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The Effectiveness of Outdoor Learning Influences Students' Naturalistic Intelligence

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Abstract
This study aims to find out how the outdoor learning model influences students' naturalistic intelligence. Researchers took samples from the entire existing population, namely grade IV students of SD Negeri Inpres Sereh Sentani, totaling 52 people. The reason for selecting students as a whole from the existing population is because the total number of students taught is not too large or relatively small. The method used in this study is a quantitative research method with the following data collection techniques: First, Literature Study. Second, field observations. Third, distributing questionnaires. After the data is collected, the data is analyzed and correlated using the Likert scale technique, rating scale by looking for correlations through Pearson Product Moment correlation analysis to get the result that the effect of the Naturalistic Intelligence model with 3 indicators (a lot of aspirations about nature, interested in the topic of flora and fauna and sensitivity to symptoms nature) for fourth grade students of SD Negeri Inpres Sereh Sentani enter and have reached the level of naturalistic intelligence on the indicator that many aspirations about nature exist (87.62%), the indicator of interest in the topic of flora and fauna exists (92.49%) and the indicator of sensitivity to natural symptoms exist (91.67%). So, it can be concluded that the outdoor learning model is positively related to naturalistic intelligence, including a very high correlation.

Keywords: childhood education, naturalistic intelligence, outdoor learning model, students.

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Introduction

Intelligence is the biopsychological potential to process information that can be activated in a cultural environment and solve problems or create culturally valuable products. Naturalistic intelligence is the ability to understand the natural environment well, which can create other consequential differences, such as appreciating nature, and use that ability productively. Someone who possesses naturalistic intelligence and continues to develop it will be able to protect the environment and understand the consequences of their actions on nature (Ningrum et al., 2018). The study of the relationship between biology and behaviour as an understanding of intelligence itself, if someone, especially for teachers who understand this, will certainly be able to see the problems faced by a student comprehensively (Diponegoro, 2012). It is also important to note that each student certainly has varying intelligence, and each has their own abilities (Thalib et al., 2020). Therefore, based on the explanations above, it can be said that intelligence is something very important to develop, one of which is naturalistic intelligence. A good teacher will usually seek to determine the intelligence of each student they teach (Ozgen et al., 2011). For example, environmental problems are found to be caused by students' irresponsible attitudes toward the natural world around them (Wirdianti et al., 2019). This is an example of low naturalistic student intelligence that needs to be improved.

In the world of education, where education itself is a form of effort to humanize humans, which means that through the educational process carried out, there is something desired or to be achieved, namely the emergence of higher quality humans (Ariyanti, 2016). Education is also a way to improve the work, habits, and behaviour in humans to become better (Rini, 2018). Especially in early childhood education, the management prioritises a place that can lead children to good growth and development by sharpening each child's intelligence (Zellawati, 2017). Teaching for early childhood, including elementary school children, is being developed and will continue to be developed specifically in Indonesia. Even in this case, it is very important to teach elementary school children according to their development. Just as a child's development begins from the womb until they reach the age of 12. In teaching Christian Religious Education to elementary school children in particular, a teacher strives to handle and adapt to all situations in their students' lives so that the teaching process is carried out well (Rumangkang, 2021). In other words, it is necessary for an educator to always adapt to the age or

developmental level of the students he teaches, so that the teaching and learning process can run well and effectively, for example, by inviting students to face nature directly using an outdoor learning model.

The problem that arises here again is how the outdoor learning model influences students, whether it increases naturalistic intelligence or actually decreases the naturalistic intelligence that students possess. Before implementing the outdoor learning model with students, researchers saw that there were problems that occurred in the students' lives, and this was closely related to the problem of naturalistic intelligence that students had. In accordance with the statement that there are still children who like to throw garbage carelessly or not in the place, children do not like plants, so they often pull and pick plants around them. There are even children who look for small animals to kill and abuse. If this continues until the child grows into an adult, he will tend to be a person who does not like plants, does not care about environmental damage and even becomes a destroyer of nature itself (Yunisari et al., 2016).

In other words, some students cannot take care of the environment properly, where students throw garbage anywhere, damage plants, and kill and abuse small animals around them. Therefore, if the learning model that the author proposes can change the level of naturalistic intelligence that students have, with the hope that students will care more about the surrounding environment, and its influence will be better on students' attitudes when interacting with nature. The results of research conducted by Febriyanti Utami on children aged 5-6 years RA Insani Taqwin, that there is a good influence of the type of outdoor learning on students' naturalistic intelligence where students become happier when seeing animals and plants, students can name the names of animals and plants they see correctly, students can mention the characteristics of animals and plants they see, and have even shown affection for animals and plants they see (Utami, 2020). In other words, there is a good influence of outdoor learning on a child's naturalistic intelligence. Concerning this problem, the author ultimately sought to research the issue more deeply by investigating the extent to which the outdoor learning model influences students' naturalistic intelligence in Christian Religious Education materials, particularly among fourth-grade students at SD Negeri Inpres Sereh Sentani.

Therefore, the research question in this study is how the influence of the outdoor learning model on the naturalistic intelligence of fourth-grade students

in the Christian Religious Education subject at SD Negeri Inpres Sereh Sentani. The purpose of the study is to determine how the influence of the outdoor learning model on the naturalistic intelligence of fourth-grade students.

Research Method

The research method used to answer the formulation in this study is a quantitative method through a survey, which is descriptive and correlational. The quantitative method includes data collection through literature research, namely: journals and books or writings related to the research (Wijaya, 2016). The author took a sample from the entire existing population, namely 52 fourth-grade students of SD Negeri Inpres Sereh Sentani and conducted interviews to dig up unclear information from the questionnaire data given to students (Fauziah, 2015). This sampling technique is a saturated sample and is based on Arikunto's opinion, where he stated that if the population is 100 people or below that number, it is better to take all of them (Simanungkalit et al., 2024).

Two instruments were developed in this study: one measuring the influence of the outdoor learning model (25 items) and another assessing students' naturalistic intelligence (25 items). All instruments were developed using a Likert scale, with the lowest answer being 1 and the highest being 4. The instruments have been tested for validity and reliability. After conducting the research, the collected data were analysed using quantitative descriptions, with the results presented in a percentage table. To determine the frequency of respondents' responses and their percentages, the author used the following formula:

$$\text{Percentage (P)} = \frac{\text{Number of respondents' answers (R)}}{\text{Number of valid answers (V)}} \times 100\ \%$$

Description:
P = Percentage
R = Number of respondents' answer
V = Number of valid answers

To get results from the data for each variable, the author uses a rating scale, with the following formula:

$$\text{Rating scale} = \frac{\text{total score of data calculation results}}{\text{number of criteria scores}}$$

Criterion score = total highest score x number of questions x number of respondents. And to calculate the correlation between variables X and Y, the author uses the Pearson Product-Moment correlation test with the formula:

$$r_{xy} = \frac{n\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{n\Sigma x^2 - (\Sigma x)^2\}\{n\Sigma y^2 - (\Sigma y)^2\}}}$$

Description:
r : Correlation coefficient
n : Number of data
Σ^X : Total Score of Variable X
Σ^Y : Total Score of Variable Y

Result

The value of each research variable is calculated by dividing the total score of the data calculation results on each instrument item on each research outcome variable by the total criterion score multiplied by 100%. The criterion score is 4 x number of items x number of respondents (4 is the highest score if all respondents answer 4). The score for the outdoor learning model = 4 x 25 x 52 = 5,200 (4 = highest score; 25 = number of instrument items; 52 = number of respondents). The score for students' naturalistic intelligence = 4 x 25 x 52 = 5,200 (4 = highest score; 25 = number of instrument items; 52 = number of respondents).

In this study, the author distributed questionnaires to 52 fourth-grade students at SD Negeri Inpres Sereh Sentani (100%). Male students were 29 (56%), and female students were 23 (44%), so a total of 52 students (100%).

Outdoor Learning Model

Based on the data obtained, the calculated score for the outdoor learning model was 4.703, and the criterion score was 5.200. Therefore, the outdoor learning model's score is 4.703: 5.200 x 100% = 90.44% of the expected value. On a scale of 10, the outdoor learning model's score is 9.044.

Categories	Class interval
Very high	3.901 – 5.200
High	2.601 – 3.900
Low	1.301 – 2.600
Very low	0 – 1.300

Table 1. Rating Scale of the Outdoor Learning Model Component Indicators (X)

Based on Table 1, it is explained that the indicator scale rating for the outdoor learning model is at a very high level with a score of 4.703. Therefore, it can be concluded that the outdoor learning model indicator is at a very high level.

Naturalistic Intelligence

High Aspiration towards Nature Indicator (Y1)

Based on the data obtained, it turns out that the calculated score for the indicator value of a lot of aspiration to nature = 1.458 and the criterion score = 1.664. Thus, the indicator value that aspires to nature is 1,458: 1,664 x 100% = 87.62% of what is expected. If it is made on a scale of 10, then the indicator value of a lot of aspirations for nature = 8.762.

Categories	Class interval
Very high	1.249 – 1.664
High	833 – 1.248
Low	417 - 832
Very low	0 – 416

Table 2. Rating Scale for the Indicator
Many Aspire to Nature (Y1)

Table 2 shows that the indicator scale rating for "high aspirations for nature" is at a very high level, with a score of 1.458. Therefore, it can be concluded that the indicator for "high aspirations for nature" is at a very high level.

The indicator that many people aspire to nature (87.62%) has been given in the learning process outside the classroom. This brings students to better naturalistic intelligence. Naturalistic intelligence with lots of aspirations about nature can make students more familiar with the natural surroundings.

Interest Indicator in Flora and Fauna Topics (Y2)

Based on the data obtained, it turns out that the calculated score for the interest indicator value on the topic of flora and fauna = 1,539 and the criterion score = 1,664. Thus, the value of the interest indicator on the topic of flora and fauna is 1,539: 1,664 x 100% = 92.49% of the expected. If made on a scale of 10, then the value of the interest indicator on the topic of flora and fauna = 9.249.

Categories	Class interval
Very high	1.249 – 1.664
High	833 – 1.248
Low	417 - 832
Very low	0 – 416

Table 3. Rating Scale for the Indicator
Many Aspire to Nature (Y2)

Table 3 shows that the interest scale rating for flora and fauna topics is at a very high level, with a score of 1.539. Therefore, it can be concluded that the interest scale indicator for flora and fauna topics is at a very high level.

Interest in flora and fauna topics reached 92.49%, as seen in out-of-class learning. This leads to improved naturalistic intelligence in students. Naturalistic intelligence, coupled with an interest in flora and fauna, can lead to a better understanding and conservation of the natural world around them.

Indicator of Sensitivity to Natural Phenomena (Y3)

Based on the data obtained, it turns out that the calculated score for the sensitivity indicator value to natural phenomena = 1.716 and the criterion score = 1.872. Thus, the sensitivity indicator value to natural phenomena is 1.716: 1.872 x 100% = 91.67% of the expected. If made on a scale of 10, then the sensitivity indicator value to natural phenomena = 9.167.

Categories	Class interval
Very high	1.405 – 1.872
High	937 – 1.404
Low	469 - 936
Very low	0 – 468

Table 4. Rating Scale of the Indicator of High Aspirations about Nature (Y3)

Table 4 shows that the sensitivity to natural phenomena indicator scale rating is at a very high level, with a score of 1.716. Therefore, it can be concluded that the sensitivity to natural phenomena indicator is at a very high level.

The sensitivity indicator for natural phenomena (91.67%) was observed in the learning process outside the classroom. This leads students to greater naturalistic intelligence. Naturalistic intelligence, which is sensitive to natural phenomena, can make students more aware of the natural world around them.

Therefore, if seen from the results of the calculation of the percentage and rating scale, the indicator of the outdoor learning model or variable X gets a percentage value of 90.44% with a rating scale value of 4,703, which explains that the value obtained is included in the very high assessment scale. While the indicator of naturalistic intelligence or variable Y consists of three indicators, namely; many aspirations about nature, interest in the topic of flora and fauna

and sensitivity to natural phenomena. The indicator of many aspirations about nature has a percentage result of 87.62% with a rating scale value of 1458, and the indicator of interest in flora and fauna has a percentage value of 92.487% with a rating scale value of 1539 while the indicator of sensitivity to natural phenomena has a percentage value of 91.666% with a rating scale value of 1716. These three indicators of naturalistic intelligence, when seen from the rating scale value, are all located on a very high scale.

In general, the results of the percentage of the outdoor learning model on naturalistic intelligence can be seen in the table 5:

No	Description	Percentage
1	Outdoor learning model (X)	90,44 %
2	Aspires a lot to nature (Y1)	87,62 %
3	Interest in flora and fauna topics (Y2)	92,49 %
4	Sensitivity to natural phenomena (Y3)	91,67 %

Table 5. Recapitulation of the percentage of outdoor learning models on naturalistic intelligence

In addition to looking for the percentage and scale rating, in the results of this study, the author also looked for how big the influence was by using the Pearson Product-Moment Correlation test formula via the SPSS application. In the Pearson correlation test, you can see how strong the correlation is between the two variables, whether positive or negative, by looking at the correlation coefficient value (r), which is in the range of -1 to +1, as in the table 6:

Correlation coefficient value	Correlation strength
0,0 > 0,1	No correlation
0,1 > 0,3	Low correlation
0,3 > 0,5	Moderate correlation
0,5 > 0,7	High correlation
0,7 > 1	Perfect correlation

Table 6. Correlation coefficient values

Based on the results obtained, it can be explained as follows: First, The significance value for the relationship between the outdoor learning model (Variable X) and the indicator of having many aspirations about nature (Variable Y1) is 0.000.

Correlations			
		Outdoor Learning Model	Lots of aspirations about nature
Outdoor Learning Model	Pearson Correlation	1	.802**
	Sig. (2-tailed)		0.000
	N	52	52
Lots of aspirations about nature	Pearson Correlation	.802**	1
	Sig. (2-tailed)	0.000	
	N	52	52
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 7. Correlation of Outdoor Learning Model Components (X) and Aspirations About Nature (Y1).

This means that, because the value is smaller than 0.05, it can be said that there is a relationship between the components of the outdoor learning model with many aspirations about nature and based on the degree of relationship, as seen from the Pearson correlation value of 0.802. The level of relationship between the outdoor learning model (Variable X) with the indicator of many aspirations about nature (Variable Y1) is included in the very high correlation category. So, it can be concluded that the outdoor learning model (Variable X) is positively related to the indicator of many aspirations about nature (Variable Y1) by having a perfect correlation.

Second, the significance value for the relationship between the outdoor learning model (Variable X) and interest in flora & fauna topics (Y2 Naturalistic Intelligence) is 0.000.

Correlations			
		Outdoor Learning Model	Interested in Flora and Fauna Topics
Outdoor Learning Model	Pearson Correlation	1	.726**
	Sig. (2-tailed)		0.000
	N	52	52
Interested in Flora and Fauna Topics	Pearson Correlation	.726**	1
	Sig. (2-tailed)	0.000	
	N	52	52
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 8. Correlation of Outdoor Learning Model Components (X) and Interest in Flora & Fauna Topics (Y2).

This means that, because the value is smaller than 0.05, it can be said that there is a relationship between the components of the outdoor learning model and interest in flora & fauna topics. Meanwhile, based on the degree of relationship, it can be seen from the Pearson correlation value which is 0.726. So, the level of relationship between the outdoor learning model (Variable X) and the interest in flora & fauna topics indicator (Y2 Naturalistic Intelligence) is included in the high correlation category. So, it can be concluded that the outdoor learning model (Variable X) is positively related to the Interest in flora & fauna topics indicator (Y2 Naturalistic Intelligence), including the perfect correlation category.

Third, the significance value for the relationship between the outdoor learning model (Variable X) and sensitivity to natural phenomena (Y3 Naturalistic Intelligence) is 0.000.

Correlations

		Outdoor Learning Model	Sensitivity to Natural Phenomena
Outdoor Learning Model	Pearson Correlation	1	.655**
	Sig. (2-tailed)		0.000
	N	52	52
Sensitivity to Natural Phenomena	Pearson Correlation	.655**	1
	Sig. (2-tailed)	0.000	
	N	52	52

**. Correlation is significant at the 0.01 level (2-tailed).

Table 9. Correlation of Outdoor Learning Model Components (X) and Sensitivity to Natural Phenomena (Y3).

This means that, because the value is smaller than 0.05, it can be said that there is a relationship between the components of the outdoor learning model (Variable X) and sensitivity to nature (Y3 Naturalistic Intelligence). Based on the degree of relationship, as seen from the Pearson correlation value of 0.655. So, the level of relationship between the outdoor learning model (Variable X) and the sensitivity to natural phenomena indicator (Y3 Naturalistic Intelligence) is included in the high correlation category. So, it can be concluded that the outdoor learning model (Variable X) is positively related to the sensitivity to natural phenomena indicator (Y3 Naturalistic Intelligence), which is included in the high correlation category.

Correlations			
		Outdoor Learning Model	Lots of aspirations about nature, interested in flora and fauna topics, and sensitivity to natural phenomena
Outdoor Learning Model	Pearson Correlation	1	.802**
	Sig. (2-tailed)		.000
	N	52	52
Lots of aspirations about nature, interested in flora and fauna topics, and sensitivity to natural phenomena	Pearson Correlation	.802**	1
	Sig. (2-tailed)	.000	
	N	52	156
**. Correlation is significant at the 0.01 level (2-tailed).			

Table 10. Correlation of Outdoor Learning Model Components (X) with Naturalistic Intelligence (Y1, Y2, and Y3).

Based on the table 10, it is stated that the significance value for the relationship between the outdoor learning model (Variable X) and Naturalistic Intelligence (Y1, Y2, and Y3) is 0.000. This means that because the value is smaller than 0.05, it can be said that there is a relationship between the components of the outdoor learning model (Variable X) and naturalistic intelligence (Y1, Y2, and Y3). Based on the degree of relationship, as seen from the Pearson correlation value of 0.802. So, the level of relationship between the outdoor learning model (Variable X) with the indicators of naturalistic intelligence (Y1, Y2, and Y3) is included in the perfect correlation category. So, it can be concluded that the outdoor learning model (Variable X) is positively related to the indicators of naturalistic intelligence (Y1, Y2, and Y3), including in the perfect correlation category.

Discussion

Based on the results and discussion, the author provides an explanation of previous research relevant to this research. Research by Suherman (2009), with the title *Development of Competency-Based Outdoor Education Physical Education Learning Model in Elementary Schools*. His research aims to develop a competency-

based outdoor education and physical education learning model for the elementary school level to become one of the options in teaching physical education subjects effectively. In addition, in his research, there is curiosity about the advantages and disadvantages of the application of physical education teaching models that have been implemented by teachers in elementary schools. The approach used in this research is research and development, which starts from a preliminary study with pre-survey activities, which are carried out in 6th-grade elementary schools, with the results of the design of the planning model, implementation and evaluation of physical education learning. From the analysis of the research results, it is proven that the outdoor education physical education learning model has a positive influence on student learning outcomes and has a relevant influence on knowledge and ability to master learning materials. Based on the results of the study, it is recommended that physical education teachers, school principals, education offices, and LPTK/PGSD discuss and disseminate the competency-based outdoor education learning model through regular training and development (Suherman, 2009).

Research by Seran et al. (2020), in this study aims to explain the effect of the outdoor study learning model assisted by video conferencing on students' scientific writing skills. This study used a quasi-experiment with two groups, namely the experimental class and the control class. The subjects in this study were geography students of the Faculty of Social Sciences, State University of Malang, in the 2019/2020 academic year who were divided into two classes: the experimental class with 39 students, and the control class with 37 students, totalling 76 students. The class determination technique used was purposive sampling. A 2x3 factorial design was used in this study. Data analysis used two-way ANOVA. The results of the study showed a relevant value where the two-way ANOVA hypothesis test was 0.035 <0.05, which means there is an effect of the outdoor study learning model assisted by video conferencing on students' scientific writing skills (Seran et al., 2020).

The differences between the research described above and the research conducted by the author are: first, the research was conducted to write educational journals by teachers or lecturers at both universities. The research conducted by the author was to write a thesis. Second, the research objectives differ. The first study focused on the development of a learning model for physical education (PE), while the second focused on students' scientific writing

skills. The author's research, on the other hand, focused on the influence of learning models on students' naturalistic intelligence.

This study shows that the outdoor learning model has a very high correlation with the development of naturalistic intelligence in fourth-grade students of SD Negeri Inpres Sereh Sentani. Based on three main indicators—aspirations about nature, interest in flora and fauna topics, and sensitivity to natural phenomena—very high scores were obtained, namely 87.62%, 92.49%, and 91.67%, respectively. Using Pearson Product-Moment correlation analysis, the results show that outdoor learning has a significant and positive influence on all aspects of naturalistic intelligence, with the highest correlation value reaching 0.802. This indicates that a learning approach based on direct experience in nature is effective in building students' awareness and concern for the environment.

The results of this study reinforce Howard Gardner's theory of multiple intelligences, specifically the notion that naturalistic intelligence can be developed through direct experiences with nature. These findings also align with previous research, such as that by Utami (2020) and Suherman (2009), which showed that outdoor learning contributes significantly to students' environmental understanding and environmentally friendly behaviour. Compared with conventional classroom learning models, the outdoor approach provides a rich multisensory experience, strengthening cognitive and affective absorption of learning materials, particularly those related to nature.

However, this study is unique in that it specifically links outdoor learning to Christian Religious Education, something that has not been widely explored in previous studies. This means that this research expands the scope of previous theories by demonstrating that environmental learning integration can also be applied in the context of learning spiritual and moral values.

Practically, this research suggests that teachers should not limit their teaching methods to classroom learning but should also begin designing and implementing nature-based, contextual learning strategies to develop students' naturalistic intelligence. This not only supports cognitive development but also fosters character and ecological awareness from an early age.

Implications

Through this research, a teacher can teach not only indoors but also outdoors, as they must determine a learning model that is appropriate to the

material and the circumstances surrounding them and the students they are teaching. This ensures that learning objectives are consistently achieved more easily and effectively. Furthermore, teachers can provide outdoor learning experiences specifically related to students' naturalistic intelligence. This will further enhance students' naturalistic intelligence.

Theoretically, the results of this study reinforce the constructivist paradigm in learning, namely that students construct knowledge and values through direct interaction with the environment and concrete experiences. This research enriches the discourse on contextual pedagogy in Christian Religious Education, particularly how the values of faith and responsibility for God's creation can be instilled through direct experiences in the outdoors.

Practically, teachers can develop outdoor learning-based lesson plans for topics related to nature, the environment, and responsibility as God's creations. Schools can also provide regular resources and programs such as "outdoor learning days" or Christian Religious Education in the school garden" to foster meaningful and real-world learning for students.

Recommendations for further research

One of the key features of this research is the application of an outdoor learning model within the context of Christian Religious Education, a rarely central focus in studies of naturalistic intelligence. By addressing this topic, the research successfully demonstrates that religious values such as responsibility for God's creation can be effectively instilled through a nature-based approach.

This study employed a systematic and clear quantitative design, with tested instrument validity and appropriate statistical techniques, namely the Pearson Product-Moment correlation. This provided robust data to demonstrate a significant relationship between outdoor learning and naturalistic intelligence. Saturated sampling of all fourth-grade students (100% of the population) made the results highly representative of the school context studied. This strengthened internal validity and reduced sampling bias.

The study breaks down naturalistic intelligence into three specific indicators: aspiration for nature, interest in flora and fauna, and sensitivity to natural phenomena. These three indicators are analysed in detail and provide a comprehensive picture of students' naturalistic dimensions. Future researchers can conduct more in-depth research on outdoor learning models for students,

specifically to influence their naturalistic intelligence. Research could focus on the relationship between naturalistic intelligence and learning interests.

While this study has certain strengths, it has several limitations that warrant consideration and are important reasons for further research: Because it used solely quantitative methods, it does not explain how the outdoor learning process shapes students' attitudes and values toward nature. The affective and spiritual dimensions that may develop during the learning process were not captured in depth.

Considering the advantages and limitations mentioned above, this research can serve as an initial foundation for more complex and in-depth follow-up studies. Future recommendations include conducting mixed methods research to qualitatively explore dimensions of experience, emotions, and values, and expanding the subject scope to different regions and educational levels. Furthermore, exploring the relationship between outdoor learning and the formation of ecological character and Christian spirituality could be an important direction for further research.

Conclusion

Based on the research results and discussions that have been described, the conclusion is that the results of the analysis show that the outdoor learning model is able to influence students' naturalistic intelligence in a learning process. This means that the outdoor learning model has a strong influence on the naturalistic intelligence of fourth-grade students at SD Negeri Inpres Sereh Sentani. The results of the analysis of the relationship between naturalistic intelligence and student learning outcomes show that there is no influence between the two. This shows that the results of students' naturalistic intelligence scores and their Christian Religious Education learning outcomes have their values and do not have a significant relationship.

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