



## The Influence of the Articulation Learning Model on Learning Activeness in Christian Religious Education and Character Building among Eighth-Grade Students at SMP Negeri 1 Siborongborong

Elia Parsaoran Silalahi<sup>1\*</sup>, Wilson Simanjuntak<sup>2</sup>, Rawatri Sitanggang<sup>3</sup>, Rida Gultom<sup>4</sup>,  
Oloria Malau<sup>4</sup>

<sup>1</sup>Student, Pendidikan Agama Kristen, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung  
<sup>2,3,4,5</sup>Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

\*correspondence: [eliasilalahi67@gmail.com](mailto:eliasilalahi67@gmail.com)

### ABSTRACT

*The objective of this study was to examine the positive and significant influence of the Articulation Learning Model on learning activeness in Christian Religious Education and Character Building among eighth-grade students at SMP Negeri 1 Siborongborong, North Tapanuli Regency, in the academic year 2024/2025. The research hypothesis was: "There is a positive and significant influence of the Articulation Learning Model on learning activeness in Christian Religious Education and Character Building among eighth-grade students at SMP Negeri 1 Siborongborong, North Tapanuli Regency, in the academic year 2024/2025." The study population consisted of all eighth-grade students at SMP Negeri 1 Siborongborong in the academic year 2024/2025, totaling 261 students. The research sample was determined using purposive sampling, in which class VIII-7 with 33 students was assigned as the experimental class, applying the Articulation Learning Model, and class VIII-6 with 32 students was assigned as the control class, following conventional instruction. The research employed a quasi-experimental method with a Nonequivalent Control Group Design. The instrument used in this study was a questionnaire consisting of 28 items. The data obtained from the questionnaires were analyzed using the mean difference test formula (N-Gain Score). The results showed that the average score for the experimental class was 0.7134, which falls into the high category, while the average score for the control class was 0.1849, categorized as low. Furthermore, an independent test using the t-test revealed that the value of  $t_{count} = 11.404$   $t_{table} (\alpha=0.05; df=63) = 2.000$ . Therefore, it can be concluded that the research hypothesis is accepted, namely that there is a positive and significant influence of the Articulation Learning Model on learning activeness in Christian Religious Education and Character Building among eighth-grade students at SMP Negeri 1 Siborongborong, North Tapanuli Regency, in the academic year 2024/2025.*

**Keywords:** Articulation Learning Model, Learning Activeness

## INTRODUCTION

Education is the key to shaping a generation that is not only intelligent but also demonstrates good attitudes and behavior. Through education, individuals can fully develop their potential and become prepared to make a positive contribution to their surroundings. According to Law of the Republic of Indonesia No. 20 of 2003, education is defined as a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by themselves, society, the nation, and the state.

Learning motivation plays a crucial role in determining one's success in education. Beyond encouraging students to study, motivation also influences how they absorb, understand, and apply the knowledge they acquire. Motivation can be intrinsic, such as curiosity, interest in a subject, and satisfaction in mastering material. On the other hand, it can also be extrinsic, stemming from external factors such as parental support, teachers, the learning environment, or systems of rewards and sanctions in schools.

However, in reality, not all students have high levels of learning motivation. Some tend to be passive, less enthusiastic about learning, and struggle to understand the material due to a lack of encouragement to engage in the learning process. Motivation can be described as a series of efforts to create certain conditions so that an individual is willing and eager to act. Thus, motivation may be stimulated externally but can also emerge internally. Djaali, as cited in Achmad Ali Mashartanto, defines motivation as a physiological and psychological condition within an individual that drives them to engage in specific activities in order to achieve certain goals or fulfill needs. According to several psychologists, behavior is determined by motivational factors that function as driving forces of human conduct. For instance, a student may persist in learning because of the expectation of recognition for academic achievement. Motivation thus serves as the internal drive and strength that propels an individual to achieve desired goals.

In schools, education often tends to focus on memorization, leaving little room for students to cultivate creativity and innovation. A learning process that overemphasizes rote memorization neglects the development of critical and active thinking skills, ultimately rendering students passive. This creates monotonous and less engaging learning experiences, leading to decreased motivation. Many students are not actively engaged in learning and even attempt to avoid lessons by pretending to read books, showing little enthusiasm, failing to complete assignments, talking with peers during lessons, or leaving the classroom without a valid reason. Such behavior becomes more evident when students are asked to answer questions but struggle to understand them, resulting in unsatisfactory learning outcomes.

Teachers, as part of the educational system, must employ various strategies to encourage students to participate actively and think creatively during the learning process. According to Suprihatiningrum, student activeness is a fundamental principle of learning. Behaviorist theory explains that learning requires active responses to stimuli; without activity, learning will not occur. Similarly, cognitive theory views the mind as an active entity that processes information. It emphasizes that without student engagement, learners will be unable to draw conclusions and are instead required to actively search for, discover, and apply the knowledge they acquire.

Based on observations and interviews with teachers at SMP Negeri 1 Siborongborong, several students were found to be insufficiently engaged during the learning process. These issues include: (1) limited participation in lessons, (2) minimal involvement in problem-solving activities, (3) low levels of interaction between teachers and students, (4) inadequate use of learning resources, (5) rare participation in summarizing discussions, and (6) low self-confidence in presenting material. The lack of active student engagement is presumed to result from teacher-centered instruction and the ineffective use of learning models, which reduces students' enthusiasm for learning. This problem can be addressed by Christian Religious Education (PAK) teachers through the implementation of effective learning models. Interest and motivation to learn can be stimulated through teacher efforts and conducive learning environments.

To enhance student engagement in the learning process, Christian Religious Education and Character Building teachers may apply the articulation learning model. This model provides students with opportunities to speak or present in front of the class, thus fostering active learning. Furthermore, it helps establish a conducive learning atmosphere, involves all students, and strengthens their memory retention. According to Shoimin, the articulation model requires students to act both as "message receivers" and "message deliverers." The knowledge conveyed by the teacher must be communicated by one student to another within their group.

Through this model, students are encouraged to be active participants within small interactive groups, necessitating the application of a learning model tailored to the characteristics of the subject matter and the conditions of the students. Consequently, each student becomes responsible for understanding and relaying the material to their peers. Learning engagement will increase if students find the material interesting, particularly when it is relevant to their needs.

Based on these observations, the researcher was motivated to conduct a study entitled: "The Influence of the Articulation Learning Model on Learning Activeness in Christian Religious Education and Character Building among Eighth-Grade Students at SMP Negeri 1 Siborongborong, North Tapanuli Regency, Academic Year 2024/2025."

## **METHODS**

The research method employed was quantitative with an experimental approach. The type of experiment used was a *Quasi-Experimental* study. The quasi-experimental design applied was the *Nonequivalent Control Group Design*, which involved two groups: an experimental group and a control group. These two groups were treated differently; the experimental class was given treatment through the use of the Articulation Learning Model, while the control group was not given the Articulation Model treatment.

## **DISCUSSION AND RESULTS**

Learning activeness refers to students' efforts in developing their potential through a series of learning activities, both in face-to-face and online learning, in order to achieve learning objectives.

Based on the distribution of pretest data in the experimental class, it was found that the item with the highest weighted score regarding students' learning activeness was item no. 19 with a score of 120 and an average of 3.64. This indicates that many students responded that they and their group members utilized the allotted discussion time to

focus on completing tasks. Meanwhile, the lowest weighted scores were for items no. 4 and no. 16 with a score of 91 and an average of 2.76, where many students responded that they ensured their assignments aligned with the material taught in class and attempted to seek various sources of information to solve learning problems.

Based on the distribution of pretest data in the experimental class, the indicator with the highest weighted score on learning activeness was indicator no. 6 with an average of 3.42, referring to students' ability to evaluate their own learning outcomes based on teacher feedback. The lowest weighted indicator was indicator no. 4 with an average of 2.90, referring to students' participation in seeking information for problem-solving, such as reading and understanding relevant references and finding additional information through various learning resources.

Based on the distribution of posttest data in the experimental class, the item with the highest weighted score on learning activeness was item no. 13 with a score of 130 and an average of 3.94. This shows that many students responded that they were able to provide solutions to the material "Living in Christian Values" and "Myself and My Ministry" using the Articulation Learning Model in Christian Religious Education (PAK). The lowest weighted score was item no. 27 with a score of 112 and an average of 3.39, where many students responded that they used their own words (not textbook language) in answering the teacher's questions.

Based on the distribution of posttest data in the experimental class, the indicator with the highest weighted score was indicator no. 3 with an average of 3.89, which refers to asking the teacher or peers about concepts not yet understood. This means students were able to ask teachers questions about material they had not mastered and discuss with peers to understand difficult concepts. The lowest weighted indicator was indicator no. 8 with an average of 3.47, which refers to trying to apply acquired knowledge in problem-solving by creating simple projects based on existing understanding.

Based on the distribution of pretest data in the control class, the item with the highest weighted score on learning activeness was item no. 27 with a score of 107 and an average of 3.24. This indicates that many students responded that they felt happy applying concepts they had learned in the form of projects or practical assignments. The lowest weighted score was item no. 19 with a score of 74 and an average of 2.24, where many students responded that they and their group members used the discussion time given to focus on task completion.

Based on the distribution of pretest data in the control class, the indicator with the highest weighted score was indicator no. 8 with an average of 3.86, which refers to attempting to apply acquired knowledge in problem-solving by creating simple projects based on existing understanding. The lowest weighted indicator was indicator no. 1 with an average of 2.68, which refers to student involvement in completing tasks—students attempted to complete assignments given by the teacher earnestly, ensured that their answers or assignments were correct and aligned with the material taught, and paid attention to lessons delivered by the teacher.

Based on the distribution of posttest data in the control class, the item with the highest weighted score was item no. 5 with a score of 110 and an average of 3.33, indicating that many students responded that they listened attentively to the core material delivered by the teacher. The lowest weighted score was item no. 28 with a score of 81 and an average

of 2.45, where many students responded that they attempted to create simple projects to apply knowledge learned in class.

Based on the distribution of posttest data in the control class, the indicator with the highest weighted score was indicator no. 7 with an average of 3.80, which refers to students' willingness to practice problem-solving—students worked on additional exercises independently and sought similar practice questions to review with peers or the teacher. The lowest weighted indicator was indicator no. 1 with an average of 3.03, which refers to student involvement in completing assignments, ensuring correctness, alignment with the material taught, and attentively listening to the teacher's lessons. From statistical tests conducted to determine the acceptance or rejection of the research hypothesis, the results showed that the value of *Equal Variance Assumed*  $t_{\text{count}} > t_{\text{table}}$  ( $\alpha = 0.05$ ;  $df = 63$ ), namely  $t_{\text{count}} = 11.404 > t_{\text{table}} = 2.000$ . This can also be seen from the significance value of *Equal Variance Assumed*, which is  $0.000 < 0.05$ . Thus, it can be concluded that there is a positive and significant influence of the Articulation Learning Model on the learning activeness of eighth-grade students at SMP Negeri 1 Siborongborong, North Tapanuli Regency, Academic Year 2024/2025.

This significant difference is evident from the mean score of the experimental class, which was 0.7134 (high category). This indicates that the Articulation Learning Model is effective in enhancing students' learning activeness. In contrast, the mean score of the control class was 0.1849 (low category), indicating that conventional learning was not effective in improving students' learning activeness.

## Conclusion

The results of this study clearly indicate that the application of the Articulation Learning Model exerts a positive and significant influence on students' learning activeness in Christian Religious Education and Character Building among eighth-grade students at SMP Negeri 1 Siborongborong, North Tapanuli Regency, in the Academic Year 2024/2025. The quantitative findings reveal that the experimental class, which was taught through the Articulation Learning Model, achieved a higher mean N-Gain score (0.7134, categorized as high) compared to the control class (0.1849, categorized as low). This demonstrates that the Articulation Learning Model provides a more effective learning experience that stimulates student participation, interaction, and engagement in the learning process. The results of the independent t-test analysis further strengthen this conclusion, showing that the calculated value  $t_{\text{calculated}} = 11.404$  was significantly greater than the critical value  $t_{\text{table}}(\alpha = 0.05; df = 63) = 2.000$ . These results confirm the research hypothesis ( $H_a$ ), which states that the Articulation Learning Model has a positive and significant effect on students' learning activeness, while the null hypothesis ( $H_0$ ) is rejected. This statistical evidence reinforces the pedagogical value of the Articulation Learning Model in promoting active learning within the subject of Christian Religious Education and Character Building.

In conclusion, the implementation of the Articulation Learning Model can be considered a highly effective instructional strategy for enhancing students' activeness and involvement in the classroom. The model encourages students not only to comprehend the material but also to communicate, collaborate, and express their understanding actively, thereby fostering a more dynamic and participatory learning environment. These findings provide meaningful implications for educators, particularly teachers of Christian

Religious Education, to adopt innovative learning models that can enhance both the cognitive and affective aspects of students' learning experiences.

### **BIBLIOGRAPHY**

- Amin, & Sumendap, L. Y. S. *164 Model Pembelajaran Kontemporer*. Pusat Penerbitan LPPM, 2022.
- Azizah, et.al. *Buku Panduan Model Pembelajaran Nobangan*. Bogor: Guepedia, 2022.
- Budiyanto Agus Krisno, H. Moch. *SINTAKS 45 Metode Pembelajaran Dalam Student Centered Learning (SCL)*. Malang: UMMPress, 2016.
- Chusni Minan, et al. *Strategi Belajar Inovatif*. Surabaya: Pradina Pustaka, 2021.
- Daryanto. *Belajar dan Mengajar*. Bandung: CV.Yrama Widya, 2016.
- GP Harianto. *Pendidikan Agama Kristen dalam Alkitab dan Dunia Pendidikan Masa Kini*. Yogyakarta: ANDI, 2012.
- Istarani. *58 Model Pembelajaran Inovatif*. Medan: Media Persada, 2019.
- Mandagi Mieke, et.al. *Inovasi Pembelajaran Di Pendidikan Tinggi*. Yogyakarta: Deepublish, 2020.
- Priansa Donni Juni. *Pengembangan Strategi & Model Pembelajaran Inovatif, Kreatif, Dan Prestatif Dalam Memahami Peserta Didik*. Bandung: CV Pustaka Setia, 2017.
- Retno Widiyastuti. *Kebaikan Akhlak Dan Budi Pekerti*, ed. Mustain Semarang: ALPRIN, 2019
- Sani Berlin & Imas Kurniasih. *Ragam Pengembangan Model Pembelajaran Untuk Peningkatan Profesionalitas Guru*. Kata Pena, 2024.
- Shoimin Aris. *68 Model Pembelajaran Inovatif Dalam Kurikulum 2013*. Yogyakarta: Ar-Ruzz Media, 2022.
- Silberman Melvin L. *Active Learning 101 Cara Belajar Siswa Aktif*. Allyn and Bacon, Boston, 2013.
- Simatupang Hasudungan at.al., *Pengantar Pendidikan Agama Kristen* (Yogyakarta: ANDI, 2020)
- Sinar, *Metode Active Learning:Upaya Peningkatan Dan Hasil Belajar Siswa* (CV Budi Utama, 2018).
- Subairi Agus. *Pembelajaran FIKH Berbasis Kecerdasan Majemuk Dan Keaktifan Belajar Di Madrasah*. Malang: PT Lierasi Nusantara Abadi Group, 2023.
- Sudjana nana. *Penilaian Hasil Proses Belajar Mengajar*, Bandung:PT Remaja Rosdakarya, 2018.
- Sugiarto R.Toto. *Pendidikan Budi Pekerti*, Yogyakarta:Hikam Pustaka, 2021.
- Sugiyono. *Metode Penelitian Kuantitatif, Kualitatif dan R&D*. Bandung: Alfabeta, 2017.
- Sumiati dan Asra. *Metode Pembelajaran*. Bandung: Wacana Prima, 2019.
- Uno, Hamzah B. & Nurdin Mohamad. *Belajar Dengan Pendekatan PALKEM*. Jakarta: PT Bumi Aksara, 2011.
- Wahyuningsih Endang Sri. *Model Pembelajaran Mastery Learning Upaya Peningkatan Keaktifan Dan Hasil Belajar Siswa*. Yogyakarta: Deepublish, 2020.
- Waruwu Sinuyu, et al. *Pengantar Pendidikan Agama Kristen*. Tasikmalaya: Perkumpulan Rumah Cemerlang Indonesia, 2022.

### Referensi Jurnal

- Aryanto Fransiskus. (2019) *Penerapan Model Pembelajaran Artikulasi untuk Meningkatkan Keaktifan dan Hasil Belajar IPS Siswa Kelas VII D SMP Negeri 5 Kepanjen*. Jurnal Pendidikan, 4(2), 123-135
- Basar Sitanggung. (2023). "Pengaruh Model Pembelajaran Artikulasi Terhadap Keaktifan Belajar PAK Siswa Kelas X SMK Yayasan Soporung Balige Kabupaten Toba Tahun Pembelajaran 2023/2024," *Jurnal Riset Rumpun Agama dan Filsafat (JURRAFI)*. Vol 2, No 2. Hal 215-231.
- Wulandari, S.S & Puji Astutik. (2021). Analisis Model Pembelajaran Number Head Together Dalam Meningkatkan Keaktifan Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*. Vol 9, No1. Hal 160
- Rospita Pasaribu, et al. (2024). "Pengaruh Model Pembelajaran Artikulasi Oleh Guru Terhadap Keaktifan Belajar Pendidikan Agama Kristen dan Budi Pekerti Siswa Kelas XI SMK Negeri 1 Siatas Barita Kabupaten Tapanuli Utara Tahun Pembelajaran 2024/2025," *Pediaqu: Jurnal Pendidikan Sosial dan Humaniora*. Vol 3, No 3. Hal 3504-3519.
- Simanjuntak Johan et al. (2023). "Penerapan Budi Pekerti Dalam Program Pembelajaran PPKN Di Universitas Negeri Medan Untuk Menjadi Mahasiswa yang berintegrasi." *Inspiratif Pendidikan*, Vol 12, No 1. Hal 59-68.
- Tanduklangi, R. (2020). "Analisis Teologis Tentang Tujuan Pendidikan Agama Kristen (PAK) dalam Matius 28:19-20." *Jurnal Pendidikan Kristen*, Vol 1, No 1. Hal 47-58
- Wulandari, S.S & Puji Astutik. (2021). Analisis Model Pembelajaran Number Head Together Dalam Meningkatkan Keaktifan Siswa. *Jurnal Pendidikan Administrasi Perkantoran (JPAP)*. Vol 9, No1. Hal 160
- Sahid Raharjo, "Cara Menghitung N-Gain Score Kelas Eksperimen Dan Kontrol Dengan SPSS," <https://www.spssindonesia.com/2019/04/cara-menghitung-n-gain-score-spss.html>.
- "Uji Normalitas," <https://www.statistikian.com/2013/01/uji-normalitas.html>