

**INCREASING LEARNING OUTCOMES OF CHRISTIAN RELIGIOUS EDUCATION AND CHARACTERISTICS OF GIVING WITH A HAPPY HEART THROUGH THE READING GUIDE LEARNING METHOD FOR STATE VI STATE SCHOOL STUDENTS 064982 MEDAN, ACADEMIC YEAR 2021/2022**

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**Improving Learning Outcomes of Christian Religious Education and Character Basic Materials Giving with a Happy Heart Through the Reading Guide Learning Method for Class VI Students of SD Negeri 064982 Medan Academic Year 2021/2022**  
**Objective** This research was carried out to improve student learning outcomes in Class VI SD Negeri 064982 Medan in the 2021/2022 academic year. The method used in this research is the Classroom Action Research Method using 2 cycles, the subjects of this research are 8th grade students of SD Negeri 064982 Medan, the instrument used to obtain data is by using tests, observing the range of values for the test is Value highest and lowest. The instrument used for data processing is to calculate the number of students' scores that have not reached the KKM and the scores that have reached the KKM. The KKM has been set at 70.

**Keywords:** Student Learning Outcomes, Reading Guide Method

**1. Introduction**

Efforts to improve and improve the quality of education seem to never stop. Many agendas have been, are being and will be implemented. Various innovative programs are involved in enlivening education reform. Education reform is a restructuring of education, namely improving the relationship between schools and the environment and with the government, planning development patterns and managerial development patterns, empowering teachers and restructuring learning models.

Learning is a process of interaction of students with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge, mastering skills and character, and forming attitudes and beliefs in students can occur. In other words, learning is a process to help students learn well. The main task of the teacher is to educate and teach. And so that the task can be carried out properly, he needs to have certain qualifications, namely professionalism: having competence in science, moral credibility, dedication in carrying out tasks, mental maturity (maturity), and has technical teaching skills and is able to generate the ethos and motivation of students in learning and achieving success (Marno, Idris, 2009: 20). In the learning process, it is hoped that the success of students in achieving learning objectives is expected. The main task of the teacher is to educate and teach. The application of the role playing method is expected to increase students' learning motivation. Because this method uses the concept of the game but becomes more focused.

**2. Method**

**2.1 Place and time of research**

This research was conducted at SD Negeri 064982 on Jl Aster Raya Medan Helvetia, North Sumatra Province. ie starting from August to October 2021.

**2.2 Action Object**

This research is a classroom action research. The types of actions studied are:

1. Reading Guide learning method in improving learning outcomes of Christian Religious Education for students



2. Student learning outcomes for the subjects of Christian Religious Education and Character Education
3. The right learning method in Christian Religious Education and Character Education Subjects

### 2.3 Research subject

The location of this Class Action Research (CAR) is SD Negeri 064982 Medan Class VI with 8 students, Christian Religious Education Subject

### 2.4 Research procedure

This research is carried out directly in the classroom. Done with 2 Cycles

## 3. Results And Discussion

### 3.1. First Cycle (1)

Table 1. Results of Observations on Student Activities in Cycle 1

No	Student activities while studying	Always	%	Often	%	Sometimes	%	Never	%
1.	Write	2 persons	25%	-	-	6 people	75%	-	-
2.	Ask	3 people	37%	-	-	5 people	62%	-	-
3.	Listen	3 people	37%	-	-	5 people	62%	-	-
4.	Notice	2 persons	25%	-	-	6 people	75%	-	-
5.	Work	1 person	12%	-	-	7 people	87%	-	-
6.	Answer	1 person	12%	-	-	7 people	87%	-	-

Amount

148%

448%

From the results of learning in the first cycle, it states that the KKM value has not been achieved, the activities of students always doing activities while studying are very low = 18, 5%, the activities of students sometimes doing activities while studying are very high = 56%. In the first cycle, the researcher made a reflection on the results: The average post-test result for the first cycle obtained by students was 52.5 with the percentage of students who achieved the KKM was 15%. This result has not met the target of the researcher, both in terms of the average class value and the percentage of students who reach the KKM, where the average value of the class targeted by the researcher is 80 and the percentage

### 3.2. Second Cycle (2)

Table 2. Results -Test Cycle II

No	Participants activities teach while studying	Always	%	Often	%	Sometimes	%	No Once	%
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1.	Write	6 people	75%	-	-	2 persons	25%	-	-
2.	Ask	5 people	62%	-	-	3 people	37%	-	-
3.	Listen	5 people	62%	-	-	3 people	37%	-	-
4.	Notice	6 people	75%	-	-	2 persons	25%	-	-
5.	Work	7 people	87%	-	-	1 person	12%	-	-
6.	Answer	7 people	87%	-	-	1 person	12%	-	-

Amount

448%

148%

From the results of the research in cycle 2, it can be noted that the KKM score has been achieved, the activity of students always doing activities while studying is high, namely = 56%, student activities sometimes doing activities while studying are very low = 18.5%, From the results of learning in the second cycle of students who have not completed is 0 ( 0 % ) , which are completed are 8 students ( 100 % ) .

#### 4. Conclusion

The conclusion that can be drawn from this CAR is the application of the Reading Guide learning method in improving learning outcomes effectively used to improve student learning outcomes in Christian Religion and Character Education Subjects, Student Activities Always Doing Activities While Learning is already high = 56%, Student Activities sometimes Doing Activities While Learning is very low = 18.5%, Student learning activities during learning from cycle I to cycle II by applying the Reading Guide learning method increased.

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