IMPLEMENTATION OF THE WORD GUESSING METHOD TO IMPROVE STUDENTS' ACTIVENESS IN CATHOLIC RELIGIOUS EDUCATION LESSONS

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ABSTRACT

Student activity is an activity or activity carried out by the teacher to see the extent to which students are able to comprehend and comprehend the lessons given. In this case, teachers or instructors should prepare themselves such as teaching materials and use good learning methods so that students can comprehend and comprehend the lessons given. It is known that the fifth grade students at SDK Wolondopo 2 are less active in participating in Catholic Religious Education (PAK) lessons. Students' learning motivation is still relatively low, during the learning process there are still many students who do not pay attention to the teacher who is explaining the material, lessons tend to be teacher-centered and students are less actively involved during the learning process and student learning achievement decreases. The problem in this research is how effective the word guessing method is in PAK learning to increase the activity of class VI students at SDK Wolondopo 2. The aim is to find out the effectiveness of the word guessing method in PAK learning to increase the activity of class VI students at Wolondopo SDK 2. This research method is action research. class using a qualitative approach. Data collection techniques are observation and documentation. The data analysis technique used in the research is Classroom Action Research (PTK) in which there are influences and relationships between variables. The research results show that using the word guessing method can increase student activity.

| KEYWORDS | *Word Guessing Method; Student Activity, Catholic Religious Education* |

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble

character, and skills needed for themselves, society, nation, and state (Prasetyo dan Muhamad Abduhlah, 2020). Education is a complex part encompassing various interconnected components, including students, educators, programs, learning, facilities, and school leadership (Ferianti Fera, Amir Hamzan, 2017).

According to the Father of Indonesian National Education Ki Hajar Dewantara, education is defined as follows: "Education is the demands within the lives of children, meaning that education according to all the natural forces present in children is to enable them as human beings and as members of society to achieve the highest safety and happiness possible." Education is a humanizing process, also known as humanizing humans. Therefore, we should respect the human rights of every individual. Students, in other words, are not machines that can be controlled at will but rather generations that need our assistance and care in every stage of their development towards maturity to become independent individuals, think critically, and have good morals. Therefore, education not only shapes individuals differently from others who can eat, drink, dress, and have a place to live but is called humanizing humans (Pristiwanti Desi, dkk, 2022). Based on these perspectives, the author concludes that education is a process in which individuals are shaped to understand and comprehend good levels of learning.

Learning is a change that occurs within humans due to experiences that can influence human behavior. Learning activities are fundamental elements in every type and level of education. Thus, changes brought about by new experiences can be considered learning if they affect behavior in daily life to some extent (Khasanah, 2016).

Learning is a change in behavior or appearance through activities such as reading, listening, observing, imitating, and so on. It would be even better if learning could be experienced or done by oneself directly (Sadirman, 2008). Learning is a process of changing human behavior due to experiences and exercises (Zain, 2010). Therefore, a process of changing human behavior influenced by new experiences experienced by someone who actively engages in activities such as reading, listening, observing, imitating, and responding to a problem is considered a learning process.

Being active means being active in work and effort (Sadirman, 2008). Working and striving activities are carried out by students in the learning process according to the teaching materials presented by the teacher. Activeness is a physical and mental activity, i.e., doing and thinking as an inseparable series.

Activities arising from students will also result in the formation of knowledge and skills that will lead to improved performance. Student activity during the teaching and learning process is one of the indicators of students' desire or motivation to learn. Students are considered active if they show characteristics such as frequently asking questions to teachers or other students, doing assigned tasks, answering questions given, enjoying learning tasks, and so on (Rosalia, 2015). Thus, student activity is an activity or busyness undertaken by teachers to see the extent to which students can understand and comprehend the material taught. In this regard, teachers or educators should prepare themselves with teaching materials and use effective teaching methods so that students can understand and comprehend the lessons taught.

Observations in class V of SDK Wolondopo 2 found that children were less active in participating in Catholic Religious Education (PAK) lessons. Student learning motivation is still relatively low, during the learning process many students do not pay attention to the teacher explaining the material, the lessons tend to be teacher-centered, and students are less actively involved in the learning process, and students' learning achievements are declining. The problems that arise are also caused by the lack of teacher understanding of varied and enjoyable teaching models or methods, so students are less motivated to learn and less active in participating in PAK lessons. To overcome this, teachers are required to apply teaching models or methods that are suitable for the students' conditions. This is in line with the opinion of (Darmadi, 2017), teaching methods are strategies used by teachers as a means to achieve predetermined goals.

One of the teaching methods that can make students more active in learning is the word guessing method. The word guessing method is a game that requires understanding, speed, and accuracy in answering questions given in a game. Students will be divided into two groups, each group consisting of 6 members. Each group must build good cooperation. With cooperation among students, the performance of students can be improved because of the active involvement of students in answering and finding answers to win a game. Through the word guessing method, students are expected to be more active, become interested in learning, and facilitate the embedding of lesson concepts in students' memories, thus achieving the learning objectives.

RESEARCH METHOD

The type of research used is Classroom Action Research (CAR) using a qualitative approach. According to Kemmis and Mc. Taggart, CAR is a self-reflective spiral cycle aimed at improving conditions and finding new, more effective ways to achieve optimal results (Rifanty, 2019). The research implementation consists of two cycles, and each cycle consists of planning, action, observation, and reflection stages. This study involves one class, namely sixth-grade students at SDK Wolondopo 2. The application of cycles in this research aims to determine the implementation of the word guessing method in PAK learning to increase student activeness.

SIKLUS PENELITIAN TINDAKAN

The unit of analysis is a specific event or object that serves as the reference for the study (Moleong, 2019). The unit of analysis indicates who or what will be studied, typically individuals, couples, or specific groups. In this research, the unit of analysis is the sixth-grade students at SDK Wolondopo 2. The primary data source in qualitative research is words and actions, while additional data may include documentation and others. The types of data are divided into words and actions, written sources, photos, and statistics (Moleong, 2019). The data source in this study is the sixth-grade students at SDK Wolondopo 2.

The research stages are as follows:

1. Preparation Stage: In this stage, the researcher prepares the instruments to be used in the study, including (a) developing Lesson Implementation Plans (RPP), utilizing the word guessing method, and (b) creating observation instruments for student activeness and post-test assessments.
2. Implementation Stage: In this stage, the researcher conducts several activities, including (a) implementing the word guessing method in the sixth-grade class at SDK Wolondopo 2, and (b) administering post-tests for cycles I and II to the sixth-grade students at SDK Wolondopo 2 to assess the effects of treatment through multiple-choice post-test questions.
3. Final Stage: The technique used to collect data in this research is through multiple-choice tests with 20 items. Correct answers are scored 1 point, while incorrect answers are scored 0.

Data collection techniques in this research include, firstly, observation, which is a method of collecting data by directly observing or experiencing an event or incident. One reason for conducting observations is based on direct experience and recording the events that occur (Moleong, 2019). Through these observations, the researcher will observe and record all events or incidents directly related to the research focus, namely the use of the word guessing method to enhance student learning activeness in the sixth-grade class at SDK Wolondopo 2. Secondly, documentation is a data collection technique involving note-taking, photography, or capturing images during the learning process as a complement to the observations directly related to the researched problem. Thirdly, the pre-test is a test given to students

before the start of teaching and learning activities (Sudjana, 2005). The purpose of the pre-test is to assess the initial abilities of the students. Fourthly, the post-test is a test given to students after the treatment (Sudjana, 2005). The purpose of the post-test is to assess the students' understanding of the concept after being given the material. Fifthly, an interview is a purposeful conversation conducted by two parties, the interviewer who receives information and the interviewee who provides information (Moleong, 2019). The researcher conducts interviews by asking questions to the interviewee to obtain accurate and reliable information. The questions asked should be related to the school's profile.

According to the type of research and data, the analysis used in the study is Classroom Action Research (CAR), which includes the influence and relationship between variables. The research is considered successful if the individual student mastery reaches a minimum score of 70%, while the class mastery is achieved if at least 80% of the students have mastered the material. The success rate is calculated using the following formula (Zainal Aqib dan Amir Hamzah, 2016).

$$P= \frac{Number\ of\ Students\ Who\ Complete\ Learning}{Total\ Number\ of\ Students} \times 100\%$$

Description P = Success Rate

Table 1 Student Learning Success Rate Criteria in %

Success Rate	Category
>80%	Very High
60-79%	High
40-59%	Medium
20-39%	Low
<20%	Very low

The purpose of using this analysis method is to simplify the data into research objectives. In this PTK analysis, researchers then analyze the data that has been collected by testing students' understanding of the material taught. The application of the word guessing method is said to be effective if the learning outcomes of students achieve classical completeness of at least 80%.

RESULT AND DISCUSSION

Implementation of Cycle I (Once Meeting)

This research includes classroom action with a qualitative approach. In this classroom action research, the research instrument used by researchers to determine the activeness of students in learning. Where in this study, researchers used observation sheets or observations to determine student activity. This first lesson will be held on Monday, November 13, 2023. The implementation of the first cycle is as follows:
1. Planning

At this stage, researchers compile and prepare learning implementation plans (RPP), grids, questions and answers and activeness validation sheets using the word guessing method which will be implemented in SDK Wolondopo 2.

2. Action Implementation

Researchers carry out learning actions based on learning implementation plans (RPP) that have been prepared to solve problems in SDK Wolondopo 2. The implementation of this action is carried out with a predetermined time, namely 1 meeting with an allocation of 2x45 minutes. Activities carried out at the first meeting (meeting one) include:

3. Initial Activities

In this initial activity, researchers usually start by holding an apperception activity on the material. At the beginning of the meeting, researchers will greet all grade VI students of SDK Wolondopo 2 by saying greetings, asking about the situation of the students, then inviting students to start learning activities with a joint prayer that will be led by the teacher (researcher) or can be led by a student. Furthermore, the teacher (researcher) delivered the material and learning objectives that would be implemented on that occasion.

4. Core Activities

The implementation of core activities is as follows:

1) The teacher explains the competencies to be achieved or the material is approximately 45 minutes.
2) The teacher had the students stand in pairs at the front of the class.
3) A student is given a card measuring 10x10 cm which is later read to his partner. Another student was given a 5x2 cm card whose contents should not be read (folded) and then taped to the forehead or crucified in the ear.
4) While the student carrying the 10x10 cm card reads out the words written in it while the partner guesses what is meant in the 10x10 cm card. The answer is correct when it matches the contents of the card affixed to the forehead or ear.
5) If the answer is correct (as written on the card), then the couple may sit down. If it is not right at the set time, you can direct it in other words as long as you don't immediately give the answer.
6) And so on until the game ends. In this core activity, teachers (researchers) also see student behavior that is considered active during the learning process.

5. Concluding activities

The implementation of the closing learning activities is as follows:

1) Teachers (researchers) provide assessments in the form of active observation and tests in the form of multiple choice as many as 20 numbers to students to see learning outcomes, whether they understand the learning provided or that has been discussed using the word guessing method.
2) Teachers (researchers) provide advice and motivation to learn as well as direction to all grade VI students of SDK Wolondopo 2 so

that they are always encouraged and happy when participating in PAK learning with the word guessing method learning method.

3) Teachers (researchers) and students jointly conclude the material that has been discussed

4) The teacher (researcher) ends the lesson with a concluding prayer led by a student.

After the learning ends, the teacher (researcher) will give a value to the achievement of the level of student activity during learning and assess the final learning outcomes to see the level of student understanding during learning.

Observation

Observation activities in this research were conducted to observe the activeness of sixth-grade students at SDK Wolondopo 2 during PAK lessons. This activity was carried out by the researcher together with a PAK teacher as a research partner in the learning process.

The observation focused on the level of activeness of sixth-grade students at SDK Wolondopo 2 based on indicators of activeness, including: first, involvement in learning activities; second, asking questions; third, responding to answers from peers or the teacher (researcher); fourth, group discussions. Assessment in this observation started from the beginning of the lesson until the end of the lesson. The completeness of students in Cycle I is seen from the assessment of the observation results of student activeness using the word guessing method.

Below are the levels of success in observing student activeness and the learning outcomes obtained from the use of the word guessing method.

Table 2. Results of Observation of Activeness of Sixth-Grade Students at SDK Wolondopo 2 in Cycle I

No	Student Name	Gender		Score	Completeness			
		M	F		SA	A	CA	TA
1	Bernadeta Sawa Fidei		√	44			√	
2	Bernadus Padi	√		44			√	
3	Karmila Bhebhe		√	44			√	
4	Yasintus G. Lengga	√		50			√	
5	Yohanes Rafael Rapa	√		56			√	
6	Geraldus Ata	√		75		√		
7	Trivonia Aurel Kemba		√	62		√		
8	Yunita Kinanti Senggo		√	56			√	
9	Kristina Tiwe		√	50			√	
10	Paskalis Adiaf Seni	√		81	√			
11	Maria Nitu Rada		√	37				√
12	Maria Putri Nahak		√	37				√
	Jumlah			636	1	2	7	2
	Rata-Rata			53				

Table 3. Frequency Distribution and Percentage of Student Activeness Score in Cycle I

Value Score	Category	Frequency	Presentage (%)
80-100	Very active	1	8,33%
60-79	Active	2	16,66%
40-59	Simply Active	7	58,33%
20-39	Inactive	2	16,66%

The table above shows that the average student activity in cycle I was 53. When viewed from the percentage of student activity, the level of activity is quite active. In addition, the table above also shows that 1 very active student, 2 active people, 7 quite active, and 2 inactive people.

Reflection

After completing the entire learning process in Cycle I, the researcher concludes that the students have not been fully active in participating in PAK learning. The learning process did not go well according to the plan because the students did not understand the steps in the word guessing method. During the game, the students were still stiff in answering and asking questions to their partners in the word guessing game. The students also did not understand the material provided by the teacher (researcher) because they did not listen carefully and attentively during the explanation of the material.

Based on the reflection above, the researcher will conduct Cycle II action using the same method, which is the word guessing method with the same material, to observe the level of student activeness.

Implementation of Cycle II (One Meeting)
1. Planning

To overcome the problem of students who are not active in PAK lessons in class VI SDK Wolondopo 2, cycle II actions are carried out by taking problems that are still found in cycle I, which are as follows:

Researchers compile and prepare learning implementation plans (RPP), grids, questions and answers and activeness validation sheets using the word guessing method which will be carried out cycle II actions which are expected to increase the activeness of grade VI students of SDK Wolondopo 2.

2. Action Implementation

In the implementation of cycle II occurs for 2x45 minutes / hour with PAK subject matter. In presenting the PAK material, teachers (researchers) take steps in accordance with the composition of the learning implementation plan (RPP), while the activities carried out are as follows:

The activities of teachers (researchers) in addition to presenting material also observe the activeness of students during PAK learning using the word guessing method.

3. Observation

Observation is made on activities that have been carried out with the aim of whether the teaching and learning process is in accordance with the plans that have been made before. Observation activities are aimed at seeing student activity in

PAK learning. As for seeing the completeness of students in cycle I, at the end of each cycle a test is held to see the learning results to prove that whether students really understand the material learned using the guess the word method. The results of activeness observations are used to determine the success rate of cycle II research. The success rate of students in cycle II can be seen in the following table.

Table 4 Results of Observation of the Activeness of Class VI Students of SDK Wolondopo 2 Cycle II

No	Student Name	Gender		Score	Completeness			
		M	F		SA	A	CA	TA
1	Bernadeta Sawa Fidei		□	87	□			
2	Bernadus Padi	□		94	□			
3	Karmila Bhebhe		□	87	□			
4	Yasintus G. Lengga	□		94	□			
5	Yohanes Rafael Rapa	□		94	□			
6	Geraldus Ata	□		94	□			
7	Trivonia Aurel Kemba		□	94	□			
8	Yunita Kinanti Senggo		□	94	□			
9	Kristina Tiwe		□	87	□			
10	Paskalis Adiaf Seni	□		87	□			
11	Maria Nitu Rada		□	81	□			
12	Maria Putri Nahak		□	87	□			
	Jumlah			1080	12	-	-	-
	Rata-Rata			90				

Table 5
Frequency Distribution and Percentage of Student Activeness Score Cycle II

Skor Nilai	Kategori	Frekuensi	Presentase (%)
80-100	Sangat Aktif	12	100%
60-79	Aktif		
40-59	Cukup Aktif		
20-39	Tidak Aktif		

The table above shows that the average student activity in cycle II is 90. When viewed from the percentage of student activity, the level of activity is classified as very active.

4. Reflection Cycle II

Based on the results of observations in cycle II, all students were assessed to have achieved activeness indicators using the word guessing method. This can be seen from the observations of students who are very active in PAK lessons. Referring to this, teachers (researchers) agreed that this research was stopped until cycle II.

After the implementation of cycle II is complete, researchers make reflections on all learning activities that have been carried out. After the implementation of Cycle II is complete, researchers reflect on all learning activities carried out to

explore and find problems that are of concern to researchers in the form of corrective actions.

The impact of corrective action is that learning is felt to be very pleasant, students actively participate in learning activities, good interaction is established between teachers and students, most students are still not interested, but student progress is achieved and student learning outcomes increase. This can be seen in the table and comparison chart below.

Table 6. Comparison of Cycle I and Cycle II Values

No	Student Name	Score		Descriptions
		Cycle I	Cycle II	
1	Bernadeta Sawa Fidei	44	87	From cycle I to cycle II increased by 43 points
2	Bernadus Padi	44	94	From cycle I to cycle II increased by 50 points
3	Karmila Bhebhe	44	87	From cycle I to cycle II increased by 43 points
4	Yasintus G. Lengga	50	94	From cycle I to cycle II increased by 44 points
5	Yohanes Rafael Rapa	56	94	From cycle I to cycle II increased by 36 points
6	Geraldus Ata	75	94	From cycle I to cycle II increased by 19 points
7	Trivonia Aurel Kemba	62	94	From cycle I to cycle II increased by 32 points
8	Yunita Kinanti Senggo	56	94	From cycle I to cycle II increased by 36 points
9	Kristina Tiwe	50	87	From cycle I to cycle II increased by 37 points
10	Paskalis Adiaf Seni	81	87	From cycle I to cycle II increased by 6 points
11	Maria Nitu Rada	37	81	From cycle I to cycle II increased by 44 points
12	Maria Putri Nahak	37	87	From cycle I to cycle II increased by 50 points
	Total	636	1080	
	Mean	53	90	

Perbandingan Nilai Siklus I dan Siklus II
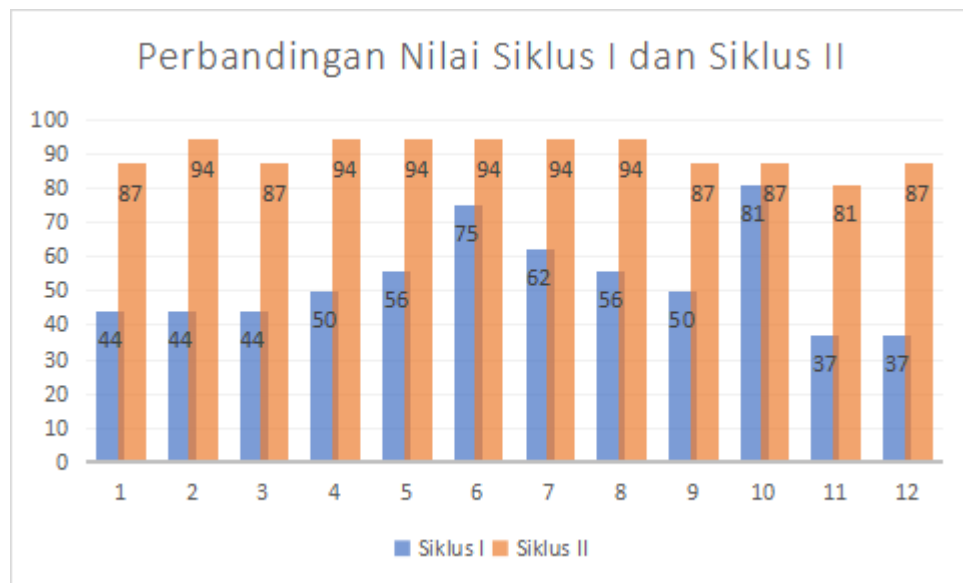
The diagram above shows that there are differences in student learning activity using the word guessing method. The application of the guessing method in learning Catholic Religious Education can increase student learning activity. Based on the results of the study, it can also be seen that there is an increase in the average value of Cycle I grade 53 and Cycle II grade 90 average score.

Discussion

Based on the research findings, it was found that in its implementation, both Cycle I and Cycle II were conducted as planned in the lesson planning. A cycle is a period of time in which there is a series of events that repeat regularly and systematically. This means that the learning cycle correlates with the learning time frame. In conclusion, the research conducted has shown the alignment between the planned lesson planning and its implementation in Cycle I and Cycle II. In other words, the lesson planning has been formulated and intended to be executed using the word guessing method in teaching.

This learning aims to improve the activeness of the sixth-grade students of SDK Wolondopo 2 by using the word guessing method in PAK lessons. The initial condition of the research was obtained through direct observations at the school. Based on the results of these direct observations, it was known that the sixth-grade students of SDK Wolondopo 2.

During the initial activities, the researcher usually starts by conducting an introduction activity to the material. At the beginning of the meeting, the researcher will greet all the sixth-grade students of SDK Wolondopo 2, inquire about their condition, and then invite the students to start the learning activities with a communal prayer led by the teacher (researcher) or can be led by a student. Then the teacher (researcher) conveys the material and learning objectives to be carried out on that occasion.

The implementation of the core activities is the teacher explaining the competencies to be achieved or the material for approximately 45 minutes. The teacher

instructs the students to stand in pairs in front of the class. One student is given a card measuring 10x10 cm which will be read to their partner. Another student is given a card measuring 5x2 cm which should not be read (folded) and then stuck on the forehead or pinned to the ear. While the student with the 10x10 cm card reads the words written inside, their partner guesses what is meant in the 10x10 cm card. The answer is correct if it matches the content of the card stuck on the forehead or ear. If the answer is correct (matches what is written on the card), then the pair may sit down. If not correct within the specified time, they may guide with other words as long as they do not give the answer directly, and so on until the game ends. In this core activity, the teacher (researcher) also observes the behavior of students assessed as active during the learning process.

The implementation of the closing learning activities is the teacher (researcher) providing assessment in the form of observing activeness and a test in the form of multiple-choice questions consisting of 20 items to the students to see the learning outcomes, whether they understand the learning provided or discussed using the word guessing method. The teacher (researcher) gives advice, learning motivation, and guidance to all the sixth-grade students of SDK Wolondopo 2 so that they are always enthusiastic and happy when participating in PAK learning with the word guessing method. The teacher (researcher) and students together summarize the material that has been discussed. The teacher (researcher) concludes the lesson with a closing prayer led by a student.

After the learning ends, the teacher (researcher) will assess the level of student activeness achievement during the learning process and evaluate the final learning outcomes to see the level of student understanding during the learning process.

Table 7
Pre Test Cycle I Scores

No	Student Name	Gender	Score	Completeness
1	Bernadeta Sawa Fidei	F	80	T
2	Bernadus Padi	M	75	T
3	Karmila Bhebhe	F	20	TT
4	Yasintus G. Lengga	M	65	TT
5	Yohanes Rafael Rapa	M	60	TT
6	Geraldus Ata	M	75	T
7	Trivonia Aurel Kemba	F	50	TT
8	Yunita Kinanti Senggo	F	65	TT
9	Kristina Tiwe	F	50	TT
10	Paskalis Adiaf Seni	M	70	TT
11	Maria Nitu Rada	F	75	T
12	Maria Putri Nahak	F	70	TT
	Total	M= 5 F= 7	755	T= 4
	Percentage			T= 33,33%

The results of student learning completeness are classically calculated using the formula set by Aqib, which is as follows.

P= Completed student   X 100%
Total number of students
P= 4 X 100% = 33.33 %
12

In accordance with the results of classical learning completeness of 33.33%, the criteria for the success rate of student learning in the Pre *Test* are categorized as very low.

Table 8. Percentage of Completeness of Pre Test Cycle I Learning Outcomes

No	Completeness Percentage	Completeness Rate	Total Students	Percentage of Number of Students
1	90%-100%	Very High		
2	80%-89%	High		
3	70%-79%	Medium		
4	55%-69%	Low		
5	0%-54%	Very Low	12	33,33%
	Total			

Table 9 Post Test Cycle II Values

No	Student Name	Gender	Score	Completeness
1	Bernadeta Sawa Fidei	F	90	T
2	Bernadus Padi	M	95	T
3	Karmila Bhebhe	F	75	T
4	Yasintus G. Lengga	M	85	T
5	Yohanes Rafael Rapa	M	80	T
6	Geraldus Ata	M	80	T
7	Trivonia Aurel Kemba	F	80	T
8	Yunita Kinanti Senggo	F	80	T
9	Kristina Tiwe	F	80	T
10	Paskalis Adiaf Seni	M	85	T
11	Maria Nitu Rada	F	85	T
12	Maria Putri Nahak	F	80	T
	Total	M= 5 F= 7	955	T= 12
	Percentage			T= 100%

The results of student learning completeness are classically calculated using the formula set by Aqib, which is as follows.

P= Completed student   X 100%
Total number of students
P= 12 X 100% =100 %
12

In accordance with the results of classical learning completeness of 100%, the criteria for the success rate of student learning in the Pre *Test* are categorized as very high.

According to Sadirman in (Wibowo, 2016), student activeness is the process of interaction between the teacher and the students, as well as among students themselves, which involves the activities of learners through various interactions and learning experiences they undergo. Student learning activeness is one of the important fundamental elements for success in the learning process.

The implementation of the guessing method in Catholic Religious Education teaching can enhance student learning activeness. Based on the research results, there is an increase in the average score from Cycle I with an average class score of 53 to Cycle II with an average class score of 90.

According to Sudjana in (Prasetyo dan Muhamad Abduhlah, 2020), there are several indicators of student learning activeness, including when learning activities take place, students participate in completing their learning tasks. Students are willing to engage in problem-solving during learning activities. Students are willing to ask questions to peers or teachers if they do not understand the material or encounter difficulties. Students are willing to seek information needed to solve the problems they are facing. Students engage in group discussions as instructed by the teacher. Students are able to assess their own abilities and the results obtained. Students practice solving problems or questions. Students have the opportunity to use or apply what they have learned to complete tasks or solve problems.

During the learning process, students are required to fulfill several indicators as explained above in order to be classified as active students. Literally, activeness means activity or busyness. So, learning activeness is the activity or busyness of learners in learning activities both at school and outside of school that supports student learning success. Student activeness in the learning process will lead to high interaction between the teacher and the students or among the students themselves. This will result in a fresh and conducive classroom atmosphere, where each student can maximize their abilities. Activities arising from students will also lead to the formation of knowledge and skills that will contribute to improved academic performance. Student activeness during the teaching and learning process is one indicator of the student's desire or motivation to learn. Students are considered active if they exhibit behaviors such as frequently asking questions to the teacher or other students, being willing to complete assignments given by the teacher, being able to answer questions given, enjoying being given learning tasks, and so on. Thus, student learning activeness is one of the important fundamental elements for success in the learning process, and this research shows an increase in student activeness using the guessing method.

CONCLUSION

Based on actions that have been carried out in cycles I and II using the word guessing method to increase the activeness of grade VI students of SDK Wolondopo 2. The activeness of learning got a fairly active category in Cycle I. In Cycle II which got scores in the very active category as many as 12 students. This means that the application of the guessing method in learning Catholic Religious

Education can increase student learning activity. The suggestions include: teachers must use varied learning methods, learning methods that will arouse students' enthusiasm or interest in learning. Parents should pay attention to education for their children, especially in the subjects of Catholic Religious Education and Ethics, and students should always be motivated and always active and earnest in learning Catholic Religious Education and Ethics.

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