



Reorganizing Christian Education After the Pandemic in Indonesia: A Need for Learning Management

Kristyana¹, Sri Wahyuni², Roy Pieter³, Vernando Purba⁴, Meri K.D. Sitepu⁵, Ronny Simatupang⁶, Sandy Ariawan⁷

¹Sekolah Tinggi Pendidikan Agama Kristen (STIPAK) Malang, Indonesia

²Sekolah Tinggi Teologi Lintas Budaya Batam, Indonesia

³Sekolah Tinggi Teologi Kingdom Bali, Indonesia

^{4,5}Sekolah Tinggi Teologi Arastamar Riau, Indonesia

^{6,7}Institut Agama Kristen Negeri (IAKN) Tarutung, Indonesia

tianss2010@gmail.com¹, sriwahyuni@gmail.com², roy.pieter@gmail.com³,
vernando.purba@gmail.com⁴, meri.sitepu@gmail.com⁵, ronnysimatupang75@gmail.com⁶,
ariawan.sandy@yahoo.com⁷

ABSTRACT

Keywords:

Christian Education;
Learning Management;
Learning Achievement;
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This study aimed to analyze the influence of learning management on the learning achievements of Christian education. The data analysis methods used were simple correlation analysis method, simple linear regression analysis and t test. The samples in this study were 95 Christian students of state senior high school. The relationship between Learning Management (X) and Learning Achievement (Y) amounted to 0.661. The correlation relationship rate was in the high category. So there was a positive relationship with the low category between Learning Management and Student Learning Achievement. R Square of 0.437 this showed that the influence of Learning Management with Student Learning Achievement was 43.70% and the remaining 56.3% was influenced by other factors not discussed in this study. The t test was conducted by comparing t_{count} and t_{table} . In accordance with the testing requirements that $t_{count} (3,580) > t_{table} (0,2796)$, this means that the variables of Learning Management have a positive and significant influence on the Student Learning Achievement. Thus H_0 refused and H_a was accepted. Considering the high influence of learning management on learning achievement, teachers need to reorganize the learning patterns of Christian education. The focus of change is directed at planning, organizing, directing, and controlling the materials and the class as well.

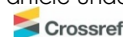


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A. INTRODUCTION

The development of an increasingly modern era, especially in the era of globalization as it is today demands the existence of high-quality human resources (Spector et al., 2014). Unfortunately, the behavior of students who should be concerned with the interests of others and do good is indicated is now degenerate (Ariawan et al., 2020). As Freud and Zohar Marshall have explained, this is because humans put ego first. Zohar Marshall and Freud's opinion is supported by the idea that man today is more focused on himself, until character education,

which is the focus of Christian education, is no longer taken seriously. It is supported by the development of technology and communication that gives birth to a generation that is less concerned with the interests of others. The decrease in attitude presents a society that has individualistic or selfish behaviour (Ariawan, 2019). Improving the quality of human resources is an absolute prerequisite for achieving development goals. One of the ways to improve the quality of human resources is education.

Learning achievement was the main benchmark to know the success of one's learning. A man whose achievements were high can be said that he has succeeded in learning, including in the field of Christian education. Learning achievement was the level of knowledge the extent to which children receive material. Student learning achievement was the result of learning achieved by students when following and doing tasks and learning activities in school (Wang, 2017).

Learning achievements achieved by students could be influenced by several factors, both from students (internal factors) and from outside students (external factors). Internal factors included interest, talent, motivation, intelligence level. While external factors included learning management factors and achievements (Anderson & Shattuck, 2012).

One of the factors in the student that determines whether or not the student succeeds in the learning process of teaching and learning management. In learning activities, learning management was all efforts to manage the teaching and learning process in order to achieve an effective and efficient teaching and learning process.

In addition to students, the most important element in the learning activities was the teacher. Teachers as teachers who provide science as well as educators who taught values, morals, and social and to carry out that role a teacher was required to have knowledge and broad insights that will be taught to students (Ariawan, 2020). A teacher in delivering materials needed to choose which method suits the circumstances of the class or students so that students feel interested in taking the lessons taught, with a variety of methods could improve student learning activities.

Student learning achievement was the result obtained from the teaching and learning process. It was a change in behavioral skills or abilities that could increase over some time and was not caused by the growth process, but the existence of learning situations, embodiment in the form of results of the learning process could be in the form of oral or written solving, and skills and problem solving that could be directly measured or assessed using standardized tests (Creswell, 2012).

Thus, in learning there were changes in habits, skills or gaining aspects of knowledge (cognitive), attitude (affective) and skills (psychomotor) obtained by deliberate and not because of physiological growth processes or maturity processes. Contrary to the above opinion, learning served to direct us to become a whole human being, namely a human being who could develop the mind (make something with skills), taste (can feel something with our knowledge) and initiative (do something with our attitude), these three terms in the world of education are called cognitive, effective and psychomotor realms (Green, 2012). The purpose of this study was to find out and analyze the influence of learning management on learning achievement of Christian education.

B. METHODS

The data analysis method used in this study was quantitative data analysis (Riyantono & Hatmawan, 2020). The population in this study was all Christian students of the state senior high school, with a sample of 95 people. This sample technique used Proportionate Stratified Random Sampling type which was a sampling technique when the population had members/elements that were not homogeneous and proportionally proportional. To know the influence of learning management on the learning achievements of students, it was used calculations using a simple linear regression analysis method. To support the result, it was used correlation analysis method and t-test as well (Sugiyono, 2012).

C. RESULT AND DISCUSSION

To calculate the relationship between learning management variable (X) and learning achievement (Y) by using the help of SPSS (Statistical Package for Social Science) program for windows version 23.0 as Table 1 follows.

Table 1. Correlations

		Learning Management	Learning Achievement
Learning Management	Pearson Correlation	1	.661**
	Sig. (2-tailed)		.000
	N	95	95
Learning Achievement	Pearson Correlation	.661**	1
	Sig. (2-tailed)	.000	
	N	95	95

** . Correlation is significant at the 0.01 level (2-tailed)

From the table above, it can be known that there is a positive relationship between Learning Management (X) and Learning Achievement (Y) which is worth 0.661 which means that learning management is in the direction of learning achievement, which is if learning management increases learning achievement will also increase.

Table 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.661 ^a	.437	.421	6,514

a. Predictors: (Constant), Learning Managemet

From the data table above obtained the value of R Square of 0.437 or by 43.7%. This shows that the influence of learning management (X) on the learning achievements is 43.7% and the remaining 56.3% is influenced by other variables not discussed in this study.

The t-count test aimed to partially see if there was a significant effect of an independent variable (X) on a dependent variable (Y). The t test was used to show how far a partial independent variable affects in describing dependent variable variations. The t test was conducted first by determining the significance level of $\alpha = 5\%$. Testing criteria :

- H_0 is rejected and H_a is accepted if $t_{count} > t_{table}$ has a positive and significant effect on variable X (Learning Management) on variable Y (Learning Achievement).
- H_0 is accepted and H_a is rejected if $t_{count} < t_{table}$ has no positive and significant effect of variable X (Learning Management) on variable Y (Learning Achievement).

Table 3. Coefficients^a

	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
	(Constant)	22.410	3.117		7.189	.000
1	Learning Management	.358	.100	.368	3.580	.001

The t test was conducted by comparing t_{count} and t_{table} . Based on table 3 obtained from computerized data processing by using SPSS version 23.0 program, then t_{count} of 3,580. In accordance with the testing requirements that $t_{\text{count}} (3,580) > t_{\text{table}} (0,2696)$. This means that the variables of Learning Management have a positive and significant influence on the Student Learning Achievement, thus H_0 was rejected and H_a received.

The term management came from the English word "To Manage" which meant to lead or manage an activity of a group of people to achieve a goal that has actually been set thoroughly. Therefore, when viewed in terms of the class, whether or not a class succeeds in achieving its goals, depend heavily on the implementation and management of the class' management (Wang & Bowers, 2016).

Management was only a tool for achieving desired goals. Good management would facilitate the realization of the goals of the class, company, employees, and the community. With management, it was expected that the management elements will be improved. There were many understandings of management as written by some management experts, in which it provided different details, but basically had similar conclusions. According to Bernardine, the definition of management was as follows "Management is a process in which people are in charge of an organization, completing tasks through the efforts of others in group activities." Furthermore, it could be interpreted that management was a tool to organize and control the activities of the class by utilizing others in achieving the goals of the class (Bacca et al., 2014). The process of management activities consisted of:

1. Planning; Teachers thought about their activities before they were implemented. These activities were usually based on a variety of methods, plans or logic, not just on the basis of conjecture or premonition.
2. Organizing; Teachers coordinated the class' resources, human resources and materials. The more coordinated and integrated the work of the class, the more effective the achievement of educational goals. Coordinating was a vital part of a teacher's job.
3. Directing; The teachers directed, led and influenced students. The teacher did not do all the activities on his own, but completes the tasks through others. They also not only gave orders, but created a climate that could help students do their best work.
4. Controlling; The teachers strived to ensure that the class moves toward its goals. If some parts of the class were on the wrong track, the teacher had to correct them.

All of these functions were performed on all operating functions in the class, so that the entire function can run effectively and efficiently in achieving the class' goals (Ariawan & Malang, 2020). Learning management could be interpreted as an effort towards achieving goals through the activities of others or making something done by others in the form of increased interest, attention, pleasure, and background of students (people who learn), by expanding the scope of activities (not too limited), and leading to the development of lifestyle in the future (Liu & Hallinger, 2018).

Some of the most important parts of learning management, especially in Christian education included: creation of a learning environment, teaching and training hope to students, improving learning activities, improving student discipline (Wang, 2020). In addition, in the preparation of materials, it was also necessary to design teaching tasks in the psychomotoric region, the design of teaching tasks in cognitive areas, as well as the design of teaching tasks in affective areas. The main purpose of learning management was to obtain the best ways, techniques and methods, so that very limited resources such as energy, funds, facilities, materials and spiritual to achieve learning objectives effectively and efficiently.

D. CONCLUSION AND SUGGESTIONS

Based on the results of the research that has been described, the following conclusions are drawn: a) The relationship between Learning Management (X) and Learning Achievement (Y) amounted to 0.661. the correlation relationship rate is in the high category. So there is a positive relationship with the high category between Learning Management and Student Learning Achievement, and b) R Square of 0.437 this shows that the influence of Learning Management with Student Learning Achievement is 43.7% and the remaining 56.3% is influenced by other factors not discussed in this study.

Considering the high influence of learning management on learning achievement, teachers need to reorganize the learning patterns of Christian education. The focus of change is directed at planning, organizing, directing, and controlling the materials and the class as well.

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