



## IMPLEMENTATION OF DISCUSSION METHODS AS A TOOL TO BALANCE CURRICULAR AND NON-CURRICULAR ACTIVITIES OF GRADE XI STUDENTS AT SMA NEGERI 17 JAKARTA BARAT

Septiniar Laoli<sup>1</sup>, Nistari Waruwu<sup>2</sup>, Septria Zega<sup>3</sup>, Naharjo Tatubeket<sup>4</sup>, Agusmawati Gulo<sup>5</sup>

<sup>1,2,3,4,5</sup> Sekolah Tinggi Teologi Ekumene Jakarta

E-mail: [septiniarlaoli@sttekumene.ac.id](mailto:septiniarlaoli@sttekumene.ac.id)

### Abstract

This study aims to implement the discussion method as a tool to balance curricular and non-curricular activities for grade XI students at SMA Negeri 17 Jakarta Barat. The background of this study highlights the problem of imbalance between curricular and non-curricular activities, which results in a decline in academic achievement and a lack of active participation by students in learning. The research method used was Classroom Action Research (CAR) with the Kemmis and Taggart spiral model, carried out in two cycles covering planning, implementation, observation, and reflection. Data were collected through observation, interviews, tests, and student reflection. The findings show that the application of the discussion method increases active participation, critical thinking skills, and balance between academic and non-academic activities. Most students achieved learning completeness with a significant increase from cycle I to cycle II. In conclusion, the discussion method proved to be effective in creating more comprehensive learning and supporting the balanced character development of students. Recommendations were given to schools and teachers to optimize the application of this method as an innovative and participatory learning strategy.

### Keywords:

Discussion method, Curricular activities, Non-curricular activities

### INTRODUCTION

Education is a learning process that aims to improve a person's intellectual, emotional, social, and spiritual potential through the dissemination of knowledge, skills, and values in life. This includes formal education (schools, universities), non-formal education (training, courses), and informal education (life experiences, environment). The goal is to produce individuals who are open-minded, strong-willed, and able to contribute to society (Sasongko, 2018). Education aims to guide students to become good people: people who are faithful, pious, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens (Rofiuddin & Darmawan, 2024). According to (Ratnaningrum, 2022, education is very important in shaping individuals who are moral, qualified, and superior. This is in accordance with the national education objectives stipulated in Chapter IV Article 3 of Law No. 20 of 2003 concerning the National Education System, which states that education serves to develop the capabilities and shape the character of a dignified nation.

Education in senior high school (SMA) aims not only to develop students' academic abilities, but also to shape their character, social skills, and readiness to face future challenges, especially in the face of a rapidly advancing digital era (Pare & Sihotang, 2023). In the world of education, curricular activities at school refer to all learning activities that are integrated and scheduled in the official curriculum, such as the teaching and learning process in the classroom in accordance with the subjects listed in the curriculum structure. Meanwhile, non-curricular activities are activities carried out outside of formal school hours to develop students' interests, talents, skills, and character through non-academic forums that are generally optional or additional. In this case, the balance between curricular and non-curricular activities is very important to support the holistic development of students, or what refers to an educational approach that aims to develop students comprehensively, covering academic, emotional, social, physical, and moral aspects. This emphasizes that in the context of education, students are expected to focus not only on academic

achievement, but also on the development of life skills, character, creativity, and psychological well-being.

However, the reality that researchers found in the field shows that many students still prioritize extracurricular activities, which causes their academic performance to decline, especially in grade XI. They have difficulty managing their time and priorities between curricular and extracurricular activities, which often leads to a decline in academic achievement or a lack of participation in extracurricular activities. In the learning dynamics at SMA Negeri 17 Jakarta Barat, based on initial observations, it was found that most grade XI students tend to focus on involvement in non-curricular activities. There are several real challenges that affect the overall learning process and outcomes of students. These challenges originate not only from within the school environment, but also from outside, which directly or indirectly affects the concentration, motivation, and active involvement of students in curricular activities.

However, the researcher's initial observation (May 2025) of 25 eleventh-grade students at SMA Negeri 17 Jakarta Barat showed that 21 students (84%) prioritized extracurricular activities outside of school (private lessons, sports, community activities), leading to an imbalance in time management, fatigue, a decline in academic performance (average score from 72 to 65), and low participation.

Problems	n=25	Percentage	Main Impact
Involvement in non-curricular activities (>4 hours/day)	21	84%	Delays in completing tasks (72%)
Low class participation	20	80%	Fatigue & laziness (68%)
Decline in academic achievement	19	76%	Social pressure from peers

Some of the main problems identified include: the dominance of extracurricular activities, conventional teaching methods, and monotonous learning processes, so that non-curricular or academic activities are considered merely an obligation in fulfilling the duties of a student. One of the main problems that has emerged is the tendency of most students to prioritize extracurricular activities, such as private tutoring, sports training, membership in peer communities, special skills training, and additional courses. These activities, although they have positive value in developing non-academic aspects and skills, often cause an imbalance between curricular and extracurricular activities.

Many students experience physical and mental fatigue due to their busy schedules outside of school hours, which affects their concentration during formal lessons. This is characterized by a decline in active participation in class, laziness and drowsiness during lessons, late submission of assignments, and declining academic performance. In addition, this phenomenon also creates social pressure among students, as some of them feel left behind if they do not follow the trends of popular extracurricular activities among their peers. As a result, the priority given to learning activities at school is marginalized or put on the back burner, and students seem to be only physically present without being fully involved cognitively and affectively in the teaching and learning process. If not addressed immediately, this imbalance has the potential to form long-term habits that are counterproductive to learning outcomes and the holistic character building of students.

The second crucial issue is the continuous use of lectures by teachers in the learning process. This method is still the preferred choice because it is considered efficient for delivering material in a limited time. However, on the other hand, the one-way nature of lectures makes students tend to be passive, quickly bored, and not feel emotionally or intellectually involved in learning activities. In this situation, teachers act more as a center of information, while students are merely recipients of information without any opportunity to participate, ask questions, or express their opinions. In

grade 11, which is an important phase towards the end of senior high school, critical thinking, communication, and argumentation skills need to be continuously honed. Unfortunately, the dominant use of the lecture method does not provide space for the development of these skills. When students are not given the opportunity to discuss or respond to the material, they lose the opportunity to develop reflective and analytical thinking. As a result, students become less confident in expressing their ideas, and learning becomes a boring experience that feels far from the reality and needs of the students.

The third problem that exacerbates the situation is the overly monotonous learning process. Repetitive learning activities, without variation in strategies and approaches, cause students to lose enthusiasm. The material is delivered in the same pattern every day, from the opening, delivery of material, practice questions, to assignments, without any innovative approaches that can stimulate students' interest and curiosity. The lack of variety in learning media, collaborative activities, and interactivity causes students to feel that the learning process in class is uninteresting and irrelevant to their lives. In such monotonous conditions, it is difficult for students to achieve deep cognitive engagement. Students only attend classes to fulfill their attendance requirements, not because of intrinsic motivation to learn. Moreover, a repetitive approach marginalizes students who have active or kinesthetic learning styles. A learning process that is not adaptive to the needs and characteristics of students ultimately widens the gap between students and the learning process itself, as well as reducing the effectiveness of achieving the expected competencies.

Researchers concluded that the three issues above are interrelated and create a cycle that has the potential to harm the academic and non-academic development of students. Therefore, intervention is needed through a more interactive, reflective, and student-centered learning approach. One relevant and potential alternative to implement is the discussion method, which not only provides space for students to speak and think critically, but also creates a more lively and meaningful classroom dynamic. Through this approach, it is hoped that students can strike a balance between their academic responsibilities and their extracurricular interests, while also improving the quality of the learning process and outcomes in the classroom.

The application of the discussion method allows students to share experiences, ideas, and strategies in managing time and prioritizing activities, as well as providing inspiration and active involvement in the classroom and each group. Through discussion, students can learn from one another, increase awareness of the importance of balance and cooperation, and develop critical thinking and decision-making skills (Cynthia & Sihotang, 2023). In addition, this method can also create a collaborative and supportive learning environment, so that students feel more motivated to manage curricular and non-curricular activities in a balanced manner without limiting students from doing other activities. Based on these issues, a targeted strategy is needed to help 11th grade students at SMA Negeri 17 Jakarta Barat achieve a balance between curricular and non-curricular activities.

This study presents a new approach to learning in high school environments, particularly in the context of balancing curricular and non-curricular activities for students. Unlike previous studies that focused more on narrowly improving academic learning outcomes, this study integrates the discussion method as a tool or means to shape the personal balance of students, by connecting cognitive aspects (learning in class) and affective aspects (out-of-school activities). Another novelty lies in the use of discussion methods not only as a learning strategy, but also as a tool for social reflection and self-management for students.

Through structured discussions in the Spiral model of Classroom Action Research (CAR) developed by Kemmis and Taggart, this study provides an innovative learning model that responds to the actual challenges faced by students in managing their learning priorities amid increasing pressure from extracurricular activities. Thus, this study not only contributes to improving learning effectiveness but also encourages the development of well-rounded students who are skilled in communication and capable of making conscious decisions in managing their academic and social lives. This approach is still rarely the main focus in the context of Senior High School Education, making it a significant and applicable innovation to be applied in the world of education and ready to face future challenges.

Based on these issues, the research questions in this study are as follows:

- a. How does the dominance of extracurricular activities affect the balance between curricular and non-curricular activities of 11th grade students at SMA Negeri 17 Jakarta Barat?
- b. How can the discussion method overcome this imbalance caused by conventional teaching methods and monotonous learning processes?
- c. Can the discussion method through Kemmis and Taggart's spiral model of Classroom Action Research (CAR) improve student engagement holistically?

The purpose of this study is to analyze the effect of the dominance of extracurricular activities on the balance between curricular and non-curricular activities of grade XI students at SMA Negeri 17 Jakarta Barat. Furthermore, it aims to implement discussion methods to overcome imbalances caused by conventional teaching methods and monotonous learning processes. It also tests the effectiveness of discussion methods through Kemmis and Taggart's spiral action research model in improving students' holistic involvement.

## RESEARCH METHOD

This study uses the Spiral model from Kemmis and Taggart, developed by Stephen Kemmis and Robin Mc Taggart, as cited by Sukardi (Saputra, 2021) which consists of two cycles using four action components, namely planning, action, observation, and reflection in an interrelated spiral.

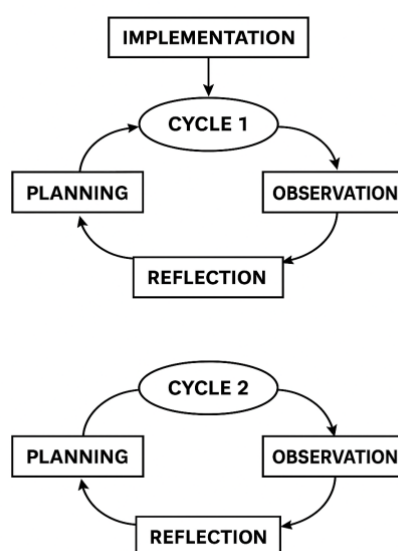


Figure 1 Kemmis and Taggart's PTK Spiral

The subjects of this study were 25 students in grade XI at SMA Negeri 14 Jakarta Barat, with an unbalanced composition of 17 male students and 8 female students, as well as a Christian religious education teacher.

### Cycle I

1. Action Plan
  - a. Create lesson plans in the form of PPT, videos, and questions for Cycle I

- b. Coordinate with Christian Education Teachers: Hold discussions with Christian Education teachers to align perceptions regarding materials and implementation of actions.
  - c. Arrange Time and Place: Determine the time for teaching according to the schedule, and ensure that the classroom and supporting equipment (such as a whiteboard, LCD projector, or musical instruments for short worship sessions) are ready.
2. Implementation of Actions
  - a. Before beginning the learning process, students and Christian Education Teachers participate in devotional worship as part of spiritual development. The worship activity begins with singing and an opening prayer led by one of the students, followed by the reading of Proverbs in turns by students under the guidance of the teacher.
  - b. After devotional worship, the teacher leads ice breaking activities to build enthusiasm and focus among students in learning. Next, the teacher conveys the learning objectives and presents the material to be studied in a structured manner. After the presentation of the material, the activity continues with the reading of the Book of Psalms, again led by the teacher as a form of integrating spiritual values into learning.
  - c. The teacher then gave students the opportunity to ask questions about material they did not understand. Based on the discussion and responses that emerged, the teacher summarized the day's learning by drawing conclusions and reflections that inspired students' understanding and appreciation of Christian values.
  - d. To deepen understanding and encourage creativity, the teacher divided the students into five groups and gave them project assignments in the form of podcasts or plays, according to each group's choice. The learning activity was closed with a light icebreaker, inspirational quotes, a closing statement, and a quiz time session to reinforce the material.
  - e. Finally, the teacher closed the class by inviting students to attend next week's meeting, then ended the entire series of activities with a song and a closing prayer.

### 3. Observation and Evaluation

Observation was conducted after the learning process was completed using Cycle I questionnaires related to the learning material. The purpose of this observation was to directly determine the level of participation and the extent of understanding of Grade XI students during the learning process. In addition, teachers also evaluated learning through these questionnaires to assess the effectiveness of learning and identify aspects that needed to be improved in subsequent actions.

### 4. Analysis and Reflection

The data obtained through observation and evaluation sheets was analyzed first, followed by a reflection process. Reflection was carried out in the form of discussions between teachers and grade XI students. These discussions aimed to evaluate the results of the actions that had been taken by assessing the learning process, identifying problems that arose, and examining various matters related to the implementation of actions in the classroom. Next, teachers and students jointly sought alternative solutions to the obstacles encountered during the learning process, in order to design improvements to be implemented in cycle II.

## Cycle II

1. Action Plan
  - a. Teachers first correct the students' work from cycle I and design the most appropriate material for cycle II
  - b. Create a lesson plan in the form of a PPT, video, and questions for cycle II
  - c. Time and Place Arrangements: Determine the time for teaching activities according to the schedule, and ensure that the classroom and supporting equipment (such as a

whiteboard, LCD projector, or musical instruments for short worship sessions) are ready.

## 2. Implementation of Actions

- a. Before beginning the learning process, students and Christian Education teachers participate in devotional worship as part of spiritual development. The worship service begins with singing and an opening prayer led by one of the students, followed by the reading of Proverbs in turns by students under the guidance of the teacher.
- b. After the devotional service, the teacher reiterates to the students the important values contained in the questions in cycle I as a form of learning reflection. The teacher also gives appreciation to the students who obtained the highest scores as motivation for all students. In addition, the teacher announced the results of the video project assessment and gave remedial assignments to several students who received low scores. The remedial assignment was to write a story with the theme "Spirit of Peace," which aimed to strengthen the students' understanding of the material.
- c. After the enrichment activities, the teacher led an ice-breaking session to rebuild the students' enthusiasm and concentration before entering the core of the lesson. Next, the teacher clearly conveyed the learning objectives, then presented the learning material in a systematic and structured manner. As a form of integrating spiritual values into learning, the teacher led the students in reading the Book of Psalms after presenting the material..
- d. To deepen understanding and encourage critical and creative thinking among students, the teacher divided the students into two discussion groups. Each group was given the task of examining and presenting arguments on issues related to the topic of "Mediation and Reconciliation." This activity was designed to train students' ability to express opinions logically and respect the views of others.
- e. At the end of the class, the teacher gave an advanced project assignment in the form of "*Mapping*" related to the themes of Mediation, Reconciliation, and Religious Moderation. The learning activity was then closed with a light ice breaking session, inspirational quotes, a closing statement, and a quiz time session to reinforce the material that had been learned.
- f. As a final step, the teacher gave Cycle II questions in the form of worksheets to all students to evaluate their understanding of the material. The learning activity was closed with a prayer led by the teacher.

## 3. Observation and Evaluation

The observation was conducted after the learning process in cycle II was completed, using a questionnaire related to the learning material. The main purpose of this observation was to obtain direct data on the level of change in the participation and understanding of grade XI students during the learning process. In addition, teachers also evaluate learning through these questionnaires to assess the effectiveness of learning implementation in cycle II and identify aspects that still need improvement from the implementation in cycle I.

## 4. Analysis and Reflection

Reflection on cycle II is used as an evaluative step to compare learning outcomes between cycle I and cycle II in Christian Religious Education subjects. Through this reflection process, teachers can assess whether there has been an improvement in student learning outcomes, both in terms of understanding the material, active participation in discussions, and the application of Christian values in daily attitudes and behavior. This reflection also serves as a basis for determining the effectiveness of the learning strategies that have been implemented and as a reference for future learning improvements and developments.

## A. Research Instruments

The instruments used in this classroom action research are as follows:

- 1) Observation sheet  
Used to determine how student participation in the learning process can support improved learning outcomes. This observation sheet is used to determine how students are involved in the discussion method
- 2) Interview guidelines  
Used to explore information about various issues faced by students so that appropriate learning solutions can be found according to student needs. In this case, to identify various obstacles and constraints in the application of the discussion method learning model.
- 3) Documentation  
Used to measure student progress in learning so that the most appropriate steps can be determined for each student in an effort to improve learning outcomes.
- 4) Tests  
Used to measure the extent of students' ability to understand and master learning materials as a basis for follow-up in the form of revision or enrichment of materials

## **B. Data Analysis**

The data analysis conducted in this study was to compare the quiz scores from cycle I with those from cycle II for students in grade XI at SMAN 14 Jakarta.

## **C. Performance Indicators**

The criteria for measuring learning outcome improvement in this study were determined by comparing student learning outcomes in Cycle I and Cycle II. The performance indicator used was an increase in learning outcomes reflected in the achievement of learning standards, particularly in the aspect of formulating Christian values.

# **RESULTS AND DISCUSSION**

## **Results**

Prior to conducting the action research, observations of 11th grade students at SMA Negeri 17 Jakarta Barat revealed an imbalance in the management of curricular and non-curricular activities, with 84% of students (21 people) spending more than 4 hours/day on extracurricular activities or organizations, causing fatigue and a decline in focus on learning. Most students had difficulty allocating time and focusing their attention between academic obligations (such as learning discussion activities) and extracurricular activities, student organizations, and self-development. This is similar to the findings of a study at SMA Negeri 9 Semarang, where 11th grade students showed moderate time management skills (average score of 63.4 pre-cycle) due to the dominance of non-academic activities, which increased after classical guidance intervention. Low enthusiasm was evident from minimal discussion participation, with only 20% of students actively participating, consistent with the low pattern of group discussion participation in similar studies (Sholihah et al., 2024).

During the learning process, it was observed that student enthusiasm was relatively low. Many students showed indifference towards learning because they were too focused on non-curricular activities, which disrupted the teaching and learning process.

Based on preliminary information obtained from 25 students in grade XI at SMA Negeri 17 Jakarta Barat, several main problems were identified:

1. The level of participation in the discussion-based learning method was still very low.
2. Learning outcomes were not ideal, as seen from the results of cycle I of the study.
3. The ability to complete group assignments was not satisfactory.
4. Poor time management skills led to fatigue and decreased focus during learning and assignment completion.

Table 1. Summary of Student Learning Outcomes in Cycle 1

Nu	Score	Initial condition		Description
		Number of Students	Presentase (%)	
1	10-14	3	12%	not yet completed
2	15-19			not yet completed
3	20-24	2	8	not yet completed
4	25-29			not yet completed
5	30-34	3	12%	not yet completed
6	35-39			not yet completed
7	40-49	5	20%	not yet completed
8	50-54	4	16%	not yet completed
9	55-59			not yet completed
10	60-64	7	28%	not yet completed
11	65-69			not yet completed
12	70-74	1	4%	Completed
13	75-79			Completed
14	80-84			Completed
15	85-89			Completed
16	90-94			Completed
17	95-100			Completed
<b>Amount</b>		<b>25</b>	<b>100</b>	

From this data, it can be seen that the majority of students are still in the incomplete category, with the highest concentration of scores in the 60-64 range (20%) and 40-49 range (20%). Only one student (4%) achieved a score of 70-74, and no students achieved a score above 74.

Table 2. Recapitulation of Student Learning Outcomes in Cycle II



Nu	Score	Initial Condition		Description
		Number of Students	Percentage (%)	
1	10-14			not yet completed
2	15-19			not yet completed
3	20-24			not yet completed
4	25-29			not yet completed
5	30-34	1	4%	not yet completed
6	35-39			not yet completed
7	40-49			not yet completed
8	50-54			not yet completed
9	55-59			not yet completed
10	60-64	1	4%	not yet completed
11	65-69			not yet completed
12	70-74	4	16%	Completed
13	75-79			Completed
14	80-84	10	40%	Completed
15	85-89			Completed
16	90-94	5	20%	Completed
17	95-100	2	8%	Completed
<b>Amount</b>		<b>23</b>	<b>100</b>	

From the Cycle II table, it can be seen that there was an increase in student learning outcomes. Most students achieved learning completeness using the discussion method. In the implementation of cycle II, only 23 students were present in the learning process, and there were still 2 students who did not participate in cycle II. A total of 21 students, or 91.3%, achieved mastery with a score of 70 or above, or met the minimum competency standard (KKM) at the school. Meanwhile, 2 students (8.7%) did not achieve mastery with scores below 70/KKM.

### Discussion

Based on observations at SMA Negeri 17 Jakarta Barat, the imbalance between curricular and non-curricular activities has caused grade XI students to experience mental weakness and a lack of focus in following the learning process at school. This has resulted in a decline in academic achievement, exacerbated by the teaching method used, namely lecture-style teaching. This reduces the space for students to develop their skills and active participation in learning.

However, as the research conducted by the researchers progressed and the learning methods that had been designed prior to implementation were applied, they had a positive effect on the students' own activity levels. This also had an impact on the students' grades or achievements. In addition to having a positive impact on achievement, the implementation of the designed learning method, namely the group discussion learning method, has increased

participation in sharing strategies for managing time between private lessons and school assignments. Group discussion learning also facilitates the exchange of ideas between students.

However, in the implementation of research and all learning designs, there are stages that are carried out systematically to maximize the research process and produce good results. In addition, this research introduces discussion as a tool for self-reflection, where students evaluate the priorities of their activities. Although effective, the group discussion method faces obstacles such as time constraints and resistance from students who are accustomed to not being active. However, the prepared and implemented learning design has produced good results in terms of student achievement and participation. Furthermore, well-designed learning and consistent implementation also provide maximum space for students to balance activities outside of school and compulsory school activities, so that both can be carried out by students in a balanced manner.

During the research process, the results obtained by the researcher from cycles 1 and 2 showed an increase in scores that met the minimum passing grade standard using the Group Discussion learning method. In the first cycle conducted by the researcher, the results showed that only 4% of students had completed the course, while 96% had not. At the beginning of the study, the scores achieved by the students were very low.

In the second cycle, the researcher directly changed the learning method by applying the Group Discussion Method. This made the students more active in the learning process, which influenced and improved their level of remembering when taking the second cycle test. In the second cycle, the researcher found that 96% of the 23 students who were present at the time achieved mastery, while only 4% did not meet the minimum competency standard.

When compared to the results of the first cycle, there was a significant increase in the number of students who achieved mastery. In the first cycle, only 4% achieved mastery, while in the second cycle, 21 students met the minimum competency standard. This was influenced by the learning process or method used. The application of the group discussion method by the researcher yielded very satisfactory results.

## CONCLUSION

Based on the results of the study on “The Implementation of the Discussion Method as a Tool to Balance the Curricular and Non-Curricular Activities of Grade XI Students at SMA Negeri 17 Jakarta Barat,” it can be concluded that the application of the discussion method has proven to be effective in balancing the curricular and non-curricular activities of students. Through discussion, students are able to harmoniously integrate their learning experiences in the classroom with activities outside the classroom, thereby encouraging more comprehensive learning. The implementation of the discussion method also contributes to improving student learning outcomes. This is demonstrated by an increase in material comprehension, critical thinking skills, and active participation in learning, both in curricular and non-curricular activities. Based on evaluation data, the application of the discussion method has succeeded in improving the learning outcomes of grade XI students at SMA Negeri 17 Jakarta Barat by 85%, reflecting that most students have benefited significantly from this method in supporting their academic achievement and character development through non-curricular activities.

## ACKNOWLEDGEMENTS

The author would like to express his gratitude to God Almighty for His grace and blessings, which enabled him to successfully complete this research article entitled “The Implementation of Discussion Methods as a Tool to Balance the Curricular and Non-Curricular Activities of Grade XI Students at SMA Negeri 17 Jakarta Barat.” In addition, the author would also like to thank the supervisor of the Classroom Action Research course, the Christian Education Teacher at SMA Negeri 17 Jakarta, along with the grade XI students and friends who participated in the writing of this research article.

## REFERENCES

- Afifah, N. (2014). Pembelajaran Dengan Metode Diskusi Kelas. *Tarbawiyah : Jurnal Ilmiah Pendidikan*, 11(01), Article 01.
- Arifudin, O. (t.t.). *Optimalisasi Kegiatan Ekstrakurikuler dalam Membina Karakter Peserta Didik | JIIP - Jurnal Ilmiah Ilmu Pendidikan*. Diambil 3 Juni 2025, dari <https://jiip.stkipyapisdompou.ac.id/jiip/index.php/JIIP/article/view/492>
- Cynthia, R. E., & Sihotang, H. (2023). Melangkah Bersama di Era Digital: Pentingnya Literasi Digital untuk Meningkatkan Kemampuan Berpikir Kritis dan Kemampuan Pemecahan Masalah Peserta Didik. *Jurnal Pendidikan Tambusai*, 7(3), 31712–31723.
- Ervina, H. (2021). Penggunaan Metode Diskusi Dalam Upaya Meningkatkan Minat Belajar Siswa Terhadap Pelajaran Pendidikan Agama Kristen: Use of Discussion Methods in an Effort to Increase Interest Student Learning Against Christian Religious Education Lessons. *Neraca: Jurnal Pendidikan Ekonomi*, 7(1), Article 1. <https://doi.org/10.33084/neraca.v7i1.2826>
- Hardiyanto, R. (2024). MANAJEMEN KEGIATAN EKSTRA KURIKULER DALAM PEMBENTUKAN KARAKTER PESERTA DIDIK. *UNISAN JURNAL*, 3(4), Article 4.
- Karo-Karo, S. (2022). IMPLEMENTASI METODE DISKUSI KELOMPOK TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN PENDIDIKAN AGAMA KRISTEN. *JURNAL PENDIDIKAN RELIGIUS*, 4(1), Article 1.
- Pare, A., & Sihotang, H. (2023). Pendidikan Holistik untuk Mengembangkan Keterampilan Abad 21 dalam Menghadapi Tantangan Era Digital. *Jurnal Pendidikan Tambusai*, 7(3), 27778–27778.
- Ratnaningrum, W. (2022). Dasar-Dasar Yuridis Sistem Pendidikan Nasional. *Educational Technology Journal*, 2(2), 22–28. <https://doi.org/10.26740/etj.v2n2.p22-28>
- Rofiuddin, A. N., & Darmawan, D. (2024). Pengaruh Disiplin Belajar terhadap Hasil Belajar pada Mata Pelajaran Pendidikan Agama Islam Siswa Sekolah Menengah Atas Setingkat. *Journal Of Early Childhood And Islamic Education*, 3(1), Article 1. <https://doi.org/10.62005/joecie.v3i1.119>
- Saputra, N. (2021). *Penelitian Tindakan Kelas*. Yayasan Penerbit Muhammad Zaini.
- Sasongko, D. G. S. (2018). *PENGERTIAN PENDIDIKAN*. <https://doi.org/10.13140/RG.2.2.25251.78880>
- Sholihah, M., Awalya, A., & Aisyah, A. (2024). Upaya Meningkatkan Manajemen Waktu Siswa Sekolah Menengah Atas melalui Layanan Bimbingan Klasikal. *QUANTA: Kajian Bimbingan Dan Konseling Dalam Pendidikan*, 8(2), 110–117. <https://doi.org/10.22460/quanta.v8i2.4750>

## Attachment

Group photo with Christian Religious Education (PAK) teachers



Photo of West Jakarta Police outreach



Group photo with PIC Rohkris (Christian Spirituality)





Group photo with grade XI students



