INDIVIDUAL ASSIGNMENT METHOD TO INCREASE STUDENTS' LEARNING INDEPENDENCE IN CHRISTIAN EDUCATION SUBJECT OF CLASS VIII-A PUBLIC JUNIOR HIGH SCHOOL-7 PALANGKA RAYA

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Abstract
In the process of learning it is required various methods, one of the methods is individual assignment method which is a learning method that combines memorization, reading, repetition, and evaluation of self-ability. This method improves students' self-reliance so that they are independent of others, free, and can learn by themselves or in groups. The problem in this research is about how the stages of student learning independence in Christian Education lessons and whether the use of individual assignment method can improve the learning outcomes of Christian Education in grade VIII-A SMPN-7 Palangka Raya. This type of research uses quantitative research that is providing explanation and analyzing data on the object of the problems studied, among others, teachers and students in the classroom. The results of research indicate that the use of individual assignment method to improve student self-sufficiency is maximal and can be applied in every teaching and learning process of teachers and students in Christian Education. In addition, not only the value of students is increased, but also the attitude and readiness of students in doing tasks and learning

Keywords: Individual assignment method, learning independence, Christian Education

1. Introduction
Learning is a complex process in all people and occurs for life from infancy to death. It must be realized that the current changes and progress of the era so rapid both in terms of knowledge and technology. Signs of a person's learning are changes of behavior from not knowing to be knowing more (Mudjiono & Dimyati, 2009: 55). According to Meier, in learning, learners listen, see, talk, feel, think, write, or do and form something (Sidjabat, 2011: 230). However, the diversity of activities also depends on teachers who manage, facilitate, and lead learning activities.

In formal educational institutions, the subject of Christian Education is one of the areas of study which is relied upon to shape and build the growth of the faith of learners to God. This is in line with the goal of Christian Education that is to educate all church members to be involved in intelligent Bible study as guided by the Holy Spirit, to be taught to take part in worship, equipped to be able to practice their faith in everyday life. In Christian

Education itself, every student is directed to know God and accept Him as God and obey Him (Nuhamara, 2007: 28).

The ability of students of SMPN-7 in understanding the learning process especially in Christian Education before recitation method is applied can be seen when the students do the tasks given by the teacher, individually or in group. From the data of 15 students in the class VIII-A, their ability to do the task individually can be seen from the results that are still below the standard of graduation score. Only a few students are able to deliver above-average results according to the material presented and able to do the tasks well while the rest only listen and do not perform the task given by the teacher.

Researchers apply the method of recitation or assignment in each end of the discussion of the material by providing independent tasks or groups, to see how far the ability of students in doing the tasks given. In the interaction activities, teachers act to educate each student and try to understand each of their behavior. The act of educating is focused on the development of students to be independent. To be able to develop independently, students must learn. In terms of learning, students do not only get it from teachers but from friends and the environment. The word standalone means being independent from others, free, and able to do it on their own.

Self-learning according to Wedemeyer, refers to the learners who independently have the freedom to learn without having to attend the teacher-given lessons in class by finding out and studying the subject matter that has been discussed. As an action, then learning is only experienced by the students themselves. Students are the determinants of the occurrence or not of the learning process (Rusman, 2011: 53).

There are many advantages when a student learns independently in addition to studying, outside school they learn together with their peers. Especially in terms of Christian Education, it helps students to understand what is going on in their spiritual life. The fact is very clear when researchers use this method of individual assignment, students are required to be active and responsible, both before the learning process takes place and after the teaching and learning process conducted in the classroom. Assignment stimulates students to be more actively learning both individually and in groups. The execution of such duties can be carried out at home, library, school, and other places (Majid, 2013: 45). Students who study independently will prepare the taught material. After the learning process ends, students will repeat the material that has been previously submitted, either by reading or discussing with friends. Thus students who apply self-study will have better performance when compared with students who do not apply the principles of independent learning.

1.1. Research Issues

Based on the background and identification of the problem mentioned above, the problem formulation in this research is as follows:
1. What is the stage of student's self-reliance in Christian Education in class VIII-A SMPN-7 Palangka Raya?
2. Will the use of individual assignment methods improve the learning outcomes of Christian Education in Grade VIII-A SMPN-7 Palangka Raya?

1.2. Research purposes

To give a clear direction on the purpose of this study and based on the formulation of the proposed problem, the general objective is to improve the learning of Christian Education in Junior High Schools, whereas in particular this research is formulated as follows:
1. To describe the learning independence of the students in Christian Education in class VIII-A SMPN-7 Palangka Raya academic year 2017/2018.
2. To explain the effectiveness of the use of the method of assignment of individual class VIII-A SMPN-7 Palangka Raya academic year 2017/2018.

1.3. Benefits of research
1. For students, to enhance the independence of learning in Christian Education by using the method of individual assignment.
2. For teachers, can use individual assignment method in every learning process of Christian Education.
3. For schools, as feedback to use interesting methods in learning especially the use of individual assignment method in Christian Education.

1.4. Research Hypothesis

Taking into account the theoretical basis and framework of thinking, the hypothesis of action is formulated as follows: the use of individual assignment method is instrumental in increasing the students' learning independence in the process of learning Christian Education in class VIII-A SMPN-7 Palangka Raya.

2. Theoretical Framework

Inidividual method of assignment is the way of giving tasks done by learning resources to the learning community whose implementation can be done in the classroom or outside the classroom, and can be done individually or in groups (Holstein, 1986: 29). Recitation method is a teaching method where students are required to make a resume with their own sentence. Meanwhile, according to Supriatna & Nana, the method of assignment is a presentation of learning materials where teachers provide specific tasks so that students do learning activities and provide reports as a result of the tasks thy do. This method refers to the application of elements of learning by doing (Holstein, 1986: 35). From the above two conclusions, it can be concluded that the method of assignment is a presentation of learning materials by teacher giving a specific task to be completed as a form of student learning activities, either individually or in groups and the report as a result of the task without being limited by space.

In this way it is expected that students can learn freely but responsibly and students will experience knowing difficulties and overcome the difficulties, because the students will have the opportunity to compare with the results of other students.

Assignment is very important to be developed among the students, because this method of teaching is very helpful to improve the intellectual ability, attitude, and skills of learners (Rusman, 2010: 210). This method can also generate harmonious relationships between teachers and learners as well as among students with the creation of healthy cooperation and competence in responding and solving problems. However, to effectively implement the method of assignment, the teacher should consider the number of students, student abilities, and the types of tasks assigned. The purpose of the use of the method of assignment is to stimulate the students to actively learn both individually and in groups.

Teachers should also be committed to fully providing assistance to learners. This means that if the teacher decides to give the task, he should provide time to provide help when students need it. Moreover, the students' expectation is that the teacher acts as a companion and servant not as a ruler (Sidjabat, 2011: 259).

According to Holstein (1986: 340) independence is an independent attitude that takes its own initiative without intermediaries and spontaneity where there is freedom for decisions, opinions, accountability without depending on others. The concept of self-reliance learning rests on the principle that the individual who learns will only come to the acquisition of learning outcomes, from skills, the development of reasoning, the formation of attitudes to the self-discovery, when he experiences himself in the process of obtaining learning outcomes.

Brawer means independence is an autonomous feeling. The attitude of independence indicates the consistency of the organization of behavior in a person, so as not to waver, to have self-reliance or self-confidence (Holstein, 1986: 345). A person who has an independent attitude must be able to actualize optimally and not rely on others. Independence in learning according to Wedemeyer, need to be given to learners so that they have the responsibility in organizing and discipline themselves and in developing the ability to learn on their own (Rusman, 2011: 290). From some sense above, it can be concluded that independence (personal maturity) is defined as the state of perfection and the integrity of both elements (mind and logic) in personal unity. In other words, the independent man is a perfect mature person.

The task of the teacher in the process of self-learning is to become a facilitator who is ready to provide assistance to learners when needed. Friends in the independent learning process is very important. When facing difficulties, learners are often more courageous to ask friends than to teachers. In addition, friends can be used as a tool to measure their ability. Self-study does not mean study alone, and in self-study students may ask, discuss, or ask for explanations from others.

According to the Shah, learning can be understood as stages of change in the overall behavior of the relatively settled individual as a result of experience and interaction with the environment that involves the process of cognition (Holstein, 1986: 245). Cronbach argues that learning is an activity exhibited by behavior changes as a result of experience (Holstein, 1986: 300).

According Walgito, the factors that affect independence are: 1). Exogenous factors, exogenous factors are factors that come from outside such as family, school, and society. 2). Endogenous factors; endogenous factors are factors derived from the students themselves, namely physiological factors and psychological factors. Physiological factors include the physical condition of students, healthy or less healthy, while the psychological factors of talent, interest, independent attitude, motivation, intelligence and others (Slemeto, 2010: 239).

Education comes from the basic word educate, which means teaching, leading, or guiding. The basic term of education in Latin is "Educar", which means digging out. In Greek "Pedagogy" which means to lead, guide, and bring students to a better direction. According to Cremin (1990) defines education as a conscious, systematic and continuous effort to inherit, awaken or acquire both knowledge, attitudes, values, skills, as well as the sensitivity or outcome of the effort. Education is one of the basic needs in human life that is about how to live this life to maintain life (Amri & Ahmadi, 2010: 1). Djahiri said education is an organized effort, planned and continuous throughout life to lead human or protégés into adults and civilized.

An educational system requires a conceptual basis, so that the expected goal can be achieved, the foundation of education lies in a biblical concept. The Bible is the written word in a history book. He does not speak directly to mankind in general, but to special people. He does not speak of "eternal principles", but rather gives special commandments from the living God.

Christian Religion teaches a person to know who Jesus Christ is and to have real faith in Jesus Christ. Thus, Christian Education is teaching the knowledge or views, beliefs, dogmas or theology that a person has about Jesus Christ. Christian Education or teaching is usually used for teaching in secondary schools, which are still run by churches or Christian societies (Width, 2006: 203). Christian Education is a very important tool in preparing someone to face the future.

One source of idealism for Christian teachers is the Bible, the written word of God. For Christians, the Bible is authoritative, the source of the truth of faith, morals, and dimensions of life. Smith & Shortt explain that ethics or morals, which relate to the task of education and teacherhood, should be awakened and developed according to the Bible (Sidjabat, 2011: 35-36).

3. Research Methods
3.1. Research Methods

In this research, the researcher used Classroom Action Research Method (CAR) with the population in the research was class VIII-A in SMPN-7 Palangka Raya which were 15 students. The timing of the study was conducted at the beginning of the new academic year 2017/2018, from July to December 2017. The timing refers to the school's academic calendar, because CAR requires several cycles that require effective teaching-learning in the classroom.

Based on Lewin's opinion, CAR is a 1-3 cycle study that has the following procedure (Kusumah & Dwitagama, 2012: 27):

a. Planning is the preparation undertaken for the implementation of CAR.
b. Implementation of action is description of action to be performed, work scenario of corrective action to be performed and procedure of action to be applied.
c. Observations and observations, namely the procedure of recording data about the process and the product of the implementation of the action designed.

Analysis and reflection, in the form of a description of the procedure of analysis of the results of monitoring and reflection relating to the process and impact of corrective actions taken and the criterias and plans for subsequent action.

3.2. Data Collection Techniques

In order for the researcher to collect the data more easily, some techniques were used as follows:

a. Interview

Interviewing is one form of data collection techniques that are widely used in quantitative research. Interviews were conducted orally in face-to-face meetings individually. But sometimes interviews were conducted in groups, if indeed the purpose is to collect data from groups such as family, board of trustees, and others. Interviews are widely used in qualitative and quantitative research, so it can be said as the main data collection technique (Kusumah & Dwitagama, 2012: 77).

b. Observation

Observation is a technique or way of collecting data by way of observing the ongoing activities. This activity is related to the way teachers teach, students learn, and others (Kusumah & Dwitagama, 2012: 71).

c. Library Studies

Library study is a data collection technique used to increase the insight of the researcher's knowledge by collecting, reading and studying books that support the problem of research such as "how to use individual assignment method for learning independence in Christian Education in class VIII-A SMPN-7 Palangka Raya.

3.3. Data Analysis Techniques

Data analysis was performed during the study from start to finish. Step data processing is the selection of data by processing accurate data that can answer the focus of research and provide an overview of research results. The data collected is presented in the form of tabulation of data in the form of tables with the aim of facilitating the reading of data. In this activity the researcher attempts to interpret the findings based on the selected theoretical framework with reference to the approved norms of practice. From the results of interpretation is expected to provide clarity about the implementation of activities in improving the analysis toward the achievement and improvement of learning. In obtaining the test results the researcher uses a system of statistical techniques with presentation, namely by using the formula:

1) Average Value

$$X = \frac{\in(NxS)}{n}$$

Description: X = Average count

n = Many samples

(NxS) = The result of the multiplication of the score by the frequency of the score in question

2) Analysis of Observation Result

The result of observation on the activity of teacher and student in learning implementation each cycle then processed by using formula percentage as follows:

$$P = \frac{F}{N} \times 100\%$$

Description: P = Percentage of teacher and student activity

F = Frequency of activity that appears (yes / no)

N = Number of observed aspects

100% = Fixed multiplier

4. Research Result

4.1. Exposure of Classroom Action Research Cycle (PTK) at SMPN-7 Palangka Raya

Classroom Action Research is implemented in three cycles and in each cycle, there are two actions. Action 1 is the presentation of matter on the basic competence of "imitating Christ in the face of suffering", while action 2 is an evaluation of action 1. Classroom action research conducted at SMPN-7 Palangka Raya, through four stages of planning, implementation, observation, and reflection are used in each PTK cycle.

a. *Planning*

This stage is the preparation stage to conduct PTK, research conducted by carrying out the cycle in every meeting. Cycle I, held on Wednesday, July 13, 2017. The researcher prepares the material before the lesson, organized into a lesson plan (RPP) that contains instructional materials emphasizing the use of individual assignment methods. In addition, the compiled research instruments is in the form of test sheets, and observation sheets. Cycle II, held on Wednesday, July 20, 2017. The researcher prepares the teaching preparation with RPP, test sheets, and observation sheets. Furthermore, cycle III was held on Wednesday, July 27, 2017. With the same preparations is as in the first and second cycle of preparation of RPP, test sheets, and observation sheets.

b. *Implementation*

Implementation of cycle I, cycle II and cycle III of the learning process refers to the RPP that has been compiled in which consists of initial activities, core activities, and end activities. In the initial activity performed conditioning students to be ready to learn. In addition, check the attendance of students, convey the purpose of learning, and hold apperception by means of question and answer.

In the core activities are presented learning steps that explain learning materials and conduct question and answer, then it compiled the conclusions of subject matter. After that, the final activity of the students is given a task with respect to the material already described.

c. *Observation*

In cycle I observation activities carried out during the learning process takes place. And the observation is done to the student that is monitoring the student activity in following the lesson, the student enthusiasm to learn, and doing the task given by the teacher, for cycle I in the evaluation there are still many students who have not reached the standard value determined and the students' desire to do the task is still lacking. Furthermore, on the second cycle still carried out the observation of student activities in the class, enthusiastic students in following the Christian lessons and work tasks given teachers, and in the evaluation seen increase in the value of the given

students and the desire of students to do the task has increased. For the third cycle, the observations are done in the classroom by looking at the students 'activity to ask, the students' enthusiasm in Christian learning and the work done and the results obtained during the use of the assignment method applied in each cycle for Christian religious learning have improved both in values and attitudes which is given by students.

d. *Reflection*

Based on the results of observation and evaluation of cycle I, then do the reflection so it is known that student activity and student learning outcomes in the first cycle is not so maximal as most students have not understood the subject matter and not enthusiastic to follow the Christian lesson. So seen in the evaluation results that have been done by students is not maximal and many still get the value below the KKM standards that have been specified. Furthermore, the second cycle of observation and evaluation of students has increased, most students have understood the material and able to give results that exceed the standard value in the set, only a small part that still has not increased the value obtained. After cycle I and cycle II is implemented, then in this third cycle students have begun to learning materials and provide results that exceed the limit value in the set. Students are more active in asking questions and performing tasks that teachers provide and working together in group tasks. Increased student activity in learning affects student learning outcomes both in groups and individuals.

4.2. Value Evaluation Results

Based on the evaluation of the values obtained in the three classroom action research cycles, there are three evaluation aspects that are assessed as well as the results of each student's scores:

a. Group task

In the execution of this group task students are divided into five groups with each group consisting of three people who are determined by the teacher. The tasks assigned to each group are the same, the purpose of the division of the group is to see the seriousness of the students in working together and the activity of the students to ask questions to the friends of one group or with the group's different friends, as well as the results obtained by each group. Each cycle is done group division, in order to see improvement of result obtained by student and attitude change from each student (Mohammad Adnan Latief, 2009)

b. Individual task

Individual tasks are carried out in each cycle to see students' ability to understand the subject matter the teacher has discussed. Individual assignment is done at the end of each lesson, in the form of repetition in writing, or home duties. With the assignment of individual tasks, then seen increase in the value obtained by each student in each PTK cycle.

c. Student learning activities

Aspects assessed in the learning activities are activities undertaken by teachers to students by observing the learning process that takes place in the classroom. This assessment is performed on each PTK cycle, by looking at changes in the results obtained from the first, second, and third cycles. The purpose of this learning activity, so students can be more active and enthusiastic to learn as well as teachers can know the teaching methods that must be prepared to make students actively involved in the learning process, especially subjects of Christian religion.

The results of group evaluation of cycles I, II, and III can be seen in the table 1 below.

Table 1. Results of cycle groups I, II, III

No	Group name	Score		
		Cycle I	Cycle II	Cycle III
1	Group A (Daniel, Dhesy, Candra)	70	75	95
2	Group B (Ferdi, Karina, Leli)	65	100	100
3	Group C (Natalia, Jefri, Ryo)	65	75	85
4	Group D (Saveni, Tius,Wantie)	75	80	100
5	Group E (Yuliasi,Gancahita, Yeskiyel)	60	90	100
	Amount	*335*	*420*	*480*
	Average	*60*	*62*	*71*

Based on the above data it can be seen that the lowest value of cycle I is 60 and the highest is 75, while for cycle II the lowest value is 75 and the highest is 90, and cycle III there is no low value but the value obtained by students is 85-100. While the average value obtained each cycle that is cycle I is 60, the second cycle is 62, and the third cycle is 71. For more details can be seen in the graph of the average group value below.
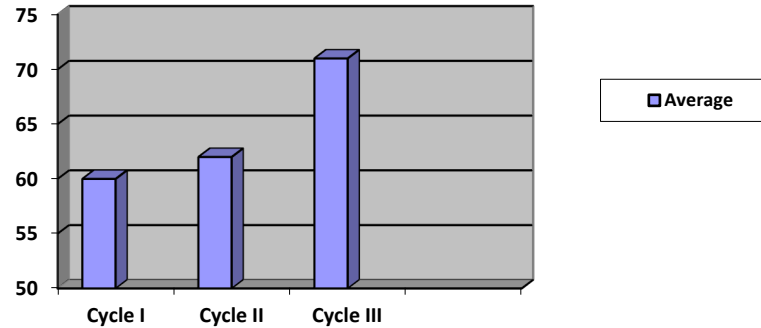

Figure 1. The average graph of group values per cycle

Each PTK cycle is evaluated according to PAK indicators. The evaluation is carried out individually with the number of questions of 5 items to be completed within 15 minutes. The form of the problem used is a description. Individual test results for each subsequent cycle are presented in Table 2 below.

Table 2. Results of individual cycles I, II, III

No	Name of Student	Score			Exhaustiveness		
		Cyc. I	Cyc II	Sik. III	Cyc. I	Cyc.II	Cyc.III
1	Daniel	60	60	95	TT	TT	T
2	Dhesy R.	75	80	95	T	T	T
3	Candra W.	60	60	95	TT	TT	T
4	Ferdi G.	60	65	100	TT	T	T
5	Karina B.	75	95	100	T	T	T
6	Leli M.	75	70	100	T	T	T
7	Natalia D.	75	80	95	T	T	T
8	Jefri	70	70	95	T	T	T
9	Ryo T.E	60	60	95	TT	TT	T
10	Saveni	70	80	100	T	T	T
11	Tius	60	80	100	TT	T	T
12	Wantie K.	60	60	100	TT	TT	T
13	Yuliasi R.	60	95	100	TT	T	T
14	Ganca H.	70	90	95	T	T	T
15	Yeskiyel A.B	60	70	95	TT	T	T
	Amount h	*990*	*1115*	*1460*	*T= 7 TT= 8*	*T=11TT=4*	*T=15 TT=0*
	Average	*66*	*74,3*	*97,3*			
	Persentase				*T=46% TT=53%*	*T=73%TT= 26%*	*T=100% TT=0%*

Description: Cyc. I = First cycle, Cyc. II = The second cycle, Cyc. III = Third cycle, TT = Unfinished, T = Completed

Based on the results of the learning evaluation of each cycle, the first cycle results obtained the highest is 75 and the lowest is 60 with a complete 7 people and not complete 8 people. Furthermore, in the second cycle of learning evaluation conducted with the results of the highest score of 95 and the lowest 60 with a mastery of

students 11 people and for not complete 4 people. To further reinforce the evaluation carried out in cycle III with the highest value between 95-100 and the lowest value is not in the third cycle, with a complete 15 people.

Learning completeness in the first cycle only reached 46%, but in the second cycle increased to 73% and in the third cycle to 100%. Meanwhile, the graph of non-completeness decreased in number ie in cycle I by 53%, then in cycle II to 26% and in cycle III to 0%. This means that cycle II is better than cycle I and cycle III is better than cycle II so it can be said that there is an increase in students' learning independence on understanding PAK materials using assignment method. The results of complete and incomplete each cycle can be seen in the graph below with a score of 90-100 (A), 65-85 (B), and incomplete 0-60 (C).
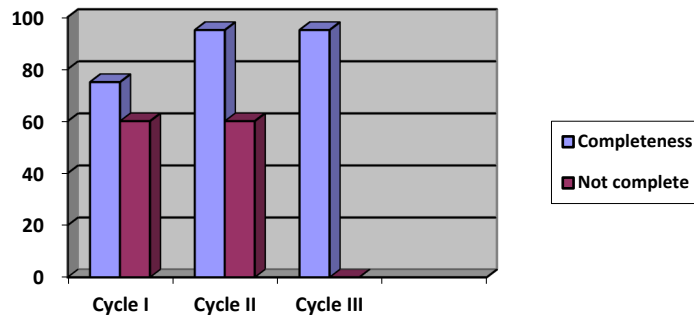

Figure 2. Graphs of completeness and incomplete individual values for each cycle

The result of observation on student activity of each subsequent cycle can be seen in table below.

Table 3. Student learning activities cycle I, II, III

No	Aspects are observed in learning	Percentage		
		Cyc.I	Cyc.II	Cyc.III
1	Responding to the goals of the teacher	60 %	70 %	80 %
2	Enthusiastic and ready to learn PAK about "imitating Christ in the face of suffering"	60 %	70 %	80 %
3	Pay attention to the illustrations of the teacher as an apperception	70 %	80 %	90 %
4	Take note of the subject matter provided	80 %	80 %	90 %
5	Understand the tasks that must be done in learning	60 %	70 %	80 %
6	Completed the questions on the LKS	70 %	80 %	80 %
7	Discuss the group in an orderly manner to do the task	50 %	70 %	90 %
8	Responding to the award given by the teacher	60 %	70 %	90 %
9	Asking question	60 %	60 %	80 %
10	Have the motivation to do the task	50 %	70 %	80 %
11	Answer the questions asked by the teacher	60 %	70 %	80 %
12	Noting the conclusions of the subject matter	70 %	70 %	80 %
13	Take notes on the tasks to be done at home	80 %	80 %	90 %
14	Know the shortcomings of the work during the lesson	60 %	70 %	80 %
15	Work on the final evaluation	100 %	100 %	100 %
	Average percentage	*66 %*	*74 %*	*84,67 %*

Based on the above data, student learning activity in the first cycle only reached an average of 66%. This means that there are still low students' activity. Then again the observation on cycle II, with the results obtained percentage increase in student activity is 74%. To further maximize the observation is still done on the third cycle with the percentage increase in student learning activities that is 84.67%. Cycle III is better than cycle II and I. To be more easily understood it can be seen in the graph of the average percentage below.
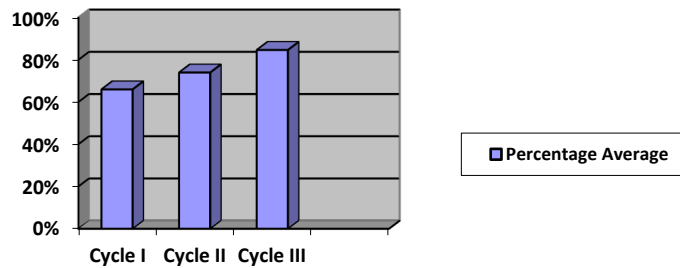
Figure 3. Graph of average percentage of learning activities per cycle

After seeing the results of the students' scores from each cycle, it is gradually performed by the researchers. With the result that in cycle I has not been maximally given by each student both from group and individual task, then experience improvement in cycle II and III. So researchers also see changes in the attitude given by each student who in cycle I did not enthusiastic to follow the lessons and do the task, but in the second and third cycle began to change attitude. Can be seen in table 3, to see each cycle has increased from the students as a whole.

4.3. Level of Independence of Student Learning in Christian Education Lesson

From the results of observations of researchers during the SMPN-7 Palangka Raya about the level of student learning independence in the subjects of Christianity is very alarming since many students, who do not do the task, did not even go to class when religious subject. In order for the learning process to run well, the researchers apply methods of recitation or assignment to see the independence of student learning in Christian Education. Assignment methods help to improve students' intellectual, attitudes, and skills. It uses recitation method of creating harmony and cooperation with teachers, students, and among other students (Slemeto, 2010: 38).

Therefore, researchers conduct classroom action research to see the level of student learning independence in doing the task given by the teacher. By using four stages in PTK according to Kusumah and Dwitagama (2012: 20) that is:
   a. Planning is a researcher planning each activity to be carried out in classroom action research and preparing things to be used in the learning process such as RPP, sheets of observation of teachers and students, conducted simultaneously by peers.
   b. Implementation is an activity or action undertaken by researchers in classroom action research, especially in terms of teaching and learning by using the method of individual assignment.
   c. Observation is an activity carried out simultaneously with the implementation, the researcher who acts as a teacher. In addition to providing action researchers also make observations of students. Meanwhile, peers make observations of the activities undertaken by teachers.
   d. Reflection is an activity to recall the results of the learning process that has been implemented and then make improvements in the next cycle.

According to Moore the level of learning independence consists of determining the learning objectives to be achieved by students and teachers to help direct the learning process of students, learning materials or media to be used in student learning, and the results of student learning evaluations obtained by effort and hard work during self-Rusman, 2010: 354). Not that during the independent learning process students are alienated or kept away from friends and teachers, but the most important in the process of independent learning there is an increase in the ability and skills of students in the learning process without the help of others, so in the end students are not dependent on teachers, mentors, or friends in learning.

When assigned group and individual tasks to each student can be done well. If faced with difficulty in work tasks students can ask friends or teachers directly. Friends can be used as a tool to measure students' abilities, and the teacher is tasked with being a facilitator to provide assistance if students do not understand the material that has been discussed in each meeting in accordance with the cycle. In the end can be seen the value obtained from each student is better than before and exceeds the predetermined value standard. Therefore, the level of learning independence that is given to students can be viewed from the results obtained each cycle.

The independence of learning also speaks of the change in attitude that the student gives from within himself which is the result of self-experience and practice without being dependent on others. In the behavior of freedom, assessment and responsible for the task that has been given to him (Sanjaya, 2011: 228). Attitudes shown by each student in the implementation of learning in the first cycle of PTK less maximal, most students do not pay attention to the process of learning and not doing the task. Furthermore, the learning is done in the second cycle, the students have undergone a change of attitude and doing the task and actively involved in the group discussion. In the third stage of the learning process has improved both the results and attitudes that students provide by actively involved in learning and doing the task of the teacher (Tatang Sunendar: 2017).

4.4. Use of Individual Assignment Methods to Improve Christian Religious Education Learning Outcomes

In the learning process, students should be encouraged to perform activities that can foster the process of creative activities. Therefore, the method of assignment can be used to support learning especially the subjects of Christian religion. The use of individual assignment methods has the goal of growing an explorative learning process, encouraging students to behave reactions, familiarize students with comprehensive thinking, and foster student self-reliance in learning (Slemeto, 2010: 300). And should be considered in the use of recitation method according to Rusman (2010: 359) that the task should be addressed to students either individual or group tasks, the task can be completed or done in the classroom and outside the classroom, and the task is the final step to see the ability of each students in the material understanding already discussed by the teacher.

By giving this task is expected so that students can learn freely but responsible and know the difficulties and can overcome difficulties experienced, because with the assignment of students can have the opportunity to compare the results obtained with other students young. The tasks assigned by the teacher should be clear, in accordance with the students 'abilities, and make the students think more critical to train students' skills in understanding the subject matter.

At the time of conducting classroom action research (PTK) in three cycles conducted by the researchers, initially not very satisfactory both from the results of groups and individuals are still many students whose average score under the KKM in standardize. Therefore, researchers apply individual assignment method for each cycle, to see how far the students understanding in the subject matter. Assignment is urgently needed to be developed at the end of each material discussion, in order to help improve students' thinking skills, attitude changes, and skills.

The first cycle is applied in the classroom with each end of the student lesson given the appropriate tasks of the material that has been discussed, there are still many students who do not understand and do not even do the task with a variety of reasons that one of them left at home. Researchers are trying to make more interesting Christian lessons while still giving the task at the end of the lesson for the second cycle. After the value and in check the results have been given an increase, students have started to understand the subject matter and willing to do every task that is given the teacher. Then in the third cycle, the results given by the students are more than the standard KKM scores that have been set both from the group task and individual tasks. Increased results that students give when individual assignment methods are applied in each lesson, especially Christian subjects, are clearly visible with the outcomes and students are actively working on the tasks of both groups and individuals.

5. Conclusion

Based on the findings, conclusions were obtained as follows:
1. The use of individual assignment methods is done by the teacher giving three cycles in the form of group tasks and individual tasks to see the improvement of students' learning independence in learning Christian Religious Education and the final results obtained have exceeded the predetermined standard values, it can be said that the method of individual assignment is successful in apply in class.
2. The use of individual assignment methods to increase Christian Religious Education learning independence is seen in the percentage of student activities during each cycle. Cycle I learning activities 66%, cycle II is 74%, and the third cycle is 84.67%.
3. The use of individual assignment methods in Christian Religious Education learning can improve student learning outcomes, seen in the average scores achieved by students for each cycle. In the first cycle is 66, the second cycle is 74.3, and the third cycle is 97.3.

Based on the conclusions obtained several suggestions put forward as follows:
1. Teachers can apply individual assignment methods in Christian Religious Education learning, with different materials. In addition, prior to the implementation of the teacher's learning should explain the working steps of

the use of individual assignment methods for the implementation of learning to run smoothly and achieve optimal results.
2. Students can be more focused on learning because it is helped by the method of individual assignment, and have the spirit to do every task that is given by the teacher.
3. The results of this study can be used as input in improving learning Christian Religious Education, as well as providing input for teachers have a more interesting method for learners interested in learning.

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