

## Implementation of Teacher Metacognition to Improve the Quality of Christian Religious Learning in Schools

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**Abstract.** This study assesses the implementation of teacher metacognition to improve the quality of the process and learning outcomes of Christianity in schools. The research focus is directed at three main aspects (1) the teacher's actions in overcoming Christian religious learning problems, with five supporting indicators; (2) the appreciation of teacher metacognition in learning, with six supporting indicators; and (3) individual factors and social conditions of the metacognition process of Christian religious teachers, with two supporting indicators. This research was designed using a case study method with a qualitative approach, located in two favorite public high schools in Ambon City, Maluku province. The data collection process used questionnaires, observations, interviews, and document studies by involving Christian religion education teachers as informants to describe the teacher's metacognitive abilities in learning in each school. The results of the study prove that the metacognitive abilities of Christian religion education teachers in learning have been carried out well while continuing to fix the various deficiencies found in the learning process. With the knowledge of planning, monitoring, and evaluation, we can use it to develop the Christian religious learning process. With the problems encountered in classroom learning, the teacher continues to make improvements in terms of the conceptual aspects of the material, learning methods or strategies as well as guidance in motivating students to learn well.

**Keywords:** implementation, teacher metacognition, improve quality, christian religious learning

### Introduction

In the world of education, an educator always faces students with various characteristics. These characteristics include differences in the level of intelligence, behavior, and physical condition. With these conditions, each individual will be different in building their attitudes and knowledge (Kurniawan, 2020). The teacher is a very dominant and important factor in formal education in general because, for students, teachers are often used as role models and even become self-identification figures. Therefore, teachers should have sufficient behavior and competence to develop students as a whole (Arsyad, 2019). Teachers are a source of information that is trusted to be true and responsible for what is conveyed and its impact on their students and society in general (Amtu, 2016). In the learning process, a teacher needs to design a learning program in advance, meaning that before teaching a teacher needs to design a clear learning material organization, design classroom management, design learning strategies, design learning media, and design student learning evaluations (Fitriani & Usman, 2017). Teachers who have the ability are professional teachers, who are always required to carry out their main tasks by educating, teaching, guiding, training, assessing, and evaluating students (Manik, 2016). Teachers are not only required to master their pedagogical abilities, they are also required to be able to master their abilities in the subject matter. Content knowledge is the knowledge that must be mastered by educators including mastery of subject matter which is important to be mastered by a teacher (Makaraka & Sarwah, 2018).

In today's learning process we cannot avoid what has been done conventionally where the teacher gives lectures theoretically, gives assignments then gives a final test where this will be repeated continuously because after all this will still be an integral part of the learning process teaching in the classroom is included in the subject of (CRE) Christian Religious