



Pandemic Catholic Learning Model at Junior High School in Landak Regency West Kalimantan

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ABSTRACT

Keywords:

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The impact of the Covid-19 "attack" in Indonesia has changed many things, one of which is in terms of teaching. The Catholic religion is no exception. Catholic Religion teachers have shifted the learning model from face-to-face to online (on-line) with the aim of reducing the frequency of students' physical encounters. These actions have proven to have helped slow the spread of this virus. At first, it was not easy to switch the face-to-face learning mode to online learning, but now it has become a habit. Methods This research is qualitative which was conducted for three months. Field findings were obtained. There are a number of obstacles that must be faced by both teachers and students, especially related to internet networks, laptops, and cellphones. In terms of teaching, the author focuses on, two things that are typical of online learning strategies that must be met. First, students follow the learning process as is usually done in class with any strategy, Second, after one or several main teaching materials are completed, students take a learning outcome test to determine whether the student in question has completed it or not. Students who have not achieved completeness are required to take part in the diagnosis-remediation activity. This activity is widely practiced wrongly. An important finding from this research is that the learning model during the Covid-19 period is assignments and visits to students' homes. It turns out that teachers do not always provide material resumes and are accompanied by independent assignments to students based on the material in the textbook according to the Learning Implementation Plan (RPP). Teachers also cannot use WhatsApp media and printouts of teaching material resumes because of difficulties in accessing the internet and not all students have cellphones. It was also found that the teacher visited students' homes. This is done for the sake of justice in obtaining the same knowledge.



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A. INTRODUCTION

All Public Junior High Schools (SMP) in Landak Regency during the pandemic of course still carry out the learning process even though it is done online. This means that the process of learning and teaching is done at home each by utilizing online media. When the author observes to several junior high schools, the classroom in the school looks armgy, but in the front court of the school is seen the writing of the subjects and boxes containing assignments from teachers and student worksheets. Different from usual if the school used to be crowded by the hustle and bustle of students this time quiet without much activity, there are only a few motorcycles parked

in front of the school belonging to several teachers who teach through online. This condition has been running for almost two years with the covid-19 pandemic. Students and teachers who previously met face-to-face at school are now meeting through technology intermediaries. Catholic religious education subjects are one of the lessons that apply the learning model that utilizes this online media.

The condition of schools at the time of a pandemic like this has given a lot of influence, namely students must study at home and teachers who have to provide material through online. In online learning in this pandemic period there are still many facilities that are less supportive for example there are some students whose economy is lacking, so they cannot learn optimally because they do not have a mobile phone. One of the learning processes is to get better learning outcomes. Whether or not the success of educational goals depends on the learning process experienced by students (Wijaya et al., 2016). The learning process in the pandemic period has a big influence on the teaching of Catholic religion because not all students are enthusiastic in following the learning process.

Model is a conception to pursue a material in achieving a certain goal (Asyafah, 2019). Models include strategies, approaches, methods and techniques, for example cooperative learning models, problem-based learning models, or direct learning models (Abdullah, 2018). The learning model is a conceptual framework that describes the systematic procedures for organizing learning systems to achieve specific learning goals and serves as a guideline for learning designers and teachers in planning and carrying out learning activities (Diyah Lusiana, 2017).

Thus the learning model can be interpreted as a plan in preparing the curriculum, organizing learning materials, and giving instructions to teachers in the classroom. While learning is a new process of behavior change as a whole, as a result and experience of the individual itself in interaction with his environment (Muhali, 2018).

Muhali further explained that the learning model is a design that describes the detailed process of creating environmental situations that allow learning interactions to occur in order for changes or development of learners (Muhali, 2018). There are also those who argue that, the learning model is a plan or pattern that can even be used to form a curriculum (long-term learning plan), design learning materials, and guide learning in another class or learning environment (Sili, 2021). Thus it can be said that the learning model is as a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guideline for learning designers and teachers in designing and carrying out teaching-learning activities.

The ideal learning model is one that explores effective learning experiences, which allow students to experience or act directly and actively in a learning environment (Elyas, 2018). Learning according to behavioristic flow is the teacher's efforts to form the desired behavior by providing an environment or stimulus. Cognitive flow defines learning as the way teachers give students the opportunity to think and understand something that is being learned (Hanafy, 2018).

Catholic education, like all education, is a complex activity (Daga, 2019). The specificity of what educators do comes from the stories of the Christian community, with its earliest expression in Jesus Christ and the perfect Vision of god's kingdom evoked by the story (Iryanto & Ardijanto, 2019). But the most important thing to do is that Catholic education takes part in the general nature of political education. Any type of educational activity, sooner or later affects

people in the way they live their lives in society. Every type of education will have personal consequences (Supriyadi, 2018).

The syllabus of Catholic education and Budi Pekerti affirms that one form and implementation of faith education is formal faith education in schools, namely the subjects of Catholic religious education and ethics (Daga, 2019). Catholic education in schools is one of the subjects that have the same position as other subjects such as citizenship education, language, mathematics and others. Thus, Catholic religious education in schools is bound by the curriculum and available time and obeys the rules of the school (Febriani, 2020).

Catholic religious education in schools is developed with different school contexts, this depends on the personal views of each teacher, but still maintains the characteristic nature of religious education so that it is still able to respond to its goals (Haru, 2020). Thus, Catholic religious education does not only stop at religion or external things but catholic religious education must be able to lead students to the faith and taqwa to God Almighty and full of brotherhood with everyone. In other words, Catholic religious education is an effort made by the school in a planned and continuous manner in order to develop the ability of students to strengthen faith and piety to God Almighty in accordance with the teachings of the Catholic Church, while paying attention to respect for other religions in harmony between religious people in society (Prabowo, Hubertus, 2021).

Based on the description above the formulation of the problems that are the focus of this writing includes: (1) What are the models of learning models implemented by Catholic teachers in State Junior High Schools in Landak Regency. (2) How teachers improve student learning outcomes.

B. METHODS

The research method used in this research is a descriptive qualitative research method supported by literature (Library research). Library research is used by researchers to support the results of research by using various sources of books (Hamid Darmadi, 2014).

Qualitative research conducted by researchers is research that has the intention to understand the phenomena experienced by the subject of research for example in behavior, motivation, action by describing in the form of words and language in a natural context and utilizing various natural methods (Farida, 2010). Thus the data obtained is tested first and not just assumptions from the research itself (Ruhayat, 2013). Using this method, researchers tried to examine the model of Teaching Catholicism in State Junior High School in Landak Regency.

The researcher conducts qualitative research stages that are the pre-field stage and stage of fieldwork. In the Pre-field stage, there are six activities carried out by the researcher, they are; preparing a research design, choosing a research field, taking care of licensing, exploring and assessing the field, selecting and utilizing informants, preparing research equipment. The purpose of these six activities is to ensure that the research goes according to plan and its implementation is carried out according to the name of each activity. At this pre-field stage, the researcher also conducted a preliminary study, namely direct interviews with Catholic Junior High School teachers about the learning model that had been given to students. Observations in this stage were made to find the problems that will be discussed in this study, namely the way teachers teach Catholic education during the pandemic.

At the stage of fieldwork, the researcher went directly to the field to conduct interviews with Catholic teachers, principals, students, and parents. This interview in question is included in the category of depth interview. The purpose of this type of interview is to find problems more

openly, where the parties invited in the interview are asked for their opinions and ideas. Interviews were adapted to research questions, focusing on teaching models. The interviewees were written in initials.

Once the data is collected it is then analyzed. The author performs three stages, namely data reduction, data presentation, and conclusion withdrawal. Researchers present data on teaching models descriptively through words and actions seen from the results of recordings during interviews, observations and documentation (Sugiyono, 2016). Researchers present it in the form of brief descriptions, photos and tables for it to be easy to understand.

C. RESULT AND DISCUSSION

1. Learning Model applied in State Junior High School in Landak Regency

Searches in SMP Negeri 2 Menyuke Landak Regency, found that this schools have the ambition in the future, namely building the lives of students who live and respond to the challenges of the times. To realize these ideals, short-term and long-term programs are made.

During pandemics, learning is done by giving assignments and visits to students' homes. For assignment, it is done by the teacher asking the student representative to the school to take the problem of the task and submit the task that has been done by the student. To model a visit to the student's home, it is done with the principal giving permission to the teacher for student learning assistance.

Based on observations made in both schools from July 12 to August 10, 2021 that found learning documents on assignment. Students are given a resume of material and accompanied by independent assignments based on the material in the teaching book. The document does not describe all students giving up their duties. It was also found that teachers do have a Learning Implementation Plan (called RPP) for the learning process. But teachers can use the media. The above observation is reinforced by Epriani's opinion which says that:

"The material submitted has not reached all students and cannot be understood by all students. ... The method used during this pandemic is the assignment of self-task. Modification of teaching materials is sought to reach all students, namely by providing resumes of materials and assignments sent through WhatsApp, students come to photograph, students are given hardcopy, and teachers visit home. Honestly, I don't have rpp during teaching. I'm just following the steps that are already in the teaching book. So I just adjusted to the steps. Assessments given to students are in accordance with the results of student work and are given professionally regardless of clever and not and rich-poor".

In the opinion of Epriani, Teten and 3 other respondents said that during this pandemic, we apply BDR (Learning From Home) learning, visiting teachers, and resume teaching materials accompanied by a maximum of 2 tasks. This is done for the sake of justice in obtaining the same knowledge. All students are entitled to the same material. Then we use the assignment method with BDR approach and resume teaching material inovatif(Simbolon et al., 2021).

There are also circumstances where unstable electricity often lives and dies, poor internet networks, materials provided by teachers are often done by parents of students, learning materials that must be propagated with photocopi, limited learning quotas, and what if there are tests or exams teachers cannot supervise students directly. One teacher

said that now that the situation is changing, no one can supervise and ascertain whether the questions given during the exam, done alone or not by students (Magdalena et al., 2021).

When the authors made observations and supported based on interviews about factors that affect student learning outcomes obtained the following data: (1) Lack of support from parents, caused by parental ignorance. (2) The busyness of parents working in the garden (3) Media or learning tools that are not supportive outside the school environment.

2. Forms of Activities in Improving the Quality of Learning Outcomes

Based on the results of interviews with Catholic religious teachers and Principals on July 30, 2011, he said that in improving the development of the quality of learning outcomes of 7th grade students of State Junior High School 3 As follows:

a. Provide additional service hours of lessons

Currently the number of hours of teaching Catholic religion in grade 7 has indeed been determined 2 hours per week. This number sometimes decreases because it coincides with holidays. As a result, there are subject matter that cannot be taught. So that when the students are able to answer all the questions given, in the 7th grade of SMP Negeri 2 is usually given additional hours of Catholic religious lessons.

b. Encourage students to engage in scripture reading competitions

According to Mrs. Epriani as a catholic teacher in SMP Negeri 2 Menyuke, the efforts made by teachers in improving the quality of learning outcomes one of them is to give awards to students who participate in scripture reading competitions. This activity is quite routinely carried out in Darit. By actively reading the scriptures by itself the students involved will increase their knowledge (Kiriwaib, 2014).

c. Encourage students to follow the intelligent catholic religion

According to Mrs. Epriani as a catholic teacher at SMPN 2 Menyuke, And also Mr. Teten as the Principal that the efforts made by the school in improving the quality of learning outcomes one of them is to encourage students to follow intelligently about Catholicism. This activity has been held at SMP Negeri 2 Menyuke and the results have a positive impact on students' learning outcomes.

d. Celebrating religious holidays

When on major holidays such as on Christmas holidays in SMP Negeri 2 Menyuke, It also celebrates Christmas day together which is always done every year. This activity has the support of all parties not only from the Principal and the Board of Teachers who are Christian but also the board of teachers who are non-Christian. This joint Christmas celebration is led alternately sometimes led by a pastor but also led by a priest. This activity is also in accordance with the concept of religious moderation (Sutrisno, 2019).

e. Organizing a school catechesis

Based on the results of interviews with Catholic religious teachers, efforts made to improve learning outcomes while increasing children's faith is to hold a program to organize a school catechesis. This activity has been carried out by the School and the results are quite encouraging.

D. CONCLUSION AND SUGGESTIONS

Based on the findings of this study that catholic learning during the covid-19 pandemic given to students is with assignments and visits to students' homes. Students are given a resume of material and accompanied by independent assignments based on the material in the Teaching

Book of Catholic Subjects. Teachers do not have a Learning Implementation Plan (RPP). Teachers have not been able to optimally utilize WhatsApp media and printout resume teaching materials. That during this pandemic, BDR (Learning From Home) learning was applied and teachers visited students' homes.

The forms of efforts to improve the quality of Catholic religious learning outcomes in SMP Negeri 2 Menyuke In Landak Regency are encouraging students to be actively involved in scripture competitions, encouraging students to follow the catholic religion and organize school catechesis.

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