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Strategy of teacher in Improving the Learning Outcomes of Public Junior High School Students

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Abstrak

Salah satu faktor yang berpengaruh terhadap hasil belajar adalah kemampuan guru dalam menerapkan strategi pengajaran yang tepat. Jika proses pengajaran terasa monoton, hal ini dapat mengurangi motivasi belajar siswa dan mengakibatkan penurunan hasil belajar mereka. Penelitian ini bertujuan untuk mengidentifikasi strategi yang digunakan oleh guru Pendidikan Agama Katolik untuk meningkatkan hasil belajar siswa di SMP Negeri 2 Namorambe. Metode penelitian yang digunakan adalah kualitatif, di mana data yang diperoleh dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan berbagai strategi untuk meningkatkan hasil belajar siswa, seperti menerapkan model pembelajaran yang melibatkan sintaks, prinsip reaksi sistem sosial, sistem pendukung, dan dampak instruksional. Setelah menerapkan strategi ini, hasil belajar siswa dalam mata pelajaran Pendidikan Agama Katolik mengalami peningkatan, baik dari segi kognitif, afektif, maupun psikomotorik. Kemampuan guru dalam mengelola kelas dengan efektif juga berdampak positif pada peningkatan hasil belajar siswa. Oleh karena itu, partisipasi dan dukungan pihak sekolah, terutama kepala sekolah, sangat penting dalam mendukung peningkatan kualitas pengajaran guru dan penguasaan model-model pembelajaran..

Kata Kunci: strategi guru, meningkatkan, hasil belajar.

Abstract

One of the factors influencing learning outcomes is the ability of teachers to implement teaching strategies effectively. A monotonous teaching process can lead to decreased student motivation and lower learning outcomes. This study aims to investigate the teaching strategies used by Catholic Education teachers to enhance student learning outcomes at SMP Negeri 2 Namorambe. The research adopts a qualitative approach, where data obtained is analyzed through data reduction, data presentation, and drawing conclusions. The findings reveal that teachers utilize various strategies to improve student learning outcomes, such as employing instructional models involving syntax, principles of social system response, supportive systems, and instructional impact. Following the implementation of these strategies, student learning outcomes in Catholic Education subjects show improvement across cognitive, affective, and psychomotor aspects. The effective classroom management skills of teachers also positively impact student learning outcomes. Therefore, the participation and support of the school community, particularly the school principal, are crucial in facilitating the enhancement of teaching quality and mastery of instructional models among teachers.

Keywords: teacher's strategy, improving, learning outcomes.

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INTRODUCTION

Learning outcomes refer to all measurement actions (knowledge and information collection), management, perspectives, and assessments to establish the amount of learning outcomes that students must achieve after completing learning activities to meet the intended learning objectives. Batu & Sihotang (2022), stated that learning outcomes can be seen as demonstrations of students' abilities. They encompass behaviors, values, perceptions, attitudes, appreciation, and skills that result from learning interactions. Learning objectives can be identified and evaluated using learning outcomes as metrics. Learning outcomes serve as benchmarks to gauge the effectiveness of the learning process by indicating the performance of students, teachers, the learning process, and educational institutions (Andriani & Rasto, 2019; Sihotang et al., 2023).

Some causes of low learning outcomes include: students being reluctant to express their opinions and being passive in asking questions about the taught material, many students not completing assigned tasks, and some students engaging in conversations with their peers during class. Students perceive Catholic religious education as a challenging subject because teachers rely solely on lecturing methods without providing adequate learning models; they only teach topics (Sihotang et al., 2023). Students become bored during learning sessions due to the limited use of teaching methods.

In designing an effective instructional model, it is important for teachers to consider key components as suggested by Joyce et al., (1980); Huda & Abduh (2021), and Burke (2020). Syntax serves as the structural foundation in the learning process, ensuring organized steps from planning to evaluation. The reaction principle emphasizes adaptive interaction between teachers and students, while the social system underscores the importance of interpersonal interactions within the learning environment. The support system encompasses all resources that facilitate learning, from materials to technology, whereas instructional impact refers to concrete outcomes of the learning process. A robust integration of all these components helps create meaningful and effective learning experiences for students.

In light of the aforementioned issues, it is crucial to further improve students' learning outcomes in the future. Therefore, Catholic religious education teachers should develop more varied teaching strategies that will enhance students' enthusiasm and prevent boredom during the learning process.

Studies on strategies employed by Catholic Religious Education (PAK) teachers have been extensively researched in various forms, yielding diverse results. Erikson et al (2024), found that Catholic Religious Education teachers apply strategies to enhance student learning outcomes through the implementation of appropriate Problem-Based Learning. Learning outcomes result from the interaction between learning and teaching actions (Ghani et al., 2021; Haryanto et al., 2023). According Yew and Goh (2016), learning outcomes encompass behaviors, values, understanding, attitudes, appreciation, and skills, which are integral parts of the learning process. Juih & Dhieni (2021) and Brown et al., (2021), interpret student learning outcomes as behavioral changes that encompass cognitive, affective, and psychomotor aspects. For teachers, the teaching process culminates in evaluating learning outcomes. For students, learning outcomes mark the conclusion of instruction and reflect the pinnacle of the learning process. Therefore, appropriate instructional strategies are essential to enhance student learning outcomes.

This study focuses on exploring teachers' efforts in using instructional models by considering syntax, reaction principles, social systems, support systems, and instructional impacts associated with student learning outcomes, as well as delving into the challenges experienced by teachers in their practice. Understanding the issues that arise in learning will serve as a reflection of the efforts made by Catholic Religious Education teachers, thus becoming a crucial point for resolution. Additionally, Catholic religious education teachers, in their duties and roles, carry a dual mission as evangelists and educators. Individuals in the teaching profession play an essential role in assisting learners in their development. This distinguishes this study from previous ones, which largely described various strategies employed by Catholic religious education teachers in teaching

but did not accompany them with an introduction to the challenges faced. This study aims to provide insights into the challenges teachers encounter in improving student learning outcomes in Catholic Religious Education with the goal of informing future research and proposing solutions in this area.

METHOD

This qualitative study aimed to understand how Catholic Religious Education teachers at SMP Negeri 2 Namorambe improve student learning outcomes. The researcher played a crucial role in this process as an active data collector. The research was conducted during the second semester of the academic year 2023/2024, spanning three months (January – March 2024). The study location was in Deliserdang Regency, North Sumatra Province, specifically at SMP Negeri 2 Namorambe in Timbang Lawan Village, Deliserdang. The primary data were obtained from four informants: the school principal, two Catholic Religious Education teachers, and eighth-grade students. Additionally, secondary data, such as school profiles and photographic documentation, were utilized.

Data collection methods included observation, interviews, and documentation. Data analysis involved data reduction, data display, and verification/conclusion using triangulation techniques to ensure data validity. This research focused on the specific strategies and actions taken by Catholic Religious Education teachers to enhance student learning outcomes within the environment of SMP Negeri 2 Namorambe.

RESULT AND DISCUSSION

The Learning Outcomes of Grade VIII Students at Namorambe Public Junior High School

The improvement in students' learning outcomes can be observed in their cognitive, affective, and psychomotor domains. It is evident through their examination and quiz scores, their ability to recall learning materials, their proficiency in performing assigned tasks, their willingness to ask questions and the positive response they receive from the teacher, their active participation in group discussions, and their positive attitudes. Overall, the learning outcomes of Grade VIII students at Namorambe Public Junior High School have shown improvement due to their active engagement in the classroom.

Table 1. The Learning Outcomes of Grade VIII

Aspects	Result	
	Description	Average Student Score /Criteria
Cognitive	From the findings gathered through observations, interviews, and documentation, it can be inferred that students at SMP Negeri 2 Namorambe exhibit effective recall of the taught learning materials by teachers. Moreover, these students have shown positive learning outcomes as evidenced by their performance in exams and classroom quizzes. This achievement is facilitated by teachers' skill in engaging students with explanations that pique their interest when they inquire.	85 (Good)
Affective	Based on interviews, observations, and documentation, it can be concluded that eighth-grade students at SMP Negeri 2 Namorambe have displayed positive attitudes. They demonstrate this through polite behavior, such as respectfully greeting elders when passing by them, and promptly apologizing when corrected by teachers for mistakes they have made. These positive attitudes are evident during the learning process of Catholic Religious Education (PAK). They also demonstrate a willingness to ask questions to the teacher if they do not	Good

	understand the learning material, showing no hesitation in raising their hand.	
Psychomotor	<p>Based on interviews, observations, and documentation, it is concluded that students have good skills in:</p> <ul style="list-style-type: none"> a. Analyzing Religious Teachings: Students can develop skills in analyzing Catholic religious teachings, such as understanding the meanings and relevance of these teachings in daily life. b. Prayer and Worship: Students can develop skills in praying and worshipping according to the practices taught in Catholic religious teachings, such as understanding prayers, the Mass, and other religious rituals. b. Understanding Ethics and Morals: Students can develop skills in understanding the principles of ethics and morals in Catholic teachings, such as identifying behaviors that align with religious values and practicing them in daily life. 	Good

The study conducted at Namorambe Public Junior High School demonstrates a comprehensive alignment with the theoretical foundations discussed in the research background. The observed improvement in cognitive outcomes, such as students' effective recall of learning materials and performance in examinations and quizzes, resonates with the concept of learning outcomes as demonstrations of students' abilities (Batu & Sihotang, 2022). This highlights the impact of effective instructional models, emphasizing syntax and structured learning experiences, on enhancing cognitive skills among students (Joyce et al., 2009).

Moreover, the positive attitudes displayed by eighth-grade students, including respectful behavior towards elders and active participation in classroom discussions, reflect the affective learning outcomes emphasized in educational interactions (Batu & Sihotang, 2022). This aligns with the notion that educational experiences contribute to the development of positive attitudes and values among students, crucial for holistic growth (Schutz & Rainey, 2020). Additionally, the development of psychomotor skills among students, such as the ability to analyze religious teachings, engage in prayer and worship, and understand ethics and morals based on Catholic teachings, underscores the practical outcomes of effective instructional practices (Juih & Dhieni, 2021). These skills demonstrate the application of learning in real-world contexts, emphasizing the relevance and impact of PAK education on students' daily lives.

Furthermore, the findings of this research strongly support Erikson et al., (2024), in concluding that implementing teaching models significantly enhances students' learning outcomes. Rachmawati and Erwin's perspective on learning outcomes as reflective of students' mastery of knowledge and skills aligns with the observed developments in cognitive, affective, and psychomotor dimensions (Rachmawati & Erwin, 2022). These findings underscore the critical role of teachers in implementing effective teaching strategies, influencing changes in student behavior across various learning dimensions growth (Ghani et al., 2021).

In summary, the integrated findings highlight the interconnectedness between theoretical frameworks and empirical evidence in shaping effective teaching practices and student learning outcomes. The study reinforces the importance of instructional models that integrate syntax, the reaction principle, the social system, the support system, and instructional impact to create meaningful learning experiences for students. Future research should continue to explore the sustained impact of these strategies on student achievement and well-being, contributing to ongoing advancements in PAK education and instructional practices..

Strategies of Catholic Religious Education Teachers in Improving Student Learning Outcomes

The strategies employed by Catholic Religious Education teachers to enhance students' learning outcomes have been implemented in accordance with the components of the instructional model.

Table 2. Strategies of Catholic Religious Education Teachers

Aspect	Description
Syntax	Teachers showcase their teaching sequence or methodology, known as syntax, through the Lesson Plan (RPP) prepared prior to classroom instruction. They underscore the significance of a comprehensive and systematic Lesson Plan as a roadmap for teaching. The Lesson Plan fosters interactive, inspiring, enjoyable, challenging, and motivating learning experiences for students, allowing ample space for their creativity and independence. Moreover, teachers accommodate the individual differences in students' nature and character throughout the learning process.
Principle Reaction	The principle of teacher response is for teachers to act as facilitators and coaches to ensure effective and smooth lessons. Teachers facilitate interpersonal interactions, encourage active participation, and present learning materials in the most appropriate manner.
Social System	The social system is exemplified by the teacher's role in facilitating classroom group discussions. The teacher guides and supports discussions to ensure they run smoothly. Students are organized into groups, provided with questions related to the subject matter, and tasked with discussing and presenting their discussion outcomes to the class. The teacher monitors students' engagement and participation during these discussions.
Support System	The teacher support system involves thorough and comprehensive preparation of instructional materials, which significantly influences students' interest in learning. Educators at the school furnish teaching materials like textbooks, modules, and other resources to enhance classroom learning. With proper preparation, teachers can effectively deliver these materials and assist students in comprehending them. Teachers serve as facilitators and educators, ensuring that learning is conducted effectively. They promote student interactions, encourage active participation, and appropriately deliver instructional content. Moreover, the instructional impact is reflected in students' preparedness, both physically and mentally, to engage in the learning process.
Instructional Impact	This instructional impact is further demonstrated through teachers utilizing diverse teaching models that effectively engage students with various personalities and traits, thereby stimulating their interest in learning. Additionally, the teacher's skill in managing the classroom contributes to a positive instructional impact.

The findings of this research underscore the theory that instructional models are fundamental in education for teachers to design effective learning experiences for students. According to Joyce et al., (2009), effective instructional models should incorporate key components. Syntax refers to the steps involved in teaching, from planning to evaluation. The reaction principle emphasizes the teacher's role as a responsive facilitator to students. The social system involves interactions among teachers, students, and the learning environment. The support system encompasses resources that facilitate learning, such as instructional materials and technology. Lastly, instructional impact represents the direct outcomes of structured learning, including improved understanding, skills, and attitudes among students. By integrating all these components, teachers can create meaningful learning experiences that help students achieve educational goals optimally.

This aligns with Schutz & Rainey's (2020) and Kusumawati et al., (2024) perspectives', that instructional models provide well-planned teaching methods guiding the development of learning experiences and identifying supportive structures. Additionally, Almulla's findings and support the use of clear syntax in instructional models to enhance student understanding and strengthen their learning skills. In the educational context, it is crucial for every teacher, regardless of the subject taught, to implement structured steps in instructional models, known as syntax (Almulla, 2020). Syntax involves stages encompassing lesson planning, classroom implementation, and evaluation of learning outcomes. By applying syntax, teachers can direct the learning process in a structured and focused manner, ensuring each step supports learning objectives and enhances student outcomes. The reaction principle, as highlighted by Sihotang (2019), underscores the importance of teacher responsiveness to student needs and responses during the learning process. Social and

support systems also emerge from the application of syntax in instructional models. Brown et al., (2021) researches found that an inclusive and collaborative classroom environment, built on social principles and support systems, can boost student confidence and facilitate more effective learning. Moreover, significant instructional impact is observed from the use of clear syntax in instructional models, leading to improved student learning outcomes across various subjects.

Catholic Religious Education (PAK) is an integral part of shaping students' values, attitudes, and skills. In this context, the humanistic learning theory is highly relevant as it emphasizes student-centered learning and active participation (Andriani & Rasto, 2019). PAK teachers who employ these strategies are able to create interactive, inspiring, and motivating learning experiences for students while addressing individual differences and promoting holistic development.

Furthermore, the use of group discussion strategies by PAK teachers also aligns with social cognitive theory (Bandura 1986), which emphasizes learning through observation and social interaction. Through group discussions, PAK teachers facilitate interpersonal interactions and model desired behaviors, helping students understand religious concepts in social and practical contexts.

Instructional design models, as advocated by Joyce et al., (1980) and Huda & Abduh (2021), provide a structured framework for PAK teachers. PAK teachers utilize these instructional components by systematically planning lessons, facilitating discussions, providing teaching materials, and managing classroom dynamics. This approach is consistent with the goal of creating effective and meaningful learning experiences for students.

Previous research findings, as reported by Erikson et al., (2024) and other researchers, emphasize the importance of instructional strategies in enhancing student learning outcomes (Han, 2021; Winn et al., (2019); Allen et al., (2013). Problem-based learning (PBL) and various teaching models supported by previous research (Ghani et al., 2021; Hallinger, 2021; Wijnia & Rikers, 2019) have proven effective in engaging students and improving their learning outcomes. Interpreting learning outcomes as behavioral changes that encompass cognitive, affective, and psychomotor aspects (Juih & Dhieni, 2021; Brown et al., 2021; Caires et al., 2020; Haryanto et al., 2023) reinforces the holistic approach adopted by PAK teachers. Through these strategies, PAK teachers promote critical thinking, positive attitudes, and practical skills consistent with comprehensive student development.

By understanding this theoretical foundation and empirical evidence, PAK teachers can develop effective and sustainable teaching practices in Catholic Religious Education. Future research should explore the long-term impact of these strategies on student achievement and well-being, while continually integrating the latest theories and research findings in the development of PAK education. Overall, the strategies used by PAK teachers are based on a robust theoretical approach and strong empirical evidence, providing a solid foundation for effective and quality learning for students.

The findings of this research serve as a solution to the background issues outlined in the introduction. They demonstrate that the instructional strategies employed by Catholic Religious Education (PAK) teachers have a significant impact on student learning outcomes. These findings address several challenges identified in the background, such as low student participation in discussions, student boredom during learning sessions, and difficulties in designing meaningful learning experiences. Therefore, this research makes a valuable contribution to efforts aimed at improving student learning outcomes in the context of Catholic religious education.

CONCLUSION

Based on the research findings, the strategies employed by Catholic religious education teachers in enhancing student learning outcomes have been implemented effectively, aligning with the components of

instructional models. Teachers demonstrate the use of syntax through the Lesson Plan (RPP), emphasizing the importance of comprehensive and systematic planning as a guide for teaching. The RPP facilitates interactive, inspiring, enjoyable, challenging, and motivating learning experiences, allowing space for student creativity and independence. Teachers address individual differences among students, acting as facilitators and educators to ensure effective and well-rounded learning. The social system is evident through group discussions, where teachers facilitate and monitor active participation, encouraging students to present and engage with the results of their discussions. The meticulous and thorough preparation of teaching materials by teachers significantly impacts student learning, providing resources such as textbooks, modules, and other materials to support the learning process. The teacher's role as a facilitator and mentor ensures effective instruction, fostering interpersonal interaction, active participation, and the appropriate delivery of instructional materials. Furthermore, instructional discipline is reflected in the physical and mental resilience of students engaged in the learning process. These instructional impacts extend to the use of diverse teaching models, enabling students to learn based on their unique characteristics and ideologies. The effectiveness of classroom management by teachers also influences a constructive instructional climate.

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- 1444 *Strategy of teacher in Improving the Learning Outcomes of Public Junior High School Students – Din Oloan Sihotang, Ricardo Sitinjak*
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