



Class Discussions to Improve Students' Active Participation in A Christian School During Online Learning

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Abstract

The research was inspired by the facts found in online class observations of primary students of Grade V in Tangerang. Some students did not participate in class discussions actively. Therefore, the objectives of this research were to explain the steps of class discussions to help Grade V students to participate more actively in online learning and to explain the impacts of class discussions on students' participation during online learning. This is classroom action research. The data was collected from 23 Grade V students of a Christian school in Tangerang from July 12, 2021, until August 18, 2021, during online learning. The instruments used were the observation form, lesson plan, affective journal checklist, and reflection. The results were class discussions improved students' responsibility to participate actively, do the assignments, and participate verbally by answering and questioning in class discussions. Another result was there were six steps of class discussions, i.e., dividing the students into small groups, explaining the steps of good discussion, giving the topic or problem to be discussed by each group, facilitating the discussion and guiding the students, listening to groups' presentation and giving each group feedback, as well as assisting the students to conclude. The conclusion was the class discussions that were prepared well by Christian teachers would improve primary students' active participation during online learning.

Keywords: *class participation; class discussions; online learning*

INTRODUCTION

When talking about the classroom, it connects with students' needs. Students are created by God as a whole human being, including physical dimension, ethical,

moral, holiness, righteousness, soul, and mind.¹ They are holistic human beings. Therefore, in school, the teaching and learning process does not only focus on developing their cognitive and psychomotor but also on their affection.²

¹ Herman Bavinck, *Reformed Dogmatics: Abridged in One Volume* (Michigan: Baker

Academic, 2011).

² Juniriang Zendrato and Mega Natalia

Consequently, the teacher has an important role to develop students' wholeness as God's creation. A small part of the wholeness is the ability to participate in the community. In this context, the community is the classroom. The students are expected to be able to participate in the classroom responsibly and actively since it will give a positive impact on their learning process and develop their learning skills holistically.³

Based on the class observation of Grade V students during the online learning in a Christian School in Tangerang in July 2021, some students showed that they did not actively participate in the learning process. Neither did they respond to the teachers' instruction nor focused on the learning activities. It was reflected by their gestures when joining the online class, such as yawning, rubbing their eyes, and playing with the computer camera. Another piece of evidence was when the teacher greeted them to attract their attention, they kept quiet - no responses. The worst was that they did not submit the tasks given. Hereby, all the evidence showed that the active

involvement of the students as the class community members were lacking. The problem was the students' active participation in the online classroom.

One of the ways to encourage students' active participation in the classroom is by conducting discussion methods. The discussion method is a method that allows the students to talk and share about something or certain topics.⁴ According to a research by Manullang et al, during the Christian Religion class, it was found that through applying the discussion method, the students experienced some improvements such as (1) being confident in asking and answering questions, (2) being active in sharing their opinions, and (3) improving their lesson comprehension.⁵ This finding showed that the students were active. So, the class discussion was the best method to make the students participate in an online class actively since it allowed the students as God's creation to maximize their potential by making a decision for activities they would like to join.⁶

Based on the explanation above, the problems needed to study further are

Sambonwaman, "Jurnal Basicedu," *Jurnal basicedu* 4, no. 3 (2020): 624–636.

³ Jossapat Hendra Prijanto and Firelia De Kock, "Peran Guru Dalam Upaya Meningkatkan Keaktifan Siswa Dengan Menerapkan Metode Tanya Jawab Pada Pembelajaran Online," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 11, no. 3 (2021): 238–251.

⁴ Sudiyono, *Metode Diskusi Kelompok Dan Penerapannya Dalam Pembelajaran Bahasa Indonesia Di SMP* (Indramayu: Penerbit Adab,

2020).

⁵ Juanda Manullang, Hasudungan Sidabutar, and Agustinus Manullang, "Efektifitas Metode Diskusi Dalam Pembelajaran Pendidikan Agama Kristen Pada Masa Pandemi Covid-19," *JURNAL ILMIAH PENDIDIKAN DAN PEMBELAJARAN* 5, no. 3 (2021): 502–509.

⁶ Anthony A. Hoekema, *Created in God's Image* (Michigan: Wm. B. Eerdmans Publishing, 2009).

whether class discussions help the students to participate more actively in online learning and how class discussions improve students' participation during online learning. The objectives of this writing are to know whether class discussions improve students' active participation during online learning and to explain the steps of class discussions to help students to participate actively in online learning. The benefits of this research are to help the teachers to see the contextual online learning for primary students, to challenge the teachers to choose the appropriate learning method to maximize the students' potential and to improve the teachers' skills, knowledge, and affection for teaching online. A mature Christian teacher is a teacher who always has a willingness to improve their potential - grow in Christ. So, a mature Christian teacher based on Ephesians 4:14-15 will have sensitivity and awareness in handling online classes to help their students grow in Christ - a shalom class community.

Participation is so important in discipleship. The students are prepared to go and make the nations His disciples (Matthew 28:19-20). This is the Great Commission for every believer. Discipleship is more than telling people

about the Gospel and community, but is being engaged with the community.

Cambridge dictionary online categorizes the word 'participation' as an uncountable noun. Participation refers to an action either taking part in or involving in an event or activity. It is active. Therefore, someone's participation means someone's active action. In the context of the classroom, students' participation means students' active action or involvement in the learning process. The students should be active agents in doing discipleship.

Handayani defined participation as someone's mental, physical, and emotional involvement in responding to ongoing activities to achieve common goals.⁷ The students become the subjects of their learning so they are active in broadening their knowledge and deepening their understanding with the teacher's direction and guidance. Therefore, the teacher's task is to provide a learning environment that stimulates students' involvement. Through the experience, the students will get meaningful learning.

Participation is also one of the students' rights in the teaching and learning process.⁸ It means that the students are allowed to share their ideas, respond to the

⁷ Handayani, "Meningkatkan Partisipasi Belajar Siswa Dalam Pembelajaran IPS Menggunakan Metode *Role Playing* Pada Siswa Kelas V SD Negeri Playen III" (Universitas Negeri

Yogyakarta, 2013).

⁸ Junihot Simanjuntak, *Psikologi Pendidikan Agama Kristen* (Yogyakarta: Penerbit ANDI, 2016).

class activities, and even make a decision without any coercion. According to Jones, there were some characteristics of the engaged students, i.e., showing positive body gestures during class activities, being focused, participating verbally (sharing their ideas and asking or answering questions), showing their confidence (doing their tasks well, and group work), and showing their enthusiasm to learn.⁹

To summarize the definition of students' participation in the classroom is the students' active action or involvement in the classroom learning process. This action involves the students mentally, physically, and emotionally. Students' participation will create a learning atmosphere that is creative, active, and fun. The teacher should facilitate the students' need to become the owner of their learning by providing a conducive learning environment where the students' potential can grow optimally. The supportive classroom will attract the students to participate actively. It is because the students experience the learning by themselves and they find it meaningful in their lives.

The research done by Noviyanti and Setyaningtyas on Grade V students of SD Kristen 03 Salatiga in the academic year of 2016-2017 about the application of

classroom rules on grade V students' classroom participation showed that students' learning participation after applying classroom rules was higher than before applying the rules. There were some changes in students' attitudes and behavior in joining class activities. The students (1) asked questions, (2) had discussions with their teacher and classmates, (3) did the assignments responsibly, (4) focused on learning, (5) gave responses to class discussions, (6) followed the class rules obediently, (7) paid attention to teacher's reminders, and (8) reminded their classmates to follow the class rules obediently.¹⁰

Based on the definition of students' participation and the previous research, there were four students' attitude and behaviors that would be the indicators to be observed further in this research, i.e. (1) students' involvement in group works, (2) their capability of asking and answering the questions, (3) their faithfulness in doing assignments, and (4) their willingness to give responses in class discussions.

Jesus and His disciples made a lot of discussions, e.g., Jesus' power (Matthew 21:25), rising from the dead (Mark 9:10), and Judas' betrayal (Luke 22:4). Those discussions happened when the disciples

⁹ Richard D. Jones, *Student Engagement: Teacher Handbook* (New York: by International Center for Leadership in Education, 2009).

¹⁰ Ayu Kristiana Noviyanti and Eunice

Widyanti Setyaningtyas, "Partisipasi Pembelajaran Siswa Dalam Pembelajaran Dengan Classroom Rules," *Journal of Education Research and Evaluation* 1, no. 2 (2017): 65–72.

would know something further, deeper, or wider from Jesus or about Jesus. The disciples saw a gap between their assumptions and reality. To question and reason needs awareness and reflection which lead to critical thinking.

Discussion can be defined as a process of exchanging information and involving each person in the group in giving an opinion.¹¹ As each person is expected to share his/her opinion, discussions can make the members think about their ideas so that in the end they will get a deeper understanding of those ideas and be able to make conclusions together. The discussion in the classroom community is an opportunity for the students to interact with the teacher and their friends about a certain topic. In line with that, Alungunusa also defines the discussion method as the way for each student in a group to participate in solving the problem.¹² Therefore, it can facilitate the students to think more creatively about alternative ways to solve a particular problem together with their group.

Getting the main point of discussion, it is required good listening skills and full

attention to the conversation. Discussion can be done by involving the whole class where the teacher will guide and facilitate the students to discuss in the class forum or divide the students into small groups in breakout rooms. According to Sudiyono, the steps of conducting the discussion method in small groups are 1) teacher divides the students into small groups; 2) teacher explains the steps of good discussion; 3) teacher gives the topic or problem to be discussed by each group; 4) teacher facilitates the discussion and guides the students; 5) the group presents the result of discussion and gives each other feedback, and 6) teacher guides the students to conclude.¹³

The teacher has important roles in conducting discussions such as encouraging each student to have interaction with the teacher and other friends through guided questions, lecturing, motivating, giving opportunity for the students to share their opinion, managing the students to speak, guiding the students to conclude, and helping students to get the right understanding.¹⁴ If the discussion runs

¹¹ Aneu Agustina, Neng Sri Maryati, and Deden Herdiana Altaftazani, "Application of Discussion Methods to Improve Student Learning Outcomes in Class IV Students in SDN 084 Cikadut," *Collase Journal* 1, no. 2 (2018): 57–64, <https://journal.ikipsiliwangi.ac.id/index.php/collase/article/download/2257/414>.

¹² Otniel Sakhari Alungunusa, "Metode Mengajar PAK Di Masa Pandemi," in *Wajah*

Pendidikan Agama Kristen Di Masa Pandemi (Indramayu: Penerbit Adab, 2021).

¹³ Sudiyono, *Metode Diskusi Kelompok Dan Penerapannya Dalam Pembelajaran Bahasa Indonesia Di SMP*.

¹⁴ Darmadi, *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa* (Yogyakarta: Deepublish, 2017).

well, the students will get positive impacts such as improving their communication skills, respect for others' opinions, and responsibility for their idea.¹⁵ The research by Riman in SDN Jayabakti 02 grade IV found that the students became more enthusiastic to participate in the learning process through the application of the steps of class discussions.¹⁶

In conclusion, class discussion is a method that can facilitate each student in the class community to share their ideas and exchange them with other students to enrich their knowledge and understanding related to the alternative ways to solve the problem. To reach the outcome of class discussion well, each person should participate optimally as a good listener and give full attention to the discussion process so in the end, the students can make a decision together as the result of their joint work. Class discussions can give opportunities for the students to interact with others and establish communication in the class community. When the teacher applies the discussion method in the learning process, it can give some positive impacts on the development of students holistically - the students improve their communication

skills, critical thinking, and respect toward other group members. To conduct class discussions, the teacher also should do the steps optimally. The steps of the discussion method that can be applied in the learning process are (1) dividing the students into groups; (2) giving the problem or material of discussion; (3) explaining the appropriate ways of discussion; (4) guiding the students to solve the problem; and (5) guiding the students to conclude.

Online learning is a learning model which is facilitated and supported by the development of technology.¹⁷ Pohan says that online learning process in which the students and the teacher do not meet face to face directly but through a media network and it requires interactive communication media to connect them even though they are in a different place.¹⁸ Online learning allows the teaching and learning process to be conducted everywhere and every time. The flexibility of the learning process can be one of the impacts of online learning. The other positive impacts are the teaching and learning process can be more varied, interactive, creative, and also independent, besides, both teacher and students can develop their skills in mastering

¹⁵ Erlyn Juniati, "Peningkatan Hasil Belajar Matematika Melalui Metode Drill Dan Diskusi Kelompok Pada Siswa Kelas Vi Sd," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 7, no. 3 (2017): 283.

¹⁶ Riman, "Meningkatkan Hasil Belajar Siswa Pada Pembelajaran Tema 5 Di Sekolah Dasar Melalui Penerapan Metode Diskusi,"

Pedagogiana: Jurnal Pendidikan Dasar 2, no. 84 (2021): 44–51.

¹⁷ Meda Yuliani et al., *Pembelajaran Daring Untuk Pendidikan: Teori Dan Penerapan* (Yayasan Kita Menulis, 2020).

¹⁸ Albert Efendi Pohan, *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah* (Purwodadi: CV. Sarnu Untung, 2020).

technology.¹⁹

From the definitions above, it can be concluded that online learning is a model of the learning process that uses the development of technology and media networks. Many digital platforms can help to facilitate the interaction of the teacher and students. Online learning can also help the teacher to provide a fun, interactive, innovative, and creative learning process for the students and let both of them explore more about media technology. The example is the use of a breakout room for group work can help the students to develop their constructive dialogue skills through listening actively, sharing their opinion, and giving appreciation.²⁰

Nowadays, there is some research about online learning especially relating to the impacts. According to research by Anugrahana, online learning can give an impact on students and teachers such to its practicality, simplicity, flexibility, and time efficiency.²¹ Different from Anugrahana, Prijanto and Kock found that during online learning the students' class participation

became lower so the teacher needed to create a class atmosphere by choosing a suitable learning method to make them more active in-class activities.²²

Cunningham also mentioned that in the online learning era Christian teachers still had to facilitate the students to realize God's presence in the class and establish communication with the community.²³ The learning process through digital media should not be an obstacle for Christian teachers to help the students to know God more. The learning materials, activities, or assessments can be the ways to God.

From the research above, it can be concluded that in conducting online the teachers have to maximize their roles to provide a learning strategy or method that can attract the students to be involved in the learning process even though they cannot meet in person. Besides, both the teacher and students need to explore more about technology so that the learning process can run smoothly. In facing the reality, Christian teachers need to ask for God's wisdom to anticipate the online learning

¹⁹ Rahmawida Putri, *Model Blended Learning Berbasis Guided Inquiry* (Tahta Media, 2021).

²⁰ Aaron Johnson, *Online Teaching with Zoom: A Guide for Teaching and Learning with Videoconference Platforms* (Aaron Johnson, 2020).

²¹ Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 10, no. 3 (2020): 282–289.

²² Prijanto and Kock, "Peran Guru Dalam Upaya Meningkatkan Keaktifan Siswa Dengan Menerapkan Metode Tanya Jawab Pada Pembelajaran Online."

²³ Aliel Cunningham, "Envisioning Christian Presence and Practice in Online Teaching Contexts," *International Journal of Christianity and English Language Teaching* 6, no. 4 (2019): 3–19, <https://digitalcommons.biola.edu/ijc-elt/vol6/iss1/4>.

obstacles by having good preparation and maximizing their strengths to have class best practices.

RESEARCH METHODOLOGY

This research used classroom action research. Classroom action research is research that elaborates the cause and effect of action in the classroom.²⁴ Commonly, this research is done by the teacher to improve the learning quality. There are some models of classroom action research. One of them is Pelton's model. According to Pelton, classroom action research is an approach method to improve teacher's teaching through the reflection process and it can be done in various circumstances based on the issue as it is flexible.²⁵ Therefore, the classroom action research was chosen to dig the class problem deeper as it could be used for novice teachers to be more reflective towards the learning process.

This research was conducted in a Christian school in Tangerang for Grade V students from July 12, 2021, until August 18, 2021. The participants of this research were 23 students in grade V. The steps that the researcher did according to Pelton's

model in two cycles were (1) issue identification, (2) data collection, (3) action planning, (4) plan activation, (5) outcome assessment. The data was collected through observation form, lesson plan, affective journal checklist, and reflection. The observation form was used to write all the facts during the online class. The lesson plan was used to design teaching and learning steps. The affective journal checklist was used to record the students' participation in the class. Reflection was written after the observation and teaching. Later, the data collected will be analyzed. Hopefully, the researcher would get a clear description of the primary students' participation in online learning and plan the right steps for class discussions to improve their participation.

RESULT AND DISCUSSION

As it is known that the purpose of Christian education is to prepare the students to do discipleship (Great Commission), so class activities should facilitate students' life transformation.²⁶ Transformational learning happens when the students use their critical thinking to evaluate their learning. Being active and

²⁴ Suharsimi Arikunto, Suhardjono, and Supardi, *Penelitian Tindakan Kelas* (Jakarta: Bumi Aksara, 2015).

²⁵ Robert P Pelton, *Action Research for Teacher Candidates* (Lanham, Maryland: Rowman &

Littlefield Education, 2010).

²⁶ Khoe Yao Tung, *Filsafat Pendidikan Kristen: Meletakkan Fondasi Dan Filosofi Pendidikan Kristen Di Tengah Tantangan Filsafat Dunia* (Yogyakarta: Penerbit ANDI, 2013).

participative in class discussions by themselves can be a sign of critical thinking application.

According to the result of issue identification that the researcher had done for Grade V students of Christian school in Tangerang, it could be seen that not all students participated actively. Only some students were excited to learn and engaged in the learning process. The rest of the students still had struggles in giving responses to the teacher. Those students did not even give a response when the teacher called their names or said "hello" to attract their attention. Besides, the students' gestures also showed that they were not much motivated in the class. Their gestures shown were playing with their laptop camera, yawning, and rubbing their eyes. Lastly, some students also did not do their tasks well or submit the assignments. Those problems indicated that some students lacked active participation. In this research, the indicators of students' active participation were the involvement in group work, the capability of asking and answering questions, faithfulness in doing assignments or class activities, and responding to class discussions. The data was collected from observation form, reflection journal, and affective journal

checklist.

Based on the problems that occurred in grade V and considering the students' contextual situation - online learning, the researcher planned to design learning process that applied discussion method to facilitate the students' active class participation. The reason the discussion method was chosen as it allowed the students to interact with their group to exchange their ideas so they can find alternative ways to solve the problem.²⁷ Besides, through discussions, the students can also be encouraged to interact and work together as it is the function of a class is to be a community that encourages each student to acknowledge and use their God's gifts to complete each other.²⁸

For the first cycle, these were the steps applied in collecting the research data based on the lesson plan that the researcher designed in action planning step. First, the students were divided into five groups. Each group consisted of four to five students. Second, the teacher explained and emphasized some important things in group discussions. Third, the problems related to the learning topics taught were shared with the class. The first discussion topic was Indonesian culture. Fourth, each student joined their group in the breakout room to

²⁷ Alungunusa, "Metode Mengajar PAK Di Masa Pandemi."

²⁸ Harro Van Brummelen, *Berjalan*

Dengan Tuhan Di Dalam Kelas: Pendekatan Kristiani Untuk Pembelajaran (Tangerang: UPH Press, 2009).

have a discussion session. The teacher joined each group consecutively to monitor and guide the students in group discussions. Fifth, when the students left the breakout room and joined the class discussion, each group presented the group discussion result. For the presentation related to Indonesian culture, each student in every group took part to present and they used a virtual background that represented the province. Then, the teacher gave specific feedback to every group presentation so that the group could see their strengths and weaknesses as well as how to improve their collaboration. The last, the students were led to conclude.

From the first implementation of class discussions, the researcher reflected that some students were still quiet in the breakout room because they were not familiar with online small group discussions. Besides, the researcher also found that some students did not understand the task given. Therefore, the researcher realized that she should be clearer in giving instructions. But, for the rest of students, they could participate by giving responses, making PPT, and leading their friends.

Based on the result of the first cycle, the researcher decided to reimplement class discussions with some changes such as changing the group member based on

affective checklist journal and reflection journal in previous meeting, delivering the instruction more clearly and slowly, and giving affirmation.

There were steps that the researcher applied in plan activation of the second cycle. First, the students were still divided into five groups. The members were different from the previous group. Second, the teacher explained instructions more clearly and checked students' understanding. Third, the problems to find the information of the respiratory system used *adiksimba* (a topic about question words, i.e., what, where, when, who, why, and how) given to the students. Fourth, each student joined their group in the breakout room to have a discussion session. The teacher joined each group consecutively to monitor and guide the students in group discussions. In this step, Christian teachers should guide the students to discover and build their thinking idea within authoritative and absolute truth.²⁹ Fifth, after leaving the breakout room, the students shared what they got from the discussion session. The last, the students were led to conclude. Then, the researcher gave feedback and affirmation. Feedback was needed by the students to reflect their learning process was justified by grace.

²⁹ Nabylla Sardy and Neng Priyanti, "Epistemology Study: The Role of Christian Teachers Regarding Students Freedom in

Learning," *PASCA: Jurnal Teologi dan Pendidikan Agama Kristen* 17, no. 1 (2021): 43–54.

Through this communication, the students would know more about themselves and God who helped them to reach the standard.³⁰

From the implementation of this class discussion and the outcome assessment step in this second cycle, it could be seen that students' participation in online learning improved. The students who used to be quiet and did not give any responses started to participate in class by answering the teacher's questions, sharing their opinions, and contributing to the discussion. The teacher played her role as a facilitator by being sensitive to her online classroom and encouraging the students to speak up in group discussions. The teacher also reminded the students that their ideas were from God (Proverbs 1:7). Therefore, they needed to share the ideas with others and made the ideas a blessing for the class or group community. When the students were confident in contributing their ideas, they were active in group discussions. This is transformation that happened to the students.

It was also applied by Afrida in her research. She said that the teacher should motivate and encourage the students

consistently to share their ideas in class discussions confidently.³¹ Besides, the teacher also can provide fun and interactive teaching and learning. Further, the students can explore other media technology alternatives. It was like a breakout room, *PowerPoint*, and learning media website like *liveworksheet.com* to support class discussions during the online learning.

In the breakout rooms, some good attitudes and behavior in group discussions were shown. The students began sharing their opinions to solve the problem, finishing the group task, encouraging their friends to speak up, dividing the job description among the group members, and respecting others' opinions. This finding was the same as Juniati's research. She said that the positive side of class discussions was the students learned to respect others.³² Then some students were able to lead the discussion and encourage their friends to participate actively. In other words, the group discussions gave a positive impact on the students holistically. Hardini and Puspitasari mentioned that class discussions challenged the students to think, express their ideas, build their character, and improve their participation in the

³⁰ Donovan L. Graham, *Teaching Redemptively: Bringing Grace and Truth into Your Classroom* (Colorado: Purposeful Design Publications, 2009).

³¹ Ely Afrida, "Penerapan Metode Diskusi Untuk Meningkatkan Keaktifan Dan Hasil Belajar

PKn Pada Siswa Kelas II.D SD Negeri 64/IV Kota Jambi," *Jurnal Ilmiah Universitas Batanghari Jambi* 19, no. 2 (2019): 282.

³² Juniati, "Peningkatkan Hasil Belajar Matematika Melalui Metode Drill Dan Diskusi Kelompok Pada Siswa Kelas Vi Sd."

class.³³

The teacher also gave guidance to students during both class and group discussions. Darmadi stated that in class discussions, the teacher should guide the students.³⁴ The teacher did not only guide the students to conclude about the new concept they had learned but also helped the students to see the life lesson learned through the discussions. As the student is the subject in this process, they can be active and develop their thinking, especially to find something or the value of learning through discussions.³⁵

From a Christian perspective, as a guide means that the teacher has to direct the students to be aware of their calling and be more competent as God's disciples.³⁶ To lead the students to respond to their calling and be more competent, Christian teachers must have integrity as role models. They must be a living model of joyful obedience and recognizing Christ's authority.³⁷ Christian teachers need to conduct Christian education which is a process for the students to learn how to do God's command according to His ways.³⁸

Therefore, class discussions facilitate the students not only to develop their cognitive skills, but also to reflect on God's characters about their activeness, responsibility, and compassion toward other people. As children of God, the students have a responsibility to be faithful in developing their abilities and gifts that are given by God.³⁹ From the process of class discussions, it was shown that the students could improve their responsibility to participate actively in the class such as interacting with others through group work, doing the assignments, and participating verbally by answering and questioning in class discussions.

CONCLUSIONS AND RECOMMENDATIONS

Based on the implementation of class discussions for Grade V students, it could be seen that class discussions improve students' participation as it was shown from their verbal participation by answering and questioning, interacting with others through group work, and doing the

³³ Isriani Hardini and Dewi Puspitasari, *Strategi Pembelajaran Terpadu: Teori, Konsep, & Implementasi* (Yogyakarta: Familia, 2015).

³⁴ Darmadi, *Pengembangan Model Dan Metode Pembelajaran Dalam Dinamika Belajar Siswa*.

³⁵ Sandy Ariawan, "The Effectiveness of Cooperative Learning Method (Student Team Achievement Divisions) in Christian Education," *IJECA (International Journal of Education and Curriculum Application)* 1, no. 3 (2018): 45–50.

³⁶ Van Brummelen, *Berjalan Dengan Tuhan Di Dalam Kelas: Pendekatan Kristiani Untuk Pembelajaran*.

³⁷ Harro Van Brummelen, *Batu Loncatan Kurikulum: Berdasarkan Alkitab* (Tangerang: Universitas Pelita Harapan Press, 2008).

³⁸ Graham, *Teaching Redemptively: Bringing Grace and Truth into Your Classroom*.

³⁹ Martin H. Manser and Michael H. Beaumont, *The Christian Basics Bible NLT* (Illinois: Tyndale House Publishers, 2017).

assignments. Class discussions could improve students' participation through two cycles and six steps applied, i.e., dividing the students into small groups, explaining the steps of good discussion, giving the topic or problem to be discussed by each group, facilitating the discussion, and guiding the students, listening to the groups' presentation and giving each group feedback, and assisting the students to conclude.

As a research reflection, a Christian teacher needs to be the class facilitator for the students to experience life transformation through class activities. Life transformation is very essential for the students to do discipleship. This is the core of Christian education.

For further research, the topic of how digital learning media increases students' class active participation during online learning can be examined. The reason is the teacher needs to attract the students to participate in the online class more actively during online learning.

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