

## Implementation of The Student Facilitator And Explaining Cooperative Learning Model to Improving Christian Religion Learning Outcomes

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### ABSTRACT

The Student Facilitator and Explaining Learning Model is a learning model in which students/learners learn to present ideas/opinions to other fellow students. The aims of this study were: (1) to describe the quality of the Christian Religion learning process at SMP Negeri 3 Idanogawo through the application of the Student Facilitator and Explaining cooperative learning model. (2) Describe the average learning outcomes of Christianity at SMP Negeri 3 Idanogawo by applying the Student Facilitator and Explaining cooperative learning model. This research was conducted at SMP Negeri 3 Idanogawo with the research subjects being Class VIII-B students in the odd semester of the 2019/2020 Academic Year, a total of 20 people. The research method used is classroom action research (CAR). The research instrument used are: (1) observation sheets for students who are active in the learning process (2) observation sheets in the learning process of teacher respondents. (3) Quality questionnaires (4) Learning achievement tests, (5) Photo documentation. Based on data analysis, it was found that: (1) The learning process by applying the Student Facilitator and Explaining learning model in the learning process of Christianity at SMP Negeri 3 Idanogawo for the 2019/2020 academic year was good, the average quality questionnaire result at the end of cycle 1 was 63.19 % enough category and at the end of cycle 2 is 82.810% Good category. (2) Student learning outcomes in the subject of Christianity by applying the Student Facilitator and Explaining learning model in Class VIII-B of SMP Negeri 3 Idanogawo for the 2019/2020 academic year increased, it can be seen that in cycle I the average student learning outcomes reached 70 .15 in the "Enough" category, while in cycle II the average student learning outcomes increased to 81.5 in the "Good" category. The percentage of learning completeness in cycle I reached 60% while in cycle II the percentage of learning completeness reached 85%.

**Keyword:** Student Facilitator and Explaining Cooperative Learning Model, Learning

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## 1. INTRODUCTION

Education is one aspect of life that is needed by a country, especially developing countries, including Indonesia. The government is very aware of this, so various efforts are being made to improve the quality of education. The government's efforts to improve the quality of education include: improving the 2013 curriculum within the framework of the Education Unit Level Curriculum, setting passing standards for school-based exams which are increasing every year, providing school operational assistance, paying attention to welfare through providing professional allowances, organizing training for teachers, and so on. Therefore, education must be carried out as well as possible in order to obtain good results. To get quality education, the government made changes and improvements to the curriculum. The curriculum that is currently being implemented is the 2013 Curriculum within the framework of the Education Unit Level Curriculum. In the 2013 Curriculum, students are expected to be more creative in designing and

implementing learning appropriate to the material being taught. This is in accordance with what was stated by Mulyasa (2013: 70-77) that:

identified the characteristics of the 2013 Curriculum, which according to him "there are five characteristics in the 2013 Curriculum, namely: utilizing all learning resources, field experiences, personal individual strategies, ease of learning, and complete learning.

Therefore, in learning the teacher must be able to use learning models, approaches, strategies and methods that are in accordance with the demands of the 2013 Curriculum. To achieve this ability it is necessary to apply learning models that involve students directly both individually and in groups. One learning model that allows students to interact with each other is the cooperative learning model. The cooperative learning model can motivate students, utilize all students' social energy, take responsibility for each other because it places more emphasis on student cooperation in a group. The cooperative learning model is a learning model characterized by group work. Experts have also shown that cooperative learning can improve student performance in academic tasks, excel in helping students understand difficult concepts, and help students develop critical thinking skills. Cooperative learning can provide benefits for both lower and upper group students who work together to complete academic tasks. The cooperative learning model itself has many variations, one of which is the Student facilitator and explaining learning model, where this learning model students present ideas or opinions to other fellow participants. Cooperative learning can provide benefits for both lower and upper group students who work together to complete academic tasks. The cooperative learning model itself has many variations, one of which is the Student facilitator and explaining learning model, where this learning model students present ideas or opinions to other fellow participants.

Based on the results of observations made by researchers in SMP Negeri 3 Idanogawo class, several things were found as follows:

1. Lack of Protestant Christian Religion package books that support learning activities both at school and those owned by students;
2. Some of the students were noisy and went in and out during the learning process.
3. Some students prefer to joke with their friends and imitate the teacher's teaching style during the learning process;
4. If there is an assignment given by the teacher, most students just copy the answers of their friends who are ready
5. Students feel bored studying

From some of the problems mentioned above, it can be seen that there are so many problems that can damage the quality of education, especially at SMP Negeri 3 Idanogawo. Therefore this problem needs to be investigated in order to find solutions in solving it in order to improve the learning process and make student learning outcomes improved. To overcome the above, one of the efforts that can be made by researchers to improve the learning process and improve student learning outcomes in Protestant Christian Religion subjects is by implementing a cooperative learning model of the Student Facilitator and Explaining type through scientific research with the title: "Improving Religious Learning Outcomes Protestant Christianity Through the Application of the Student Facilitator and Explaining Cooperative Learning Model to Grade VIII-B students of SMP Negeri 3 Idanogawo for the 2019/2020 Academic Year.

The objectives of this research are (1) to describe the quality of the Christian Protestant learning process at SMP Negeri 3 Idanogawo through the application of the Student Facilitator and Explaining cooperative learning model. (2) Describe the average learning outcomes of Protestant Christianity at SMP Negeri 3 Idanogawo by applying the Student Facilitator and Explaining cooperative learning model. This research can be useful as input material for teachers in choosing and implementing appropriate learning models in the teaching and learning process (KBM) and add insight to researchers as teachers in the future in selecting and using appropriate learning models in the teaching and learning process.

## **2. RESEARCH METHOD**

Based on the objectives to be achieved, this research was carried out by implementing Classroom Action Research (CAR). Classroom Action Research (CAR) is conducted with the aim of improving the learning process. Therefore, this study focuses on the learning process in the classroom. The object of action

(object of research) in this study are as follows: The application of the Student Facilitator and Explaining cooperative learning model in the Protestant Christian Religion learning process Improving student learning outcomes in Protestant Christian Religion subjects through the Pair Switching cooperative learning model. The location for implementing this Class Action Research is SMP Negeri 3 Idanogawo which is located in Dima Village, Hiliduhu District, Nias Regency The subjects of this study were students of class VIII-B in the even semester of SMP Negeri 3 Idanogawo for the 2019/2020 academic year. The subjects of this study amounted to 20 people. This Classroom Action Research is in accordance with the plan to be carried out in the even semester of the 2019/2020 academic year. The implementation of the actions in this study was adjusted to the schedule at school. The implementation of the action is carried out for approximately one month and each cycle is planned for 3 meetings and 1 meeting for daily exams in the form of student learning outcomes tests. To collect data in this study used research instruments, namely (1) Observation Sheets, (2) Questionnaires, (3) Learning achievement tests, (4) Interview guide sheets, (5) Documentation in the form of photos.

### **3. RESULTS AND DISCUSSION**

Based on the average reflection results at the end of the first cycle of implementing the learning process obtained through the observation sheet, it was obtained 63.19% and the learning achievement test was obtained 60% and did not reach the predetermined target (75%), this shows that there are still deficiencies in the learning process and student learning outcomes still do not meet the target, so this research is continued in cycle II. Based on the average reflection results at the end of cycle II, it turned out that 82.81% was obtained for the observation sheet and learning outcomes reached 85% and had reached the predetermined target (75%). This shows that the learning process using the group discussion method can be improved and student learning outcomes have increased.

#### ***A. Data Exposure Every Cycle I***

The learning process that took place in the first cycle at least encountered several obstacles. Based on the observations of researchers, it seems that students are still not fully able to place themselves in their respective groups. Likewise, the interest and activeness of students has not been fully visible and even most students have not been able to provide a response to the problem to be solved so that the researcher plans to return to the improvement of this research by continuing in the implementation of cycle II. Based on the results of data collection at the first meeting of the first cycle, it was found that: (1) The average results of observations of students who actively participated in learning reached 54% (2) The results of observations of the learning process of teacher respondents reached 67%. Based on the results of data collection at the second meeting of the first cycle, it was found that: (1) The average results of observations of students who actively participate in learning reach 67% (2) The results of the observation of the learning process of the teacher respondents reached 75%. While at the end of cycle I, the average student learning outcomes were 65 in the sufficient category and the percentage of student learning completeness reached 60%.

#### ***B. Data Exposure Every Cycle II***

The learning process in the second cycle saw many very significant developments. In terms of carrying out student discussions, they are able to manage their own groups to solve the problems faced. It was also seen that almost all group members were active in asking questions and expressing opinions both with group mates and between groups. Besides that, there are no longer students who are passive and stay silent because each gets an assignment from the group and the interest, attention and percentage of students also improves. Based on the results of data collection at the first meeting of the second cycle, it was found that: (1) The average results of observations of students who actively participated in learning reached 56.40% (2) The results of observations of the learning process of teacher respondents reached 69.98%. Based on the results of data collection at the second meeting of cycle II, it was found that: (1) The average results of observations of students who actively participate in learning reach 83.12% (2) The results of the observation of the learning process of the teacher respondents reached 82.50% while at the end of cycle II the average student learning outcomes were 81.50 in the good category and the percentage of student learning completeness reached 85%.

#### 4. CONCLUSION

Based on the processing and analysis of research data that has been carried out regarding the application of the Student Facilitator and Explaining type cooperative learning model to the Christian Protestant Religion learning process in class VIII-B even semester of SMP Negeri 3 Idanogawo in the 2019/2020 academic year, the researchers conclude as follows: (1) It is suggested to Protestant Christian Religion teachers to apply the Student Facilitator and Explaining type of cooperative learning model in the learning process to increase student learning attractiveness (2) It is suggested to Protestant Christian Religion teachers to never get tired of fixing weaknesses that occur in the learning process (3) It is suggested to Protestant Christian Religious teachers to be more creative in planning and implementing learning by using various models, strategies, approaches, methods and techniques that vary according to the teaching material. And suggestion from author based on the results of this study, the researchers made the following suggestions: (1) Protestant Christian Religion subject teachers should apply the Student Facilitator and Explaining cooperative learning model in the Protestant Christian Religion learning process. (2) Teachers should apply varied and appropriate learning models and can involve students actively in the learning process. (3) The results of this study should be used as comparison material for further researchers.

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