

Jerool E Kemp Model In The Christian Education Learning Process

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ABSTRACT

The author wants to try to design teaching materials based on Jerrol E Kemp's pattern. Jerrol E Kemp's model is used as a model on the grounds that the needs and goals of teaching are centered on 1). Subjects, tasks and general goals. 2) Characteristics of students. 3) Course content and assignment analysis. 4) Teaching objectives. 5) Teaching and learning activities. 6). Teaching resources. 7) Supporting services. 8) Assessing learning outcomes and. 9) Initial test. This model is used with the premise that the teaching function is the learning designer, implementation and evaluator of the results, so this model is thought to be able to develop teaching materials that can help both teachers and students to be more creative and play an active role in influencing student learning outcomes, especially in the PAK Advisory course. . This is the reason for the writer to use the Jerrold E Kemp model of teaching materials because it is considered practical, its use is easy to implement and there is no compulsion for those who use it, they must follow what Jerrold E Kemp ordered, but it is flexible. This means that this model does not offer according to the wishes of Jerrold E Kemp but based on the needs and interests who want to use it.

Keywords

Learning Model, Jerrold E Kemp, Learning Process

Introduction

Education is a conscious effort that is deliberate and planned to foster the potential and abilities of students so that it is beneficial for the interests of their lives as individuals and as citizens / communities. By having the content or material of the appropriate assessment strategy from the point of view of student development, a deliberate and planned effort is aimed at helping students face and carry out developmental tasks experienced in each developmental period.¹

In particular, Christian Religious Education is a learning process so that students can grow and help interpret and consider everyday life. Christian Religious Education also makes everyone aware of God and His love in Christ, so that they know their true self, their condition, grow as God's children in the Christian community, fulfill their common calling as disciples in the world and still believe in hope.²

That means education in this case Christian Religious Education is considered to have a big role in achieving success in the development of students. In line with that, it is necessary to develop a learning and teaching climate that can

foster self-confidence and innovative and creative attitudes of students. Thus a responsible teacher is needed.

A teacher is a professional worker who is given the task or authority and responsibility by a superior and has the authority to carry out education in schools, especially in the teaching and learning process. Teachers can play a role in guiding students to learn to know, understand and face the world they are in. Teachers also play a role in improving the quality of education, this is because teachers are managers of learning in schools who are dealing with students³

Teaching is basically an attempt to create conditions or environmental systems that support and allow the learning process to take place, because teaching is conveying knowledge to students. Before the teacher teaches in front of the class, the teacher is required to make a set of preparations to support the learning process of students and teach the teacher, because the duties and roles of teachers include mastering and developing subject matter, designing and preparing daily lessons, controlling and evaluating student activities.⁴ That means that teaching

¹ Suparlan. Y.B. *Aliran-Aliran Baru Dalam Pendidikan*. Yogyakarta, Andi Offset. 1984, 68

² Paulus Lilik, *Prinsip dan Praktik Pendidikan Agama Kristen*, Yogyakarta, Andi Offset. 2006, 32

³ Sudjana, *Penilaian Hasil Proses Belajar Mengajar*, Jakarta, Raja Grafindo Parsada. 1995. 39

⁴ Sardiman. *Interaksi dan motivasi belajar mengajar*, PT Raja Grafindo Persada, Jakarta 2005. 71

materials must be designed systematically for teaching, the methods to be used, and even evaluation to measure how much success. Success in an institution is measured by learning outcomes. Learning outcomes according to Gagne and Driscoll⁵ are abilities possessed by students as a result of learning actions through the appearance of students. Meanwhile, according to Dick and Reiser,⁶ learning outcomes are the abilities students have as a result of learning activities. Learning outcomes that are owned by students are learning outcomes that cannot be separated from the behavior shown.

Students will learn well and achieve good results too, if supported by adequate environmental conditions such as supporting facilities and infrastructure, because in the learning process, students not only interact with the teacher, but also interact with all existing learning resources. to achieve the expected results. Findings from the research result of Sahunderstanding Christina⁷ that the low learning outcomes of students, one of which is due to the limited learning resources available and less varied learning delivery strategies. One of the means of learning resources referred to is teaching materials that can produce better learning outcomes.

The PAK Advisory course is a basic course that requires the achievement of results that are fully oriented towards cognitive in addition to affective and psychomotor, because the content of the Christian Education Advisory material is a basic concept of understanding. This means that it is only in the form of understanding which becomes the basis for later development in other courses. However, it cannot be separated between cognitive, affective and psychomotor, because all three are a unit that both carry out tasks to achieve maximum results.

Teaching materials are a set of material / subject matter (teaching material) arranged

systematically, showing a complete figure of the competencies that will be mastered by students in learning activities. With teaching materials, teachers who teach are expected to bring students to better master the competencies to be achieved in a complete and integrated systematic and directed manner according to the objectives to be achieved.⁸ The functions of teaching materials are: 1) Guidelines for teachers who will direct all their activities in the learning process, as well as the substance of competencies that should be taught / trained to students. 2). Guidelines for students who will direct all their activities in the learning process, as well as the substance of competencies that should be learned / mastered. 3) Evaluation tool for achievement / mastery of results.⁹

Based on this function, it is necessary to have a teaching material model that is designed systematically, well structured using a reliable approach to achieve the goals to be achieved. The learning activities carried out, especially in the learning of the PAK Advisory course, are felt that the textbooks owned by students are very limited, even those that are considered no longer in accordance with today's needs. Indeed there are traditional teaching materials made by the author as a teacher of the PAK Advisory course, but traditional teaching materials that have been made when linked to the knowledge obtained through the PAK learning technology course are obtained when the author is following the course, so there is little doubt to use it continuously with the teaching material model. that is because, it is not the content of the material that is in doubt but a questionable model because it is considered no longer suitable to the needs of students. Traditional teaching materials mostly consist of specific objectives, descriptions of learning content, assignments, and because of that there are initiatives to improve these things, so the authors try to design teaching materials.

In addition to teaching materials that affect learning outcomes, the learning conditions that have the most influence on learning outcomes are the characteristics of students. One of the

⁵ Djamaah, *Pengaruh Model Pembelajaran dan Motivasi Berprestasi Terhadap Hasil Belajar*, Jurnal Pendidikan, 002 edisi 5, 1997, 126

⁶ Mudhoffir, *Teknologi Instruksional Sebagai Landasan Perancangan dan Penyusunan Program Pengajaran*, Rosdakarya, Bandung, 1990, 29

⁷ Sahertian, *Pengaruh Bahan Ajar dan Gaya Belajar Terhadap Hasil Belajar Matakuliah Strategi PAK*, 2003, 6

⁸ unavebriwati, *Pengembangan Paket Pembelajaran Matakuliah Metode dan Ketrampilan Dasar Mengajar*, Malang, IKIP Malang 2002. 16

⁹ Degeng, I.N.S. *Strategi Pembelajaran, Mengorganisasikan Isi Dengan Model Elaborasi*, Malang, IKIP Malang dan IPTPI. 1997, 52.

characteristics of students that form the basis of this research is achievement motivation. Achievement motivation is an encouragement for someone to succeed in competing with a certain standard of excellence. Atkinson¹⁰ distinguish achievement motivation, namely the motivation to achieve success, and to avoid failure. Achievement motivation as a desire to experience success and participation in activities where success depends on one's efforts and abilities. Motivation for achievement can be seen from attitudes and behaviors such as tenacity, persistence, endurance, courage to face challenges and excitement and hard work.¹¹

Achievement motivation is defined as the desire to achieve achievement in accordance with predetermined standards. Achievement motivation is often seen as influencing at least influencing learning achievement. Achievement motivation as an impetus in a person to take action so as to achieve the best possible result. Achievement motivation as a driving force in students can encourage efforts to achieve maximum learning outcomes.¹² Based on research on achievement motivation and learning outcomes, the results are less consistent. Caron's research results¹³ shows that there is no relationship between achievement motivation and learning outcomes. In line with that Keller's study¹⁴ said that individuals who have high achievement motivation do not always show an average high score in the class. On the contrary according to Mc Clelland¹⁵ said that the influence of achievement motivation on learning outcomes is quite large. Thus, the authors want to see in this study whether this material has an influence on learning outcomes.

The study of the level of achievement motivation in this study is limited to the level of

achievement motivation which can be seen from the subject's behavior, such as hope for success, hard work, worry about failure, and the desire to get a higher score. Robinson.¹⁶ Students need to know and have achievement motivation so that the expected learning outcomes can improve thinking skills in order to make it easier for students to apply and apply Christian Religious Education in accordance with what is expected.

PAK /Christian Education supervisors are one of the basic courses, which have complex characteristics which are a challenge for students because if these courses do not pass then advanced courses cannot be negotiated (PAK children, youth and adults), so students who have high achievement motivation will study diligently, try as much as possible in studying, and not waste time. For students who have low achievement motivation are not so willing to fully involve themselves in doing the given learning tasks.

Starting from the above, the results so far in the field illustrate that students intellectually have not been able to apply the PAK/Christian Education Advisory course due to 1) The habits of students who are sometimes indifferent in collecting assignments. 2). Attending lectures by arriving late. 3). Tasks are made sometimes collected not in accordance with the specified time limit. 4). Entering the assignment after the grade has come out (final grade), then students come and ask for the assignment or also to be forgiven. For students, whatever form of sanction will be accepted, it is important to be given the opportunity to improve the value. On the other hand, most of the students live with their parents, guardians, and some even live in boarding houses. If this is allowed to continue, what is expected will not be possible to succeed.

For 2 semesters students are given the PAK Advisory course. The aim of this course is that students can understand, understand and apply the PAK values which are the basis of Christian life.¹⁷ The author presumes that teaching materials that are not in accordance with the needs of students, especially in incomprehensible

¹⁰ Yunavebriwati, *Pengembangan Paket Pembelajaran Matakuliah Metode dan Ketrampilan Dasar Mengajar*, Malang, IKIP Malang 2002. 16

¹¹ Degeng, I.N.S. *Strategi Pembelajaran, Mengorganisasikan Isi Dengan Model Elaborasi*, Malang, IKIP

Malang dan IPTPI. 1997, 1 52.

¹² Ardhana. W, *Atribusi Terhadap Sebab-sebab Keberhasilan dan Kegagalan serta kaitannya dengan Motivasi Untuk Berprestasi*, Malang, IKIP Malang, 19

¹³ Ibid, hal 90

¹⁴ Ibid, hal 92

¹⁵ Ibid, hal 97

¹⁶ Cohen.L. *Education Research Classrooms and Schools*, New York, Happer & Row, 1976, 17

¹⁷ Dimiyati dan Mudjiono. *Belajar Dan Pembelajaran*. Rineke Cipta. Jakarta 2002, 140

models, will affect learning outcomes. If this is allowed, it will affect, and make it difficult for students to understand the material they are learning.

Managing teaching materials is the ability of students to accept the contents and ways of acquiring teachings so that they become meaningful to students.¹⁸ Therefore the author wants to try to redesign the teaching materials in such a way as the Jerrol E Kemp model so that it can make it easier for students to understand, understand and practice what they get. From the explanation above, the researcher wants to test empirically about "The influence of the Jerrol E Kemp learning model on learning outcomes of the PAK learning process.

Method of Research

The author uses descriptive-qualitative methods¹⁹ to describe and analyze the effect of differences in existing teaching materials and teaching materials made with the Jerrol E Kemp pattern on the learning outcomes of PAK Advisors for Kadesi Theological students. Describe and analyze the differences between students who have high achievement motivation and students who have low achievement motivation on eye learning outcomes PAK Advisory lecture for Kadesi Theological students. Describe and analyze the interaction between teaching materials and achievement motivation on learning outcomes of PAK Advisors for Kadesi Theological students. There are differences in learning outcomes of PAK Advisors using traditional teaching materials with the Jerrol E Kemp model on learning outcomes. There is a difference between students who have high achievement motivation and students who have low achievement motivation in the learning outcomes of the PAK Advisors for Kadesi Theological students. There is an interaction between teaching materials and achievement motivation on the learning outcomes of PAK Student Advisors at Kadesi Theological. The results of this study are expected to be input to develop knowledge related to the use of

teaching materials as an increase in the quality of learning resources. As input for those who wish to further study the same problem. The results of this study are input for those concerned as well as other universities in order to arrange a teaching material designed according to the learning methodology.

Result And Discussion

Characteristics of PAK/Christian Education Advisory Courses.

Definition of PAK/Christian Education.

In the United States there are two terms used, namely Christian education and religious education. From these two terms, a term that we know in Indonesia was born, namely Christian Religious Education (which is abbreviated as PAK), which is a translation of a combination of the two foreign terms above Christian Religious Education. Usually people translate Christian Education from the term Christian Education and not Religious Education.

The following are some opinions of experts on Christian Religious Education, including:

- 1) R.C. Miller²⁰. Christian Religious Education is a process of growth towards maturity in the life of the Christian community / church, and continues throughout the ages and in all places.
- 2) George Albert Coa.²¹ Christian Religious Education is an effort to provide for our generation - children, youth, youth, adults a treasure trove of Christian life and thought, in which God in Jesus Christ may continue His redemptive work in every person as a whole from day to day.
- 3) L. Harold ²²the Wold Christian Religious Education is a teaching work, or in other words Christian Religious Education is a work of Christians who work together as Christians (in a fellowship, namely the church).

¹⁸ Ibid

¹⁹ Zaluchu, Sonny Eli. 2020. "Strategi Penelitian Kualitatif Dan Kuantitatif Di Dalam Penelitian Agama." *Evangelikal: Jurnal Teologi Injili Dan Pembinaan Warga Jemaat* 4(1):28-38.

²⁰ Robert R B, *Sejarah Perkembangan Pikir dan Praktek PAK II*, Jakarta, BPK Gunung Muliah, 2002, 165

²¹ Ibid,167

²² Ibid,166

- 4) Robert. R. Boehlke ²³Christian Religious Education is a deliberate effort by the church to help people of all ages entrusted by God to His care to respond to the revelation of God in Jesus Christ, which is witnessed in the Bible and in the life of the Church so that they are equipped under the guidance of the Holy Spirit to serve fellow human beings in the name of God in the midst of the family, church, society and the world.

Based on the above explanation, Christian Religious Education means that all students, both young and old, after receiving Christian Religious Education enter a community of faith that lives with God Himself and by and in Him they are also called to the fellowship of their congregations who acknowledge and glorify His name at all times and the place.

5) Function of Christian Religious Education.

Christian Religious Education functions to lead everyone to make decisions to live as a Christian, namely placing God at the center and bringing people on the right path with him and his fellowmen in the perspective of Christian truth based on the whole of life.

Christian Religious Education functions and aims to help people of all ages entrusted by God to the care of the church to respond to the revelation of God in Jesus Christ as witnessed in the Bible and in church life, so that they, under the guidance of the Holy Spirit, are equipped to serve fellow humans on behalf of God in the midst of the family, church and society and the world until they manifest their Christian faith and expect God's deeds that are always on the threshold of human existence in any form. Thus it can be said that Christian Religious Education functions to guide teaching and educating everyone from a child who is in the womb until the time is about to die, to come and truly believe in God through Jesus under the guidance of the Holy Spirit in order to gain knowledge, experience, grow and bear fruit. It can be concluded that Christian religious education functions to:

1). Teaching, guiding, fostering, and directing people (students,) in the knowledge and understanding of the content of God's Word as contained in the Bible and church teachings.

2). Equipping the saints for the work of ministry for building up The body of Christ is evident in Ephesians 4:12 I ask you, brothers, to be like me, for I too have become like you. I've never had anything bad from you before.

3). To guide everyone in making decisions to live as true Christians in relation to God and others.

4). Leading people in making a commitment or determination to live as Christians.

5) Inviting, helping and leading someone to know the love of God that is in Jesus Christ.

Purpose of Christian Religious Education
To understand and understand the goals of education in general, it's good to follow some of the thoughts of experts about the goals of Christian Religious Education, including²⁴:

1). Randolph Crump Miller ²⁵said that the goal of PAK is all the energy, funds and facilities spent by the congregation for the purpose of planning a teaching and learning experience among them which is aimed at helping everyone to know himself as a child of God.

2). George Albert Coa ²⁶said that the goal of PAK is an effort through educators to involve people of all ages in learning experiences that help them to continue learning by utilizing a scientific approach to obtain reliable facts by solving personal problems, problems the church and the problems in society, thus they are presenting themselves as living offerings, which are holy and pleasing to God, as true worship.

3). Friderich WA Froeber²⁷ said that the aim of PAK is to guide students to become more aware of their identity as children of God and children of nature, to grow in knowledge and understanding, as well as to respect their feelings as a way of knowing what applies, so that they can solve problems agile, moral and fair to himself, others and the world and fulfill his calling in society. All of this is done out of respect for the

²⁴ Clark, *Dinamika Pendidikan Agama Kristen*, BPK Gunung Mulia, Jakarta, 1990, 34

²⁵ Ibid,76

²⁶ Roberth., Op Cit, 95

²⁷ Ibid,96

²³ Roberth., Op Cit, 23

talent of each student and his desire to initiate his studies.

4). CLJ Sherril said that the aim of the PAK is to introduce students to the Christian community with their heritage, especially the Bible and answer their wishes, facilitate communication at a deep level with / between people about human concerns and sharpen their ability to accept the fact that they are gripped by the power and love of God. which refines over and over and creates again.

After reading the opinions of experts about the objectives of Christian Religious Education which have been described above, it can be concluded that the goal of Christian Religious Education is an effort of a person to mature other people of all age groups to continue learning by using all the abilities available to him so that he is able to solve problems that exist. experienced according to his faith as a being dependent on God.²⁸ Contents of Christian Religious Education.

The Bible as the revelation of God

The Bible fact is that the revelation of God is the determination of all church work, including the administration of PAK. Religious education has existed since human existence. This is evident when God made man accompanied by the mandate prohibiting eating good and bad fruit.

The fact of God's revelation gives a determining direction for the teaching and learning process to occur in Ephesians 6: 4 "And you fathers, do not stir up anger in the hearts of your children, but educate them in the teachings and advice of God"

A church education ministry call that is based on:

The ministry of reconciliation, namely that God through Christ has reconciled us to Himself is evident in Romans 12: 7 "If the gift is to serve, let us serve; if the gift is to teach, let us teach".

The invitation of man to enter into fellowship with Christ is evident in John 3: 36 "Whoever believes in the Son has eternal life, but whoever does not obey the Son will not see life, but God's wrath will remain upon him.

The invitation to humans for church service: teaching, preaching the gospel, serving and building up the people is evident in Matthew 28:

19-20 "Therefore go, make disciples of all nations, and baptize them in the name of the Father and the Son and the Holy Spirit, and teach them. do all that I have commanded you, and know, I am with you always to the end of the age.

1.4.2.4. Preparing and training people called to carry out the mission of Christ is evident in Acts 2:42 "They persevered in the teaching of the apostles and in fellowship. And they always come together to break bread and pray.

Passing on the legacy of faith and belief in Christ, including the Bible, the main teachings of the church, as well as the history of church development.²⁹ The Essence of Christian Religious Education.

There are two schools of thought related to two aspects contained in Christian Religious Education, namely:

1). Teaching aspect. This aspect intends to build Christian belief in students by transferring knowledge (this task was accepted from previous generations to the present, and will be passed on to the future by the will of God). In this sense Christian Religious Education functions as the delivery of the truth that God reveals in the Bible.

2). Aspects of religious experience. This aspect is quite influential in the United States, their attention is focused on the personal development of learners. They ignore God's words from the Bible but emphasize the experience of each person. This group educates children and youth to live in harmony in order to serve the community / other people in an honest and noble individual. This flow arises due to the rigidity of service. In essence, it does not matter which of these two schools is right and which is wrong, but the two are combined into one force and are recognized as self-beneficial. Christian religious education is obliged to convey the Christian spiritual heritage that was mandated to us by God Himself as evidenced in Matthew 7: 29 "Because He taught them as powerful people, not like their scribes.

Characteristics of PAK Advisory Courses

This subject includes PAK concentration courses or basic subjects in the field of Christian Religious Education. This subject is

²⁸ Ibid,95

²⁹ E G Homrighausen, I.H Enklaar, *Pendidikan Agama Kristen*, BPK Gunung Mulia Jakarta, 1999, 19

presented in 2 semesters, namely in semester 1 and semester 2 with a weight of 4 credits.

This subject is theoretical but at the same time philosophical, theological, sociological and psychological. Therefore, according to Nuhamara, it must be approached in an interdisciplinary manner. PAK Instructors are the basis for understanding all aspects of PAK, so the PAK Advisory course is more theoretical, or it can also be called PAK theory, but has the function of explaining and guiding PAK practice. This is very necessary, not only so that we understand correctly the ins and outs of PAK but also that we can understand this PAK task well and creatively. This approach according to Nuhamara was strongly influenced by the writings of Thomas H. Groome.

Christian education is a teaching and learning process that is based on the Bible, centered on Christ and depends on the power of the Holy Spirit to guide individuals at all levels of growth, through contemporary teaching towards knowing and experiencing God's plan and will through Christ in every aspect of life, and equip them for effective ministry, centered on Christ the Great Teacher and the commandments that mature disciples.

The theological basis of Christian Religious Education is the biblical reason for the importance of teaching Christian religious education which consists of the tasks, processes and objectives of Christian religious education. The purpose of PAK is to mature people in faith in Jesus Christ so that they become disciples of Christ who are able to live according to the will of God in Jesus Christ. The subjects of PAK are those who are responsible for teaching, among others: families, churches and schools. The task of the PAK is to teach every believer according to the Great Commission "Therefore go, make disciples of all nations and baptize them in the name of the Father, and the Son and the Holy Spirit, and teach them to do everything that I have commanded you and know, I am with you. always to the end of time."³⁰ Student Characteristics.

Edward Shill categorizes students as an intellectual layer who has a distinctive social responsibility. Shiil mentioned that there are five

functions of intellectuals, namely 1). Creating and spreading high culture. 2). Provides national and national charts. 3). Fostering empowerment and together. 4). Influencing social change. 5). Play a political role. Arbi Sanit views that students tend to be involved in the last three functions. Meanwhile, Samuel Huntington mentioned that intellectuals in urban areas were part of the push for political change called reform.

According to Arbi Sanit, there are four driving factors for the improvement of students in their lives, namely: 1) As a community group who receives education, students have a broad horizon among the community. 2) As a community group that has occupied the longest school to university students have experienced the longest socialization process among the younger generations. 3) Campus life forms a unique lifestyle among students. In universities, students come from various regions, ethnicities, languages and religions that are intertwined in daily campus activities. 4). Students as a group who will enter the upper layers of the power structure, economic structure and prestige in society are themselves elites in the youth ranks.

This shows that students are intellectuals who are intelligent, critical, confident, but also ready to accept criticism in order to evaluate what they have made in order to maintain their identity in front of the community and other fellow students.³¹ Jerrold E Kemp Model Teaching Materials Design and Instructors' Teaching Materials

Jerrold E Kemp model PAK.

The design of Jerrold E Kemp teaching materials

This model is a reference frame for teaching materials for the PAK Advisory course with the following steps:

1). Estimated teaching material needs to design a teaching program: states the objectives, constraints and priorities that must be known. 2). Choose a subject or task to carry out and indicate the general goals that will be achieved. 3) Examine the characteristics of students who must receive attention during planning. 4). Determine the learning content and description of the elements of the task related to the goal. 5). State

³⁰ Ibid,97

³¹ Daniel Nuhamara. *Pembimbing PAK*. Jurnal Info Media. Bandung 2007, 13

the learning objectives that will be achieved in terms of the content of the lesson and the elements of the assignment. 6). Design teaching and learning activities to achieve stated goals. 7). Select a number of media to support teaching activities. 8). List the support services needed to develop and carry out all activities and to obtain or manufacture materials. 9). Prepare to evaluate learning outcomes and program outcomes. 10). Determine the preparation of students to learn the subject by giving pre-test to students. The steps for the learning material referred to can be seen as follows in the image below³²

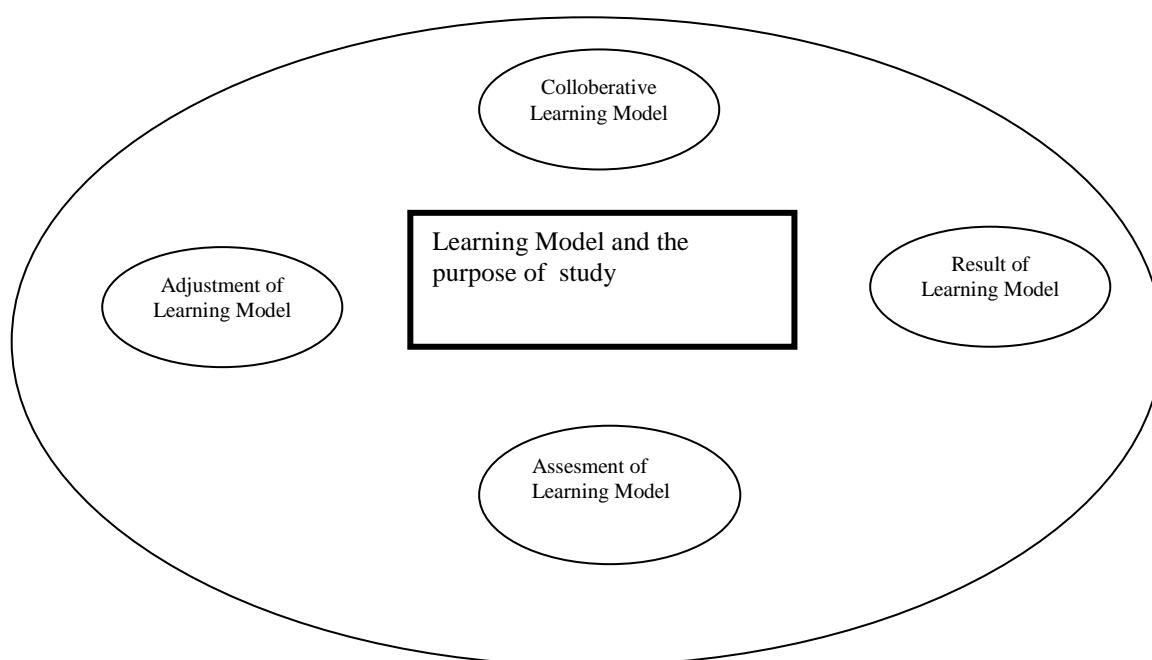


Figure 2.1
Jerrold E Kemp's learning planning model diagram

Furthermore, the learning steps above can be explained as follows: 1). Learning needs and teaching goals. State the problems faced when teaching, or when carrying out activities or services "How far can all training objectives be achieved?" Is there an immediate need for a number of new lessons in the program? How to decide whether to choose education or training as a solution to a problem?

After learning needs are identified, how to start a plan that can meet those needs. In schools there are basic needs that must be satisfied, which aims to satisfy all these needs, there is an urge to act in various efforts whose origin is the desire to satisfy interests and needs at a higher level.

³² Paul D Meier dkk. *Pengantar Psikologi dan Konseling Kristen*. Andi. Jogyakarta. 2004,92

These polls all show a number of trends and identify several needs. The results provide reasons for undertaking activities that demonstrate the importance of implementing several new programs. It is this model that reinforces the reasons for starting a teaching design project.

There are two things that need to be considered to determine whether or not a teaching project should be implemented, namely:

1). Identify the development of the situation in the field to be observed.

2). Compare collected data with what should have happened.

There are many reasons according to Jerrold E Kemp that justify implementing a teaching design project, including:

1. When can a need be said to be not a need for teaching planning? When there are demands for change or growth in the knowledge, skills or attitudes of students, there are times when the need cannot be clearly identified as a need that requires a way out of teaching.

2. Collecting data to prove a need, classifying information. The procedure for collecting this information falls into two categories, namely 1) The procedure for internal assessment includes a. Student exam analysis. b. Student achievement scale. 2) Interviewing the teacher about abilities. 3) Attitudes of students. 4) Hold talks with graduates about the meaning and level of program success and the needs of students. 5) Obtain recommendations or receive messages from managers to initiate training efforts. And the external appraisal ordinances are complementary to the internal ordinances.

3. Choose a title and set a teaching goal. After the assessment has been done, and after a decision has been made to continue teaching planning activities. A title is given to distinguish it from others, then a general purpose that states briefly about the purpose or program that will be able to meet the identified needs.

4. Priorities and constraints. If decisions have been made to revise new subjects, priorities or limitations must be considered that may affect the resulting planning and program.

Conclusion

Learning outcomes are the capabilities of people who allow for a variety of

appearances. The forms of appearance that can be seen as evidence of learning in educational programs are many and varied. These kinds of appearances occur in all areas of the content of the school curriculum. Certain types of learning outcomes can be similar to one another even though they occur in different subjects or are related to different subjects.

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