



# The Influence of Christian Religious Education Teachers' Intellectual Intelligence on Student Learning Outcomes

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**Abstract:** This study aims to determine how the intellectual intelligence of Christian Religious Education (PAK) teachers can improve the learning outcomes of PAK students in class XI Science-1 Pematangsiantar. The population in the study consists of all students in class XI Science-1, totaling 29 students. Data collection on the PAK learning outcomes of students through the intellectual intelligence of PAK teachers in class XI Science-1 Pematangsiantar was conducted using a Likert-scale questionnaire. The Likert scale is used to measure attitudes, opinions, and perceptions of an individual or group about social events or phenomena. The stages of data analysis were carried out in four phases: (a) planning; (b) action implementation; (c) evaluation; and (d) reflection. The results of the data analysis indicate and can be concluded that the PAK learning outcomes of students increased from cycle I to cycle III. This improvement is shown by the rise in the average learning outcome scores, which increased by 3.92 in cycle I, 5.49 in cycle II, and further increased by 6.10 in cycle III. In cycle I, there were still 11 students whose learning outcomes were not yet satisfactory, while in cycles II and III, all students' learning outcomes were satisfactory. The average questionnaire score also increased from cycle I to cycle III. In cycle I, the average score was 3.34, which increased to 3.50 in cycle II and further to 3.58 in cycle III.

**Keywords:** Christian Religious Education, Intellectual Intelligence, Learning Outcomes.

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## Introduction

One of the improvements in development is the enhancement of the quality of education in Indonesia. However, this effort has not been fully realized because, compared to other countries, the quality of our education is still far from what we expect; in other words, the quality of our education remains low. Education is the pillar for improving Indonesia's human resources (HR) to build the nation. Therefore, the government must enhance the quality of human resources, especially as we enter an era of competition due to globalization. One of the government's policy strategies in improving human resources is through enhancing the quality of education, which aligns with the function and goals of National Education in the Republic of Indonesia Law No. 20 of 2003 on the National Education System, Chapter II, Article 3. This article states that National Education functions to develop the ability to form the character and civilization of a dignified nation in order to educate the life of the nation. It aims to develop the potential of students to become people who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (De Gruchy, 2016).

Therefore, it can be concluded that the quality of education reflects the quality of a nation. When the quality of education is

good, the quality of the nation's civilization is also good. This is also the reason for the Minimum Completeness Criteria set by the school for class XI, which is 76.

To improve learning outcomes, subject teachers, especially Christian Religious Education (PAK) teachers, need to enhance their intellectual intelligence in teaching. As Arista Khoirul Mungzilina states, learning outcomes represent the pinnacle of students' success in achieving predetermined learning goals. Student learning outcomes can include cognitive (knowledge), affective (attitude), and psychomotor (behavior) aspects (Ariawan, 2019). Discussing intellectual intelligence is not limited to cognitive abilities alone; it also includes other components. In relation to this, Thorndike mentions that intellectual intelligence is divided into three forms of ability: abstract ability (the ability to work with ideas and symbols), mechanical ability (the ability to work with mechanical tools and perform tasks requiring sensory-motor activity), and social ability (the ability to interact effectively with others around oneself).

These three components constitute the intellectual intelligence that everyone possesses, and they are inseparable in performing their tasks, particularly in the field of education (Potgieter & van der Walt, 2014). From this explanation, the author concludes that teachers must have abstract abilities, meaning they

must be able to teach using visual media appropriate to the learning material, thus making it easier for students to understand the material. Visual-based media play a crucial role in the learning process. Visual media can facilitate understanding, strengthen memory, stimulate student interest, and provide a connection between the lesson content and the real world. Furthermore, teachers must also have mechanical abilities, which involve the ability to use mechanical tools or multimedia such as LCDs, laptops, and others. The proficient use of electronic tools in education will increasingly capture students' attention, making lessons easier to absorb. Multimedia aims to present information in an enjoyable, engaging, easy-to-understand, and clear manner. Information will be easier to understand because as many senses as possible, especially hearing and sight, are used to absorb that information (Cahapay, 2021).

Teacher professionalism is the ability to perform core tasks as educators and instructors, including planning, implementing, and evaluating learning. A teacher's professional duties include educating, teaching, and training. Educating means passing on and developing life values, teaching means imparting and developing scientific knowledge and technology, and training means developing students' skills. Teachers as educators are professional staff, as outlined in the National Education System Law No. 20 of 2003, Chapter XI, Article 39, Paragraph 2, responsible for planning and implementing the learning process, assessing learning outcomes, conducting guidance and training, and conducting research and community service, especially for educators in higher education.

Thus, it can be concluded that professional teachers are those who can carry out all their assigned tasks with thorough planning to produce good quality. With the improvement in the quality of education, learning outcomes will also improve, supported by professional teachers in teaching, making it easier for students to engage in the teaching and learning activities and achieve the learning objectives (Krause et al., 2018). Therefore, the researcher attempts to conduct classroom action research to investigate the relationship between PAK teachers' intellectual intelligence and students' PAK learning outcomes.

This study aims to determine whether PAK teachers' intellectual intelligence can improve the PAK learning outcomes of class X-13 students at SMA Negeri 1 Pematangsiantar. The factor analysis results indicate that the intellectual intelligence of PAK teachers significantly influences students' PAK learning outcomes. Thus, a PAK teacher should continuously enhance their intellectual intelligence in teaching.

## Method

The method used is a quantitative method. The population in the study consists of all students in class XI Science-1, totaling 29 students. Data collection on the PAK learning outcomes of students through the intellectual intelligence of PAK teachers in class XI Science-1 Pematangsiantar was conducted using a Likert-scale questionnaire. The Likert scale is used to measure attitudes, opinions, and perceptions of an individual or group about social events or phenomena. The stages of data analysis were carried out in four phases: (a) planning; (b) action implementation; (c) evaluation; and (d) reflection.

## Results

In Cycle I, the material covered was "Growing into Maturity." The learning process was conducted over four hours (two sessions). One session was for implementing the action, and one session was for conducting the learning outcome test, while student activity observations were carried out during the learning process. The average score of the questionnaire on the intellectual intelligence of PAK teachers concerning students' PAK learning outcomes was 3.34.

In Cycle II, the material covered was "Fear of the Lord." The learning process was conducted over four hours (two sessions). One session was for implementing the action, and one session was for conducting the learning outcome test, while student activity observations were carried out during the learning process. The average score of the questionnaire on the intellectual intelligence of PAK teachers concerning students' PAK learning outcomes was 3.50.

In Cycle III, the material covered was "Christian Teen Character." The learning process was conducted over four hours (two sessions). One session was for implementing the action, and one session was for conducting the learning outcome test, while student activity observations were carried out during the learning process. The average score of the questionnaire on the intellectual intelligence of PAK teachers concerning students' PAK learning outcomes was 3.58.

Intellectual intelligence consists of two components: intelligence and intellectual capability. Experts classified intellectual intelligence or intelligence into two categories: general cognitive ability and specific ability. To understand the concept of intellectual intelligence, we will examine the terms separately. Intelligence is synonymous with intellect and is defined as the perfection of the development of reasoning abilities, such as cleverness and sharpness of mind. Intelligence, commonly known as IQ (intelligence quotient), is a general term used to describe the attributes of the mind that encompass several abilities, such as reasoning, planning, problem-solving, abstract thinking, comprehending ideas, using language, and learning. Intelligence as our ability to analyze, think, and determine cause-and-effect relationships, think abstractly, use language, visualize things, and understand concepts (Sitinjak, Silaban, & Simanjuntak, 2022).

Intelligence is closely related to the cognitive abilities possessed by an individual. It can be measured using psychometric tools known as IQ tests. There is also a viewpoint that IQ represents the mental age of an individual relative to their chronological age. Therefore, intelligence is the ability to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn (Cilliers, 2017).

In general, the term intelligence describes the capacity to solve problems or handle challenges faced. Intelligence or intellectual levels have a broad meaning, but many people often misinterpret it as solely IQ (Intelligence Quotient). The term IQ is so popular that many parents compare their children's IQs with those of other children. There are various perspectives on IQ based on everyday observations. Some consider IQ as an ability possessed by an individual. Intelligence is multifaceted, meaning it is expressed in various forms typically measured in schools and

higher educational institutions, and such measurements tend to be scholastic (skills taught in schools) (Moritz, 2017).

The New Testament also discusses intellectuality. In 2 Peter 1:5-6, it is stated that knowledge (intellectuality) leads to self-control, which is necessary for enduring difficult circumstances or people (Williams, 2014). From this, the author concludes that intellectuality is an inherent ability of an individual.

From the discussion above, the researcher concludes that intellectual intelligence is an individual's ability to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn. This ability enables a person to act and perform specific tasks. In the context of PAK lessons, intellectual intelligence involves the knowledge and skills required to influence one's life according to the truth of God's Word (Jennings, 2013).

PAK learning outcomes refer to what an individual achieves after participating in a teaching-learning process based on God's Word, consciously received and directed towards recognizing Jesus Christ through the help of the Holy Spirit. It emphasizes the three aspects of education: cognitive (knowledge), affective (attitudes and values), and psychomotor (skills), based on Christian faith that can be demonstrated in daily life. Maximum learning outcomes are expected by all parties, including students, parents, and schools. Learning outcomes encompass not only cognitive but also affective and psychomotor domains. Therefore, students should draw closer to God as their creator and savior through witnessing, serving, and fellowship. Consequently, students are built up and rooted in Christ, strengthening their faith to achieve goals aligned with Christian teachings, demonstrated through mutual love (Sirait, Hasibuan, & Silaban, 2022).

To achieve the desired learning outcomes, several factors must be considered: internal factors within students, external factors, and learning approaches. These factors are interrelated and mutually influential. Internal factors include three main categories: physical, psychological, and fatigue factors (Manurung, Sitinjak, & Gulo, 2022). Physical factors comprise two types: first, being healthy means being in good condition/free from illness, and one's health affects their learning. The learning process will be disrupted if health is compromised; the individual will tire quickly, lack enthusiasm, feel dizzy, sleepy, weak, and have sensory organ dysfunctions. Health factors cannot be overlooked. Even highly intelligent individuals may fail to develop themselves if they are frequently ill. Thus, health must be maintained to achieve desired learning outcomes. Everyone should ensure their physical well-being by adhering to guidelines for work, study, rest, sleep, nutrition, exercise, and worship. Second, physical disabilities refer to conditions that are less than optimal, such as blindness, partial blindness, deafness, partial deafness, limb loss, paralysis, and others. Such conditions affect learning. If this occurs, one should attend special education institutions or use assistive devices to mitigate the impact of their disabilities. The condition of specific organs, such as hearing and vision, significantly affects a student's ability to absorb information and knowledge, particularly in classroom settings." Therefore, students with physical disabilities face challenges in achieving their educational goals due to limited ability to apply their knowledge.

At least seven psychological factors affect learning: intelligence, attention, interest, talent, motivation, maturity, and fatigue. Intelligence was described as the psychophysical ability to

react to stimuli or adapt to the environment. Thus, intelligence involves not only brain quality but also the quality of other bodily organs. Higher intelligence levels lead to better success compared to lower levels. Intelligence comprises three abilities: adapting to new situations quickly and effectively, using abstract concepts efficiently, and understanding relationships and learning them quickly (Purba, Sipahutar, & Nainggolan, 2022).

From the above, the author concludes that students with normal intelligence levels can succeed in their studies if they apply effective learning methods and if factors influencing their learning (physical, psychological, family, school, and community) provide positive support.

## Conclusion

The results of the analysis concluded that Counseling Guidance and Teacher Social Competence were able to explain 87.0% of the variation in the dependent variable (Control of Aggression Behavior in Mentally Retarded Students,). Partially, counseling guidance affects the control of aggression behavior in mentally retarded students. There is a partial significant influence between Teacher Social Competence (X2) and Control of Aggression Behavior in Mentally Retarded Students (Y). So from this case it can be concluded that partially the Social Competence of Teachers affects the Control of Aggression Behavior in Mentally Retarded Students. Advice for Schools, counseling guidance empowerment programs need to be maintained so that the handling of Aggression Behavior Control in Mentally Retarded Students is more perfect. For teachers, social competence needs to be improved so that the handling of Aggression Behavior Control in Mentally Retarded Students is better.

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