

IMPROVING LEARNING OUTCOMES OF CATHOLIC RELIGIOUS EDUCATION METHOD BY MAKE A MACH

FX. Sumarna

Teachers at Junior High School One (SMP) Negeri 1 Berbah Sleman
Correspondence address: Tanjungtirto Kalitirto Berbah Sleman, Yogyakarta 55573
Email: sumarnafransiscus@gmail.com / smpn1.berbah@yahoo.co.id

ABSTRAK

Tujuan penelitian ini adalah 1) meningkatkan hasil belajar Pendidikan Agama Katolik peserta didik pada pokok bahasan Iman dan Martabat Manusia melalui implementasi penilaian keaktifan, prestasi dan ketuntasan, dan 2) mendeskripsikan respon siswa terhadap model pembelajaran dengan menggunakan metode Make a Mach. Penelitian ini adalah penelitian tindakan kelas yang melibatkan 6 orang peserta didik kelas IXc SMP Negeri 1 Berbah Sleman pada semester ganjil tahun pelajaran 2015/2016. Tindakan dilakukan dalam tiga siklus pembelajaran. Data dikumpulkan dengan pedoman observasi melalui kolaborator teman sejawat dan bantuan alat Handycam, tes pada masing-masing siklus, dan dianalisis secara deskriptif. Hasil penelitian menunjukkan bahwa: Penerapan penilaian keaktifan, prestasi dan ketuntasan dalam pembelajaran Pendidikan Agama Katolik (PAK) dapat meningkatkan hasil belajar peserta didik. Terjadi peningkatan perolehan hasil belajar peserta didik sebesar 4% dalam segi prestasi. Dengan dapat diperolehnya nilai peserta didik (dari skor rata-rata sebesar 90% dengan kualifikasi tinggi pada siklus I menjadi sebesar 84% dengan kualifikasi tinggi pada siklus II, dan sebesar 94% dengan kualifikasi sangat tinggi pada siklus III). Keaktifan selalu mengalami peningkatan yang ditunjukkan dengan diperolehnya 73,80% dalam kategori cukup pada siklus I, naik menjadi 86,67% dalam kategori baik pada siklus II, dan mengalami kenaikan lagi menjadi 94,04% dalam kategori amat tinggi pada siklus III. Sedangkan ketuntasan minimal, selalu tidak ada masalah dalam arti kesemuanya tuntas. Hal demikian ditunjukkan dengan dapat diperolehnya 100% tuntas, baik pada siklus I, siklus II, maupun pada siklus III. Dengan demikian respon peserta didik terhadap penggunaan metode Make a Mach dalam pembelajaran Pendidikan agama Katolik adalah sangat positif.

Kata kunci: *make a mach, penilaian keaktifan, prestasi dan ketuntasan.*

1. PRELIMINARY

Catholic Religious Education Learning conducted by Curriculum Education unit (KTSP 2006) as developed and applied in the learning process today. Although some schools have been enacted in the appointment of Curriculum 2013. Learners as private and central learners, who are actively conditioned to be a subject that builds awareness of their own learning in interaction with peers, with a companion and reflection as well as action that follows on condition real learning environment. Learners are encouraged, nurtured and honed to always be active in communicating, exploring, reflecting and skillfully expresses a bold attitude and opinion.

National education goals as stated in Law No. 20 of 2003, concerning the national education system, in article 1, paragraph 1 stated that:

“Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat bangsa dan negara”.

“Education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, character, and skills needed him, the people of the nation”.

Similarly, in particular, and still stipulated in Republic Act No.20 of 2003, on page 17, article 30, paragraph 2 stated that:

“Pendidikan agama berfungsi mempersiapkan peserta didik menjadi anggota masyarakat yang memahami dan mengamalkan nilai-nilai ajaran agamanya dan menjadi ahli dalam ilmu agama.”

“Religious education serves to prepare students to be members of the public who understand and practice the values of their religion and become an expert in the science of religion.”

Based on that statement, of course, conceived the intention that religious education was very instrumental in creating a meaningful life, peace, and dignity. Religious education intended to form the man who is faithful and devoted to God Almighty and noble as well as increased spiritual potential. Talking about faith with regard to spirituality, emerged thanks to the process of formation of the spiritual and physical human life itself. Including Catholic religious education is realized as a conscious effort must be done in a planned and sustainable in order to develop the ability of learners to bolster the faith and devotion to God Almighty. The teachings of the Catholic Church, while maintaining respect for other religions, through the relationship of inter-religious harmony in society to realize national unity. (Ministry of # 22 in 2006).

By being aware of the role of religion in human life, the internalization of religion in the life of each individual becomes a necessity. This must be done through either informal education process, formal or informal basis. Catholic Religious Education formally cultivate the ability of learners to undergo the process of understanding, appreciation of the struggles and faith in the context of the reality of life. Through the process of maturity is expected to further strengthen his faith.

conviction described as a crop. A plant that grows, develops and produces fruit when nurtured and fertilized well. Similarly any conviction can be nurtured and developed to grow, develop, and produce the fruits of salvation. Faith does not grow

if it was never trying to develop it. Thus the need to develop so that more solid faith faces a variety of challenges. Researchers are interested in further improving learning outcomes of the Catholic religion in unior high school one Berbah Sleman Yogyakarta by doing classroom action research (PTK) entitled Improving Learning Outcomes Education Catholicism with Method Make a Mach on the theme of faith and dignity of man in class IXC unior high school one Berbah Sleman Yogyakarta.

Through classroom action research, it is expected there is a change in educators, especially in the use of learning methods and media in order to motivate learners to be more zealous in trying to improve learning outcomes. The problems of the background of this class action including the use of methods that are less relevant, a lack of learner motivation in following the lessons and also the lack of tools or media that can support learning. Learners are not so enthusiastic in participating in learning in the classroom, because the learning material is not considered important, limited space, because the air was so hot, the learning method that is less attractive, often late into the room, often pacing the room, playing the guitar.

The use of effective methods to increase motivation of learners and the learning outcomes in the classroom. Successful learning is generally indicated by the learning material can be mastered by the learner, and the level of understanding of students to instructional materials that are normally expressed by value. The situation unpleasant conditions as a result of this learning can not enter into the hearts deepest, is only accepted by compulsion. Why is that? Sometimes it makes the learning activities less successful, they are lazy to learn, not pay attention to the teacher, do not feel interested in learning the Catholic religion. Besides teaching the Catholic religion to be underestimated; Catholic religious instruction is not considered important lesson again. This led to the acquisition value of the test in the minimum completeness criteria (KKM) 75 prior to the action, though has been completed but the category still peak time.

Thus, researchers are trying to start looking for the right ways so that students feel interested in Catholic religious education lessons. With an interesting learning method, it is possible the ability of learners to apply what they have learned to

new situations, as well as in certain things both within school and outside of school. Learners do not only have the knowledge but also can apply in everyday life.

Based on this background, the issues to be addressed in this study are the following: First; Make a Mach extent of methods can enhance the activity of learners in the learning Catholic Religious Education (PAK)? Second: What are the methods Make a Mach effect in the completeness of learners? The expected results of this study are as follows: First; As one of the sources of information for teachers of unior high school one Berbah Sleman Yogyakarta particularly those who teach religion, specifically the Catholic religious education teachers about the use of methods make a mach for learners grade 9c of the school year 2015/2016. Second; As a source and a comparison in doing further research.

2. THEORITICAL REVIEW

Understanding Learning According to Burton cited Anisah Basleman, which is defined as learning is a change in the individual as a result of interaction with the environment to meet the needs and make it more able to preserve the environment adequately. (Burton 1962: 13).

Learning and teaching (teaching and learning) are two concepts that can not be separated from one another. Learning to designate what to do as a subject that receives lessons, while teaching refers to what should be done by the teacher as a teacher. Learning is an active process, learning is a process of reacting to all situations that exist around the individual. Similarly, learning is a process directed to the goal, the process of doing through a variety of experiences. Still again, learning is a process view, observe, and understand something (Sudjana, 2002: 28).

The learning result is proof of the success that has been achieved by students in which every learning activity leading to a change that is typical. In this case study results include the activity, process skills, motivation is also learning achievement. (Winkel 1991: 42). Achievement is a person's ability to complete an activity, can also be briefly mentioned that the achievement is the result of effort. While the distinction about learning outcomes and academic achievement, that the assessment of

learning outcomes is done once after completion of a learning activity.

Teaching method is a tool that is part of the device, the tools and the way in implementing a learning strategy, because it is a means of learning strategies and tools to achieve the learning objectives, the teaching method is a means towards the achievement of learning objectives. (Moedjiono, 2006: 3)

Methods make a mach namely teaching and learning techniques looking for a partner (Make a Mach) developed by Iorn Curran. This strategy is a very interesting learning techniques to be used in repeating the material that has been given previously. The new material can also be taught by this strategy with a note that learners are given the task of studying the topics that will be taught in advance, so that when they go to class will already have sufficient knowledge of the teaching materials will be studied (Hisham, 2006: 69).

3. SETTING RESEARCH

The location of this research is in Unior high school one Berbah Sleman districts Berbah Sleman Special Region of Yogyakarta (DIY). Researcher and as a teacher at the school, along with 26 other teachers. As a Catholic religious education teachers, researchers did research on class IXC Unior high school one Berbah Sleman Yogyakarta with learners who are Catholics number 6. Research is conducted with the theme "Improving learning outcomes Catholic Religious Education (PAK) method Make a Mach on the material of the Faith and Human Dignity.

Unior high school one Berbah Sleman Yogyakarta state school is a school with a number of 384 students divided into the number of grade 12, grade 7 comprises four classes, grade 8 comprises four classes, and class 9 also comprises four classes. The vast majority of schools both teachers and learners employee Islamic religion, which can be built up in a common life with Hindu, Christian, Catholic, including researchers and students research subject is classified as a minority. Unity in diversity of religion unconditioned peace pillars of security and peace. Berbah is a district town situated on the outskirts of the city of Yogyakarta. The existence of unior high school one Berbah Sleman

Yogyakarta districts in the region, along with the other 2 unior high school, 4 unior high school private status, and 5 senior high school/Vocational high School is also private status.

3.1 Research procedure

This research is classroom action research (PTK), consists of four stages in each cycle, if the class action is found lacking and not the creation of predetermined targets, then held an improvement on the planning and implementation of the next cycle. The model used in this study is the spiral model Kemmis and Mc Taggart through several cycles of action and consists of four components, namely:

- 1) Planning is an action plan that will be done to improve, enhance or change the behavior and attitudes as a solution. In the planning stage by drafting action plans based on the identification of problems at the initial observation before research is conducted. This action plan covers all the action steps in detail at this stage all purposes of execution investigators prepared a class action ranging from teaching materials, lesson plans, methods and learning strategies, the approach to be used, the subject of research and observation techniques and instruments that are tailored to the plan.
- 2) Implementation is what the teacher or researcher in an effort to repair, improvement or changes desired. Implementation of action plan tailored to have been made before. Implementation of the measures is a process of learning activity class as the realization of the theories and strategies of teaching and learning that has been prepared with reference to the applicable curriculum, and the results obtained are expected to increase cooperation of researchers with research subjects so as to provide reflection and evaluation of what is happening in the classroom.
- 3) Observation/Assessment of observing the results or the impact of actions taken or imposed on learners. An activity observation phase direct observation of the implementation of the actions taken in Classroom action research (PTK). The main objective of this observation is to determine if there are any changes that occur through the implementation of ongoing

action.

- 4) Reflections that researchers examined, look at and consider the results or the impact of the actions of the various criteria. Berdasarkan result of this reflection, researchers together with other teachers, especially in the status of collaborators can make improvements to the revision of the original plan. Through reflection, teachers can establish what has been achieved and what has not been achieved, and what needs to be repaired in the next lesson. Therefore, the results of the action needs to be studied, viewed and contemplated, both in terms of the learning process between teachers and learners, methods, props and evaluation.

3.2 Data Retrieval Techniques

Data retrieval techniques performed in this research is the study of the activities and achievements of learners in the learning Catholic Religious Education (PAK) with the design in the form of classroom action research (PTK). In a classroom action research is done through several tahap, and cycles. At each siklus researchers took the data activity through observation learners and learners through the achievement data test capabilities. From the data obtained will be analyzed and the researchers concluded as a result of research. Data collection techniques used in this study is the observation and tests.

Observation method is done by observing and recording systematically the symptoms seen in the research object. These observations were carried out directly in the classroom during the learning process. The observations were made by researchers using the tools of Handycam and a teacher friend in IT teacher status Catholics in the same school as collaborators.

Tests conducted a data collection methods that are evaluating the learning outcomes of students after learning process. The instrument can be a pretest/about oral or written questions posttest either obyektif or multiple choice and a matter of subjective or description.

The research instrument used in this study is in the form of sheets of observation, observation is an observation sheet Sheet activeness of learners during the learning process of learners using the Make a Mach. The process of learning is an active

process for someone to find information. To find an active learners in learning or not, the researchers used an indicator of liveliness. Measure of success of this class action research is the active participation of learners in the learning process reaches a total score of e" 25 and a minimum of 80% of the number of learners. If the average value of the study of students IXC class to achieve a score e" 75 with classical learning completeness 85% of the number of learners.

Assessment conducted in this study is the percentage of activity can be obtained learners = For quantitative data using descriptive comparative analysis is to compare the value of the initial condition of the test, the test scores after the first cycle and the test scores after the second cycle and the third cycle. As for the qualitative data using descriptive analysis is to analyze the data based on the observation and reflection at each cycle.

To further limit minimal mastery learning should also be in the attention. Researchers will feel successful conduct action research class when the

4. RESULTS AND DISCUSSION

The results of observational studies activeness of Students Cycle I, with indicators of activity were observed: The presence of students in teaching and learning, Attention learners to the teacher's explanations, active participation of students in learning, Compactness in finding a partner, Courage learners in asking, active participation by learners in answered questions, activeness of learners in completing the task, seriousness of learners complete the task.

Teraebut table caption is as follows: Score 4 à 91- 100% means that the activeness of learners is very high, Score 3 à 81- 90% means high activeness of learners, Scores 2 à 71- 80% of learners enough liveliness Score 1 à 61 to 70% less activeness of learners. The results of the observations of the first cycle is known that 1 learners are (R6) in the category of higher learning activeness 3 Learners namely (R2, R3, R5) Self, and 2 Learners are (R1, R4) Less.

Table 1: Observation Results Table Activeness Students First Cycle

No.	Code Learners	SCORES								Amount	Average	Percentage
		1	2	3	4	5	6	7	8			
1	R1	3	3	3	2	3	3	2	2	21	2.6	65.6
2	R2	3	3	3	2	2	3	4	4	24	3.0	75.0
3	R3	3	3	3	2	3	3	4	4	25	3.1	78.1
4	R4	3	3	3	2	2	3	3	3	22	2.8	68.8
5	R5	3	3	3	2	3	3	3	3	23	2.9	71.9
6	R6	3	3	3	3	3	4	4	4	27	3.4	84.4
J Amount		18	18	18	13	16	19	20	20	142	17.8	443,8
Average		3	3	3	2,16	2,67	3,16	3,33	3,33	23,67	2,93	
Percentage		75	75	75	54	66,75	79	83,25	83,25	73,97	73,25	

average value of students in post test increased. If before using Make a Mach average there were <75 then, researchers considered successful if the values of their average be > 75 or 80%, unless the researchers also considered successful if the learner is getting excited, do not complain in a lesson , which indicates that the interest of learners increases.

After going through the calculation of the average observation activeness of learners, then found numerical average 73.80% in cycle I. Researcher reflects the need for the preparation of the improvements make a Mach on the second cycle. The improvements include about summarizes the results of learning and help learners to be ready to receive the next task. Learners' achievements in the first cycle described as the following table:

Table 2: Cycle Test Results

Serial Number	Code Learners	Multiple Choice Values	Information
1	R1	80	completed
2	R2	100	completed
3	R3	90	completed
4	R4	80	completed
5	R5	100	completed
6	R6	90	completed
Average		90	completed
Percentage		100%	completed

Through assessment, tests conducted at the end of the first cycle seen the results: It is known that learners who totaled six all received grades above Criteria for completeness Minimal (KKM) (all scored above 75) but, in the intention to anticipate the standard capabilities of learners, and the level of material and sub-material researchers of view it is necessary to continue the study in the second cycle using the Make a Mach.

have the activeness learned enough that is 78%, Learners with code R2 shows have the activeness as high as 91%, Learners with code R3 shows have learning activeness high, 87%, learners with R4 code shows have learned enough liveliness that is 75%, with code R5 learners show has a high learning activeness is 81%, with code R6 learners show has a learning activeness high ie 96%.

With observations in Cycle II, the research

Table 3: Table Observations on the Second Cycle as Follows

No.	Code Learners	SCORES								Amount	Average	Percentage
		1	2	3	4	5	6	7	8			
1	R1	4	3	3	3	3	3	3	3	25	3.1	78.1
2	R2	4	3	4	4	3	4	4	3	29	3.6	90.6
3	R3	4	4	4	3	3	3	4	3	28	3.5	87.5
4	R4	3	3	3	3	3	3	3	3	24	3.0	75.0
5	R5	3	3	3	3	3	4	4	3	26	3.3	81.3
6	R6	4	4	4	3	4	4	4	4	31	3.9	96.9
Amount		20	20	21	19	19	21	22	19	163	22,4	
Average		3,33	3,33	3,5	3,17	3,17	3,5	3,67	3,17	27,17	3,73	
Prosentase		83,25	83,25	87,5	79,25	79,25	87,25	91,75	79,25	84,91	93,25	

Remarks at the table in the first cycle, the second cycle is known the results as follows: 1 learners are (R6) in the category of activity of learning is very high, 3 Learners namely (R2, R3, R5) High, and 2 Learners are (R1, R4) Enough.

With analysis of each learner, known the results as following: Learners with code R1 'shows

results through observation of teaching and learning by using the Make a Mach can know the value of the average score reached 86.67 so 100% high activeness of learners to follow Catholic Religious Education. With the high activity of learning that will affect the learning outcomes of students.

Table 4: Cycle Test Results Table II

Serial Number	Code Learners	Multiple Choice Values	Value Problem Description	Final Score	Information
1	R1	8	16	80	completed
2	R2	10	14	90	completed
3	R3	10	17	90	completed
4	R4	9	16	83	completed
5	R5	10	15	83	completed
6	R6	10	18	93	completed
		Average		83,83	completed
		Percentage		84%	completed

In this second cycle, all children complete, evidenced by the acquisition value of more than 75. There were 1 learners can obtain the value of the figure shows a Very High ie (R6). There are 3 learners showed high values, namely (R3, R4, R5), and 2 learners demonstrate enough value that is (R1, R2)

code R1 'show has a high activity of learning that is 84.40%, Learners with R2 code shows have the activeness is as high as 96.90%, Learners with code R3 show has activity of learning is as high as 96.90%, learners with code R4 show has activity of learning is as high as 96.90%, learners with code R5 show has activity of learning is as high as 93.80%, Participant learners with code R6 show has activity of learning is as high as 96.90%

Observations in the third cycle, conducted analysis of each learner as follows: Learners with

Table 5: Observations Activeness in the Third Cycle

No.	Code Learners	SCORES								Amount	Average	Percentage
		1	2	3	4	5	6	7	8			
1	R1	4	4	3	4	3	3	3	3	27	3,38	84,4
2	R2	4	4	3	4	4	4	4	4	31	3,88	96,9
3	R3	4	4	4	4	4	4	4	3	31	3,88	96,9
4	R4	4	4	4	4	4	4	3	4	31	3,88	96,9
5	R5	4	4	4	4	4	3	4	3	30	3,80	93,8
6	R6	4	4	4	3	4	4	4	4	31	3,88	96,9
	Amount	24	24	22	23	23	22	22	21	181	22,6	
	Average	4.0	4.0	3.7	3.8	3.8	3.7	3.7	3.5	30,2	3.8	
	Percentage	100.	100.	92,5	95	95	92,5	92,5	87,5	98,38	94.8	

Table 6: Value Achievement Written Test Cycle III

No.	Code Learners	Multiple Choice Values	Value Problem Description	Final Score	Information
1	R1	10	17	90	completed
2	R2	10	20	100	completed
3	R3	10	20	100	completed
4	R4	10	17	90	completed
5	R5	8	17	83	completed
6	R6	10	10	100	completed
		Average		93,8	completed
		Percentage		94.%	completed

Results of Teaching and Learning in the material PAK Maintaining Healthy Life with methods Make a Mach in Class IX students of SMP Negeri 1 Berbah, all learners can increase learning outcomes with an average grade liveliness Cycle II was originally 86.67% after the third cycle average average 94.05%, which means that in this second cycle value of 100% of learners thoroughly studied or above the KKM. Study results were originally Cycle II, 84%, the third cycle of learning outcomes to 94%, so an increase.

Sedlanjutnya cumulative to note that the results showed an increase in activity of learners are quite significant, especially by comparing the first cycle, second cycle and third cycle. Thus the results of this study prove that make a mach method can

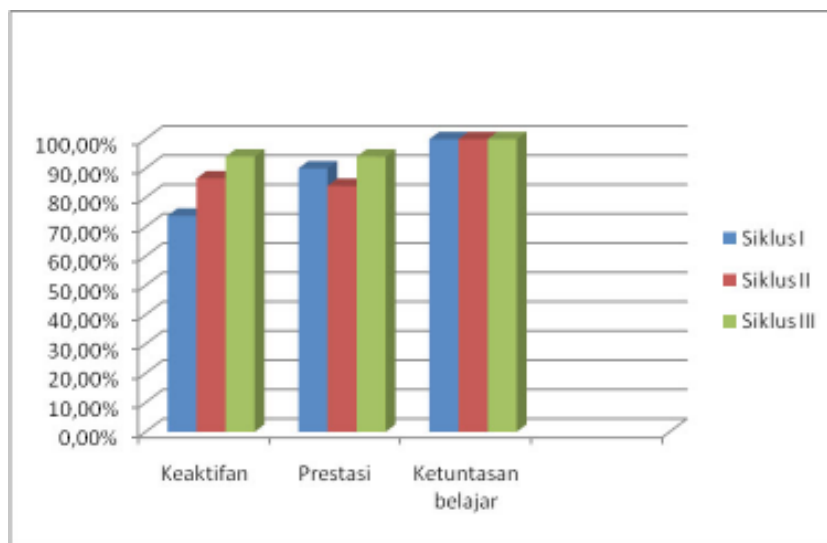
of activity of learning by 73.80%. After methods make a mach active learners increases and mastery learning increases gradually from cycle to cycle. After the third cycle, active learners increased to 94.05% while the completeness of learners has remained high, reaching 100% of all completed. The reality of the recapitulation of the increase is described as follows:

Based on the analysis of the level of activity, learning and mastery learning outcomes of students after the make a mach method known level of active learners and average scores of each cycle and the number of learners who pass the study increased gradually.

Methods make a mach is a learning strategy and methods of looking for a partner, and this

Table 7: Final Table Results: Liveliness, Achievement, and Mastery Learni

Cycles	Activeness Learning	Learning Outcomes	Mastery Learning
first cycle	73,80%	90%	100%
the second cycle	86,67%	84%	100%
The third cycle	94,05%	94%	100%



Picture 1. Graph Results

enhance the activity, achievement, and mastery learning in SMP Negeri 1 Sleman Berbah. It is known that even before the make a mach methods in the learning process, learning outcomes of students has been high but once applied methods make a mach be increased. It can be seen that the learners who pass the study reaches 100%, the level

strategy is to make learners active learning by making them ask about the material before any explanation from the instructor. Learning something new is more effective if learners are always active and continue to ask than to just accept what is presented by the teacher.

5. CONCLUSION AND SUGGESTION

5.1 Conclusion

From the description that has the writer explained above, the following conclusions can be drawn: Catholic Religious Education Learning in the theme Faith and human dignity through the use of methods of learning strategies make a mach on IXC grade students of Unior high school one Berbah Sleman Yogyakarta can enhance the activity. It thus appears evident from the average value of the activity in the first cycle, 73.80% indicating the average value of belonging (enough), Cycle II, 86.67%, classified (high) and the third cycle, 94.05%, which classified as (very high).

Catholic Religious Education Learning theme of faith and dignity through methods make a mach on IXC grade Unior high school one Berbah Sleman happen constancy average number of students who completed the study. ie the first cycle, the second cycle of 100%, 100%, and the third cycle, also fixed 100%. However, also experienced a fall and a rise in

terms of achievement, which is marked by the acquisition of 90% in the first cycle, demonstrating the value of belonging to (High), the second cycle was obtained 84% in the category they belong to (High), and in the third cycle of 94% in the category of classified (very high).

5.2 Suggestion

The first advice for teachers: For the teacher can apply interesting learning method in accordance with the material and conditions of learners, so that the learning targets more quickly achieved.

Both suggestions for learners. With the creation of conditions for active learning, creative and fun so that students are more motivated and interested in learning.

The third suggestion for school. To implement the method Make a Mach learning Catholic Religious Education teachers should provide an atmosphere and good classroom management to support the implementation of an optimal learning process. So as to achieve the expected goals.

REFERENCES

- Anita, Lie. 2007. *Cooperative Learning Ruang-Ruang Kelas*. Jakarta: Grasindo.
- Arifin, Zaenal. 2009. *Evaluasi Pembelajaran*. Bandung: PT Remaja Rosdakarya.
- Basleman, Anisah. 2011. *Teori Belajar Orang Dewasa*. Bandung: Remaja Rosdakarya.
- Dionisius, Pare. 2006. *Rangkuman & Latihan Soal PAK SMP*. Jakarta: Visimedia.
- Dwi, Yanny, Lukitaningsih. 2011. *Pendidikan Etika, Moral, Kepribadian dan Pembentukan Karakter*. Jogjakarta: Mediautama.
- Komisi Kateketik KWI. 2004. *Persekutuan Murid-Murid Yesus PAK Untuk SMP Buku siswa, A dan B*. Yogyakarta: Kanisius.
- Komisi Kateketik KWI. 2004. *Persekutuan Murid Yesus PAK Untuk SMP*. Buku Guru. Yogyakarta: Kanisius.
- Komisi Kateketik KWI. 2007. *Silabus Pendidikan Agama Katolik untuk SMP*. Yogyakarta: Kanisius.
- Konferensi Waligereja Indonesia. -----. *Iman katolik*. Jakarta Pusat.
- Mamang, Sutarman, dkk. -----. *Membangun Komunitas Murid Yesus untuk SMP kelas IX*. Yogyakarta: Kanisius.
- Pidarta, Made. 2007. *Landasan Kependidikan*, Jakarta: PT Rineka Cipta.
- Sudjana, Nana, Ibrahim. 2004. *Penelitian dan Penilaian Pendidikan*. Bandung: Sinar Baru Algensindo.
- Sudjana, Nana. 1989. *Cara Belajar Siswa Aktif dalam Proses Belajar Mengajar*. Bandung: CV. Sinar Baru.
- . -----. *Kitab Suci Perjanjian lama*, Baru.
- Sumarna. 2011. *Berkembang Bersama Yesus SMP Kelas 9 Semester 1*. Jogja: Mediautama.
- Tim Penyusunan Kamus Pusat Pembinaan & Pengembangan Bahasa. 1989. *Kamus Bahasa Indonesia*. Balai Pustaka.
- Undang-Undang RI No. 20 Tahun 2003. *Tentang Sistem Pendidikan Nasional*. Jakarta: Kloang Klede Putra Timur.