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Implementation of Christian Religious Education in Instilling the Value of Christ's Love at SDN 26 Simpang- Hulu, West Kalimantan

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Abstract

Implementation of Christian religious education still lacks creativity in rural schools. Inland schools are an important asset for the nation's progress. The spearhead of the nation is education itself. This research aims to provide solutions for schools in rural areas to implement relevant and creative Christian religious education. This research used a qualitative method with a descriptive approach, and then the researcher interviewed one of the educators who teaches at SDN 26 Simpang Hulu, West Kalimantan. The results of the research found that (i) an educator's creativity provides a strong impetus for existing learning, (ii) Educators must also teach with a contextual approach, not just a textual one, and (iii) Implementation of Christian religious education can be carried out if an educator can provide learning without the existence of a GAP or dividing wall.

Keywords: *Christian, Christ's Love, Implementation*

INTRODUCTION

Education is basically the spearhead of the nation ([Maringan & Fernando, 2021](#)). Indeed, one of the spearheads of an advanced Indonesian nation can be determined by advanced education. The role of education in building the nation brings intelligence that can help each student understand what they receive in the educational institution they are given. Christian religious education is an education that helps every student to learn and understand the character of Christ. Christian religious education aims to ensure that every lesson has an impact or is impactful for students in carrying out Christian Religious Education (PAK) learning because this learning is, of course, spiritual ([A. Telaumbanua, 2020](#)). PAK Learning believes that the Bible is the basis for implementing learning carried out by educators for their students.

Educators play a role in implementing relevant learning, where every education is provided to students both in cities and for those in rural schools. Of course, equality must be implemented in education, one of which is that Christian religious education helps to instill the values of Christ's love. Implementation of the value of Love is, of course, important for every student studying at school. The learning in PAK influences students' ability to understand the Bible as the basis of their lives; in general, every student receives the material and then digests it in their brain and can think through their common sense. Therefore, an educator must believe that this education requires the guidance of the Holy Spirit through a series of learning experiences in school ([Sinambela et al., 2022](#)). In the classroom, of course, students carry out constructive learning to carry out appropriate communication. Of course, it is very important to implement learning based on Christian religious education to provide educational services to students. In this way, Christian religious education will bring awareness to students learning the values of Christ's Love, not only understood through theory but applied in their lives ([Ponno et al., 2023](#)).

Instilling the value of love in school is an important thing to implement in every student. Because Christian religious education can express God's great love for every student ([Tarrapa, 2021](#)), it is hoped that the value of Christ's Love can influence every student by building this education. In a school, an educator has the right to provide Christian religious

education that contains the value of Christ's love. Therefore, an educator must collaborate with all the people involved in learning (Sirait & Sugiono, 2020). So that learning can be maximized. The implementation of learning must be in the right context. An educator provides learning guidance that is fun and exciting so that students do not feel that learning is monotonous and only one way (Mahendra et al., 2022). Therefore, the learning that is carried out is provided maturely without any obstacles by an educator.

Students need the value of love in their lives so that they are able to socialize in their learning environment, so the learning experience here is important for every student to experience, giving them space to get to know their skills through this experience (Pandie et al., 2022). A relevant learning process helps students to ensure their learning in the classroom. Educators have an important role, rather than being an obstacle for students in learning in the classroom. Therefore, educators become one of the factors in the success of a student in their class if educators provide careless learning, especially Christian religious education. Of course, the message to be conveyed and the learning cannot be conveyed clearly to students (Juhji, 2016).

Educators are a source of support and complete trust in helping students so that they are qualified in terms of their learning. Christian religious education helps students to become not only intellectually qualified but also Christ-like in character. Thus, if students are also taught spiritual matters, it will give them the ability to survive and the art of solving problems in their daily lives (Pantan et al., 2021). The value of Christ's love in Christian religious education can certainly be implemented in the daily lives of students. When students see other people in trouble, of course, they can provide help to that person; this is a manifestation of Christ's love (Kowal, 2017).

At the educational institution at Simpang-Hulu 26 Elementary School, students do not understand the meaning of the value of Christ's Love. Due to the lack of educational human resources at the school, students are only taught as much as the teacher can. Of course, it cannot be denied that education in remote areas must be the main factor that is paid attention to and cared about on a regular basis. Christian religious education must bring students to know Christ through the values taught by educators. Because education is lifelong (Muhammad, 2023). Researchers are worried about seeing a situation like this, where there is a lack of transfer of deeper Christian religious education to students in the classroom. Therefore, implementation in Christian religious education must be carried out periodically for every educator who runs the wheel of learning in this school because educators must make a big contribution to the achievement of each student. They are agents of change for students who study Christian religious education (Nurhasanah et al., 2021).

METHOD

In carrying out this research, researchers took several relevant approaches to find maximum results. The method that researchers use is a qualitative method with a descriptive approach. Data presentation and data collection are carried out by observing and going into the field to find related matters in the research. Then, data was collected from selected scientific books and journals. Sugiyono stated that research can be carried out periodically, starting by going to the field to observe what is happening in the field and exploring it more deeply. The data

can be collected ([Sugiyono, 2011](#)). Therefore, Moelong ([2015](#)) stated that this qualitative research wanted to build the phenomenon of what happened.

RESULT AND DISCUSSION

Christian Religious Education for Inland Schools

Learning spaces in rural areas have indeed become a factor that must be managed and improved by every existing school government. The availability of educators is an important factor in establishing a school. Education is developing even more thanks to an educator who dares to impart his knowledge to every student. One of the roles of Christian Religious Education educators is to introduce Christ with the creativity of the educator. Robert states that Christian religious education is a process of fertilization through the living word of God with the help of the Holy Spirit, where knowledge has a meaningful learning experience ([Boehlke, 2006](#)). Insufficient internet access is, of course, the main response for a Christian religious educator who dares to provide a large share of the education experienced by students. It is true that education in rural areas still has quite minimal facilities. However, human resources and creativity can be developed if educators have creative abilities and are full of enthusiasm. An interesting and beautiful learning experience that every student can feel will certainly make them have high creative powers. Basically, a professional educator must have a deep commitment to changing thought patterns, teaching styles, creative ideas, and efforts to develop himself so that he can be useful to students step by step ([Rohmadi, 2021](#)).

The role of educators does require more value in implementing rural schools. Here, it is not only costs that are incurred but also creativity that encourages them to change patterns that should not be used but change them gradually. Educators are a living, ongoing curriculum. Therefore, all learning will be interesting and creative depending on the designed curriculum, teaching style, and teaching aids that can be used in learning. In the New Testament, Jesus used props around him when he was teaching ([Widjaja et al., 2020](#)). This indicates that teaching is not just about material, but what educators use as teaching aids can convey Christian religious education learning. Schools in rural areas similarly require great attention to accept the existing spiritual realm. All students are designed not only to be smart or resourceful in the future but to have existing morals and understand what they believe. Christian religious education is very important to implement in rural schools; the mold of students does not lie in schools in developed cities but in the role of educators who are appropriate for students to learn the word of God.

Therefore, spiritual formation and intellectual learning provided by an educator must be accompanied by the value of Christ's love so that they can learn that Christian religious education is important to apply in their daily lives. The researcher made direct observations in the field to see the situation at SDN 26 Simpang-Hulu, West Kalimantan, that they needed competent teaching staff who were willing to be placed in this remote school. Researchers also interviewed one of the educators, Initial A, stating that educators had to pick up the ball to take students to school because they lacked interest in school. The area of West Kalimantan is famous for its livelihood from oil palm trees, so there is an idea that "It is

better to marry someone who already owns an oil palm plantation and earns money, rather than going to school." It cannot be denied that the pollution of local culture means that schools are only used as a place to meet friends and then go home.

This habit must be changed first if you want to produce students who understand the essence of school. They come not only to study or gain knowledge but also to gain experience of the importance of learning Christian religious education. Indeed, there must be special approaches to get their attention because this is an educator's strategy for achieving learning goals (David, 2011). When an educator is able to approach them, learning can run well, especially with guidance where the educator is a facilitator (Pusparina, 2021). Researchers held an event to encourage students to see that learning from Christian religious education was interesting. By calling two volunteers to carry out PAK learning, their faces are made up like clowns who can entertain the students, but the content of the learning delivery is still sourced from the Bible (Borrong, 2002). So that learning is optimal because of the creativity provided by educators to students (Norhikmah et al., 2022).

Spiritual Educator: Intellectual Balance and Students' Faith

An educator must be an example of faith to their students. The implementation of learning is not only based on providing intellectual value, but providing legacy faith is an important role that can be given. In Christian religious education, educators play the role of providing learning about faith and values in their lives (Sitepu & Naibaho, 2023). School is not only a place where students can sit quietly and be smart or intelligent, but more than that, they can be a blessing and an open letter to their fellow students. This education must continue because it concerns their needs in the future.

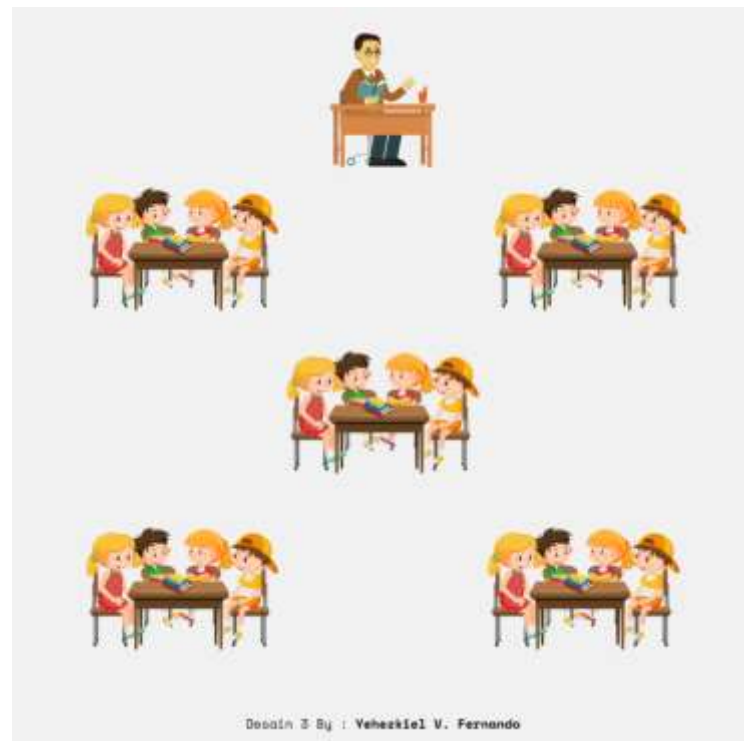
Good quality preparation brings good changes for each student in carrying out their learning. By improving oneself, learning Christian religious education is much more impactful and has great benefits for the development of students. Student learning does require skilled memory and writing skills. Affective attitudes are something that is learned and applied also in the learning environment and atmosphere in the classroom. Educators strive to provide access to relevant and spiritual learning. Guidance from the power of the Holy Spirit forms an educator who has the spirituality of Christ. According to McGrath (1999), it is very important to be spiritual in that they deepen their relationship with God; then, this is practiced simply in their lives. Then, Harjanto's (2021) view states that spirituality must be religious towards God. Victor also stated that this spirituality will lead to someone who wants to give kindness to fellow humans (Artanto, 2012). Therefore, this learning requires help from the Holy Spirit so that learning can develop the faith of each student in the class.

The relationship with God cannot be studied like science in general but can be done through the personal act of meeting God, namely praying. Humans can do this based on the knowledge they gain. In this case, an educator needs to apply the values of Christ's life in his daily life. Christian religious education is a place where students get to know God more. It is not just mere science because a student's spirituality and faith must be carried out equally so that there is no overlap.

Fun Teaching Study Room Design

Instilling the value of Christ's love in the classroom cannot be separated from the design of the learning space that supports this. Students still have a strong imagination to carry out learning according to their wishes. The level of creativity of an educator in creating a fun teaching-learning space must be higher so that it can make learning more colorful. Students must realize that PAK learning is not restrictive but provides freedom of expression through existing creativity. Because by giving them fun learning will certainly increase their motivation to learn Christian religious education (Uno, 2013). The quality provided by an educator is not arbitrary but professional in providing this learning. Classroom design must be something that needs to be considered when starting a class. Students will become very bored seeing learning spaces that do not match their imagination; therefore, educators must be creative (N. A. Telaumbanua et al., 2021). It is true that in learning the knowledge that is provided, the imagination needs PAK Educators to be involved responsively. This shows concern that Christian religious education must be professional (Zebua & Sibarani, 2023).

A pleasant classroom makes students interested in learning. Educators try to design attractive classes through seating that can be designed attractively and appropriately, especially in rural schools.

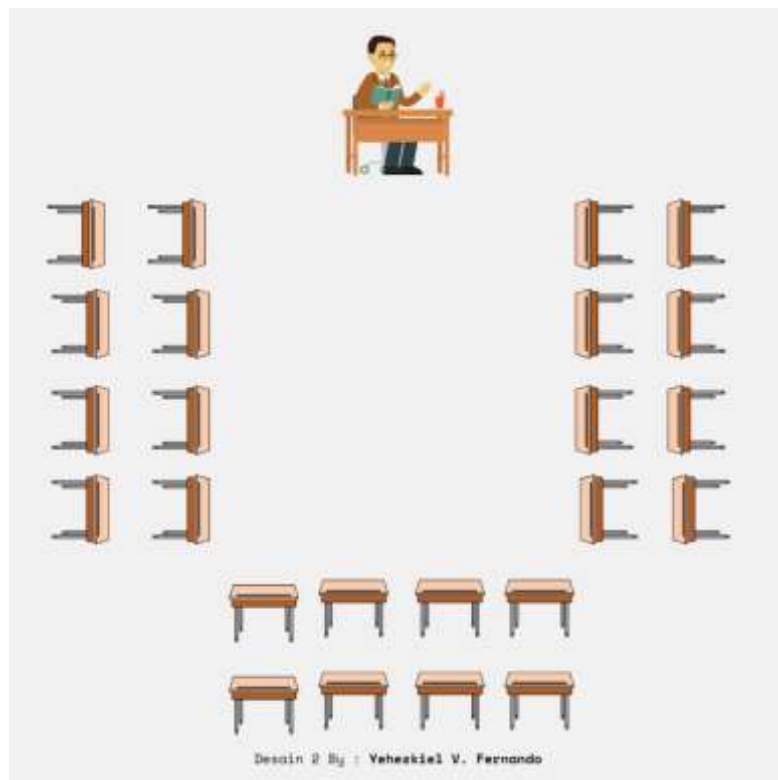


Gambar 1. Desain ruang kelas berkelompok

Students here do not become smart alone, but this knowledge can be shared with other students. Cultivating a sense of caring, as in Christian Religious Education learning, provides caring as a form of loving others. Educators can monitor and provide appropriate direction

for students in carrying out learning that is in accordance with Christian Religious Education. A class atmosphere like this makes students comfortable in carrying out learning in class (Christie, 2023). In carrying out learning, educators can provide space for questions and answers or can provide space for groups to argue with each other to answer questions about Christian religious education learning.

At SDN 26 Simpang Hulu, West Kalimantan, educators are still hampered by obstacles in carrying out class activities like this. However, researchers educate students on the importance of designing classes uniquely and creatively because, from here, students see that learning Christian religious education is not monotonous but exciting and fun.

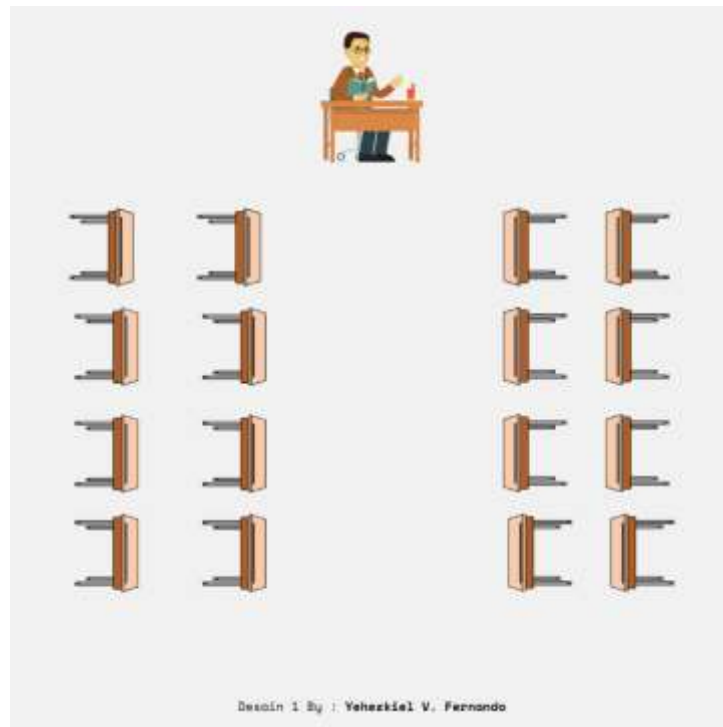


Gambar 2. Desain ruang kelas huruf U

Furthermore, educators can also conduct learning with a U-shaped classroom design. This is to see the seriousness of students' learning so that educators can easily see that they are carrying out learning seriously or not playing around. Researchers believe that SDN 26 Simpang Hulu will become a superior school if the class design pattern is attractive. Of course, it will be interesting for students to be able to go to school happily without any burdens that make them lazy about going to school.

The weakness of students in rural schools is that they are reluctant to come to school because of the lack of educators to provide maximum educational services. Education in the region is an important thing to implement. Seeing this problem, there must be a movement for change in schools in rural areas. One of them is that the SDN 26 Simpang Hulu school

must be an example first so that other regional schools can take part in interesting school activities. School rooms can be designed to be followed by involving students in the classroom. Because of this, good communication between educators and students can be developed.



Gambar 3. Desain ruang kelas bersaing positif

Christian religious education can be implemented well and optimally if an educator can and is able to contribute creativity to his educational services. Like research conducted by Novitasari et al (2022), a beautiful classroom layout will bring comfort to students' learning. Carrying out Christian religious education learning not only prioritizes how it is delivered but also how students can be comfortable learning in the lessons they take part in. Fitra (2018) in his research stated that class design influences students' learning effectiveness.

Implementation of PAK Learning based on the Values of Christ's Love

In Christian religious education, there is a core of learning, namely Jesus Christ the Lord as the living Messiah. Educators need to pay in-depth attention to this. There are various values in education, salvation, eschatology, baptism, the value of Christ's love, and so on. Researchers looked at the field and observed that Christian religious education, in its application of the Values of Love, had not been implemented well. An educator can carry out learning through the following stages:

First stage

Educators carry out learning with enthusiasm. Make it a habit before class starts by doing an icebreaker for students. Indeed, this will trigger students to be active in learning. However, an educator needs to be able to do this regularly, as research conducted by Muharrir (2022) stated that icebreakers received quite high results, and 21 students were motivated. Then, the educator opens it with an opening prayer. An educator's implementation of the opening prayer can provide students with the implementation in Christian religious education so that these values do not fade.

Class implementation that begins with prayer is a form of an educator's obedience to God's authority. Learning Christian religious education must begin with prayer because, in this way, an educator is able to carry out learning correctly and well. Because Christian educators must be professionals whose main task is to educate, provide direction, assess and evaluate all existing learning (Lase, 2022). Educators can also act as (Master of Ceremony) or MCs who help students in class so that learning is quite interesting, and the direction is indeed a type of public speaking education (Kristanto et al., 2020). Classes like this really make students active so that students can be interested in them (Umasugi, 2020).

Second Stage

Then, the stage here is the delivery of interesting and creative learning. An educator tries to provide a delivery that is easy for students to understand. Therefore, learning no longer uses a textual approach entirely but is contextual to students' needs. The researcher worked directly with the team to carry out Christian religious education using a puppet stage in grades one to three.

The delivery of interesting Christian religious education definitely invites students to be able to focus and pay close attention. Researchers used balloons as a complement to attract the attention of each student. Then, the researcher delivered Christian Religious Education lessons using the Bible as the basis for reporting. The delivery of Christian religious education regarding the Values of Love is found in Matthew 22:40: "And the second commandment, which is the same as that, is: Love your neighbor as yourself." Researchers share this value as an appropriate form of education for students. Students watched with enthusiasm and enthusiasm.



Gambar 4. Peserta didik SDN 26 Simpang Hulu, Kalimantan Barat

Creative delivery can foster students' imagination in carrying out competent Christian Religious Education learning. Researchers say that the love of Christ can make students able to love everyone, including friends they hate. Here, the researcher wants to provide an understanding that the Love of Christ can give students the strength to implement this value in their daily lives.

Third Stage

At the end of this, it becomes a point for students to understand what the teacher is saying. Therefore, educators must provide room for questions and answers so that they know that they can think critically and are able to give their opinions without having to be afraid to start. In this space, educators do not have to close forcefully but can discuss like friends because children at this age like to make friends. Therefore, educators must not have gaps that can cause walls of separation, starting from educators first that making friends is fun and exciting (Ahmad Wildan et al., 2022).

Furthermore, in the end, it reaffirms the learning provided. This is important to provide the idea that the knowledge provided is not only included in their mindset but is implemented in their daily lives. Researchers, when providing Christian religious education lessons at SDN 26 Simpang Hulu, of course, confirm Christian religious education. With creative delivery, students understand that the value of love for others is the value of loving others, regardless of gender or religion. So, in this way, Christian religious education learning can be implemented well.

RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT

It is certainly hoped that this research can become a reference source for researchers in the field of Christian religious education. Then, the results of this research certainly do not stop here; they can be developed in different or similar research. Also, this research will be a major contribution to the progress of education in this country.

CONCLUSION

The results of this research state that the implementation of Christian religious education at SDN 26 Simpang Hulu can be carried out by delivering creative and innovative learning. The use of icebreakers in the classroom influences the effectiveness of the learning carried out. Educators can act as Heroes of Faith (Master of Ceremony) or MC, and others in the form of creativity. In this case, it is to open the horizons of imagination so that students do not just get monotonous learning. So, educators not only teach Christian religious education textually but contextually look at students' needs. Christian religious education is not knowledge as such, but knowledge must be implemented in students' daily lives. Therefore, this education must be provided creatively and optimally. The spirituality of each student is the responsibility of the educator in implementing this learning to lead to the daily growth of students both at school and at home.

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