in processing alternative learning media. It is important to overcome the limitations possessed by teachers and students. Moreover, they should develop learning to be more varied to attract attention and interest to learn more about the material delivered, though only In online learning and, of course, still consider the situation and conditions that occur.

Third, for students, it is hoped that the students should always try to pay attention to the lessons well and carry out all the tasks given by the teacher, even in a small quota state or a complex network and still seek more knowledge apart from the material delivered by the teacher. Because the teacher also provides a solution by alleviating assignments and providing a more extended period.

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