

# How To Develop A Christian Religious Education Learning Model With A Blended Learning Approach (Need Analysis Studies)

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**How To Develop A Christian Religious Education Learning Model With A Blended Learning Approach (Need Analysis Studies)**

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8

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**Abstract**

This study aims to develop a PAK learning model with a blended learning approach. research and development. The results of this study can be concluded that the PAK learning model with the developed blended learning approach is very good and feasible to use and there is an increase in learning outcomes for students who use the PAK learning model with the blended approach.

**Keywords:** Learning Model, Christian Religious Education, Blended Learning

**INTRODUCTION**

When the world is faced with the Covid-19 pandemic, it is as if to pave the way for the Industrial Revolution 4.0, thus forcing the order of a country including the world of education to use the means of communication with existing information technology. Since the World Health Organization (WHO) announced that the Covid-19 virus that was spreading could be categorized as a global pandemic, the government then issued a policy of limiting social space with Large-Scale Social Restrictions (PSBB) and a new era of normality to anticipate a wider spread of the virus, without exception learning in schools and colleges, which was previously held face-to-face, with the existence of government policies regarding the anticipation of the spread of the Covid-19 virus learning activities are carried out from home online (in networks) or online. In Indonesia, in general, parents and students themselves are not familiar with the online learning model from home. This process runs on a scale that has never been measured and tested before. The productivity of parents with their work outside the home is psychologically disturbed, as well as children as students who are accustomed to dealing directly with their teachers at school, adding to the complex problem of changing the learning system during the pandemic (Rizqon Halal Syah Aji, 2020: 395). In addition, many students think that activities at school are very fun, because they can interact directly with each other's teachers and friends. In other words, schools can improve students' social skills. School as a whole is a medium of interaction between students and teachers to hone intelligence abilities.

skills, as well as sociological aspects. (Alwansyah, Purnomo & Pargito, 2015) However, with the emergence of the Covid-19 outbreak, learning activities at schools are offline (outside the network) or offline then switched to online (online) from home (online). a suitable and appropriate learning design so that students still get their educational rights. One of the many learning challenges during the pandemic is learning Christian Religious Education at the Christian Theology Middle School (SMTK).

Even though it is in the middle of the Covid-19 pandemic, education in Indonesia must be enjoyed by everyone. As stated in the Law on the National Education System Number 20 of 2003 article 5 paragraph 1 which states that "Every citizen has the same right to obtain quality education." Education in a broad perspective means that education is inseparable from life. From birth to the end of life, as humans we will continue to receive education, formal education in schools and education obtained from various life experiences. The role of education in a person's life is very important where education can develop morals, attitudes, knowledge, skills and shape a person's mindset.

The implementation of education is carried out at various levels and paths of education with the aim of developing the potential and abilities of students to become human beings who believe, fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. (Tulung, 2014: 14)

In particular, the implementation of Religious Education and Religious Education has been regulated in Government Regulation Number 55 of 2007, which confirms that Religious Education provides knowledge and shapes the attitudes, personalities and skills of students in practicing their religious teachings. Religious education as education that prepares students to be able to carry out roles that require mastery of knowledge about religious teachings. PP 55/2007 also emphasizes that Christian education is organized in the formal, non-formal and informal education channels. In the formal education pathway, it is carried out at the level of basic education (Christian Theology Elementary School and Christian Theology Middle School), secondary education (Christian Theology Middle School and Christian Religious High School), and higher education (Christian Religion College and Theological College). Christian Theological Middle School, hereinafter abbreviated as SMTK, is a formal Christian religious education unit equivalent to Senior High School / SMA / SMK and / or the equivalent which integrates general education subjects with Christian religious education subjects. (PMA No. 27 of 2016)

SMTK is an important part of the national education system in Indonesia and has distinct characteristics from other public high schools because it is a school under the guidance of the Directorate General of Community Guidance at the Ministry of Religion of the Republic of Indonesia which implements religious education with a curriculum structure of 60% religious education and 40 % General education. SMTK has officially implemented the 2013 Curriculum since the issuance of the Decree of the Director General of Christian Community Guidance at the Ministry of Religion Number 36 of 2019 concerning the 2013 Curriculum for Christian Theology Middle Schools.

The implementation of PAK learning in the midst of the Covid-19 pandemic at SMTK was carried out in a network (online) using available platform applications such as Facebook, Whatsapp, and Zoom Cloud Meeting, but in doing so it experienced several obstacles, namely internet network uneasiness, limited costs for buying credit, and students do not have smartphones. This is because most students at SMTK in Minahasa are underprivileged students and come from villages. To optimize PAK learning in the era of the industrial revolution, it is necessary to develop a Christian Religious Education learning system design with a blended learning approach, namely combined online and face-to-face learning.

The learning system is a unit of several learning components that interact with each other, are interrelated and interdependent in achieving predetermined learning objectives. The

learning components include; students, educators, curriculum, teaching materials, learning media, learning resources, learning process, facilities, environment and objectives. These components should be prepared or designed (design) in accordance with the learning program to be developed. Reigeluth (1999: 11) explains that "learning design as a science is sometimes equated with learning". Both of these disciplines pay the same attention to improving the quality of learning. However, learning scientists focus more on observing learning outcomes that arise as a result of manipulating a method under certain conditions, this is done to obtain (prescriptive) learning theories. Designers pay more attention to efforts to use learning theories produced by learning scientists to obtain optimal results through a systematic and systemic process.

To design learning, you must understand the assumptions about the nature of the learning system design. The assumptions that need to be considered in designing the learning system are as follows: (1) the design of the learning system is based on knowledge of how a person learns, (2) the design of the learning system is directed at the participants students individually and in groups, (3) learning outcomes include direct and accompanying results, (4) the final goal of learning system design is to make learning easier, (5) learning system design includes all variables that affect learning, (6) the core of learning system design is determining the optimal syllabus, lesson plan, (methods, media, scenarios, learning resources, assessment system) to achieve predetermined goals.

The preparation of a learning system design is based on prescriptive theory. Prescriptive theory is goal oriented, while descriptive theory is goal free, which means that prescriptive learning theory is intended to achieve goals, while descriptive learning theory is intended to provide results. That is why what is observed in the development of prescriptive learning theory is the optimal method to achieve the goal (Degeng, 1997: 6-8).

## RESEARCH METHODS

The methodology used in this research is a type of research and development. According to Borg & Gall in Sugiyono (2019: 35) "Educational research and development (R & D) is a process used to develop and validate educational products". Research and development is a process / method used to validate and develop products. Furthermore, Borg & Gall explained that what is meant by products in the context of educational research and development is not only limited to material materials such as textbooks, educational films and the like, but also matters related to procedures and processes such as teaching methods or methods of organizing learning and developing learning models. This research was conducted at Christian Theology Middle School, namely Kristo Manado High School.

## RESULTS AND DISCUSSION

The techniques used to collect data are, interviews, observations, and documentation. Before the data collection process is carried out, the data collection tools must first be reviewed and discussed with the supervisor, a team of experts, and colleagues.

In this needs analysis study, researchers conducted observations and interviews with subject teachers and 3 students. Broadly speaking, these interviews and observations aim to:

1. Knowing the description of Christian Religious Education learning.
2. Knowing the characteristics of learners.
3. Knowing the learning needs.

In addition to conducting interviews with students, researchers also conducted interviews with subject teachers. This preliminary research focuses on; a) the process of implementing learning; b) the learning materials used; c) through preliminary observations in learning are used as materials for the preparation of learning development.

The results of the interview with the teacher which was conducted on August 12, 2020, showed that there were problems that had to be resolved immediately. The problems encountered were: Is the Christian Religious Education material in the form of blended learning? "We do not yet have blended learning, to teach we have to find material related to the demands of the curriculum on our own, so it is very difficult to teach" (interview, 2020).

The researcher also interviewed the students, the results of the interviews showed that: "it is difficult for us to do the assignments given and there are no textbooks available" (Interview, 2020).

The unavailability of learning and learning materials in the form of blended learning also affects student creativity. Student creativity in learning is very influential on understanding because the more creative students are, the easier it is to understand the lesson and make students more creative. (Purwanto, 2014: 1) Even though books on creativity have been circulating in the market, this does not mean that this problem is over because problems in education will continue to exist and always develop in accordance with the increasingly advanced times. The results of observations in several SMTKs in Minahasa also have the same problem, namely <sup>18</sup> unavailability of online learning materials / materials.

From the <sup>1</sup> results of the needs analysis, a learning development model is needed that is produced from the results of interviews and observations of needs analysis and the next stage is how to develop a learning development model. Because learning will be successful and run effectively if in design and development the starting point is the analysis of the needs needed to improve the learning atmosphere more conducive to the characteristics of students. In the needs analysis stage, it is carried out by making observations to see the problems, conditions and characteristics of students. In addition to observations, researchers distributed questionnaires for direct interviews to teachers and also to students. Needs analysis can be used as the main reference in development research steps.

Table 1. Learning Needs Analysis

No	Problems that occur	Current	conditions	Conditions that should be
	Online Study	Materials Not available	learning materials	Online learning materials should be provided, especially during the Covid 19 pandemic
	Students	Students are passive because there is no attraction in the learning process.	Students should be involved actively and independently so that learning objectives can be applied	
	Teacher	Teachers are not creative in managing learning.	Instructors should be creative in managing learning	

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Learning process	Teacher centered (teacher center) there is no modification of learning as a result the learning process is not conducive	It should be an independent student center because students
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**CONCLUSION**

Online learning materials are needed by students during the Covid 19 pandemic like today. Students are very enthusiastic about receiving online learning (blended learning), because teaching materials are provided in online form, and students can learn from their respective homes.

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