

The Effect of the Bingo Type Active Learning Strategy on Student Learning Outcomes in Christian Religious Education

[Pengaruh Strategi Pembelajaran Aktif Tipe Bingo Terhadap Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Kristen]

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ABSTRAK

Proses pendidikan masa kini seringkali mengajak siswa untuk berpartisipasi tidak hanya dengan cara yang aktif tetapi juga dengan cara kreatif saat proses pembelajaran untuk meraih hasil belajar yang baik, termasuk pada mata pelajaran pendidikan agama kristen disekolah. Dalam rangka mencapai predikat baik pada hasil belajar, maka penting untuk menetapkan strategi pembelajaran yang sesuai. Berdasarkan masalah yang ada dalam penelitian ini, yaitu minimnya variasi strategi pembelajaran dan belum adanya penerapan strategi *active learning* tipe *bingo* pada pembelajaran pendidikan agama kristen, yang berpengaruh pada rendahnya hasil belajar siswa. Dengan menggunakan metode kuantitatif kuasi eksperimen (pre-test dan post-test padakelas kontrol dan eksperimen), dengan tujuan menganalisis pengaruh strategi *active learning* tipe *bingo* terhadap hasil belajar siswa pada mata pelajaran pendidikan agama kristen kelas X. Data menunjukkan, nilai *post-test* kelas eksperimen mencapai 80,61 melampaui kelas kontrol 71,97. Hasil uji t menunjukkan $0.042 < 0,05$, artinya H_0 (hipotesis null) ditolak dan H_a (hipotesis alternatif) diterima. Sehingga, strategi *active learning* tipe *bingo* memberikan pengaruh terhadap hasil belajar siswa dalam pembelajaran pendidikan agama kristen kelas X SMA Negeri 1 Pantai Baru.

Kata kunci: Strategi *active learning* tipe *bingo*; hasil belajar pendidikan agama kristen

ABSTRACT

The current education process often encourages students to participate not only actively but also creatively during the learning process to achieve good learning outcomes, including in Christian religious education subjects at school. In order to achieve good learning outcomes, it is important to establish appropriate learning strategies. Based on the issues identified in this study, namely the lack of variety in learning strategies and the absence of the application of the Bingo-type active learning strategy in Christian religious education, which has impacted on low student learning outcomes. Using a quasi-experimental quantitative method (pre-test and post-test in control and experimental classes), the aim was to analyse the effect of the Bingo-type active learning strategy on student learning outcomes in the Christian religious education subject for Grade X. The data showed that the post-test scores of the experimental class reached 80.61, surpassing the control class at 71.97. The t-test results indicated $0.042 < 0.05$, meaning that H_0 was rejected and H_a was accepted. Thus, the bingo-type active learning strategy has an impact on students' learning outcomes in Christian religious education for Grade X at SMA Negeri 1 Pantai Baru.

Keywords: Bingo-type active learning strategy, Christian religious education learning outcomes

INTRODUCTION

Education is often interpreted as life, because it continues throughout one's lifetime. Tubulau (2020) Defines Christian education as a transformation of the attitudes and behavior of individuals and groups aimed at achieving maturity through teaching and training based on Christian teachings in accordance with the word of God. Wenda (2018) explained that the term Christian education is a translation of the English term *christian Eeducation*. Christian education is defined as an effort to educate and provide teaching based on the word of God to students, tailored to the needs of human life itself, so that they are able to understand and appreciate Christian values and implament them in their daily lives, whih can be seen in the way they speak, their attitudes, and their behavior. Yulius (2021) states that Christian religious education is actually an idea from the church to increase the faith of Christian from all walks of life regardless of age, who have a responsibility to maintain the church in various ways, including teaching and pratising it in daily life as a manifestation of the Christian faith. Ermindyawati (2019) also shares her views on Christian religious education, which she defines as a guidebook for God's creation that focuses on Jesus Christ and the Bible as a source of reference or foundation of faith.

Tobing (2020) states that Christian religious education has objectives contained in Ephesians 4:11-16, while Christian religious education in schools, as outlined in the curriculum, aims to prepare and shape Christian students to have good character, be indepent, innovative and creative, professional, have faith in Jesus Christ, be board-minded, have good character and have a vision of serving others in the community, nation and state in accordance with the word of God. In addition to the objectives of Christian religious education, teachers play a role in the learning process to achieve learning objectives or goals. Panjaitan (2022), reveals that the purpose of education in Christian religious education is based on 2 Timothy 3:16, namely that teachers should not use the wrong teaching patterns fo students, meaning that the teaching provided should be aimed at shaping students into individuals of high quality in intellectual terms and in the way they respond to the learning outcomes they receive. This book also serves as a reminder of the purpose of Christian religious education, namely that the cognitive, affective, and psychomotor aspects, as well as character building, form an internal whole that cannot be separated in order to achieve a goal called learning outcomes. This is because the goal of Christian education is not only to measure students' knowledge, but also to see the changes they experience in their lives to become better individuals, and to have a better knowledge of God and His truth.

In addition to its objectives, Tulangouw (2020) explain that Christian religious education plays a role in strengthening faith and devotion to God Almighty in accordance with the religion embraced by students, in this case, belief in Jesus Christ, while still respecting the beliefs or religions of others. As stated by Intarti (2021), Christian religious education teachers have a strategic role as a motivators. Among other things, Christian religious education teachers must be able to guide their students both individually and in groups, both inside and outside the school environment. Christian religious education teachers also play a role in providing guidance to students based on the Bible. Christian religious education teachers must also be well prepared before teaching, show attention, afeection, and sincere feelings towards students, and have personal integrity.

Thus, Christian religious education can bes described as a process experienced by individuals of all ages to achieve self-maturity based on the Bible as the foundation of faith, carried out within the context of society, nation, and state. To achieve this, the role of a teacher who provides encouragement as a otivator to students who are equipped with mature self-preparedness in terms of knowledge, intergrity, and sincere feelings in guiding their students is indispensable. In order to achieve success in Christian religious education at the school level, it can be obtained from the learning outcomes achieved by individuals referred to as students.

Audie (2019) explains, learning outcomes as student achievements that are assessed academically through examinations, assignments, and student participation. Teachers play a very Important role in achieving optimal learning outcomes. Learning outcomes can be intepretes as changes in individual behavious, for example, from ignorance to knowledge and transformation from incomprehension to understanding. In addition, learning outcomes also show positive changes in students' mental development compared to before they began the learning process. This development

is related to various learning outcomes in three main aspects, namely cognitive, affective, and psychomotor aspects.

Furthermore, BP, et al (2022) stated that the achievements attained by students after participating in the learning process reflect their abilities in terms of attitude, knowledge, and skills acquired through learning experiences. Sulistiasih (2023) also provides an understanding of learning outcomes as academic achievements that include knowledge, skill, attitudes, social and emotional development, and ways of thinking that develop during the learning process. In formal education, this can be measured through evaluations, assignments, projects, and other assessments that serve as benchmarks to see the extent to which learning objectives have been achieved by students. These learning outcomes also open up opportunities for students to participate actively in society.

A similar view also expressed by Fernando et al (2024), namely that learning outcomes are a form of assessment that students possess after going through the learning process, with a focus on assessing students' attitudes, knowledge, and skills, which are characterized by changes in behavior patterns. This means that learning outcomes are the end result of the learning process, which aims to improve individual behavior patterns. To achieve good learning outcomes, effective strategies are needed in the learning process. Furthermore, Sihite (2023) also states that learning outcomes in Christian religious education are positive achievements obtained through appreciation of success based on the fear of God, which is reflected in daily life through relationships with others, faith in the family, a sense of responsibility, the fulfillment of obligations, and demonstrating the good intentions of Christian religious education. Learning outcomes in Christian religious education are also the implementation of the great commission. In the world of education, the use of learning strategies greatly assists Christian religious education teachers in delivering material.

Ricardo (2017) states that learning outcome indicators are divided into three parts, namely the first domain being cognitive, the second domain being affective, and the third domain being psychomotor. These three domains are useful in measuring students' competency levels during the learning process. According to Moore in (Ricardo, 2017), the three domains can be interpreted as follows: the cognitive domain refers to the assessment of the first aspect, which is knowledge, the second aspect, which is understanding, the third aspect, which is application, analysis, and creation, and evaluation. The second domain, the affective domain, refers to the assessment of acceptance, response, evaluation, organization, and determination of value characteristics. The third domain, which is no less important, is the psychomotor domain, which consists of fundamental movement, generic movements, ordinator movements, and creative movements.

In addition, Ulfah, & Opan Arifudin. (2021), state that the cognitive domain is related to students' ability to assess, relate, and consider an event, which ultimately becomes new knowledge. In other words, the cognitive domain is closely related to the attitudes, character, emotions, and interests of a student. Meanwhile, psychomotor skills are an aspect related to the skills possessed by a student.

Straus, tetroe, and Graham in Ricardo (2017) explain that indicators of learning outcomes in the cognitive domain focus on how students acquire academic knowledge through the learning process and the information they receive. While the affective domain relates to attitudes, values, and beliefs for behavioural change, and the last is psychomotor domain, which focuses on skills and self-development that are then practiced in skills and skill development. Therefore, it can be said that learning outcome indicators are closely related to three domains, namely the cognitive domain, which focuses on students' knowledge and thinking skills, the affective domain, which focuses on students, attitudes, and character, and the psychomotor domain, which involves students' skills and self-development.

Sulistiasih (2023), also revealed that the results obtained from the learning process are caused by several factors, namely internal and external factors. Internal factors are defined as factors that arise from within a person when carrying out the learning process, which are divided into physical and mental factor. Physical factors relate to an individual's skills in helping themselves and others, their ability to engage themselves in school activities, and their play skills. Meanwhile, mental factors include cognitive, linguistic, emotional, and social aspects.

Then there are external factors caused by two parts, namely the environment and instruments. External factors caused by the environment are divided into two parts, namely natural factors related

to the weather, climate, and air where students live or stay. In addition, there are social environmental factors that include interactions between students and other people. Furthermore, external factors due to instruments are closely related to those designed and uses with the aim of achieving learning outcomes, usually used in formal institutions such as schools. Instruments are designed, such as curricula, which aim to prepare lesson material for students so that it can be accepted, mastered, and developed. In addition, there are programmes, also known as schedules, to help students become more focused and supported by clear and finally, there are teachers or educators. Teachers bear a great responsibility in developing students' potential, from cognitive and affective aspects to psychomotor skills.

The achievement of learning is caused by a series of factors, both internal (from within the student) and external (originating from their environment or outside themselves). Factors originating from within a student are referred to as internal factors, while those originating from outside the student are referred to as external factors. External factors include three main sources, namely the family environment, school, and community. Achieve Christian religious education strategies and their objectives, it is important to use appropriate learning strategies. The bingo-type active learning strategy can be considered an appropriate alternative to use in the learning process.

Active learning strategies, as defined by Rahayu (2022) are used in the learning process to encourage active student participation by engaging all five senses. In addition to increasing student participation and understanding, active learning strategies also contribute to motivating students and helping them to be more enthusiastic about learning, thereby achieving more satisfactory results. Silberman, (2018) also expressed his thoughts on active learning strategies. In his view, teaching is not just about conveying information, but the teaching and learning process involves students in participating in it. When carrying out learning activities, students do not just listen, but they also see, so that the meaning of the lesson can be conveyed more effectively.

Sinar (2018) also stated that active learning strategies are considered crucial in determining the success rate of students who find learning more meaningful. Siringo-ringo (2021) states that active learning strategies can be defined as learning that motivates students to be actively engaged physically, socially, and mentally in order to explore, understand, and develop their daily lives. This means that the learning they receive becomes meaningful and their learning potential is maximized.

It can be understood that a method or strategy that can be used during the learning process involves students to participate actively, not only concentrating on listening to the teacher's explanations, but also in the learning process, students are required to observe, collaborate in discussions with others, and be able to apply what they have learned so that they gain knowledge to be applied in their daily lives. This is the meaning of active learning strategies or active learning strategies.

Active learning strategies themselves have various types, one of which is the bingo game type. The theory of the bingo type active learning strategy proposed by Silberman, (2019) explains that this bingo game will make the classroom atmosphere fun, students will not feel bored, and students will focus on learning if it designed in a good bingo game. Green (2011), states that bingo games can provide opportunities for students to discuss or review lesson material, interact in an ice-breaking activity, or have a social experience. These games also help students maintain their attention on the learning material. Silberman, (2018) also explains the steps for implementing the bingo-type active learning strategy, which are to make an explanation containing nine main points of the material, then make a 3 x3 bingo card containing the points of the material discussed, then make additional cards of the same size but with a different placement of material points from before, then distribute the card to the students. Do not forget to provide marker stickers, and instruct students that when the explanation is ongoing, students who get the answer must place one sticker on their card for each point received. The next step is for the teacher to read out the questions and the students to find the answers. When they get three stickers in a row vertically, horizontally, or diagonally, they must shout "bingo". Finish the lesson by letting the students get as many bingos as possible.

In addition to its implementation steps, the bingo-type active learning strategy also has advantages and disadvantages. According to Hamalik in Syukur et al (2023) the advantages of the bingo-type active learning strategy consist of eight parts, namely students are able to share their own experience and gain direct experience. After gaining direct experience, students can also experience

development in their personality aspects, not only that, students can also foster a spirit of good cooperation among students, students can learn and work based on their own interests and abilities, which helps improve self-discipline for learning and creates a democratic learning environment, this also fosters a sense of kinship, discussion and mutual agreement. The bingo-type active learning strategy also develops and strengthens cooperation between schools, teachers, the community, and parents to make it useful, which makes learning more realistic, concrete, and develops critical thinking skills, as well as making the learning process more lively.

In addition to its advantages, the bingo-type active learning strategy also has disadvantages, as pointed out by Silberman in Syukur et al (2023) namely that its application requires a long time, relies more on luck and the speed of students in answering, and the game concept tends to be poorly conditioned. To minimize shortcomings of this learning strategy, it is hoped that it can be prepared as well as possible and that the right time for its implementation can be calculated. The provision of Christian religious education using the bingo-type active learning strategy is expected to improve student learning outcomes. This is in line with results of Rambe's (2020) research, which revealed that classes, resulted in an increase in student learning outcomes of up to 85%. This study also added that the use of bingo games increased students' motivation to learn and made the learning process less boring. Furthermore, the results of observations conducted by Liman (2016) showed that there was a change in student participation when applying bingo games in the learning process so that the learning activities carried out by students could run well.

According to the findings of interviews with Christian religious education teachers at SMA Negeri 1 Pantai Baru, it was found that in Christian religious education, there was a lack of variety in learning strategies, teachers often took centre stage, and active learning strategies such as bingo had never been used in the learning process. This made students tend to feel bored and lose motivation in learning, resulting in low learning outcomes. This was also reinforced by the results of a questionnaire completed by 10 students at the school, which concluded that the teaching provided by the teacher tended to be dominated by lectures and group discussion strategies, lacked creativity, and seemed rigid. In addition, ten of the respondents answered that the teacher never used the bingo-type active learning strategy. This resulted in low student learning outcomes. Therefore, this study aims to examine the effect of the bingo-type active learning strategy on student learning outcomes in Christian religious education for grade X students at SMA Negeri 1 Pantai Baru, kecamatan Pantai Baru, kabupaten Rote Ndao.

This study also represents a new step in the application of more varied learning strategies in the learning process related to Christian religious education subjects, thereby creating a learning atmosphere that is not only active and creative, but also enjoyable, which can influence student learning outcomes and lead to good learning outcomes.

RESEARCH METHOD

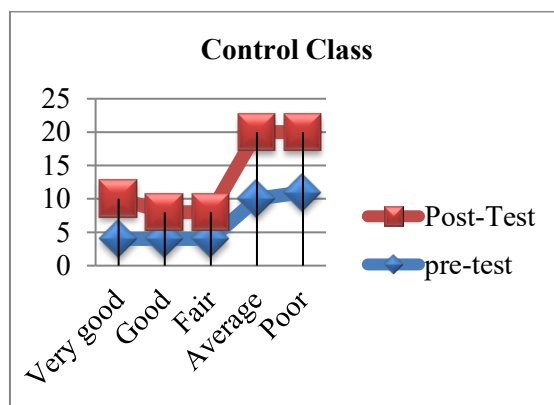
This study employed a quasi-experimental design. The objective of this study was to examine the causal relationship by calculating the difference between the pre-test and post-test scores of the control group (X E2) and the experimental group (X E3). This research was conducted at SMA Negeri 1 Pantai Baru, kecamatan Pantai Baru kabupaten Rote Ndao, Nusa Tenggara Timur (NTT) in 2025. From a total population of 238 tenth-grade students, a sample of 66 students was taken. The sample was then divided into two groups, namely the control class (X E2) with 33 students and the experimental class X E3 with the remaining 33 students. Both classes were given a pre-test to measure their basic abilities. Subsequently, different treatments were given, whereby the experimental class was not given this treatment but was given the same subject matter. Next, both classes the experimental and control classes, will receive a post-test with the aim of evaluating the final results obtained by the students.

This study collected data through observation of teachers and students, 20 multiple-choice questions for the pre-test and post-test, interviews, and documentation. Furthermore, data analysis techniques with the help of IBM SPSS 26 were used to test validity, question reliability, analyse test difficulty, and test classical assumptions, including descriptive analysis, normality testing, homogeneity testing, linearity test, and hypothesis testing.

RESULT AND DISCUSSION

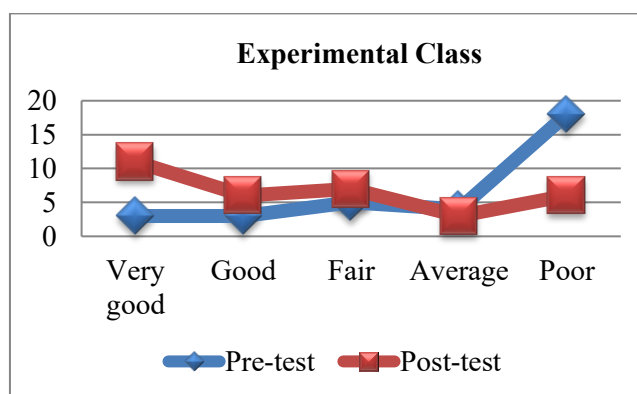
Result

This study applied a bingo-type active learning strategy to improve student learning outcomes in Christian religious education lessons. Based on the results of the validity test of the questions on 33 students, with a total of 20 questions and with the help of IBM SPSS 26, with the criteria $df=n-2$ so that n is 33-then the result is $33-2=31$, then the table r used is 0,344 and the calculated $r >$ table r . thus, the 20 questions are considered valid and can be used. After completing the validity test, the reliability test was continued with Cronbach's alpha measurement, resulting in $0,872 > 0,7$, so the data was considered reliable and suitable for use. The next step was to conduct a classical assumption test and hypothesis test. Graph 1 shows the pre-test and post-test scores of the two classes.



Graph 1. Pre-Test & Post-Test Scores Of The Control Class

Graph 1 clearly shows the difference in scores in the control class. The difference was found during the pre-test, which was conducted before receiving the learning material, and the post-test, which was conducted after receiving the learning material without the bingo-type active learning strategy. It can be seen that there were 11 students who received a poor score and 4 students who received an excellent score during the pre-test in the control class. After the 33 students received the learning material without the bingo-type active learning strategy and took the post-test, it was found that the number of students with poor grades decreased from 11 to 9, and the number of students with excellent grades increased to 6.



Graph 2. Pre-Test & Post-Test Scores Of The Experimental Class

The experimental class also completed a pre-test before receiving learning materials using the bingo-type active learning strategy and was given a post-test after receiving the materials or after learning activities using the bingo-type active learning strategy, as shown in graph 2.

The difference in results obtained between the pre-test and post-test scores in the experimental class. When conducting the pre-test in the experimental class, it was found that 18 students had scores that were considered poor, while 3 students had scores that were considered excellent. After implementing the bingo-type active learning strategy and conducting an evaluation with a post-test, it was found that there was a significant improvement, with 11 students receiving excellent scores,

while the number of students with poor scores decreased significantly to only 6 students. Next, the average scores for both classes will be calculated.

Table 1. Average Scores For The Control Group and The Experimental Group

Class	Pre-test Scores	Post-test Scores
Control	70,91	71,97
Experimental	64,85	80,61

Based on the information listed in table 1, it is clear that the different treatments given to the two classes resulted in significant differences in the mean scores of both the pre-test and post-test. Specifically, the control class, which did not apply the bingo-type active learning strategy, had a post-test mean of 71,91 and a pre-test mean of 70,91. In terms of percentage, the control class experienced an increase of 1,5%. Meanwhile, the pre-test score of the experimental class (X E3) reached an average of 64,85, while the average post-test score reached 80,61, an increase of 24,30%. After conducting a descriptive analysis to determine the average scores of two classes, a normality test was carried out, as presented in table 2.

Tabel 2. Normality Test

Class	Kolmogorov-Smirnov ^a	
	Pre-test Scores	Post-test Scores
Control	0,200	0,200
Experimental	0,101	0,055

Table 2 shows the results of the normality test, which shows the pre test value of the control class with a significance (sig) of 0,200. This value is $>0,05$, so the data is normally distributed. Then, the significance value or sig of the post-test control class is 0,200, which is $>0,05$, so the data is said to be normally distributed. This is followed by the pre-test value of X E3, namely the experimental class, which is 0,101. The sig value is $>0,05$, so based on Kolmogorov-Smirnov requirement, the data is normally distributed. Similarly, the post-test value in the experimental class X E3 has a sig of $0,055 > 0,05$, so the data is also normally distributed.

After the data has been distributed normally, a homogeneity test is the next step. This test is conducted to determine the similarity of the data being tested for comparison. In this study, the post-test scores of both classes, namely the control class and the experimental class, are tested so that the comparison of the learning outcomes of the two classes can be determined.

Table 3. Homogeneity Test

Result	Significance
Post-test	0,623

Based on the homogeneity test table using Levene's statistic presented in table 3, the probability test result is sig 0,623. $0,05$, so the data is considered homogeneous and can proceed to the next tests, namely the linearity test and hypothesis testing. The linearity test is conducted to see whether there is a linear relationship or a straight line relationship between variables. The results of the linearity test for both classes show that the value of the linearity test for the experimental class, class X E3, has a probability of sig $0,358 > 0,05$, so the data is said to be linear. Similarly, the results of the linearity test for the control class, class X E2, have a probability of sig $0,315 > 0,05$, so it is said to be linear.

After conducting the classical assumption test, the next step was to conduct a hypothesis test called the t-test. In the calculation of the independent samples test or t-test, based on the sig value (2-tailed), the sig value was $0,042 < 0,05$. Then, a one-way ANOVA test was conducted with a significance level of $<0,05$, and the result was the same as the t-test result, namely $0,042 < 0,05$, so H_a was rejected and H_0 was accepted, or it was said that there was an effect on the learning outcomes of class X students at SMA Negeri 1 Pantai Baru after using the bingo-type active learning strategy.

Discussion

In this study, samples were taken from 66 christian students from two different classes, namely 33 Protestant Christian students in class X E2, which served as the control class, and 33 Protestant Christian students in class X E3, which served as the experimental class. The experimental class (X E3) received treatment in the form of teaching using the bingo type of active learning strategy, with the subject matter being “environmental damage and climate change as well as global warming that threaten human life and nature (Read: Genesis 1:1-31; 1 Kings 17-19, 21; II Kings 1-2)”, this subject matter was also taught in the control class, but with a different approach, namely without using the bingo-type active learning strategy.

Before conducting the treatment in both classes, students were given a pre-test consisting of 20 multiple-choice questions for both the control and experimental classes. This step was taken to identify the basic abilities of each student in both the control and experimental classes. Next, the two classes were given different treatments in the learning process. Afterwards, students from both classes were tested on their abilities through 20 multiple-choice questions on a post-test to determine their level of ability as a result of the learning process they had undergone.

After conducting a pre-test on the control class (X E2) and the experimental class, the average pre-test score for class X E2 was 70,91 and the average post-test score was 71,97. In other words, the control class (X E2) experienced an increase of 1,5%. Meanwhile, the average score obtained in the pre-test for the experimental class, class X E3, using the bingo-type active learning strategy was 64,85, and the average post-test score for the experimental class (X E3) was 80,61. This means that with the application of the bingo-type active learning strategy, student learning outcomes increased by 24,30%.

Furthermore, after conducting a hypothesis test, namely a t-test using a study, if the significance (sig) is $> 0,05$, then the alternative hypothesis (H_a) is rejected and the null hypothesis (H_0) is accepted, and conversely, if sig is $< 0,05$ (5%), then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Thus, the t-test yielded a significance value of $0,042 < 0,05$, thus the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. The results of this t-test are similar to the results of the one-way ANOVA test, which also obtained a significance value (sig) of $0,042 < 0,05$ with the same conditions as the t-test, so H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. This means that there is an effect on the learning outcomes of Grade X students at SMA Negeri 1 Pantai Baru after using the bingo-type active learning strategy.

Then, it is also necessary to look at the responses and reactions of teachers and students after undergoing the learning process using the bingo-type active learning strategy. One response through an interview with a christian religious education teacher at SMA Negeri 1 Pantai Baru was that, apart from this being their first experience of teaching using the bingo-type active learning strategy, this strategy was also able to involve students actively and creatively, and made the classroom atmosphere more enjoyable for students. In addition teacher at SMA Negeri 1 Pantai Baru, it is also important to consider the students' opinions regarding the application of the bingo-type active learning strategy that they have received. Most of the students interviewed responded that by implementing the bingo-type active learning strategy, they found the learning process enjoyable, especially when they were able to complete the challenges correctly and shout “bingo”. The implementation of this bingo-type active learning strategy also improved student learning outcomes.

This statement is in line with the definition of active learning strategy presented by Siringo-ringo et al (2021), namely that active learning strategy is a learning method that motivates students to be actively involved physically, socially, and mentally in order to explore, understand, and develop their knowledge in their daily lives. Based on this statement, a common thread was found connecting it to the teacher's statement after observing the facts in the field that using active learning strategies can increase students' motivation to actively participate in learning activities, and when combined with bingo games, it creates a more enjoyable learning environment, which in turn will have an impact on improving student learning outcomes.

After observing the students, it was found that students in the experimental class were able to follow the learning activities very well, and also in accordance with the principles of active learning strategies. In addition, students also appeared enthusiastic and were able to convey their opinions or

findings to teachers and classmates. This is in line with the observation results found by Liman (2016), namely that there was a change in student participation when applying bingo games in the learning process so that the activities carried out by students during the learning process could be carried out and run well.

This is in line with the result of reaserch by Rambe (2020), which found that the bingo type of active learning strategy can improve the learning outcomes of students in the research location. The results found in this study are relevant to the theory proposed by Silberman (2019) that the bingo type of active learning strategy can make explanations in a learning process less boring and students will be more focused. The focus of students in this study can be seen when students pay full attention to the learning process, especially when playing bingo. Students tend to focus on questions and look for the appropriate answers. Thus, it can be said that the use of the bingo-type active learning strategy in Christian religious education is more effective in improving the learning outcomes of Grade X students at SMA Negeri 1 Pantai Baru, Kabupaten Rote Ndao.

CLOSING

Conclusion

Using a quantitative research method in the form of a quasi-experiment, this study found that the bingo-type active learning strategy had a positive impact on Christian religious education learning outcomes among 10th grade students at SMA Negeri 1 Pantai Baru. This is indicated by the difference inscores between the control class and the experimental class, which applied the bingo-type active learning strategy. Furthermore, this strategy was also able to increase student engagement and make the learning process more creative and enjoyable with the bingo-type active learning strategy.

Then, it was found that the control class obtained a pre-test score of 70,91 and a post-test score of 71,97, in other words, an increase of 1,5%. Meanwhile, class X E3, which was the experimental class, obtained a pre-test score of 64,85 and an average post-test score of 80,61. This shows that the bingo-type active learning strategy has an impact on improving the learning outcomes of class X students in Christian religious education. The post-test scores of the two classes differd in terms of the hypothesis test, namely the t-test, with a significance value (sig-2tailed) of 0.042, whicg means that if the sig value is < 0,05, it can be concluded that the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. Therefore, it can be said that tehere is an effect on the learning outcomes of grade X students in Christian religious education at SMA Negeri 1 Pantai Baru after using the bingo-type active learning strategy.

Recommendation

The researchers hope that this study will serve as a reference for other researchers, by developing bingo-type active learning strategies in Christian religious education lessons or other lessons, or by using other active learning strategies that demonstrate greater creativity, thereby creating a more enjoyable learning environment and helping to improve student learning outcomes.

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