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ON CHRISTIAN EDUCATION



Christian Education in Digital Technology Era: Challenges and Opportunities

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**Christian Education in
Digital Technology Era:
Challenges and
Opportunities**

June 4th, 2022



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Christian Education in Digital Technology Era: Challenges and Opportunities

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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 unprecedentedly 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 through 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. 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)

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

Recommended Learning Methods for Teachers to Forming Students' Critical Mindset in Globalization Era

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Abstract

The world of education today is inseparable from the influence of globalization. Globalization becomes a new challenge for teachers to guide students in processing information that spreads throughout the internet. Teachers are expected to have competence in designing learning that helps students develop a critical mindset in a sustainable manner and can be implemented in everyday life. This study aims to examine learning methods that can be recommendations for teachers in forming students' critical mindset and carried out with the literature study method by looking at various data, journals, and books that are in accordance with the research objectives. Based on the study, Indonesia's education quality isn't evenly distributed due to lagging development in frontier, remote, and underdeveloped areas. As a result, the level of the critical mindset of students in Indonesia is uneven. Learning methods such as inquiry, problem-based, and discovery learning are options in designing lessons that help students hone their critical thinking skills. The internet as a medium for disseminating information is a challenge in the globalization era for teachers in forming the right mindset in accordance with the Biblical Christian Worldview. Therefore teachers need to improve their competencies so they can present learning that hones students' critical mindset in managing information.

Keywords: Critical Mindset, Globalization, Learning Methods.

1. Introduction

Globalization is a process that extends so that something becomes global. Some of the factors that influence globalization today can be seen through the developments in technology, transportation, science, and telecommunications. Globalization affects various aspects of human life, including in the realm of information dissemination. Globalization in the dissemination of information is supported by very fast technological developments in society. One form of technology that best supports the dissemination of information is smartphones and the internet. According to a report from CNBC Indonesia, in January 2021, the number of internet users in Indonesia was recorded at 202.35 million users, or 76.8% of the total Indonesian population (Bestari, 2022). The rapid growth of internet access in Indonesia is because the internet is now a necessity for society. The internet is needed for communication, entertainment, health, economic, education, and other services that force everyone to stay connected to the internet all the time.

The presence of technology and the internet in learning is certainly not a bad thing. There are many positive impacts arising from the development of technology and the internet. In the education field, technology and the internet can be used as a medium of communication between teachers and students or between students, helping teachers to create more interesting learning, as a source of learning information and helping students or teachers to do their task or assignments.

According to BPS data, the use of the internet as a medium for finding information is around 66.16% and school work is 33.04% (BPS, 2019). This percentage is very far from the use of the internet for social media of 88.99%. These results show the challenges for teachers in Indonesia to be able to guide students in the use of the internet. Social media has become one of the sources needed and used to access information. Social media is a means of online social interaction via the internet. Basically, social media is used to interact between individuals, but the function of social media is growing and expanding with the times because of the freedom and flexibility it has. Currently, social media is used for various other things, such as places of opinion, works, art galleries, marketing, community building, dissemination of information and news, and much more. Through this freedom, there is a lot of information, teachings, and philosophies on the internet that deviate from Christian teachings that can influence children's mindsets according to what they consume on the internet.

The results of Rafiq's research (Rafiq, 2020) show that there is a negative impact that causes deviations from norms due to changes in behavior. This can also be seen from the results of other studies such as Sunarto's research (2017) showing an increase in radicalism understanding among the community through social media, and Marikshana's research (Mariskana, 2018) shows a change in learning motivation in a child who likes and is active in social media. Changes in the mindset and behavior of students can cause problems because the mindset will affect the way students see the truth, so teaching in the classroom may conflict with what they believe to be true. Teachers need to learn the ability to guide students in managing information and teaching received through the internet by forming a critical mindset so that students not only receive information but also sort out and stand firm with Christian teaching. Thus, this study aims to examine learning methods that can be recommended for teachers in forming students' critical thinking mindset in the classroom.

2. Literature Review

Critical thinking is a reaction process, a person's ability to assemble a conclusion, and several reasons for an event (Noviani, Hartono, & Rusilowati, 2017). The purpose of critical thinking is focused on understanding something with full awareness that leads to a goal that ultimately allows us to produce decisions. Critical thinking can help in determining what to believe. In addition, with a critical mindset, someone understands problem-solving to analyze situations, evaluate opinions, and draw conclusions. The characteristics of critical thinking, in general, include identifying, analyzing, and then correcting what is wrong with our way of thinking.

Critical thinking ability is a very essential ability, and functions effectively in all aspects of life (Pratama, 2020). Therefore, critical thinking skills are very important for students and need to be instilled from an early age both at school, at home, and also in the

community. Learning will be successful if it can run optimally. Optimal learning requires critical thinking from students. In fact, according to (Sulistiani & Masrupan, 2017) one of the efforts that can be made to advance the development of a nation is to improve the quality of education that focuses on developing students' critical thinking skills.

According to Fisher (Marfu'i, 2016), critical thinking is an activity with critical thinking to meet various intellectual standards such as clarity, relevance, adequacy, coherence, and others. Learning will be very good if students are required to have critical thinking skills so that students are able to express their opinions regarding the subjects they have learned. Critical thinking skills are very important to be mastered by students so that students are more skilled in compiling an argument and checking the credibility of sources. (Hidayah & Susiani, 2017) said that there are several critical thinking competencies that must be taught to students in the context of 21st century education such as students being able to think effectively, being able to use systems thinking, being able to consider and decide, and solving problems.

The influence of science and technology accompanied by globalization has an impact on the world of education. Learning in the era of globalization provides many conveniences in obtaining knowledge. The use of technology in learning in this globalization era can be seen through learning media, administrative tools, and learning resources (Selwyn, 2011). It is also a challenge for educators and students to obtain true knowledge in the midst of the ease of the current era of globalization. Drucket and Stewart (Saryono, 2002) state that the existence, position, and role of knowledge are strategic and primary. Knowledge becomes a valuable asset from generation to generation to develop quality human resources.

Several schools in Indonesia are currently applying globalization to the school internal education system. This can be seen in several schools that have begun to implement the use of foreign languages and also learning systems that have used international programs. The globalization of education is applied to answer the need for quality human resources (Soyomukti, 2008). Human resources quality can be produced through excellent education. Future schools and educational institutions must direct students to be able to learn how to learn (Toffler, 1992). The ability to learn will make sure everyone will become a life-long learner and maximize their potential.

Globalization provides changes in learning because every student is expected to have a mindset that can see the development of the world today (Freire, 2005). The reality of everyday life becomes an integration in learning in the current era of globalization. In fact, knowledge is now widespread and can be easily accessed by everyone. Therefore, educators must be able to provide learning that triggers a critical mindset in understanding true knowledge.

Teachers are educational agents who interact or deal directly with students. As teachers, they need to design and implement the learning that students need. As educators, teachers in the learning process are expected to bring changes to students, not only in their cognitive but also in psychomotor and affective. The teachers do not only fill the brain, but find, direct, and guide a lost heart (Panggabean, 2019). This explains that teachers do not only act as an agent of knowledge transfer (knowledge transfer) to

students in the classroom but also as agents of holistic transformation of students. So that students can feel changes in all aspects of themselves.

When teaching and educating, the teacher becomes the center of attention for all students in the class. So, a teacher must have competence. Teacher's competence is defined as the skills, knowledge, and attitudes possessed by teachers and operational abilities to implement them in the learning process (Ottu & Tamonob, 2021). So, teachers need to provide good thoughts, attitudes, actions, or words in front of students, both inside (learning process) and outside the classroom.

Teachers have many roles in the classroom, Indrawan (Indrawan et al. 2020) describes some of the roles of teachers not only in teaching, but teachers as learning designers, curriculum implementers, class managers, evaluators, models, role models, and many more. Brummelen also stated that one of the roles of Christian teachers is a guide. Teachers are expected to guide students through the learning process and lead to change. Brummelen (Brummelen 2009) states that teachers help students to be able to discover and develop their talents and answer students' calling in life in a deeper and more comprehensive way. Christian teachers guide their students in knowledge and relationships that can lead students to serve God and others by using their abilities. Silitonga (Silitonga et al. 2021) also stated that the teacher does not only command but also becomes a guide who helps students achieve learning goals.

3. Research Method

This research was conducted using the literature study method, namely a series of activities related to the methods of collecting library data, reading and taking notes, and managing research materials. By looking at various data, journals, and books that are in accordance with the research objectives. Where this research is intended to examine learning methods that can be recommendations for teachers in forming students' critical thinking patterns.

4. Results and Discussion

Globalization brings changes to the dissemination of information. Currently, the internet is the main medium for disseminating information, be it on social media, news portals, or discussion forums. Forming students' critical thinking mindset becomes an urgency in this era because students need to be able to think logically and make rational decisions about what to believe and what actions need to be taken. The urgency of critical thinking skills in the current era of globalization is in fact not supported by the quality of education and teachers in schools, especially in Indonesia where the quality of education is not evenly distributed between regions. As a result, it is difficult for Indonesian students to develop critical thinking skills and on average they are at a moderate level.

The unequal quality of education also creates inequality in students who are in urban areas with rural areas and in frontier, remote, underdeveloped areas. The results showed that students in the East Jakarta area had a fairly high critical thinking ability (Rachamatika et al., 2021), while research on students in frontier, remote, and underdeveloped areas such as West Nusa Tenggara showed that students' thinking abilities in that area were classified as moderate and low (Susilawati, Agustinasari, Samsudin, &

Siahaan, 2020).

Currently, Indonesia is in a critical condition of critical thinking. Cloud Olson in (Asadullah & Nurhalin, 2021) said that the young souls of the current generation are not good and unplanned, they are lazy to learn and don't want to develop their skills. This problem can hinder the country's development. Data from the Education for All (EFA) Global Monitoring Report 2011: "The Hidden Crisis, Armed Conflict and Education" issued by UNESCO, states that the Indonesian Education Development Index has decreased from rank 65 to rank 69 out of 127 countries (Rachmantika & Wardono, 2019).

The low quality of Indonesia's education is evident from the Political and Economic Risk Consultant survey. Indonesia is at the last level of 12 Asian countries and has an impact on Indonesia's competitiveness, which is ranked 37 out of 57 countries (Agustang, Mutiara, & Asrifan, 2021). Therefore, one way to fix this low competitiveness is to improve a better and correct mindset. The right and firm stance and thinking must be possessed by young people today to be able to face the challenges of the 21st century. As an education practitioner, it is important to help students develop critical thinking that is built on the basis of truth, so that the younger generation is ready to collaborate in social life.

A good learning method is needed in the classroom to build a critical mindset. The teacher guides by providing learning according to the needs of students. The teacher can present relevant or current material. The learning brought by the teacher is expected to stimulate students' thinking skills. Student involvement is very necessary in learning. Teachers can use appropriate strategies, methods, or learning models so that they can support students' activeness and critical thinking skills.

In the current era of globalization and industry 4.0, thinking and being critical is so beneficial for humans, especially students, in thoroughly dissecting all information. With the increasing prevalence of fake news or hoax information and hate speech in society, people at all levels, including students, have to think critically in dealing with these conditions. Therefore, learning to think critically can begin with learning in schools, namely through the role of teachers to develop their students.

The learning method that can be applied to improve critical skills is the inquiry learning model. Taliak (2021) states that the purpose of this learning model is to provide a way for students to build intellectual skills related to the thinking process. Inquiry learning is very effective to improve students' critical thinking skills. Hamdayana (2014) states that inquiry learning steps can support student involvement and students' critical thinking skills. Student activity in learning begins with an orientation where the teacher fosters a responsive classroom atmosphere, then proceeds to formulate problems, formulate hypotheses, collect data to design experiments, test hypotheses by conducting experiments, and conclude that they have been able to train students' critical thinking skills. The teacher here acts as a facilitator to direct the problem so that during the discussion, it remains focused on the goal of achieving competence. Therefore, through this strategy, the teacher demands that students gain important knowledge, make them proficient in solving problems, have their own learning strategies, and have the skills to participate in groups.

In addition, problem-solving strategies can be applied by teachers when teaching to

improve students' critical thinking skills. According to Asfar (2018), problem-solving is a process designed for students in solving problems to choose solutions so as to expand the thinking process. This strategy guides students to have a critical mindset in the learning process. The steps in carrying out a problem-solving strategy according to Pepkin (Suhendri, 2015) consist of problem classification, opinion expression, evaluation and selection, and implementation.

Another strategy that teachers can apply is discovery learning. The discovery learning model increases student activity in learning, makes students more enthusiastic in learning, and improves student learning outcomes (Wahyudi, 2015). This understanding brings an understanding that this model emphasizes the activeness of students in finding concepts so that critical thinking patterns can be developed during learning. The discovery learning model puts forward the active role of students in learning, while the teacher only acts as a facilitator in helping students find and construct the knowledge learned.

Teachers must be able to guide students in critical thinking, moreover being a Christian teacher is an agent of reconciliation that brings students into a relationship with God (Knight, 2009). This statement provides an understanding that teachers must also have the ability to bring their students to the knowledge of Jesus Christ so that through this ability students can have an attitude toward Christ and then believe in Him. There are several main things that Christian teachers need to experience first with regard to their vocation, namely: imitating Jesus Christ, loving disciples, growing in Christ, depending on the power of the Holy Spirit, giving a touch of God's Word, and leading to an encounter with Christ (Nainggolan, 2007). All of these points bring Christian teachers to a professional attitude in achieving the vision and mission of Christian education. Through a personal relationship with Jesus and guided by the Holy Spirit, a Christian teacher is enabled to be responsible for completing His mission. God wants people to know the real truth. God gave humans all ratios through various knowledge so that humans could seek and find the truth (Matthew 6:33). The ratio that God has given, each of us is required to be able to use it wisely. This can be achieved by getting used to a critical mindset in receiving knowledge. Therefore, Christian teachers need to make critical thinking patterns a habit and lifestyle in testing things and in making decisions so that these patterns can also be used in the role of a teacher.

5. Conclusion

The findings show that the quality of Indonesian education is still low and the inequality of development in Indonesia causes the low ability of students to think critically. The era of globalization demands involvement between students and teachers in learning so that teachers as guides can direct students to the truth, but often teachers are not able to direct students because students are not interested in learning. Various learning methods have been developed to make it easier for teachers to compose meaningful learning, current technology also allows teachers to present creative teaching. Several learning methods that can help teachers shape and improve students' critical thinking patterns in the classroom are inquiry, problem-based, and discovery learning methods. This learning method involves a thinking process so that students not only hear and get lessons from the teacher but also involve their thinking. Through all these efforts, the Christian teacher's role is evident as a guide for his students to continue to have a critical

mindset in the midst of the current era of globalization. Christian teachers must be able to shape students' understanding based on God's Word in learning. This can be achieved by designing learning that is able to train students' critical thinking skills to find, filter, and manage information independently, and actively through teacher guidance. Learning in the globalization era provides many options for teachers to be creative in creating interesting learning methods so that learning becomes meaningful for students. Teachers need to develop pedagogical abilities continuously so that they can still provide quality and interesting learning in various situations and conditions with the resources they have.

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