

Improving Student Spirituality through Cooperative Learning Strategies Based on Hybrid Learning

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Abstract

One of the successes of an education is determined by the role of the supporting lecturer of the subject he brings. The supporting lecturer is a bridge and at the same time an agent that allows students to have a dialogue with their world. the role of the supporting lecturer greatly influences the success of students both in terms of academic, non-academic and the spirituality of their religious education. Talking about heavenly things or being said as Spirituality means covering all aspects of life, not only when talking about heavenly things themselves, but also about the profession in the world. The purpose of this study was to demonstrate the effect of hybrid learning-based collaborative learning strategies on the spirituality of Christian Education Faculty of Christian Education Tarutung State Institute for Christian Studies students. This study was designed using the One-Shot Case Study experimental design. The single case study experimental design is an experiment that is used without a comparison and also without a pretest. So based on the results of testing the hypothesis in this study, the regression equation formed is $Y = 22.519 + 0.182X$. where the tcount (4.918) > ttable (1.9) and the significance number (0.00) < 0.05, it can be concluded that H0 is rejected and H1 is accepted, in other words there is an influence of cooperative learning strategies based on hybrid learning on student spirituality.

Introduction

Education is one of the important needs in human life. In the Law on the National Education System number 20 of 2003, the Ministry of Education and Culture has explained that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual

strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation and state.

Education is not a neutral process so that it is free from values and ideologies, as an organized, planned and continuous effort (continuously throughout life) towards fostering humans or students into complete, mature and cultured human beings. Education is viewed through a process that has three dimensions, namely the past, present, and future. This is what puts spirituality in a very important place for every Christian Education student to have.

Education is an organized whole, meaning that education takes place with conscious human contributions, which have a clear basis and purpose, there are stages in the educational process and mutual commitment. In advance, an education is carefully planned and with various support systems that have been prepared, both in terms of material and the competence of lecturers in delivering learning materials. Continuous manifestation means that education continues throughout life, as long as humans are still alive, the process of education is still needed, except when humans die there is no need for the process of education. Christian education needs to be held in an ongoing educational mindset, and can answer various needs, especially spiritual needs throughout the ages.

Result Survey United Nations Educational, Scientific and Cultural Organization (UNESCO) on the quality of educators in Indonesia, shows that Indonesia is at the level of 14 out of 14 developing countries in Asia Pacific. This assessment is still in the realm of cognition, it has not touched the spiritual side of students. The effectiveness and efficiency of student learning and learning is very dependent on the role of lecturers. There are a number of roles carried out by lecturers, that in the broad sense of education, an ideal lecturer should be able to act as conservator, transmitter, transformer, and as organizers. A student's level of spirituality is greatly influenced by his encounter with God. Man's encounter with God through fellowship proves that God is willing to reveal and introduce Himself to man. In His presence, believers should be able to carry out two missions: "Didache" (teaching) and "Kerigma" (news).

Quality learning patterns are ideally participatory, open to change, sustainable, directed and planned, and oriented to humanist aspects which means that they involve their renewal, appreciation, formation of attitudes and behavior and formation of their identity. The basic principles of proper Christian Education must contain five things, namely: (1) believing and upholding the Bible as absolute truth, because the Bible is God's written revelation; (2) believing in Jesus Christ as Lord and Savior, so that Christian education begins with salvation/new life in Christ; (3) believing that each disciple is a creation of God in God's image, that is, as a very good creation before Him, but who has fallen

into sin; (4) believe that wise graduates are not measured by possessing natural knowledge without the knowledge of Christ as the true wisdom of God. Without Christ, human wisdom is foolishness; (5) believe that the campus is a formal educational institution that exists as a family partner. Christian education is understood as not just an ordinary activity, but a form of conscious effort from church institutions, schools, and various other institutions to achieve the expected goals. So, in order to produce qualified Christian Education teachers, careful planning and preparation are needed including clear objectives, there is a curriculum, there is a main learning plan, has regular scheduling, and various other things related to the implementation of learning including the role of lecturers, students taught, learning strategies and methods, financing and evaluation of learning outcomes.

One of the successes of an education is determined by the role of the lecturer of the courses he brings. Lecturers are bridges and agents who allow students to dialogue with their world. The role of lecturers is very influential on student success both in terms of academic, non-academic and spirituality of religious education. As a lecturer in the Christian Religious Educator study program, if you want to be considered professional in your duties, you should know about the how and why of your work and the motivation for her work is loving service to others. He has the authority to act according to the knowledge God has given him.

If you want to develop understanding and responsibility as a Christian, especially in teaching Christian Education, then of course the existing perspective must be rooted in Christian faith. The Christian faith itself basically covers all aspects of life, so not only about heavenly things, but also about vocation to life in the world, spirituality is very important here.

In relation to teaching, we can take an example from Jesus' life attitude as the Great Teacher. In teaching, it is important to remember that lecturers have the right strategy. A learning strategy that pays attention to student participation in a hybrid learning framework, but still focuses on strengthening its spirituality. If every teacher can act like Jesus, it can positively impact students. Jesus' presence in this world has not only been the Lord and Savior of mankind, but He has also been an example for all mankind throughout the ages. Including as a lecturer, Jesus is the most important standard for an educator. Therefore, what Jesus Christ did must also exist and become the central standard of Christian educators.

Qualified lecturers can also produce quality training. This can be seen from their presence in class, which is not just a carrier / presenter of material that only passes chapter by chapter of information that only concerns the mind or intellect. As individuals, learners have spiritual, will, emotional, conscience and physical dimensions in addition to their intelligence.

To participate in change, educators must adopt a dialogical approach to all aspects of their learning. This principle develops a model of open communication between educators and learners. That is, learners will be increasingly aware that they are not only recipients (depositors) of ideas, ideas, questions or answers, but also donors (dialogue partners).

In hybrid learning-based cooperative learning, lecturers act as facilitators who function as a connecting bridge to higher understanding. Here, educators play a role not only in providing knowledge, but also must be able to build concepts in the minds of students. Learners have the opportunity to gain hands-on knowledge in implementing their ideas. Cooperative learning based on hybrid learning is carried out through a sharing process between students by utilizing technological advances, so as to realize mutual understanding between students themselves, both synchronously and asynchronously. This is an approach that emphasizes cooperation in groups. Cooperative learning is a learning strategy that involves the participation of learners in a small group to interact with each other. From this understanding, it can be understood that in cooperative learning, students have two responsibilities, namely learning for themselves, and helping fellow group members to learn together.

The purpose of hybrid learning-based cooperative learning is to create a situation where individual success is determined or influenced by group success, which is then summarized as follows: a. Improve learner performance in academic tasks; b. Acceptance of individual differences; c. Development of social skills. Cooperative learning based on hybrid learning provides opportunities to learners who may have different locus, different backgrounds and conditions to work interdependently on each other on shared tasks and through the construction of cooperative reward structures, learn to respect each other.

In addition, previous research has opened cooperative-based learning Hybrid Learning has several advantages including: more time to do tasks, higher self-confidence, improved attitudes towards behavior in the community, intensity of attendance during learning hours increases, acceptance of individual differences becomes greater, minimizes disruptive behavior, interpersonal conflicts become reduced, reduce apathy, deeper understanding of the material, increase motivation, higher learning outcomes, longer retention, increased kindness, sensitivity and tolerance.

Research methods

The research was conducted to obtain a detailed picture of the strategy of hybrid learning-based cooperative learning on the spirituality of students of the Christian Education study program, Faculty of Christian Education, Tarutung State Christian Institute. This research design uses

One-Shot Case Study Experimental Design. The one-shot case study experimental design is an experiment that is used without comparison and also without initial tests. In other words, the purpose of this experimental design is to find out the effect/influence of the treatment given to the group without paying attention to the influence of other factors. The population is all students of the Christian Education study program which amounts to 1,100 students. The sample is part of the number and characteristics possessed by the population, if the number of subjects is large or more than 100 people it can be taken between 10-15% or 20-25% or more. The number of samples in this study was 110 students using purposive sampling techniques so that it was determined that the samples in this study were fifth semester students of the Christian religious education study program located in groups A, B, C.

Result

The data analyzed are data that have been obtained by researchers from respondents through the distribution of questionnaires to students who are research samples.

Validity Test

From the results of the instrument validity test that has been carried out by the researcher, it was found that for variable X there are six (6) invalid question items, namely numbers 2, 16, 20, 28, 36, and 48. As for the results of the validity test of variable Y, there are six (6) invalid questions are numbers 1, 3, 9, 13, 15, and 20. Furthermore, the invalid question items are used in advanced data processing (Drop).

Reliability Test

Table 1. Reliability Statistics Variables of Cooperative Learning Strategies Based on Hybrid Learning

Cronbach's Alpha	N of Items
.990	44

The reliability test result of variable X is 0.990. Because of numbers Alpha Cronbach is between 0.80 – 1.00 then the reliability of variable X is very high.

Table 2. Reliability Statistics Variables of Student Spirituality

Cronbach's Alpha	N of Items
.962	16

The reliability test result of variable Y is 0.962. Because the Cronbach alpha number is between 0.80 – 1.00, the reliability of the variable Y is very high.

Then it can be summed up in the table as follows:

Table 3. X and Y Variable Reliability Test Conclusion Table

Variable	Cronbach's alpha	Information
X	0,990	Reliable
Y	0,962	Reliable

Simple Linear Regression Test

After the questionnaire data is collected, the next step is for researchers to carry out various kinds of testing again, which are as follows:

Table 4. Entered/Removed Variables Table (Simple Linear Regression Test)

Type	Variables		Method
	Entered	Removed	
1	X ^b	.	Enter

- a. Dependent Variable: Y
- b. All requested variables entered.

In the table above it can be seen that the variable in question is variable X, while variable Y as a bound variable (dependent).

Table 5. Model Summary^b

Type	R	R Square	Adjusted Square	R	Std. Error of the Estimate	Durbin-Watson
1	.614 ^a	.377		.361	3.087	1.946

- a. Predictors: (Constant), x
- b. Dependent Variable: y

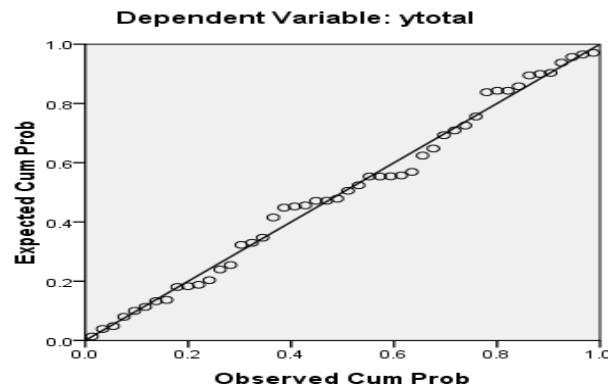
In table R Square It can be seen that the result is 0.377. This can be interpreted as the influence of cooperative-based learning strategies Hybrid Learning The spirituality of students was 37.7%, while 66.3% was influenced by other factors.

Classical Assumption Test

The classical assumption test is a statistical requirement that must be met in linear regression analysis. In this study, the classical assumption test consists of normality, heteroscedasticity, and linearity tests which will be discussed below.

a. Normality Test

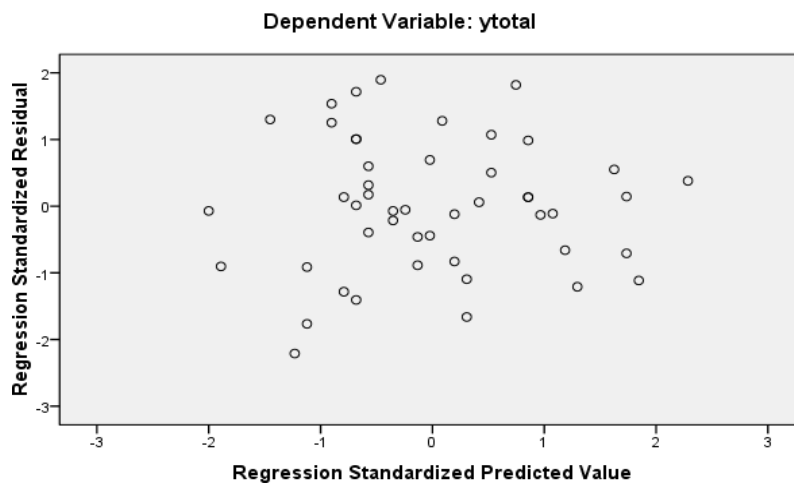
Figure 1. Normal P-P Plot/Normality Test
Normal P-P Plot of Regression Standardized Residual



In the picture Normal p-p plot Above it appears that the residual is around the line, this means that the data is normally distributed.

b. Heteroscedasticity Test

Figure 2. Scatter Heteroscedasticity Test Plot
Scatterplot



In the picture Scatterplot Above it appears that the dots do not form a certain pattern so this shows that there is no heteroscedasticity problem.

c. Linearity Test

The test criterion of the linearity test is that if the significance value is less than 0.05, then it can be stated that the relationship between the

variables of cooperative learning strategy is based Hybrid Learning (X) and the student's spirituality variable (Y) are linear. Conversely, if the significance value is greater than 0.05, then the relationship between variables is cooperative-based learning strategy Hybrid Learning (X) and the student's spirituality variable (Y) are expressed as non-linear.

Table 6. ANOVA Table

		Sum of Squares	Df	Mean Square	F	Sig.
HBA * KPG	(Combined)	4076,450	18	226,469	,621	,779
	Between Groups	71,785	1	71,785	,197	,734
	Deviation from Linearity	4004,665	17	235,569	,646	,770
	Within Groups	364,500	1	364,500		
Total		4440,950	19			

The linearity test table above shows that the value of Deviation from Linearity sig. is 0.770 greater than 0.05. Thus, it can be concluded that there is a significant linear relationship between the variable of hybrid learning-based cooperative learning strategy (X) and the variable of student spirituality (Y).

Hypothesis Test (Test t)

Hypothesis testing is used to test whether the hypothesis made by the researcher is rejected or accepted, the testing criteria are as follows.

- a. H0 reject if the calculated value is smaller than ttable or the significance value is > 0.05.
- b. H1 is accepted when the calculated value is greater than ttable or the significance value is > 0.05

Table 9. Coefficients^a Table/Test Hypothesis

Type	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	22.519	5.035		4.473	.000

X	.182	.037	.614	4.918	.000
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a. Dependent Variable: Y

In the table above, it appears that the regression equation formed is $Y = 22.519 + 0.182X$. This means that if the variable of hybrid learning-based cooperative learning strategies increases by 1 unit, then the variable of student spirituality will increase by 0.182 units. For respondents as many as 110 people and variables as many as 2 people, a degree of freedom of 108 was obtained. With 108 degrees of freedom, a table of 1.9 is obtained.

In the table above it also appears that the calculated value (4,918) > ttable (1.9) and its significance number (0.00) < 0.05, it is concluded that H0 is rejected and H1 is accepted, in other words there is an influence of cooperative-based learning strategies Hybrid Learning towards the spirituality of students.

Conclusion

Based on the results of hypothesis testing in this study, the regression equation formed is $Y = 22.519 + 0.182X$. This means that if the variable of hybrid learning-based cooperative learning strategies increases by 1 unit, then the variable of student spirituality will increase by 0.182 units. For respondents as many as 110 people and variables as many as 2 people, a degree of freedom of 108 was obtained. With 108 degrees of freedom, a table of 1.9 is obtained. The calculated value (4.918) > ttable (1.9) and the significance number (0.00) < 0.05, it is concluded that H0 is rejected and H1 is accepted, in other words there is an influence of hybrid learning-based cooperative learning strategies on student spirituality. Based on the theoretical and research results, it can be concluded that improving Student Spirituality can be done through a Hybrid Learning-Based Cooperative Learning Strategy in the Christian Education Department, Tarutung State Institute for Christian Studies.

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