ICCE

INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION

Christian Education in Digital Technology Era: Challenges and Opportunities

June 4th, 2022

UPH PRESS

ICCE
INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION

Christian Education in Digital Technology Era: Challenges and Opportunities

June 4th, 2022

UPH | FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PELITA HARAPAN

sttb
Bandung Theological Seminary

ACSI
STRONGER TOGETHER
INDONESIA

ACSI
Association of Christian Schools International
AUSTRALIA

ICCE
INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION

Christian Education in Digital Technology Era: Challenges and Opportunities

Editors:
Dr. Yohanes Edi Gunanto, M.Si.
Henni Sitompul, M.Si.

Table of Contents

LIST OF COMMITTEES
INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION **(ICCE)**
Saturday, June 4, 2022, 08.00-15.15 WIB

Advisory Board	:	1. Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc. (Rector of UPH). 2. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of STT Bandung). 3. Agus Susanto, Ph.D. (Director of ACSI Indonesia). 4. Oh Yen Nie, S.E., M.Ed. (Dean of FIP-TC, UPH).
Person-in-Charge	:	Oh Yen Nie, S.E., M.Ed.
Steering Committee	:	1. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of FIP-TC, UPH). 2. Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Departement Chair of Master of Education Program, UPH). 3. Sarinah Lo, Ph.D. (Lecturer of STT Bandung).
Chairperson	:	Imanuel Adhitya Wulanata Chrismastianto, S.E., M.Pd.
Vice Chairperson	:	Lastiar Roselyna Sitompul, S.Si., M.Pd.
Secretary	:	Krisnajanti
Treasurer	:	Kristina Indiah R. Undari, S.E.

1st Division: EVENT

Coordinator	:	**Billy Mumu, M.Pd.**
Members	:	1. Candra Yulius Tahya, M.Si. 2. Iko Agustina Boangmanalu, M.Pd. 3. Yanti, S.I.P., M.Sc., M.Th.

2nd Division: PUBLIC RELATION

Coordinator	:	**Yogi Saputra, S.Pd.**
Members	:	1. Neneng Andriani, S.Sn., M.Pd. 2. Lygia Priscilla Tambunan, S.Psi.

3rd Division: REVIEWER & PROCEEDINGS

Coordinator	:	**Henni Sitompul, M.Si.**
Members	:	1. Darren Iselin, Ph.D. 2. Dr. Ashiong Parhehean Munthe, M.Pd.

3. Dr. Collin Beaton
4. Dr. Janine F. Allen
5. Dr. Pamela Harvey
6. Dr. Pingkan Imelda Wuisan, S.IK., M.Pd.
7. Dr. Ir. Wahyu Irawati, M.Si.
8. Dr. Yohanes Edi Gunanto, M.Si.
9. Dr. Yonathan Winardi, M.Pd.
10. Abednego Tri Gumono, M.Pd.
11. Asih Enggar Susanti, M.Pd.
12. Atalya Agustin, M.Pd.
13. Chandra Han, S.T., M.Div., Th.M.
14. Imanuel Adhitya Wulanata Chrismastianto, S.E., M.Pd.
15. Juniriang Zendrato, M.Pd., M.Ed.
16. Lastiar Roselyna Sitompul, S.Si., M.Pd.
17. Meicky Shoreamanis Panggabean, S.S., M.Pd.
18. Michael Recard, S.S., M.Hum.
19. Neng PriYanti, S.Pd.,M.Ed.,M.A.
20. Sandra Scott
21. Selvi Esther Suwu, S.E., M.M.
22. Siane Indriani, M.Pd.
23. Wiputra Cendana, B.Sc., M.Pd.

4th Division: MULTIMEDIA, TECHNOLOGY, AND DOCUMENTATION

Coordinator : **Wiputra Cendana, B.Sc., M.Pd.**

Members :
1. Michael Recard, S.S., M.Hum.
2. Meicky Shoreamanis Panggabean, S.S., M.Pd.
3. Jessica Elfani Bermuli, S.Pd., M.Si.

5th Division: REGISTRATION AND ADMINISTRATION

Coordinator : **Robert Harry Soesanto, M.Pd.**

Members :
1. Indra Praja Kusumah, M.Pd.
2. Jessica Florensia Irene, S.I.Kom
3. Ganda Sari, S.T., M.A.

8

Welcome from the Rector of Universitas Pelita Harapan

Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedently we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another.

Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.

Welcome from the Dean of Faculty of Education, UPH

Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!
God bless.

Oh Yen Nie, S.E., M.Ed.

Welcome from the Head of Bandung Theological Seminary

The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized though this conference.

Welcome to this conference. God bless you!

Sutrisna Harjanto, Ph.D.

Welcome from the ACSI Indonesia National Director

Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life–which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. e We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

Agus Susanto, Ph.D.

Welcome from the Chairman of the 1ˢᵗ ICCE UPH 2022 Committee

Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1ˢᵗ International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1ˢᵗ ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1ˢᵗ ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1st ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)

Imanuel Adhitya Wulanata Chrismastianto, S.E., M.Pd.

Information and communication technology (ICT) subject as a tool for students to preach the gospel

Geraldy Yohanes Meyners[1], Lastiar Roselyna Sitompul[2], Vallery Valencia Pasanea[3]
Teachers College, Universitas Pelita Harapan
e-mail: aldy.meyners@gmail.com

Abstract

Preaching the gospel is the responsibility of all Christian without exception. Many Christians have not been engaged in preaching the gospel, as it was found in grade X students at a Christian school in Tomohon. The fall into sin makes humans lose the ability to live pleasing and obedient to God's commands thoroughly, but God does not throw away the work of His hands. The human image is restored in the process of redemption when the Holy Spirit regenerates a person and continues to renew the image of God broken by sin through the discipleship process. Christian education is born from a great commission, so it must direct students to become disciples of Christ. This writing was done through a descriptive qualitative study to study ICT subjects as a tool for students to preach the gospel. The study results show that ICT subjects and the role of the teacher can direct the engagement of students to integrate faith and knowledge in preaching the gospel. It is suggested that the teacher provide a place for students to reflect, so problems and results of handling can be identified.

Keywords: Student Engagement, Preaching The Gospel, Utilization Of ICT, Teacher's Role.

1. Introduction

Efforts to preach the gospel have challenges in every era, but these challenges must not weaken the spirit to proclaim Jesus Christ (Hannas & Rinawaty, 2019). Today we enter the era where digital technology moves fast and it influences various aspects of life (Eliasaputra, Novalina, & Siahaan, 2020, p. 1). In the era of digital technology, Christians experience many challenges that arise in utilizing technological developments themselves or being busy with their respective affairs to override the command to preach the gospel (Popang, 2020, p. 5). Related to the theory, Nurlatu (2020, p. 7) in his research, also explains that for the last ten years, Christians have been less involved in preaching the gospel. The lack of engagement in preaching the gospel was found among students of grade X IPA at a Christian school in the Tomohon area, North Sulawesi. Most of the students had never been involved in taking concrete action to share the gospel with others.

Research from Lebang (2020, p. 764) explains the problem that Christians, especially young people, often have a low level of engagement in carrying out services. Young people tend to spend much time enjoying the results of technology developments by continuously sharing their latest activities on social media, surfing the internet to find information, and entertaining themselves with music, videos, games, and others (Faiza &

Firda, 2018, pp. 3-6). Activities that are constantly immersed in technology for worldly pleasures have the potential to take young people away from spiritual matters and efforts to build a relationship with God (Wijanarko & Setiawati, 2016, p. 16).

Christian education is expected to answer the challenge of preaching the gospel by facilitating or guiding students to make the class a media for students to learn to preach the gospel (Purwoto, 2021, p. 91). Christian education cannot ignore the responsibility of regenerating believers to continue preaching the gospel because Christian education is born from the Great Commission, it must lead students to become disciples of Christ (GP, 2017, p. 510). Christian education is not called only to fulfill academic demands but, more importantly, to guide students to live a faithful life following God's command because that is the nature of disciples of Christ (Sairin, 2000).

Students can have concepts related to collecting, managing, and delivering information by learning ICT subject (Hendratno, 2017). So, technology becomes an extraordinary opportunity to be used in preaching the gospel (Pasasa, 2016, p. 76). Referring to the potential of ICT that can be used to preach the gospel and the gap between the lack of student engagement in preaching the gospel and their identity as disciples of Christ who need to learn to carry out God's commands. This article aims to determine student engagement in preaching the gospel through ICT subjects as a part of the practice of Christian education. This article uses a descriptive qualitative method based on the analysis of teaching data findings confirmed by a literature review.

2. Literature review

Christians have a mandate from the Lord Jesus Christ to carry out His Great Commission in Matthew 28:19-20: "Therefore go and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, and teaching them to obey everything I have commanded you. And surely I am with you always, to the very end of the age." The gospel gives hope for God's healing, care, and help, especially eternal salvation from Christ's redemption as the leading news that must be conveyed to all people (Arifianto, Saptorini, & Stevanus, 2020). The Apostle Paul, in I Corinthians 9:16, also emphasized that preaching the gospel is a must and not an option because it is a mandate given by God and therefore preaching the gospel is the duty of all believers without exception.

The fall into sin makes humans lose their true freedom, namely the ability to fully live in obedience to God's commands (Hoekema, 2008, pp. 229-302). Sin makes humans tend to be self-centered as a form of arrogance in looking at things (Sitorus J. P., 2020, p. 45). Sin makes people ignore God's command to do the preaching of the gospel. Humans fell into sin and lost the goodness of the beginning of creation, but God does not throw away the work of His hands. The redemption of Christ through His death and resurrection is a work full of grace, enabling humans to be brought out of separation from God due to the grip of sin to obtain salvation (Waruwu, 2021, p. 74). The true freedom that humanity had lost as a result of the fall is restored in redemption when the Holy Spirit regenerates a person and renews the image of God (Hoekema, 2008, pp. 229-302). Humans who have

been saved then experience a process of discipleship that brings them to spiritual maturity in knowing God and producing fruit for others (Gunawan A., 2017, p. 6). This gift of salvation again enables students and all Christians to thank God through obedience to His commands (Arifianto, Saptorini, & Stevanus, 2020, p. 91).

Redemption of all things comes through Jesus Christ, and as His agent in preaching the gospel, we are enabled to carry out the commission that has been given (Graham, 2009, p. 53). God can enable us in various ways, including using fellow believers to help us grow in our understanding of the gospel and encouraging unmoved Christians to greater compassion and passion for loving the lost by sharing the good news about Jesus. Schools are places that provide opportunities to practice knowledge and, at the same time, deepen commitment to carrying out God's commands and calls in the lives of students (Van Brummelen, 2009, p. 170).

As times change, Christians, including Christian schools, need to actively innovate to take advantage of information and communication technology development as an excellent strategy to carry out God's commands in preaching the gospel (Diana R. , 2019, p. 67). Information and communication technology has various benefits for its users. Through ICT, people can browse knowledge from the internet (Misbahruddin, 2014, p. 5), can manage and present information in a creative form (Aka, 2017, p. 34), and creativity in the use of this technology has the potential to influence society in disseminating information provided (Ardha, 2014, p. 106). ICT offers a fantastic opportunity to preach the gospel because any information can be conveyed and received by anyone, anytime, anywhere (Pasasa, 2016, p. 76).

The research results conducted by Octavianus (2018, p. 71) show that one of the preaching the gospel strategies that impact today's digital technology era is utilizing ICT. For example, the "*yesHeis*" software application helps Christians share their faith experiences and tell stories about their faith, even the story of Jesus Christ, through video. The results of research related to ICT use have been carried out by Pasasa (2016, p. 85); it is stated that social media can be used to share gospel messages with others through shared uploads. Other similar studies have also shown that churches can serve the community without being constrained by distance and time with ICT media such as live streaming, Facebook, and the internet. Also, with existing facilities, the congregation can spread the gospel's message to be shared with others (Okselviana & Hastjarjo, 2016). Research conducted by Gaol & Hutasoit (2021) found that currently developing communication information technology, especially social media, has proven to be used to preach the gospel. Based on the results of previous studies, it can be concluded that information and communication technology is crucial to study because it can potentially be used by Christians as a means of preaching the gospel.

The success of learning activities that have been designed will not be optimally achieved if, in the process, the engagement of students is not built under the teacher's guidance (Lestari, 2013, p. 116). Therefore, to fulfill the gospel preaching activities that the teacher has designed by utilizing learning activities in ICT subjects, the engagement of students is needed. Engagement is students' level of participation and interest in learning activities at school (Willms, 2003, p. 8). Student engagement is defined as a strategic process to improve student achievement and positive behavior (Taylor & Parsons, 2011, p. 4). Student engagement is defined as a process in learning that shows emotional participation, including interests & feelings, cognitive participation includes efforts to

138

understand the material that can be seen from the results, and behavioral participation includes applying skills from the knowledge gained (Dharmayana, 2012, p. 82). Engagement is composed of appropriate instructional teaching and the relationship between teachers and students in meeting learning objectives (Wibowo, 2010, p. 182). It can be concluded that engagement is student participation in terms of cognitive, affective, and behavioral aspects that are formed as a result of teacher instruction and the relationships built between teachers and students so that they can affect the achievement of a learning activity (Lestari, 2013; Willms, 2003; Taylor & Parsons, 2011; Dharmayana, 2012; Wibowo, 2010).

The overall student engagement indicator consists of 3 domains which are cognitive, behavioral, and affective (Armitage-Chan & Jackson, 2018, p. 205). Armitage-Chan & Jackson further explained that when students are involved cognitively, they will try to build knowledge and meaning. Behavioral engagement includes students' genuine action efforts in applying their knowledge (Gibbs & Poskitt, 2010, p. 11). Affective engagement focuses on the psychological aspects of students who show pleasure or interest in learning (Kahu, 2013, p. 764). Based on the theories above, when linked in the context of preaching the gospel with learning activities in ICT subjects, the indicators of engagement include cognitive dimensions related to the presence of student knowledge. It is related to the topic being studied, and indicators of behavioral engagement related to actual efforts to utilize ICT knowledge have been mastered to preach the gospel. Affective indicators are related to interest or pleasure in students in preaching the gospel by using ICT subjects.

Diana (2019, p. 71) explains the steps to be involved in preaching the gospel; a preacher needs first to prepare the content, then understand the message contained in it and prepare or determine the means to be used in preaching the gospel process. Students can use the knowledge and skills gained from learning ICT to spread the gospel based on these steps. Students collect information related to gospel content that will be shared and interpret the text. Students manage gospel information obtained into word processing applications and presentation media. Students present in videos and share or preach the gospel to others through social media. The researcher worked on the stages following the theory proposed by Diana (2019, p. 71).

Teachers have a role in bringing students involved in preaching activities that are included in the learning objectives of ICT subjects. The discipleship process in the educational context assumes that teachers are committed Christians and students are Christians who are and will seriously consider a lifelong commitment to follow Christ as Lord and learn to do all His commandments (Pazmino, 2008, p. 59). Christian teachers assist and help students become mature disciples of Christ. God enables teachers to be His agents in student discipleship (Van Dyk, 2013). Through the discipleship process, students can experience spiritual maturity in knowing God and His creation and being able to bear fruit for others (Gunawan A. , 2017, p. 6). The teacher conducts learning by using the Bible as the basis because of the standard of truth in the Bible (Berkhof, 1996), so the teacher's class is biblical and places Christ at the center of all educational processes (Widianing, 2018).

The teacher is a vital component that influences the achievement of learning objectives (Suhaloho, Sitompul, & Appulembang, 2020). Teachers have a central role because they are obliged to transfer knowledge to facilitate students' understanding and skills and provide motivation and guidance to bring students involved in achieving the learning goals that have been set (Mas, 2008, p. 5). The teacher as a facilitator in ICT subjects means that teachers play a role in facilitating students to develop their understanding during the learning process (Van Brummelen, 2009). As well as helping students to learn to achieve learning goals by utilizing learning resources actively, learning media, and learning methods prepared by the teacher (Rahmawati & Suryadi, 2019, p. 51). The teacher also acts as a guide. The teacher, as a mentor, will seek to identify problems for students who are having difficulties in learning ICT so that they can provide assistance or guidance related to solutions to deal with these difficulties (Anwar, 2008, p. 70). Teachers, as mentors, will direct students to develop themselves to serve and find God's calling for themselves through the knowledge and skills they have (Prijanto & Oktavia, 2021, p. 5).

Research related to student engagement in achieving learning objectives and its relationship to the role of the teacher has been done before. Research results from Turner et al. (2014) explained that teachers play a role by providing opportunities for students to participate in class to involve students cognitively, behaviorally, and affectively. Teachers also provide student-oriented assignments by guiding students in sharpening learning understanding. Similar research conducted by Kartika et al. (2016, pp. 57-64) also shows the role of teachers as mentors and facilitators to be an essential factor influencing the increase in student engagement in the learning series. Another study conducted by Nopiyanti (2012, p. 11) also found that the role of teachers in facilitating and guiding students by using software media was able to increase student engagement in achieving learning objectives. Referring to the results of previous studies, it can be concluded that the teacher has a crucial role in making students involved in the learning that has been designed. Thus, teachers have an influential role in facilitating and guiding students to be involved in preaching the gospel by utilizing ICT as a means.

3. Research Method

This study adopted a descriptive qualitative method, which is a technique that describes and interprets the meaning of the data that has been collected by paying attention also recording many aspects of the situation as a possible understudy at that time to obtain a general and comprehensive picture of the actual situation (Kriyantono, 2007).

The researcher designed a lesson with the aim that students can implement the ICT knowledge they have learned in class, especially regarding the topic of PowerPoint features, to make videos containing gospel content. Teaching and learning activities were carried out in three meetings to get the problem-solving results. The ICT learning materials studied are related to PowerPoint features on the home menu, inserts, transitions, and slide shows. Teachers in ICT classes facilitate students to understand the knowledge and skills being taught and guide students to take steps in preaching the gospel. The following is a summary of the problem-solving attempts undertaken:

Table 1. Problem-solving actions

Actions taken		Explanation
Utilization of information and communication technology subjects	Information gathering	Students collect information in text and images related to gospel content through the internet.
	Information management and presentation	Students manage gospel content obtained in word manager applications and presentation media. In the presentation media, students will manage the information obtained by utilizing various features in the PPT that have been studied in class. The information results will then be presented in the form of a video.
	Information distribution	Students preach the gospel by using social media to share the results of the videos that have been made.
Teacher's role as facilitator	Facilitate students in the stage of collecting information	Teacher gives an explanation regarding the systematics of writing. The systematics is composed of introductions at the beginning of the video, followed by background, content, and closing in the form of conclusions and persuasion in concrete actions. The teacher also provides demonstration videos related to the correct reference writing rules so that students can be responsible for the theories they take from the internet.
	Facilitate students in managing & presenting information	During each meeting, teacher explains and provides modules and demonstration videos to explain PPT features that will be useful in achieving the learning objectives. Research conducted by Abdillah (2013, pp. 23-44), shows that the use of modules can improve learning achievement because students are required to be more active in learning or be directly involved in learning and the teacher acts as a facilitator. The demonstration method makes students think in a clear direction so that they can reduce errors that arise when compared to just reading or listening (Aeni & Yuhandini, 2018, p. 172). In each meeting, students are also given the opportunity to practice. The practical method has been proven to improve student learning outcomes because it can train and sharpen students' skills based on what has been learned (Martati, 2020, pp. 30-31).
	Facilitate students in spreading the information	Teacher gives instructions regarding the mechanism for distributing the Gospel preaching video that has been made.
The teacher's role as a guide	Giving Biblical Christian insight	Teacher provides Biblical Christian insight regarding the benefits of ICT knowledge learned in class and its relation to God. The teacher emphasizes the concept that God is the source of reason or knowledge that humans have, and that knowledge must be used and returned to glorify God. The teacher also explained a critical commandment that God gave, which is about preaching the gospel, and as His disciples, we need to do that.
	Checking the Bible content	Teacher conducts checks and provides feedback on student work or questions regarding gospel content information that will be shared. After students collect information from the internet to the guide that has been given, the teacher then reads the students' work. Various information about Jesus Christ is contained on the internet, there is rich and accurate information, but there is also misleading information (Diana, 2019, p. 71). At this stage, the teacher finds several student concepts that do not follow the theological truth or are taken from sources contrary to Christian values. Hence, the teacher guides students by responding to the results of student work related to good things that need to be improved or improved. Teachers need to guide students by providing answers or solutions to the confusion they face so that they are based on proper knowledge and the truth of God's word (Intarti, 2016, p. 37).

4. Results and Discussion

The application of problem-solving to direct students in achieving ICT learning objectives was pursued in three meetings. The final result obtained after completing this research is that all class members totaling 33 students, were found to have made videos containing gospel content using the PowerPoint application. The Bible content shared by students looks very diverse but still fits the theme given by the teacher, that is "Christ we Proclaim." The materials that students share in the videos include the birth of Christ, Christ's sacrifice and death on the cross to atone for sins, Christ's work in healing lepers, the story of the five loaves and two fish, and other materials related to Christ's work in the Bible.

After students publish, interactions are given from friends, parents, teachers, and people who follow students on their social media. The interactions obtained are in the form of likes, and various responses that are entered in the comment section, such as confirming the message conveyed in the video, conveying a solid word, giving an emoji in the shape of a heart, applause as an appreciation for the video submitted, giving amen, and so on. Evangelists cannot successfully carry out this commandment of God by relying on their strength but because of God's enabling work (Graham, 2009, p. 53). As written in Matthew 28:20, God said that in carrying out this task, He is the one who calls, and He is also the one who continues together to lead believers to the end of time. Humans are given the responsibility of preaching the gospel, and God wills in the success of preaching the gospel (Stevanus, 2020, p. 11). Regardless of the various audience responses, both documented and undocumented, let the Holy Spirit continue to work and, through His favor, enable the transformation of the hearts of the recipients of the gospel message.

Students are asked to send a video link that has been published and give a reflection answer in a form that the teacher has prepared. From the questions given, the data results in the form of reflections are as follows:

Table 2. Student reflection results

Question 1: Write down your reflection after doing the task of making a video proclaiming the gospel by applying the power point features in the process!		
Type of student in answering	Answer	Frequency of Answers appearing
Student 1	I am happy because by using technology I can serve and glorify God as in this activity of preaching the gospel.	8 times
Student 2	Students reflect on the Bible content of the stories taken, such as reflecting that God has power over everything including turning water into wine, God loves humans so much that he gave himself to be crucified, and so on.	7 times
Student 3	I am having some trouble while making this task like slow device, and so on. But I am grateful that God has enabled me to finish it.	5 times
Student 4	God who has given humans knowledge so that we can develop technologies and use them so it is can be useful.	5 times
Student 5	Intellect and technology come from God so I have to give it back to glorify Him.	4 times
Student 6	By doing the task of making this gospel video I came to know with some features and functions that I didn't know and master before, I learned a	4 times

lot in this ICT class.

Question 2:
How do I interpret the knowledge and skills in the ICT classroom and their relationship with God?

Type of student in answering	Answer	Frequency of Answers appearing
Student 1	ICT can be used to glorify God.	13 times
Student 2	God has given me wisdom so that I can understand and use the PPT feature well. I have to use PPT with the aim of glorifying God.	8 times
Student 3	God gave humans the ability and intelligence related to ICT so that we can use it well.	6 times
Student 4	God created us humans, His most glorious creation with reason, intelligence, and wisdom. So that humans can design and understand various applications that can simplify our lives.	6 times

Based on the theories that have been described in the literature review section, there are three indicators of engagement, including cognitive, behavioral, and affective dimensions. The assessment results based on the rubric that assesses the use of the PPT feature and gospel content components in the video found that 97% or 32 of the 33 students met the minimum completeness criteria (75) with a class average of 92. Student score data showed that almost all students are involved in the cognitive dimension because they can understand the features of the PPT that have been studied. Students are also said to be involved in the behavioral dimension because all students in the class can make genuine efforts to use the ICT knowledge, they have mastered to preach the gospel. Through reflection, students can see that ICT is a science that comes from God and must be used for purposes that glorify Him. Reflection answers show the students' pleasure in preaching the gospel and have an interest in being able to use ICT subjects or other knowledge in the future to present them for the glory of God, so this shows students' engagement in the affective dimension. In the collection form, students' responses were also asked regarding the role of the teacher in the class. All students stated in their answers that they felt facilitated by the teacher to do assignments and were guided to overcome difficulties or obstacles. The teacher's role in presenting practice, providing modules and videos, examining work results, providing answers to questions asked inside and outside the classroom, and so on are things that students feel are very helpful for achieving learning goals.

God calls for Christian education to be able to integrate Biblical Christian insights with various disciplines in thought and practice (Pazmino, 2008, p. 12). The researcher considers that ICT learning in this study can be effective for students to preach the gospel because of the integration of faith and knowledge in the classroom. Researchers use the opportunity for learning in class to guide students in understanding the purpose of human life, to glorify God and enjoy Him forever through everything done in this life. The teacher explains that as God's creation, humans are enabled to reflect God's expression and creativity in various ways. Hence, students need to develop the talents that God has given them, including using knowledge and skills from ICT subjects for the glory of God. The concept of the outline of the great commission related to the command to preach the

gospel also did not forget to be explained by the teacher to the students in the class. Explanations regarding the purpose of human life and the concept of the great commission are given to students in the hope that they will not only preach the gospel because of the demands of the task but have a basis for understanding the urgency and reasons why this is important to do as disciples of Christ. Through the integration of learning with Biblical Christian insight, students learn about secular sciences oriented to human profit and combine science and faith into one framework (Kristianto, 2018). Biblical Christian insight enables students to develop holistically according to their potential to grow toward Christ (Leman, 2021, p. 17).

5. Conclusion

Based on the results of this study, it can be concluded that the efforts made by the teacher by integrating faith and knowledge can bring students to be involved in preaching the gospel. ICT classes can be a media for students to learn to preach the gospel because learning directs students to understand the material. Students are helped to have actual actions using existing knowledge and skills to glorify God and serve others. Teacher's efforts to facilitate and guide is necessary to achieve the goal. It is suggested that the teacher provide a place for students to reflect, so problems and results of handling can be identified. Through all the efforts made, researchers reflect and believe that God who took the initiative to call in carrying out this mandate is God who will always equip so that students, teachers, and every believer are enabled to preach the gospel.

Acknowledgments

References

Abdillah, F. D. (2013). Penggunaan modul sebagai upaya peningkatan hasil belajar siswa dalam mata pelajaran TIK pada materi microsoft word kelas V SDN Sarikarya. *Jurnal Elektronik Pendidikan Teknik Informatika, 2*(1), 43-44. Cited September 27, 2021, dari http://eprints.uny.ac.id/id/eprint/10155

Aeni, N., & Yuhandini, D. S. (2018). Pengaruh pendidikan kesehatan dengan media video dan metode demonstrasi terhadap pengetahuan sadari. *Jurnal Care, 6*(2), 172. cited September 29, 2021

Aka, K. A. (2017, December). Pemanfaatan teknologi informasi dan komunikasi (TIK) sebagai wujud inovasi sumber belajar di sekolah dasar. *ELSE (Elementary School Education Journal): Jurnal Pendidikan dan Pembelajaran Sekolah Dasar, 1*(2A), 34. doi:http://dx.doi.org/10.30651/else.v1i2a.1041

Anwar, M. (2008). *Menjadi Guru Profesional* (1 ed.). Jakarta: Prenadamedia Group. cited October 3, 2021, from https://books.google.co.id/books?hl=id&lr=&id=4OZeDwAAQBAJ&oi=fnd&pg=PR5 &dq=Guru+sebagai+pembimbing+akan+mengupayakan+proses+identifikasi+masal ah+pada+siswa+yang+mengalami+kesulitan+dalam+pembelajaran+TIK+sehingga+

dapat+memberikan+bantuan+atau+bimbingan+d

Ardha, B. (2014, Mei). Social media sebagai media kampanye partai politik 2014 di Indonesia. *Jurnal Visi Komunikasi, 13*(1), 106. doi:http://dx.doi.org/10.22441/jvk.v13i1.383

Arifianto, Y. A., Saptorini, S., & Stevanus, K. (2020, Desember). Pentingnya peran media sosial dalam pelaksanaan misi di masa pandemi covid-19. *HARVESTER: Jurnal Teologi dan Kepemimpinan Kristen, 5*(2), 91. doi:https://doi.org/10.52104/harvester.v5i2.39

Armitage-Chan, E., & Jackson, E. (2018). Improving student engagement in veterinary business studies. *Journal of Veterinary Medical Education, 45*(2), 205. doi:10.3138/jvme.0816-137r1

Berkhof, L. (1996). *Systematic theology.* Grand Rapid, Michigan, Amerika Serikat: Wm. B. Eerdmans Publishing. Retrieved Juni 17, 2021

Dharmayana, I. W. (2012). Keterlibatan siswa (student engagement) sebagai mediator kompetensi emosi dan prestasi akademik. (Masrun, A. Kumara, & Y. G. Wirawan, Penyunt.) *Jurnal Psikologi, 39*(1), 82. doi:10.22146/jpsi.6968

Diana, R. (2019, June 26). Peran komunikator Kristen dalam strategi pekabaran Injil di era revolusi industri 4.0. *INTEGRITAS: Jurnal Teologi, 1*(1), 67. doi:https://doi.org/10.47628/ijt.v1i1.3

Eliasaputra, M. P., Novalina, M., & Siahaan, R. J. (2020). Tantangan pendidikan agama Kristen di era revolusi industri 4.0 dan pasca kebenaran. *BONAFIDE: Jurnal Teologi Dan Pendidikan Kristen*, 1. doi:https://doi.org/10.46558/bonafide.v1i1.7

Faiza, A., & Firda, S. J. (2018). *Arus metamorfosa milenial.* Kendal, Jawa Tengah, Indonesia: Penerbit Ernest. Cited from https://www.google.com/search?q=kendal+kota&sxsrf=AOaemvJdPwliz7CGlZzDx9jz784Ms661Sw%3A1635513219687&ei=g_N7YYOhKYLf9QPhpJJI&oq=kendal+di+ko&gs_lcp=Cgdnd3Mtd2l6EAEYATIGCAAQDRAeMgYIABAWEB4yBggAEBYQHjIGCAAQFhAeMgYIABAWEB4yBggAEBYQHjIICAAQFhAKEB4yBggAEBYQHjI

Gaol, R. L., & Hutasoit, R. (2021). Media sosial sebagai ruang sakral: Gereja yang bertransformasi bagi perkembangan spiritualitas generasi z dalam era digital. *KENOSIS: Jurnal Kajian Teologi, 7*(1), 146-172. doi:https://doi.org/10.37196/kenosis.v1i1.284

Gibbs, R., & Poskitt, J. (2010). *Student engagement in the middle years of schooling (years 7-10): a literature review.* Auckland: Ministry of Education New Zealand. Cited September 15, 2021, from http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.475.5394

GP, H. (2017). *Teologi PAK.* Yogyakarta, Indonesia: Penerbit ANDI. Cited July 4, 2021, from https://www.google.co.id/books/edition/Teologi_PAK_Metode_Dan_Penerapan_Pendidi/ia8eEAAAQBAJ?hl=id&gbpv=1&dq=Pemuridan+dalam+pendidikan&pg=PA492&printsec=frontcover

Graham, D. L. (2009). *Teaching redemptively: bringing grace and Truth into your classroom* (Ke2 ed.). Colorado Springs, Colorado, Amerika Serikat: Purposeful Design Publications. Retrieved Juni 18, 2021

Gunawan, A. (2017, March 12). Pemuridan dan kedewasaan rohani. *SOLA GRATIA, 5*(1), 6. doi:https://doi.org/10.47596/solagratia.v5i1.52

Hannas, H., & Rinawaty, R. (2019). Menerapkan model penginjilan pada masa kini. *KURIOS (Jurnal Teologi dan Pendidikan Agama Kristen), 5*(2), 175. doi:https://doi.org/10.30995/kur.v5i2.118

Hendratno. (2017, February 26). *Teknologi Informasi dan Komunikasi*. (BPPTIK) Cited September 17, 2021, from kominfo.go.id: https://bpptik.kominfo.go.id/glosarium/teknologi-informasi-dan-komunikasi/

Hoekema, A. A. (2008). *Manusia: ciptaan menurut gambar Allah.* Jakarta, Indonesia: Universitas Pelita Harapan Press. Retrieved Juni 11, 2021

Intarti, E. R. (2016). Peran guru pendidikan agama Kristen sebagai motivator. *Regula Fidei, 1*(2), 28-40. doi:https://doi.org/10.46307/rfidei.v1i2

Kahu, E. R. (2013). Framing student engagement in higher education. *Studies in Higher Education, 38*(5), 764. doi:10.1080/03075079.2011.598505

Kartika S, L., Tandililing S, E., & Bistari S. (2016, September). Penerapan engaged learning strategy dalam menumbuhkembangkan tanggung jawab belajar dan kemampuan koneksi matematis siswa sekolah menengah atas. *Jurnal Pendidikan Matematika Indonesia*, 57-64. doi:http://dx.doi.org/10.26737/jpmi.v1i2.84

Kristianto, P. E. (2018). Menelusuri jejak dan upaya menghubungkan sains dan agama. *KURIOS: Jurnal Teologi dan Pendidikan Agama Kristen, 4*(2), 118-134. doi:https://doi.org/10.30995/kur.v4i2.85

Kriyantono, R. (2007). *Teknik praktis riset komunikasi.* Jakarta: Kencana.

Lebang, A. H. (2020, September). Spiritualitas pemuda dan kesiapannya menjadi presbiter di Gereja Pprotestan dI Indonesia bagian barat (GPIB) jemaat "Immanuel" Makassar. *Syntax Literate: Jurnal Ilmiah Indonesia, 5*(9), 764. doi:http://dx.doi.org/10.36418/syntax-literate.v5i9.1585

Leman, A. B. (2021). Analisis model pembelajaran pendidikan Kristen: integrasi wawasan dunia Kristen dalam blended learning. *KERUGMA: Jurnal Teologi dan Pendidikan Agama Kristen, 3*(1), 1-18. Cited October 3, 2021, from http://www.sttiimedan.ac.id/e-journal/index.php/kerugma/article/view/25

Lestari, I. (2013). Pengaruh waktu belajar dan minat belajar terhadap hasil belajar matematika. *Jurnal Formatif UNINDRA, 3*(2), 116. doi:http://dx.doi.org/10.30998/formatif.v3i2.118

Martati, Y. (2020, January). Hasil Belajar Akuntansi Keuangan dengan Metode Praktek Langsung Siswa Kelas XI Akuntansi 2 SMK Negeri 1 Rengat. , 1(1), 30-39. *EduTeach: Jurnal Edukasi dan Teknologi Pembelajaran, 1*(1), 30-31. doi:https://doi.org/10.37859/eduteach.v1i1.1803

Mas, S. R. (2008). Profesionalitas guru dalam peningkatan kualitas pembelajaran. *Jurnal Inovasi, 5*(2), 1-10. Cited October 2, 2021, from https://ejurnal.ung.ac.id/index.php/JIN/article/view/797

Misbahruddin, A. (2014). Pemanfaatan teknologi informasi dan komunikasi (TIK) oleh rumah tangga untuk kehidupan sehari-hari. *Jurnal Penelitian Pers dan Komunikasi Pembangunan, 18*(1), 5. doi:https://doi.org/10.46426/jp2kp.v18i1.7

Nopiyanti, N. P. (2012). Pengembangan perangkat pembelajaran geometri berbantuan geogebra dalam upaya meningkatkan keterlibatan dan prestasi belajar matematika kelas vii. *Jurnal Pendidikan dan Pembelajaran Matematika Indonesia, 1*(2), 1-12.

doi:https://doi.org/10.23887/jppm.v1i2.448

Nurlatu, J. (2020, October). Kurangnya penginjilan pada pada pertumbuhan Gereja masa kini. *OSF Preprints*, 7. doi:10.31219/osf.io/k3h7w

Octavianus, S. (2018). Analisis penggunaan aplikasi "yesHeis" dalam penginjilan pribadi. *Evangelikal: Jurnal Teologi Injili dan Pembinaan Warga Jemaat, 2*(1), 71. doi:https://doi.org/10.46445/ejti.v2i1.92

Okselviana, A. D., & Hastjarjo, S. (2016). Penggunaan new media sebagai media kominikasi jemaat Gereja GBI Keluarga Allah Solo (studi kasus penggunaan new media sebagai media komunikasi jemaat GBI Keluarga Allah Solo tahun 2015). *Jurnal Kommas*, 1-17. Cited September 22, 2021, from http://www.jurnalkommas.com/docs/JURNAL_ADVENTINA%20DEWI%20OKSELVIANA_D1213002.pdf

Pasasa, A. (2016). Pemanfaatan media internet sebagai media pemberitaan Injil. *Jurnal Simpson: Jurnal Teologi dan Pendidikan Agama Kristen, 2*(1), 76. Cited September 12, 2021, from https://journal.sttsimpson.ac.id/index.php/Js/article/viewFile/20/19

Pazmino, R. W. (2008). *Foundational issues in Christian education : an introduction in evangelical perspective* (3 ed.). Grand Rapids, Michigan, Amerika Serikat: Baker Academic. Cited September 12, 2021, from https://books.google.co.id/books?id=BBF0PnZiOrIC&printsec=frontcover&hl=id&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

Popang, L. D. (2020, November 19). Strategi penginjilan dalam menggunakan media internet di era milenial. *OSF Preprints*, 5. doi:10.31219/osf.io/ukgpm

Prijanto, J. H., & Oktavia, K. (2021). Tindakan tepat guru Kristen menghadapi siswa bermasalah dalam perannya menuntun dan membimbing siswa. *Diligentia: Journal of Theology and Christian Education, 3*(1), 1-15. doi:http://dx.doi.org/10.19166/dil.v3i1.2319

Purwoto, P. (2021). Pendidikan Kristen dalam gereja sebagai dasar dan sarana aktualisasi misi Kristen. *EDULEAD: Journal of Christian Education and Leadership, 2*(1), 91. doi:10.47530/edulead.v2i1.62

Rahmawati, M., & Suryadi, E. (2019). Guru sebagai fasilitatordan efektivitasbelajar siswa. *Jurnal Pendidikan Manajemen Perkantoran (JPManper), 4*(1), 49-54. doi:https://doi.org/10.17509/jpm.v4i1.14954

Sairin, W. (2000). *Identitas dan ciri khas pendidikan Kristen di Indonesia.* (A. Siregar, & R. U. Simarangkir, Penyunt.) Jakarta, DKI Jakarta, Indonesia: PT BPK Gunung Mulia. Cited June 24, 2021, from https://www.google.co.id/books/edition/Identitas_dan_ciri_khas_pendidikan_Krist/p5OynhiwvucC?hl=id&gbpv=1

Sitorus, J. P. (2020). Dampak natur manusia berdosa melalui munculnya keterbuaian pada aspek penggunaan bahasa. *Diligentia: Journal of Theology and Christian Education, 2*(1), 45. doi:http://dx.doi.org/10.19166/dil.v2i1.2085

Stevanus, K. (2020). Karya Kristus sebagai dasar penginjilan di dunia non-Kristen. *Fidei: Jurnal Teologi Sistematika dan Praktika, 3*(1), 1-19.

doi:https://doi.org/10.34081/fidei.v3i1.119

Suhaloho, G. T., Sitompul, H., & Appulembang, O. D. (2020). Peran guru Kristen dalam meningkatkan keaktifan siswa pada proses pembelajaran matematika. *JOHME: Journal of Holistic Mathematics Education*, 200-215. doi:https://dx.doi.org/10.19166/johme.v3i2.1988

Taylor, L., & Parsons, J. (2011). Improving student engagement. *Current Issues in Education, 14*(1), 4. Cited September 15, 2021, from https://cie.asu.edu/ojs/index.php/cieatasu/article/view/745/162

Turner, J. C., Christensen, A., Kackar-Cam, H. Z., Trucano, M., & Fulmer, S. M. (2014, Desember 1). Enhancing students engagement: report of a 3-year intervention with middle school teachers. *American Educational Research Journal, 51*(6), 1195-1226. doi:https://doi.org/10.3102/0002831214532515

Van Brummelen, H. (2009). *Berjalan bersama Tuhan di dalam kelas: pendekatan Kristiani untuk pembelajaran.* Jakarta, Indonesia: Universitas Pelita Harapan Press. Cited September 14, 2021

Van Dyk, J. (2013). *Surat-surat untuk Lisa: Percakapan dengan seorang guru Kristen.* Tangerang, Indonesia: UPH Press.

Waruwu, A. (2021). *Teologia reformed tentang ketekunan orang-orang kudus.* (Y. Umaya, Penyunt.) Malang, Indonesia: CV. Multimedia Edukasi. Cited July 9, 2021, from https://www.google.co.id/books/edition/TEOLOGIA_REFORMED_TENTANG_KETE KUNAN_ORAN/m3YsEAAAQBAJ?hl=id&gbpv=1&dq=pengenalan+akan+tuhan+dap at+dibangun&pg=PA163&printsec=frontcover

Wibowo, T. G. (2010). *Menjadi guru kreatif.* (H. R. Sumarsono, Penyunt.) Jakarta, Indonesia: Media Maxima. Cited September 15, 2021, from https://www.google.co.id/books/edition/Menjadi_Guru_Kreatif/07ZDDgAAQBAJ? hl=id&gbpv=0

Widianing, O. J. (2018, September). Pendidikan Kristen di sekolah: sebuah tugas Ilahi dalam memuridkan jiwa. *Jurnal Teologi Berita Hidup, 1*(1), 87. Dipetik Juni 17, 2021, dari https://www.e-journal.sttberitahidup.ac.id/index.php/jbh/article/view/6/7

Wijanarko, J., & Setiawati, E. (2016). *Ayah ibu baik.* Jakarta, DKI Jakarta, Indonesia: Keluarga Indonesia Bahagia. Cited October 28, 2021, from https://books.google.co.id/books?hl=id&lr=&id=RGPADQAAQBAJ&oi=fnd&pg=PA 1&dq=Kaum+muda+banyak+menghabiskan+waktunya+hanya+untuk+menikmati+ perkembangan+teknologi+seperti+bermain+media+sosial+guna+berkomunikasi,+ membagikan+aktivitasnya+kepada+kenalan,+serta+

Willms, J. D. (2003). *Student engagement at school.* Paris, Perancis: Organisation for Economic Co-operation and Development. Cited September 15, 2021, from https://www.oecd.org/education/school/programmeforinternationalstudentasses smentpisa/33689437.pdf