



Enhancing Learning Outcomes In Christian Religious Education Through Teachers' Intellectual Competence

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Abstract: This study aims to explore how the intellectual competence of Christian Religious Education (CRE) teachers can enhance students' learning outcomes in CRE. The research population consists of 29 students from class XI IPA-1. Data on students' CRE learning outcomes, in relation to the intellectual competence of CRE teachers, were collected using a Likert-scale questionnaire designed to measure attitudes, opinions, and perceptions of individuals or groups regarding social events or phenomena. Data analysis was conducted through four stages: planning, action implementation, evaluation, and reflection. The results of the analysis indicate an improvement in students' CRE learning outcomes from cycle I to cycle III. The average learning outcome scores increased from 3.92 in cycle I to 5.49 in cycle II, and reached 6.10 in cycle III. In the first cycle, 11 students had not achieved satisfactory learning outcomes, but by cycles II and III, all students had achieved satisfactory learning outcomes. Additionally, the average questionnaire scores also showed an increase from cycle I to cycle III, rising from 3.34 in cycle I to 3.50 in cycle II, and 3.58 in cycle III.

Keywords: Learning Outcomes, Christian Religious Education, Intellectual Competence.

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Introduction

One of the improvements in national development is the enhancement of the quality of education in Indonesia. However, these efforts have not been optimal as compared to other countries, as the quality of education in Indonesia still falls far below expectations (Pakpahan et al., 2021). Education serves as the foundation to strengthen Indonesia's Human Resources in nation-building. Therefore, the government should improve the quality of human resources, especially in facing the era of globalization competition. One of the government's policy strategies is to enhance the quality of education, in line with the function and objectives of National Education as regulated in the Republic of Indonesia Law No. 20 of 2003 concerning the National Education System. Article 3 of Chapter II of the law states that National Education aims to develop the ability to shape the character and civilization of a dignified nation, in order to enlighten the nation's life. The goal is to ensure that the potential of learners develops into individuals who are faithful, devoted to God Almighty, morally upright, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens. It can be concluded that the quality of education reflects the quality of a nation. When the quality of education is high, the quality of the nation's civilization is also good. Therefore, the Minimum Completion Criteria for class XI is set at 72. To improve learning outcomes, teachers, especially in the field of Christian Religious Education (CRE), need to enhance their intellectual intelligence in

the teaching process. However, intellectual intelligence is not only related to cognitive abilities but also involves other components. Intellectual intelligence is divided into three forms of abilities: abstraction ability (the ability to use ideas and symbols), mechanical ability (the ability to use mechanical tools and perform tasks involving sensory-motor activities), and social ability (the ability to interact with others effectively) (Crus, 2021). From this explanation, it can be concluded that teachers need to have abstraction abilities, which means they must be able to teach using visual media appropriate to the learning materials. This is aimed at making it easier for students to understand the learning materials. Visual-based media play a crucial role in the learning process. They can enhance understanding and strengthen memory, as well as develop students' interest by connecting lesson materials to the real world (Ariawan, 2019). Furthermore, teachers also need to have mechanical abilities, which involve the ability to use mechanical or multimedia tools such as LCDs, laptops, and others. By proficiently using these electronic tools, teachers can capture the attention of students in the learning process. Multimedia aims to present information in an enjoyable, engaging, easily understandable, and clear manner. Using as many senses as possible, especially hearing and sight, in absorbing information will facilitate understanding. Teacher professionalism refers to the ability of teachers to perform their main tasks as educators and instructors, which includes the ability to plan, implement, and evaluate learning. The experts stated that the role of teachers as



professionals encompasses three main things: educating, teaching, and training. Educating involves the transfer and development of life values, teaching involves the distribution and development of knowledge and technology, and training involves the development of student skills (Wahyuni, Pieter, Purba, Sitepu, 2021). According to the National Education System Law Number 20 of 2003, teachers as educators are professionals responsible for planning and implementing the learning process, evaluating learning outcomes, providing guidance and training, and being involved in research and community service, especially for educators in higher education. It can be concluded that a professional teacher is one who can perform their tasks well, with careful planning to achieve optimal education quality. With the improvement of education quality, it is hoped that student learning outcomes will also increase, supported by professional teachers in the learning process. Therefore, researchers conducted classroom action research to examine the relationship between the intellectual intelligence of CRE teachers and the learning outcomes of students. This study aims to evaluate whether the intellectual intelligence of CRE teachers influences the learning outcomes of the students in class X-13 of SMA Negeri 1 Pematangsiantar, and the factor analysis results indicate a significant relationship between the two. Therefore, a CRE teacher should continue to enhance their intellectual intelligence in the teaching process.

Method

Data collection regarding the learning outcomes of students in Christian Religious Education through the intellectual competence of the teachers utilized a Likert-scale questionnaire, which is used to measure individual or group attitudes, opinions, and perceptions toward social events or phenomena. Data analysis was conducted through four stages: planning, action implementation, evaluation, and reflection. The analysis results indicated an improvement in the learning outcomes of students from cycle I to cycle III. The average learning outcome scores increased from 3.92 in cycle I to 5.49 in cycle II and reached 6.10 in cycle III. In the first cycle, 11 students had not achieved satisfactory learning outcomes, but by the second and third cycles, all students had achieved satisfactory learning outcomes. Additionally, the average questionnaire scores also showed an increase from cycle I to cycle III, from 3.34 in cycle I to 3.50 in cycle II, and 3.58 in cycle III.

Result and Discussion

Research Data Description

In the first phase of the learning cycle, the focus of the material was on the process of growth towards maturity. The learning activities were conducted over four hours (two sessions). One session was used to deliver the material and carry out the teaching activities, while the other session was used to conduct a learning outcome test. During the learning process, observations of student participation levels were also made. Based on the questionnaire measuring the CRE teachers' intellectual competence perceptions of student learning outcomes, the average score was 3.34.

In the second cycle, the material presented was related to faith in God. The learning process was carried out over four hours (two sessions), with one session used for teaching activities and the other for conducting a learning outcome test. Observations of student participation continued during the learning process. Based on the questionnaire measuring the CRE teachers' intellectual

competence perceptions of student learning outcomes, the average score reached 3.50.

In the third cycle, the material focused on the character formation of Christian adolescents. The learning activities were also conducted over four hours (two sessions), following the same pattern as the previous cycles. Observations of student participation continued. Based on the questionnaire on the CRE teachers' intellectual competence perceptions of student learning outcomes, the average score reached 3.58.

The evaluation results during the classroom action program are presented in the following format:

- a. The results from the first cycle include the average score of students' CRE learning outcomes, with each summary described. The average score of students' CRE learning outcomes in Cycle I was 3.92.
- b. The results from the second cycle include the average participation score and CRE learning outcomes using the PPSI model, with each summary described. The average participation score in Cycle II was 5.49.
- c. The results from the third cycle include the average participation score and PAK learning outcomes using the PPSI model, with each summary described. The average participation score in Cycle III was 6.10.

Intellectual intelligence refers to the combination of two terms: "intelligence" and "intellectual." To elaborate on the concept of intellectual intelligence in more detail, the researcher will provide a thorough explanation. Intellectual intelligence involves the amalgamation of the concepts of "intelligence" and "intellectual."

Intelligence is often interpreted as intelligence, referring to the perfection of cognitive development, including sharpness and acuteness of mind. Intelligence, commonly referred to as IQ (intelligence quotient) in English, is a concept that encompasses various mental abilities, such as analytical thinking, planning, problem-solving, abstract thinking, understanding concepts, using language, and learning processes. Intelligence is an ability to analyze situations, think critically, find cause-and-effect relationships, think abstractly, use language effectively, visualize concepts, and understand given information (Swezey & Finn, 2013).

Intelligence is closely related to an individual's cognitive abilities. The measurement of intelligence is often conducted through psychometric tools known as IQ tests. Another perspective considers IQ as a representation of one's mental age in comparison to their chronological age. Thus, intelligence is an individual's ability to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn (de Wet, 2014).

The general public considers intelligence as the ability to solve problems, demonstrate cleverness, or deal with challenges. Intelligence or intellectual level has a very broad meaning but is often misunderstood as IQ (Intelligence Quotient). The term IQ is indeed very popular among the public, leading many parents to compare the IQs of their children with one another and even with those of other people's children.

There are several views on the explanation of IQ based on everyday experiences. Some argue that IQ is a capability possessed by an individual. Intelligence consists of various forms, generally

measured in schools and higher education institutions, and its measurement tends to be scholastic (abilities taught in school). Shortly, intelligence is the ability to provide good responses to truth or facts (Ariawan, 2022).

In the New Testament, there is a discussion about intellect. In 2 Peter 1:5-6, it is stated that knowledge (intellect) leads to self-control, or in other words, the ability to control oneself, which is essential for someone to endure difficult situations or people. From this description, the author concludes that intellect is an ability possessed by an individual (Gentry, 2016).

Based on the explanation above, the conclusion that can be drawn is that intellectual intelligence refers to an individual's ability to reason, plan, solve problems, think abstractly, understand ideas, use language, and learn. This capability enables a person to act and perform specific tasks. In relation to Christian Religious Education, intellectual intelligence refers to the knowledge and ability of an individual to act according to the principles found in the Word of God, thus influencing one's life in accordance with the truths contained in the Word of God.

Christian Religious Education Learning Outcomes

The learning outcomes of Christian Religious Education refer to an individual's achievements after undergoing a learning process based on the Word of God, consciously accepted, and aimed at knowing Jesus Christ through the guidance of the Holy Spirit. This learning process emphasizes three aspects of education: knowledge (cognitive), attitudes and values (affective), and skills (psychomotor), all rooted in Christian faith teachings and reflected in daily life. Consequently, students are expected to draw closer to God as their creator and savior through testimony, service, and fellowship. Through this, students are built up and strengthened in Christ, so their faith becomes more steadfast, with the goal that they can meet the standards in accordance with Christian teachings, ultimately reflected in a loving attitude toward others (Van Niekerk & Breed, 2018).

Factors Influencing Christian Religious Education Learning Outcomes

To achieve the desired learning outcomes for students, it is essential to consider several factors that influence these outcomes. These factors include internal factors within the students, external factors outside the students, and the teaching approaches applied. These factors are interrelated and influence each other.

Internal Factors

When considering internal factors, there are three aspects to discuss: physical factors, psychological factors, and fatigue. The first aspect, physical factors, can be divided into two types: Health Factors and Physical Disabilities. Health refers to a body condition free from disease. An individual's health significantly affects their learning process. Health issues can hinder the learning process, causing fatigue, lack of motivation, and other symptoms such as dizziness or drowsiness. Physical weaknesses or sensory function disorders can also impact an individual's learning ability. It is important not to neglect health factors. Even if someone has a high level of intelligence, poor health conditions can hinder their ability to develop themselves in daily life. From the above explanations, it can be concluded that health plays a crucial role in achieving optimal or desired learning outcomes. Therefore, each individual must strive to maintain their physical health by adhering to

principles related to work, study, rest, sleep, diet, exercise, and worship (Ariawan, 2020).

Physical disabilities refer to conditions that result in imperfections or limitations in a person's body. These disabilities can vary, such as blindness, hearing loss, partial loss of motor skills, and so on. The impact of these physical disabilities can also affect an individual's learning process. In such situations, it is recommended that the individual consider attending an institution that caters to special needs or using assistive devices to minimize the effects of their limitations. Certain physical conditions of students, including hearing and vision health, can significantly impact their ability to understand and assimilate information and knowledge, especially when delivered in a classroom environment. Therefore, students facing physical challenges or those with physical disabilities may encounter obstacles in achieving their ambitions due to the limitations they face in accessing and conveying the knowledge they possess (Putra, 2020).

Psychological Factors

There are at least seven factors categorized as psychological factors that influence the learning process. These factors include intelligence, concentration, interest, talent, motivation, maturity, and fatigue. According to Muhibbin Syah, intelligence can be described as the psychophysical ability to respond to stimuli or adapt to the surrounding environment. Therefore, intelligence is not only related to the quality of the brain but also the quality of other body organs. A high level of intelligence will result in more success than a lower level of intelligence. Intelligence encompasses three aspects: the ability to face and adapt quickly and effectively in new situations, the ability to understand and use abstract concepts effectively, and the ability to understand relationships between concepts and learn them quickly. From the above analysis, the author concludes that students with a normal level of intelligence can achieve success in the learning process if they employ effective learning methods and if the factors influencing their learning, such as physical, psychological, family environment, school, and community factors, provide a positive impact (Purniasih, 2022).

Conclusion

Based on the research findings, several significant results were observed:

1. The average score on the questionnaire measuring the intellectual intelligence of Christian Religious Education (PAK) teachers and its impact on students' PAK learning outcomes showed an increase from Cycle I to Cycle III. Initially, the average score was 3.34 in Cycle I, which then increased to 3.50 in Cycle II, and reached 3.58 in Cycle III.
2. Students' learning outcomes also improved from Cycle I to Cycle III. This improvement is reflected in the increase in the average learning outcome scores, which rose from 3.92 in Cycle I, to 5.49 in Cycle II, and further increased to 6.10 in Cycle III. In the first cycle, 11 students had not yet achieved the expected learning outcomes, but in Cycles II and III, all students managed to achieve the desired learning outcomes.

From these research findings, it can be concluded that the intellectual abilities of PAK teachers can play a role in enhancing the PAK learning outcomes of students in Class XI IPA-1 at SMA Negeri 1 Pematangsiantar. Given the highly satisfactory results

achieved in this classroom action research, the following suggestions are proposed:

1. PAK teachers are advised to continually enhance their intellectual abilities to contribute more effectively to the learning process, thereby achieving more optimal results.
2. Students should have access to relevant books and reading materials, both during their free time and at home, to support the development of positive reading habits.
3. Parents are encouraged to maintain supervision of their children at home, particularly those in their teenage years, as guidance and positive role models are crucial during this period for shaping character and life values.
4. To improve the quality and outcomes of classroom action research, it is recommended that the provision of block grant funding for such research be considered, thereby providing teachers with the necessary financial support to implement classroom actions more effectively.

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