

Improving the Quality of Learning New Testament Theology Courses with Quantum Learning Methods

Ezra Tari^{1,a*}, Purnama Pasande^{2,b}, Elsy Evasolina Tulaka^{2,c}, Marsi Bombongan Rantesalu^{1,d}

¹Sekolah Tinggi Agama Kristen Negeri Kupang, Kupang, Indonesia

²Sekolah Tinggi Teologi Sta'rs Lub Luwuk Banggai, Sulawesi Tengah, Indonesia

^atariezra@gmail.com; ^bpurnama.pasande@gmail.com; ^cevalinatulaka@gmail.com; ^dmarsi@gmail.com;

*Corresponding Author

Whatsapp number: [+6282133618259]

How to Cite: Tari, E., Pasande, P., Tulaka, E., E., Rantesalu, M., B. (2019). Improving the Quality of Learning New Testament Theology Courses with Quantum Learning Methods. *International Journal for Educational and Vocational Studies*, 1 (8), 854-858. DOI: <https://doi.org/10.29103/ijevs.v1i8.1970>

ARTICLE HISTORY

Received: 8 September 2019

Revised: 21 October 2019

Accepted: 8 November 2019

KEYWORDS

Learning;

Quantum Teaching Method;

Teaching;

ABSTRACT

The author does the learning process by using the quantum teaching method. This study departs from the writer's anxiety about the condition of student mastery of the material being studied. Inadequate campus facilities and lack of student interest in learning. As a result, students can not fulfill the assignments that have been given. Another issue that makes writers work hard is the average student from a remote area, where the learning process using information technology is still far from their reach. So the authors apply one of the learning processes using quantum teaching. The researcher examines the learning process using classroom action research. Based on the study conducted by the author in this paper, there are two important things that need to be learned, namely being able to do something, and be able to think for doing something. Teaching is a very important task in this world. Teachers should be able to influence human behavior from generation to generation. This is evident from the activities of the students in applying learning outcomes in class. Therefore, this paper contributes to a good learning process.

This is an open access article under the CC-BY-SA license.



1. INTRODUCTION

Family room is a form of meeting between parents and children. Parents are obliged to realize that the formation of character (morals, character, and performance that frees children from laziness to utilize all their potential for trying) as a gateway when children are finally released into the environment of cultural and educational communities. The family as a gateway for competence (critical thinking, creative, communicative, collaborative) should be able to consciously maximize the competencies of children in family rooms (Sulistiyani, 2018).

New Testament Theology learning was built in a very good kinship. Students are educated to find solutions in the field of the problems encountered. Because most students from areas that have very low education access, then built creative learning and build student confidence. Learning that is done namely class management focuses on aspects of environmental management, in contrast to learning (instruction) which emphasizes the aspects of managing or processing subject matter. According to Raka Joni, class management is to condition the optimal class for the occurrence of the learning process, which includes

coaching rapport, stopping student behavior that distorts class attention, giving rewards, completing assignments by students in a timely manner, setting productive group norms (Nurhayati, 2016).

Mastery of students' material benefits is learning achievement. Conversely, if students lack understanding of the material will get low learning achievement. Many ways that students can use in mastering the material which are by repeating lessons taught by lecturers, learning with friends, reading material literature from various sources. Now students are required to be active in the learning process (Nuswowati, M, A. Permatasari, A. Binadja, 2012).

The quality of learning is not only determined by the ability of students, educational facilities; but by the quality of lecturers or educators. The learning activities compiled follow the four main principles of 21st century learning as formulated by Jennifer Nichols in Rohim, Bima and Julian (2016). The four principles are (1) student-centered learning; (2) students are able to collaborate with friends or others; (3) learning is applied in daily life; and (4) integrated schools with the

community (Tamil, 2018). Prasetya (2010) in her research results discussed cultural issues affecting student comfort and learning when studies in different cultures. Similar to Prasetya's research, Rahadian (2010) also mentioned that this kind of thing is called culture shock, which is defined as a "disease" suffered by individuals who live outside their cultural environment (Mayora, Julia, M. Nazir Basyir, 2016).

Innovative learning can adapt from a fun learning model. "Learning is fun" is the key that is applied in innovative learning. Students are implanted in their minds that there will be no passivity in class, feelings of depression, the possibility of failure, limited choices, and of course boredom can be overcome (Syamsuri, 2018). Studies by Trilling and Fadel (2009) show that high school graduates, diplomas and higher education are still less competent in terms of: (1) oral and written communication, (2) critical thinking and problem solving (Zubaidah, 2016).

The learning of New Testament Theology invites students to be able to communicate orally and in writing and think critically and also solve problems in the field. After learning is done, the lecturer evaluates with the following assessment standards:

Table 1. Predicate Value

Score	Letter
90-100	A
81-89	AB
70-80	B
60-69	BC
50-59	C
40-49	D

Based on the evaluation conducted by the lecturer, it is found that students have not been able to get an A. There is a possibility of learning methods or lecturer qualifications. Based on the above problems, the writer examines the improvement of the quality of learning of The New Testament Theology with the Quantum Learning method.

2. METHODS

Four stages that are commonly passed in Classroom Action Research are: the planning stage (planning), the implementation stage (*acting*), the observation phase, and the reflection phase (*reflection*). Four steps in a cycle proposed by Lewin, were elaborated by Stringer (2004) into three steps, namely: planning, implementing, and evaluating (Triyono, 2018). Learning New Testament Theology uses the principles of Quantum Teaching, which are: First, Everything Speaks; classroom environment, body language, and study material all convey messages about learning. Second, Everything aims, students are told what their purpose is in learning the material we teach. Third, the experience before the concept, from the experience of teachers and students obtained a lot of concepts. Fourth, Admit every effort, appreciate the slightest student effort. Fifth, if it is worth learning, it is

also worth celebrating, we must give credit to students who are actively involved in our learning. For example, by giving a round of applause, saying: good!, good! (Tafonao, 2018). The Quantum Teaching approach has been tried to be adopted in the learning strategies adopted in schools. Based on UU RI/2003, PP RI N0.19/ 2005 and Indonesian Ministry of National Education Regulation (Permen Diknas) No.41/2007 stipulated Education Process Standards in an effort to improve the quality of education. One example is the implementation of the PAKEM = Active, Creative, Effective and Enjoyable learning strategy. PAKEM is an integrated learning strategy that involves a variety of methods, techniques, media/learning resources and evaluation of learning outcomes. Active learning. Starting from the view that in learning students must be active, in the sense that students must actively construct knowledge in themselves. Creative learning. Emphasizing how the teacher facilitates student learning activities so that the atmosphere of student learning is conducive, this requires the teacher's creativity in packaging learning materials. With the packaging of creative learning students are also expected to be stimulated to do creative activities. Effective learning. Implemented by applying systematic and systemic learning procedures. This is done by applying innovative learning approaches such as cooperative learning, contextual and problem-based learning. Fun learning. Can be started by creating conditions that allow students to have learning experiences through various sources, both designed and utilized sources (Handayani, 2019.).

3. RESULTS AND DISCUSSIONS

The learning design will lead to the learning implementation. The learning design includes at least three activities, namely: First, identification of needs. At this stage the teacher engages students to recognize, state, and formulate learning needs, available resources and obstacles that may be encountered in learning activities to meet learning needs. Involvement of students needs to be adjusted to the level of maturity and ability, and may only be done for certain classes that can already be involved. Identification of needs aims, among others, to involve and motivate students so that learning activities are felt as part of life and they feel they have them. This can be done by: (a) learners are encouraged to state learning needs in the form of certain competencies that they want to have and are obtained through learning activities, (b) learners are encouraged to recognize and utilize the environment as a learning resource to meet learning needs, (c) students are helped to recognize and express the possibility of obstacles in the effort to meet learning needs, both coming from inside (*internal*) or from outside (*external*). Second, the formulation of basic competencies. Competence is something that students want to have, and is a major component that must be formulated in learning, which has an important role and determines the direction of learning. A clear competence will give clear instructions to the material, the determination of methods and learning

media, and give guidance to the assessment. Therefore, each competency must be a combination of knowledge, skills, values and attitudes that are reflected in the habits of thinking and acting. Competencies that must be learned and owned by students need to be stated in such a way that they can be assessed, as a form of learning outcomes that refer to direct learning. Third, the preparation of learning programs. The preparation of the learning program will lead to the learning implementation plan (RPP) as a product of the short-term learning program, which includes a component of the program of teaching and learning activities and the process of program implementation. The program components include basic competencies, standard material, methods and techniques, media and learning resources, study time and other supporting resources.

Furthermore, the implementation of learning, includes three things, namely: First, Pre Test (initial test). The learning process usually starts with a pre-test to guard the learning process that will be carried out. Therefore, pre-test plays an important role in the learning process. Pre test serves to: (1) prepare students in the learning process, because with the pre test students' minds will focus on the questions that must be done. (2) knowing the level of progress of students in connection with the learning process carried out, by comparing the results of pre-test with post-test. (3) knowing the initial abilities that students have had regarding basic competencies that will be used as topics in the learning process. (4) know where the learning process should begin, which basic competencies students have, and which goals need special emphasis and attention.

Second, the process. The process is intended as a core activity of the implementation of learning and the formation of student competencies. In this core activities the teacher conveys learning material or material that is its content to students during the teaching and learning process. Through the teaching material, students are delivered to the teaching objectives to be achieved (Sudjana, 2009). The learning process and competency formation need to be done calmly and pleasantly. This certainly requires the activity and creativity of teachers in creating a conducive environment. The learning process and the formation of competencies are said to be effective if all students are actively involved, both mentally, physically, and socially. The quality of learning and the formation of student competencies can be seen in terms of process and results. In terms of the process, learning and competency formation are said to be successful and quality if all or at least the majority (75%) of students are actively involved, both physically, mentally, and socially in the learning process, in addition to showing a high enthusiasm for learning, desires great learning, and growing self-confidence. While in terms of results, the learning process and the formation of competencies are said to be successful if there is a positive change in competence and behavior in the students themselves or at least most (75%). Furthermore, the learning process and

the formation of competencies are said to be successful and of high quality if the inputs are evenly distributed, producing a lot of high quality outputs, and in accordance with the needs, community developmental and development.

Third, post test. In general, the implementation of learning ends with a post test. Post tests have many uses, especially in seeing the success of learning. The post-test function, among others, can be stated as follows: (a) to determine the level of mastery of students against competencies that have been determined, both individually and in groups. This can be known by comparing the results of pre-test and post-test. (b) to find out basic competencies and goals that can be mastered by students, and which they have not yet mastered. If most of the students have not mastered it, it is necessary to do remedial teaching. (c) to find out students who need to take part in remedial activities, and who need to take part in enrichment activities, and to find out the level of learning difficulties. (d) as a reference material to make improvements to the learning process and the formation of student competencies that have been implemented, both for planning, implementation and evaluation.

3.1 Learning Outcomes Evaluation

Evaluation of learning outcomes is carried out to determine changes in behavior and the formation of student competencies, which can be done by:

First, class assessment. Class assessments are carried out with daily tests, general tests, and final exams. Daily tests are performed after each learning process is completed in a particular discussion unit or competency. Daily test consists of a set of questions that must be answered by students, and structured tasks related to the concept being discussed. Daily tests are conducted at least three times in each semester, and are intended to improve learning programs, but not rule out the possibility of being used for other purposes, for example as a material consideration in providing value to students.

General tests are held at the end of each semester, with the material tested as follows; The first semester general exam question is taken from the first semester material, the second semester general exam question is a combination of the first and second semester material, with emphasis on the second semester material.

The final exam is carried out at the end of the education program. The material being tested includes the learning material that has been given, with an emphasis on the materials provided in high classes. Final exam results are mainly used to determine graduation for each student, and whether or not it is appropriate to continue their education at a level above it. Class assessments are carried out by the teacher to find out the progress and learning outcomes of students, diagnose learning difficulties, provide feedback, improve the learning process and establish competency of students, and determine grade progress. *Second*, basic skills tests. Basic skills tests are conducted to determine the reading,

writing and arithmetic skills needed to improve the learning program (remedial program). Basic skills tests are carried out at the end of every third grade year.

Third, the final assessment of education and certification units. At the end of each semester and the academic year, assessment activities are held to get a complete and overall picture of the students' learning completeness in a certain time unit. For the purposes of certification, the Work Ethic, and the learning outcomes listed in the End of Study Certificate are not solely based on the results of the assessment at the end of the school level.

Fourth, benchmarking. Benchmarking is a standard for measuring the ongoing Work Ethic, processes and results to achieve a satisfactory advantage. The size of excellence can be determined at the school, regional or national level. Assessment is carried out on an ongoing basis so that students can reach the unit stage of learning excellence that is appropriate to their efforts abilities and tenacity. To be able to obtain data and information about the achievement of certain benchmarking, a national assessment can be held at the end of the education unit.

Fifth, program evaluation. The program evaluation is carried out by the Ministry of National Education and the Department of Education continuously. Program evaluation is carried out to determine the suitability of the curriculum with the basis, functions and objectives of national education, as well as its suitability to the demands of community development and the progress of the times.

Table 2. Student Assessment Criteria

The level of understanding of students based on the range of scores	Grade
90 – 100	Very Good
80 – 89	Good
60 – 79	Enough
40 – 59	Less
0 – 39	Very Poor

3.2 Student Development

The development of students is part of the pedagogical competencies that teachers must have to actualize the various potentials possessed by each student. The development of students can be done by teachers through various ways including:

First, extra-curricular activities. Extra-curricular activities are additional activities in an educational institution, which are carried out outside of curricular activities. This extracurricular activity is diverse and includes, among others, choir, "paskibraka" (flag raisers), scouts, sports, arts, rock climbing, nature lovers, and many more that are developed by each educational institution in accordance with their respective school and environmental conditions. Although the activity is extra, but not a few who succeeded in developing students' talent, even in extracurricular activities, this student develops a variety of potential he has. In addition to developing talents and skills, extracurricular activities can also

shape the character and personality of students because in these activities it is usually instilled discipline, cleanliness, environmental love, and others that are very closely related to the personal formation of students, for example the scout activities.

Second, enrichment and remedial. Enrichment and remedial is a complement to the weekly and daily program description. Based on the results of the analysis of learning activities, assignments, test results, and daily tests can be obtained the level of learning ability of each student. The results of this analysis are integrated with the notes in the weekly and daily programs to be used as follow-up material for the learning process that has been implemented. The program also identifies material that needs to be repeated, students who need to take remedial courses, and who participate in enrichment programs.

Third, guidance and counseling. Schools are required to provide guidance and counseling to students relating to personal, social, and career. In addition to the supervising teacher, the subject teacher who meets the guidance and career service criteria can function as a supervising teacher. Therefore, subject teachers and homeroom teachers must always discuss and coordinate with the teacher guidance and counseling regularly and continuously. Guidance in schools is an aspect of an educational program that pleases with the assistance of students so they can adjust to the situation they face and to plan their future according to their interests, abilities, and social needs (Hamalik, 2009). The things above are done by the teacher in the learning process to develop students. But in daily education practice, there are so many mistakes made by teachers in carrying out their tasks and functions that have an impact on the development of students. Mistakes that are often made by teachers are: (1) Taking shortcuts in learning. (2) Waiting for students to behave negatively. (3) Using destructive discipline. (4) Ignoring differences in students. (5) Feel the smartest. (6) Unjust (discriminatory). (7) Forcing learners' rights (Mulyasa, 2009). The teacher must be able to understand the conditions that allow him to make mistakes, and the most important thing is selfcontrol and avoid mistakes.

The portion of the Word that forms the basis of the dimension of teaching ability is 2 Timothy 2 : 24, "Whereas a servant of God should not fight, but must be friendly to everyone. He must be capable of teaching, be patient." The purpose of this verse when it is associated with teacher vocations, is to explain that professional teachers will always wrestle with their work for the sake of further service improvement. Based on the description above, it can be concluded that the teaching ability of teachers is manifested in the ability to manage learning, understanding of students, the design and implementation of learning, evaluation of learning outcomes, and student development, with a number of roles and responsibilities they do. So the teacher teaches and educates (as his main job) skillfully, cleverly, carefully, and intelligently because he is an expert in

carrying out his work as a teacher. Expert in the field of his job as a teacher means he mastered various aspects of education and teaching according to pedagogical competence. Especially teachers of Christian Education must be able to actualize pedagogical competence by manifesting in their work the nature or character of life as a person called by God, namely living in harmony with his calling. In their lives and ministry, Christian Education teachers should place God as the priority of life by showing humility, gentleness, patience, and living in love and peace (cf. Eph. 4: 1,2) with all people, especially with their students, so that the learning activities they manage bring students respect and obedience and love God.

4. CONCLUSION

The development of learning, especially in the 4.0 era, gives flexibility to teachers to teach optimally. Learning is no longer centered on teachers, but students. The criticism is that learning must pay attention to culture and the philosophy of cultural life. Quantum teaching learning in this study, may not necessarily be applied in certain classes. Teachers can demonstrate the effectiveness of the quantum teaching model. As done by Rama Radakrishna that there are two aspects that facilitate the ability of students to be able to do something and think with what they do (Radhakhrisna, R., Ewing, J dan Chikthimmah, 2012.). Teacher exemplary is very important in the teaching and learning process. Every student is involved in the learning process. This is evident in the mastery and ability of students to achieve good scores with various treatments of the learning process as explained by the author above.

This paper can be a contribution for teachers for the advancement of education in schools and churches with a focus on learners. This study wants to contribute to the analysis no longer in the biographical teaching model. But the contribution in terms of the activities of a teacher who is able to change social challenges today. Thus, the study of quantum teaching learning can contribute conceptually for teachers and lecturers to continue the spirit of teaching that is no longer teacher-centered.

REFERENCES

- Hamalik, O. (2009). Psikologi Belajar dan Mengajar. Bandung: Sinar Baru.
- Handayani, R. (n.d.). Quantum Teaching Dan Penerapannya Dalam Pembelajaran. Retrieved from https://www.academia.edu/11403341/Quantum_Teaching_Dan_Penerapannya_Dalam_Pembelajaran?auto=download
- Mayora, Julia, M. Nazir Basyir, H. Z. (2016). Identifikasi Masalah Belajar Mahasiswa Papua di Universitas Syiah Kuala. *Jurnal Ilmiah Mahasiswa Bimbingan Dan Konseling*, 1(2), 48–56. Retrieved from <http://webcache.googleusercontent.com/search?q=cache:EvlvWtH-U40J:jim.unsyiah.ac.id/pbk/article/download/1757/1144+&cd=28&hl=id&ct=clnk&gl=id>
- Mulyasa, E. (2009). Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan. Bandung: Remaja Rosdakarya.
- Nurhayati, A. S. (n.d.). Peran Media Jejaring Sosial Dalam Pembelajaran Abad 21. Retrieved September 16, 2019, from http://webcache.googleusercontent.com/search?q=cache:_KZET-AjcF0J:repository.ut.ac.id/6506/1/TING2016ST4-01.pdf+&cd=8&hl=id&ct=clnk&gl=id
- Nuswowati, M, A. Permatasari, A. Binadja, M. A. (2012). Jurnal inovasi pendidikan kimia. *Jurnal Inovasi Pendidikan Kimia*, 6(1). Retrieved from <https://webcache.googleusercontent.com/search?q=cache:dRzWoi3q6cwJ:https://journal.unnes.ac.id/nju/index.php/JIPK/article/view/6528+&cd=3&hl=id&ct=clnk&gl=id>
- Radhakhrisna, R., Ewing, J dan Chikthimmah, N. (n.d.). TPS (Think Pair Share) as an active Learning Strategy. *Nacta Journal*.
- Sudjana, N. (2009). Dasar-Dasar Proses Belajar Mengajar. Bandung: Algesindo.
- Sulistiyani, Y. (n.d.). Dinamika Pendidikan dan Pembelajaran Abad XXI. Retrieved September 16, 2019, from <http://pena.belajar.kemdikbud.go.id/2018/07/dinamika-pendidikan-dan-pembelajaran-abad-xxi/>
- Syamsuri, A. S. I. (2018). Guru, Generasi Z, Dan Pembelajaran Abad 21. Retrieved September 16, 2019, from <http://webcache.googleusercontent.com/search?q=cache:DrOBXvWK6ggJ:www.unismuh.ac.id/wp-content/uploads/2018/05/Tantangan-Guru-Generasi-Z-dan-Pembelajaran-Abad-21.pdf+&cd=18&hl=id&ct=clnk&gl=id>
- Tafonao, T. (2018). Penerapan Motode Pengajaran efektif Menurut Teori Quantum Teaching. *Edukikara: Jurnal Pendidikan Dan Pembelajaran*, 3(1), 1–13.
- Tamil, N. (2018). Dinamika Pembelajaran Abad 21 Bagi Daerah Terpencil dan Berkembang. Retrieved September 16, 2019, from <https://www.kompasiana.com/nurjannahtamil/5c175d8512ae947182050bca/dinamika-pembelajaran-abad-21-bagi-daerah-terpencil-dan-berkembang?page=all>
- Triyono, T. (2018). Penelitian Tindakan Kelas: Apa Dan Bagaimana Melaksanakannya? <https://doi.org/10.13140/RG.2.2.26385.12649>
- Zubaidah, S. (2016). Keterampilan Abad Ke-21: Keterampilan Yang Diajarkan Melalui Pembelajaran.