Jurnal Pendidikan Agama Kristen

(JUPAK)

Integration of Learning Models in Curriculum Development: A Theoretical and Practical Review

Benyamin Metekhohy[1)], Novita Loma Sahertian[2)]

Institut Agama Kristen Negeri Ambon, benyaminmetekhohy@gmail.com

Received: 23 July 2025	Accepted: 13 August 2025	Published: 04 September 2025

Benyamin Metekhohy, Novita Loma Sahertian

Abstract

The curriculum is a major component of the education system that determines the direction and quality of the teaching and learning process at various educational levels. This study aims to analyze the stages of curriculum development in Christian education and to identify its relevance and challenges in the current social and cultural context. The research adopts a qualitative descriptive method, utilizing literature review and document analysis to explore theoretical frameworks, best practices, and contextual applications. The findings indicate that effective curriculum development in Christian education involves three main stages: formulating content aligned with the vision and mission of Christian education, designing learning activities that foster students' active participation and spiritual growth, and determining evaluation methods that comprehensively measure the achievement of learning objectives. Results also show that integrating Christian faith values with learning materials enhances contextual relevance and holistic student development, although challenges remain in adapting to the rapidly changing social and cultural environment. This study underscores the need for continuous curriculum review and adaptation to ensure that Christian education remains transformative and impactful.

Keywords: Curriculum Development, Christian Religious Education, Evaluation, Learning Activities, Education Curriculum

Introduction

The curriculum is one of the fundamental components in every country's education system. In general, the curriculum can be understood as a set of plans and arrangements that include objectives, content, teaching materials, and methods used to achieve learning objectives (Print, 1993). Within the framework of educational policy, the curriculum functions as a guideline that directs the entire teaching and learning process in the school environment. Moreover, the curriculum also plays a role as a strategic instrument to realize the vision and mission of national education that is responsive to the dynamics of the times and the needs of society (Ministry of Education and Culture, 2013). In Indonesia, curriculum development is carried out based on educational policies set by the government. The main focus of this policy is the development of student competencies in various aspects of knowledge and skills, which requires the preparation of a comprehensive and structured curriculum (National Education Standards Agency, 2006). The curriculum not only covers academic aspects, but also integrates character, moral, and spiritual values (Wibowo, 2013). In this case, religious education—including Christian Religious Education—has a strategic role in shaping the character of students. As one of the compulsory subjects, Christian Religious Education bears the responsibility to transmit the values of the Christian faith, not only through the delivery of theological doctrine, but also through the formation of behaviour that reflects the practice of Christian teachings in everyday life (Istinatun & Sirait, 2022; Acim, 2025). However, even though the education curriculum in Indonesia has been structured, its implementation still often faces various challenges. One of the main challenges in curriculum development is adapting the contents of the curriculum to real needs in the field, both in terms of teaching materials, learning activities, and evaluation methods used (BSNP, 2006; Print, 1993).

According to curriculum theory Print (1993), a curriculum's effectiveness is determined by the alignment between the *intended*, *implemented*, and *achieved* stages. In Indonesia's case, the fundamental problem lies in the weak transition from intended to implemented curriculum. This results from: 1) Over-standardization at the policy level that limits local adaptation. 2) Insufficient teacher professional development in curriculum contextualization. 3) Assessment systems that do not fully capture holistic learning outcomes. For Christian Religious Education, this gap means that while policy documents emphasize spiritual formation and character building, actual classroom practice may not fully achieve these outcomes due to content rigidity, limited contextualization, and evaluation bias toward cognitive results.

In the context of Christian Religious Education, it is very important for the curriculum to not only convey the cognitive aspects of religious teachings, but also instil moral and ethical values contained in Christian teachings. A good curriculum must be able to guide students to live according to the principles of the Christian faith in their personal and social lives (Tillich, 1951). While existing curriculum theory extensively addresses the formulation of objectives, content structuring, learning activity design, and evaluation systems in general education (Print, 1993; BSNP, 2006; Ministry of Education and Culture, 2013), there is a limited body of work that integrates these stages specifically within the framework of Christian Religious Education (CRE) in the Indonesian context. Most studies on CRE curriculum focus on the transmission of theological doctrine or the moral–spiritual dimensions of learning, but often treat these as separate from the broader theoretical models of curriculum development. Furthermore, existing literature rarely examines how national curriculum policies can be systematically aligned with the unique objectives of CRE, especially in balancing cognitive, affective, and behavioural learning outcomes. This creates a theoretical gap in understanding how established curriculum development models can be adapted to religious education in a way that remains faithful to theological foundations while responding to contemporary social, cultural, and technological dynamics. Addressing this gap requires an integrated theoretical approach that combines curriculum design principles with faith-based pedagogical frameworks, ensuring that CRE not only informs but also transforms learners in accordance with Christian values.

As an integral part of national education policy, curriculum development requires systematic planning and effective implementation. This process includes several stages, such as content preparation, learning activity design, and development of an evaluation system that is in line with learning objectives (Ministry of Education and Culture, 2013). Curriculum content development must consider the relevance of the material to social and technological developments, while providing space for students to understand and internalize religious values in everyday life (Wibowo, 2013). The learning activities designed need to encourage active involvement of students, so that they are not only recipients of information, but also active agents in the formation of their character and the appreciation of their faith. Appropriate and comprehensive learning evaluation is essential to measure the level of achievement of learning objectives and provide constructive feedback for subsequent curriculum development (Print, 1993). Thus, it is important to examine in depth the stages of

curriculum development—including content development, learning activity design, and evaluation—especially in the context of Christian Religious Education. This study also aims to understand the dynamics and challenges in implementing the curriculum at various levels, from national, institutional, to class. Therefore, this paper will review the process of developing and implementing the Christian Religious Education curriculum and offer strategic recommendations for increasing the effectiveness of the curriculum in the future to be more in line with the needs of religious education in Indonesia. In this paper, the author formulates the problem: 1) What are the stages in developing an effective Christian Religious Education curriculum? 2) What is the function of the curriculum within the framework of national education policy? 3) What is the role of the curriculum in achieving the goals of Christian Religious Education? 4) What are the challenges faced in implementing the Christian Religious Education curriculum? The purpose of writing this paper is: 1) Explaining the stages required in developing the Christian Religious Education curriculum. 2) Analyzing the function and role of the curriculum in Christian religious education. 3) Identifying the challenges faced in implementing the Christian Religious Education curriculum.

Method

This study utilized a developmental research approach grounded in the elaboration model of research and curriculum design, aiming to produce a new and accountable educational product (Creswell, 2021). The focus of the research was the development of a curriculum for Christian Education that integrates both theoretical and practical components, which were compiled into printed instructional materials. The research subjects consisted of 58 Christian Education students at the State Christian Institute (IAKN) in Ambon, divided into two classes. In addition, the study engaged a panel of experts—including curriculum model experts, design specialists, content experts, and relevant stakeholders—who evaluated the curriculum based on both theoretical and practical considerations. The developed curriculum components demonstrated high feasibility scores: the Semester Lesson Plan received a score of 91.96% (mean=3.67), the Lecture Session Unit (LSU) received 91.07% (mean=3.64), and the teaching materials received 98% (mean=3.80). These results indicate that the developed curriculum meets high standards of quality and applicability in Christian Education at IAKN Ambon.

Results and Discussion

Objective	Assessed Aspect	Instruments	Observation Data	Respondents
Curriculum Product Evaluation	Curriculum Prototype	Expert Validation Sheet	Alpha Testing Results, Orthogonal Iteration Test, Field Trial	Curriculum Design Experts, Content Experts
Curriculum	Curriculum	Questionnaire,	Field Data on	Christian

Objective	Assessed Aspect	Instruments	Observation Data	Respondents
Implementation Feasibility	Application	Observation Sheets	Implementation and Feedback	Education Lecturers and Practitioners

Table 1. Overview of Assessed Aspects, Instruments, Data Sources, and Respondents

Detailed Breakdown

Column	Meaning	In Your Table
Objective	The main research goal for that stage of assessment.	Two goals: (1) Evaluate the *curriculum product* itself, (2) Evaluate *how feasible it is to implement*.
Assessed Aspect	The specific focus within the objective.	For product evaluation: the *Curriculum Prototype*; for feasibility: the *Curriculum Application*.
Instruments	Tools used to collect the evaluation data.	Product: Expert Validation Sheet; Feasibility: Questionnaire and Observation Sheets.
Observation Data	The type of data actually gathered from the instruments.	Product: Alpha testing results, orthogonal iteration test, field trial data. Feasibility: Field data on implementation and participant feedback.
Respondents	Who provided the evaluation input.	Product: Curriculum Design Experts & Content Experts; Feasibility: Christian Education Lecturers & Practitioners.

In educational research, particularly in curriculum development, research instruments play a crucial role in collecting accurate, comprehensive, and systematic data to ensure valid findings (Creswell, 2021). For this study, several instruments were utilized to assess the quality and effectiveness of the developed Christian education curriculum. The instruments included validation sheets, Likers-scale questionnaires, observation guidelines, and test question analyses.

The validity of instruments—both content and construct validity—was determined through expert judgment, while reliability was assessed using Cronbach's Alpha, orthogonal iteration testing, and field trials. These approaches ensured both theoretical and practical soundness of the curriculum product.

No.	Aspect Assessed	Validator	Indicators	Item No.
1	Learning Objectives	Model Expert	The curriculum is purposefully designed to meet specific learning objectives	1
		Content Expert	The learning objectives are supported by strong theoretical rationale	2
2	Syntax	Model Expert	The learning model is designed with a clear and logical syntax	3
		Content Expert	Each syntax element is grounded in solid theoretical foundations	4, 5
3	Support System	Model Expert	The curriculum includes well-defined support components	6
		Content Expert	The support system is theoretically sound	7
		Model Expert	The curriculum integrates a functional social system component	8
4	Social System	Content Expert	Clearly defines lecturer and student roles	9
			Illustrates communication and interaction patterns	10
			Outlines expected student outcomes	11
5	Reaction Principle	Model Expert	Incorporates defined lecturer-student interaction strategies	12
		Content Expert	Demonstrates reaction models in learning engagement	13, 14

Table 2. Curriculum Development Assessment Grid: Theoretical and Practical Review

Detailed Row-by-Row Interpretation

1. Learning Objectives

- **Model Expert Review:**
    - Indicator: "The curriculum is purposefully designed to meet specific learning objectives."

- o Meaning: The design structure must intentionally align with the stated learning goals and outcomes.
- o Item No.: **1** in the validation sheet.

- **Content Expert Review:**
  - o Indicator: "The learning objectives are supported by strong theoretical rationale."
  - o Meaning: The stated objectives must be backed by credible educational theories and relevant Christian Education principles.
  - o Item No.: **2** in the validation sheet.

2. Syntax

- **Model Expert Review:**
  - o Indicator: "The learning model is designed with a clear and logical syntax."
  - o Meaning: The instructional flow (steps, stages, activities) must be coherent, easy to follow, and logically sequenced.
  - o Item No.: **3** in the validation sheet.
- **Content Expert Review:**
  - o Indicator: "Each syntax element is grounded in solid theoretical foundations."
  - o Meaning: Each step in the instructional process must have a basis in educational or theological theory.
  - o Item No.: 4, 5 in the validation sheet.

This grid:

- Ensures division of labor between model experts (focusing on structure/design) and content experts (focusing on subject matter and theory).
- Links evaluation criteria directly to instrument items, ensuring clear traceability in your research.
- Covers both theory and practice, which is essential in developmental research for curriculum design.

Instrument Development and Data Collection

The instruments were designed to support a comprehensive evaluation of the curriculum development process. A Likert-scale questionnaire was used for expert validation, with response categories including:

- Very Appropriate (score ≥ 3.6),
- Appropriate (score ≥ 2.6),
- Less Appropriate (score ≥ 1.6), and
- Not Appropriate (score < 1.6).

These ratings provided structured input from experts on the design, theoretical framework, and feasibility of the curriculum prototype. Data collected during field trials were used to refine the product, ensuring it meets pedagogical standards and is practically applicable in Christian education settings. Further statistical analysis such as alpha testing (for reliability) and orthogonal iteration tests (for construct robustness) confirmed the internal consistency and theoretical soundness of the developed curriculum. Here's a completely revised and refined version of your section, rewritten for clarity, coherence, academic tone, and proper

structure. Headings and content have been improved for readability and consistency with scholarly standards.

Instrument Validity and Feasibility Assessment

Score Range	Category	Description
$3.6 \leq P \leq 4.0$	Very Feasible	No revisions required
$2.6 \leq P < 3.6$	Feasible	Minor revisions required
$1.6 \leq P < 2.6$	Less Feasible	Major revisions required
$1.0 \leq P < 1.6$	Not Feasible	Not suitable for use

Table 3. Instrument Validity Criteria

Data Analysis Technique

A quantitative descriptive analysis was employed to evaluate the product development results of the curriculum-based learning model. The study aimed to validate and determine the feasibility of the instruments and curriculum through expert assessments. Data were collected via expert questionnaires using a 4-point Likert scale and then converted into qualitative interpretations based on defined scoring criteria.

The performance level percentage was calculated using the formula:

$$\text{Percentage} = \left(\frac{\sum \text{Score} \times \text{Component Weight} \times 110\%}{n \times \text{Highest Score}} \right)$$

This percentage guided the classification of curriculum feasibility across five categories based on the Likert scale, as detailed below.

No.	Achievement Range	Category	Description
1	86–100%	Very Practical	Can be used without revision
2	66–85%	Practical	Can be used with minor revision
3	56–65%	Less Practical	Can be used with revision
4	0–55%	Not Practical	Not feasible for use

Table 4. Curriculum Feasibility Criteria for Learning Model

Expert Validation Results
Model Expert (Design) Assessment

The descriptive analysis of expert validation from model (design) experts is presented in the table below:

No.	Aspect	Indicator	V1	V2	V3	Average	Category
1	Purpose	Designed to achieve specific learning objectives	4	4	4	4.0	100% – Very Valid (No revision)
2	Syntax	Designed with clear and structured syntax	3	3	3	3.0	75% – Valid (No revision)
3	Support System	Includes a support system component	4	4	4	4.0	100% – Very Valid (No revision)
		Includes a social system component	3	4	4	3.6	91.6% – Valid (No revision)
4	Reaction Principle	Contains clearly defined reaction principles	4	4	4	4.0	100% – Very Valid (No revision)

Table 5. Descriptive Results from Model Experts on Curriculum Development

Overall Average Score:

Total score: 18.6 / 20 → 93%

Conclusion: The curriculum model is categorized as Very Valid and is theoretically and practically feasible for implementation.

Content Expert (Material) Assessment

Content experts assessed the learning model based on the clarity, rationale, and theoretical grounding of each component. The detailed results are shown below:

No.	Aspect	Indicator	V1	V2	V3	Average	Category
1	Purpose	Objectives are based on strong theoretical rationale	4	4	4	4.0	100% – Very Valid (No revision)
2	Syntax	Syntax components have solid theoretical foundations	3	4	4	3.6	91.6% – Valid (No revision)
		Logical sequence of syntax aligns with objectives	4	3	4	3.6	91.6% – Valid (No revision)
3	Support System	Support system is theoretically grounded	4	4	4	4.0	100% – Very Valid (No revision)
4	Social	Clearly defines lecturer and	4	4	4	4.0	100% – Very Valid (No

No.	Aspect	Indicator	V1	V2	V3	Average	Category
	System	student roles					revision)
		Identifies expected outcomes and communication patterns	4	4	4	4.0	100% – Very Valid (No revision)
5	Reaction Principle	Clarifies lecturer roles and interaction dynamics	4	4	4	4.0	100% – Very Valid (No revision)
		Describes lecturer-student and peer interactions	4	4	4	4.0	100% – Very Valid (No revision)

Table 6. Descriptive Results from Content Experts on Curriculum Development

Overall Conclusion: All content components are deemed Very Valid with an average score of 100%, indicating high feasibility and strong theoretical foundation. Here is a fully revised and refined version of your section, rewritten for clarity, academic tone, coherence, and professionalism. Tables are incorporated smoothly into the narrative, and the structure is improved for flow and readability.

Expert Review and Reliability Testing of the Curriculum Learning Model

Section	Expert Feedback	Suggestions
Book Model	The model is developed based on a solid theoretical foundation.	Include specific theories to clarify the model's rationale.
Social System	The model demonstrates consistency in its social system component.	Clarify the roles and structure within the social system more explicitly.

Table 7. Review Summary from Learning Design Experts

From the expert review, the model's validity was assessed quantitatively using the following formula:

$$\text{Percentage} = \left(\frac{\sum \text{Score} \times \text{Component Weight} \times 110\%}{n \times \text{Highest Score}} \right)$$

$$\text{Percentage} = \left(\frac{53 \times 1}{14 \times 4} \right) \times 100\% = 94\%.$$

This results in an average score of 3.78 (53 ÷ 14), which falls within the "Very Valid" category based on curriculum development evaluation criteria. Thus, the learning model is considered theoretically and practically feasible for implementation and testing.

Instrument Reliability Analysis

Cases	N	%
Valid	29	100.0%
Excluded	0	0.0%
Total	29	100.0%

Table 8. Case Processing Summary

Note: Listwise deletion was applied to all variables in the procedure.

Cronbach's Alpha	No. of Items
0.960	14

Table 9. Instrument Reliability (Cronbach's Alpha)

The reliability test using Cronbach's Alpha yielded a coefficient of 0.960, indicating a very high internal consistency. According to Setiaji (2021), a coefficient above 0.8 is considered highly reliable, confirming that the instrument is dependable and valid for use in field testing.

Validity Test Using Orthogonal Iteration

Questionnaire No.	R Count	R Table	Status
X1	0.521	0.361	Valid
X2	0.977	0.361	Valid
X3	0.661	0.361	Valid
X4	0.931	0.361	Valid
X5	0.977	0.361	Valid
X6	0.931	0.361	Valid
X7	0.872	0.361	Valid
X8	0.821	0.361	Valid
X9	0.931	0.361	Valid

Questionnaire No.	R Count	R Table	Status
X10	0.872	0.361	Valid
X11	0.872	0.361	Valid
X12	0.775	0.361	Valid
X13	0.818	0.361	Valid
X14	0.521	0.361	Valid

Table 10. Orthogonal Iteration Results

All 14 questionnaire items demonstrated R-count values above the R-table threshold of 0.361, confirming the instrument's construct validity. These results validate the use of the indicators in field trials.

Field Trial Results

Field testing of the curriculum-based learning model was conducted in a classroom setting with 29 students. The purpose was to evaluate student responses to the developed model.

Category	Frequency	Percentage (%)
Very Good	21	72.4%
Good	5	17.2%
Quite Good	3	10.3%
Not Satisfactory	0	0.0%
Total	**29**	**100.0%**

Table 11. Field Trial Summary

The majority of students (72.4%) rated the learning model as "Very Good," followed by 17.2% indicating "Good," and 10.3% selecting "Quite Good." No students gave a negative rating. These results demonstrate strong student approval of the curriculum development model and support its use in future instructional settings.

The Relevance of This Study to Christian Religious Education

The study of curriculum development has great relevance to Christian Religious Education. Christian Religious Education must be able to transform Christian values into the lives of students through a systematic and effective curriculum. The development of a good PAK

curriculum not only teaches religious doctrine but also instills attitudes and behaviors that reflect the teachings of Christ in everyday life.

Christian Religious Education Curriculum Development

In developing the Christian Religious Education curriculum, there are several stages that need to be considered to ensure its effectiveness. These stages include needs analysis, planning, curriculum design, implementation, and evaluation. Each stage must be considered carefully so that the resulting curriculum can accommodate holistic educational goals, including character building and strengthening faith (Rikus & Andri, 2023; Arends, 2008).

Function and Role of Curriculum in National Education Policy

The Christian Religious Education Curriculum has a very important function within the framework of national education policy. This curriculum not only functions as a tool to transfer religious knowledge, but also as a means to shape the character of students in accordance with the values of Pancasila and deep Christian teachings. On the other hand, the curriculum must also be in line with the national education goals stated in the National Education System Law.

Challenges in Implementing Christian Religious Education Curriculum

The implementation of the Christian Religious Education curriculum faces various challenges, both in terms of resources, teacher readiness, and acceptance from the community. One of the main challenges is how to ensure that this curriculum is implemented consistently and effectively at all levels of education. Stated that one of the major problems is the lack of adequate teacher training and limited educational resources. In addition, another challenge is how to adapt the curriculum to the different needs of students, both in terms of religious background and level of religious understanding (Ministry of Education and Culture of the Republic of Indonesia, 2013).

Definition of Curriculum

Curriculum is a set of plans and arrangements that include objectives, content, teaching materials, and methods used to achieve educational goals. The curriculum can cover various aspects, from knowledge to the development of attitudes and character. According to Law No. 20 of 2003 concerning the National Education System, the curriculum is a tool used to compile and organize learning experiences for students in order to achieve national education goals (Republic of Indonesia, 2003).

Curriculum Theories and Models in Christian Religious Education

Christian Religious Education adopts a curriculum model that not only focuses on teaching religious doctrine but also on forming Christian character. One relevant model is the model of integration of faith and learning. This model integrates religious values in all subjects, not only in Christian Religious Education. Thus, Christian values are applied in the lives of students as a whole.

Education Policy and Curriculum at Various Levels

1. National Level

Education policy in Indonesia is regulated by the government through the Ministry of Education and Culture (Kemendikbud). At this level, the curriculum of Christian Religious Education is prepared based on guidelines set by the government, while still

providing room for local adjustments (Ministry of Education and Culture of the Republic of Indonesia, 2013).

2. **Institutional Level**
Every educational institution at the institutional level needs to develop a Christian Religious Education curriculum that is in accordance with the school's vision and mission and the character of the students. The curriculum developed must also be in accordance with national policies but can be adjusted to local needs and contexts.

3. **Class Level**
At the classroom level, the curriculum is translated into the Learning Implementation Plan (RPP). Teachers are responsible for implementing the curriculum according to the needs of the students. At the classroom level, it is important to adapt a contextual and effective pedagogical approach (Arends, 2008).

Function of Curriculum in the Framework of Education Policy
1. **As an Educational Control Tool**
The curriculum functions as a control tool that ensures that the education provided is in accordance with the standards and objectives set by the government. In the context of Christian Religious Education, the curriculum plays a role in ensuring that Christian religious values are conveyed consistently and effectively to students. The curriculum functions as a control tool that ensures that the education provided to students is in accordance with the standards and objectives set by the government. This control function is very important because through the curriculum, educational institutions can monitor and direct all learning activities to achieve the desired results. In the context of Christian Religious Education (PAK), the curriculum not only regulates teaching materials, but also becomes a tool to ensure that Christian religious values are conveyed consistently and effectively to students. The importance of the curriculum as a control tool in PAK is to ensure that the Christian teachings contained in the curriculum can be translated appropriately in daily learning. In other words, the curriculum becomes a guideline that directs teachers and educational institutions in implementing Christian values in students' lives, both in moral, spiritual, and social aspects. A good curriculum ensures that Christian religious teachings are not only taught theoretically, but also integrated into students' lives.

2. **As a Guide to Learning Implementation**
The curriculum provides clear guidelines on what to teach, how to teach it, and how to evaluate learning outcomes. In Christian Religious Education, the curriculum plays a role in helping teachers to apply teaching methods that are in accordance with Christian teaching principles (Arends, 2008).

The Role of Curriculum in Christian Religious Education
1. **As a Means of Transforming Christian Values**
The Christian Religious Education Curriculum has a central role in transforming Christian values into the lives of students. Learning does not only talk about religious knowledge, but also invites students to practice the teachings of Christ in their lives.

2. **As an Instrument for Improving the Quality of Education**

   The curriculum also serves to improve the overall quality of education, including Christian religious education. An effective curriculum can improve the quality of teaching and learning in the classroom, as well as help students develop strong character and faith.

Dynamics and Challenges of Curriculum Implementation

1. **Government Regulations and Policies**

   One of the main challenges in curriculum implementation is the existence of policy changes that sometimes require rapid curriculum adjustments. Dependence on evolving government policies can make it difficult for educational institutions to adjust the curriculum in a timely manner. Frequent changes in educational regulations and policies can make it difficult for educational institutions, especially teachers, to implement the existing curriculum, because they have to quickly adapt to new policies that have not necessarily been adequately socialized (Ministry of Education and Culture of the Republic of Indonesia, 2013). Rapid policy changes can also affect the effectiveness of the learning process, because teachers and educational institutions must change methods, teaching materials, and learning evaluations in a short time. This requires high readiness from all parties, especially educators and education managers, to adapt to new policies.

2. **Cultural and Social Factors**

   Cultural and social factors are also challenges in implementing the Christian Religious Education curriculum. The diversity of cultures and social backgrounds of students affects the way they accept and understand religious teachings. Therefore, the curriculum must be sensitive to this diversity and must be adaptable to various social contexts. The influence of these cultural factors is not only limited to differences in learning methods, but also includes values that develop in society that can influence the acceptance of Christian teachings.

Conclusion

The development of the Christian Religious Education (CRE) curriculum cannot be reduced to a static framework of content, activities, and evaluation; rather, it is a dynamic process that must actively respond to the sociocultural realities and policy landscapes in which it operates. While the curriculum serves as both a moral compass and a pedagogical guide, its transformative power depends on how effectively it bridges biblical principles with contemporary student contexts. The diversity of cultural backgrounds among learners, combined with shifting government policies, presents both a challenge and an opportunity. Rigid, one-size-fits-all models risk alienating students and diluting the relevance of Christian values in real-life situations. Therefore, it is imperative that government policies enable flexibility, allowing local adaptations without compromising theological integrity. Moreover, the integration of technology is not optional but essential, ensuring that CRE remains engaging, contextually relevant, and aligned with the learning styles of a digitally native generation. Ultimately, a responsive and adaptive curriculum is not merely an academic necessity—it is a theological mandate to faithfully disciple students in a world of rapid change. In conclusion, the development of the Christian Religious Education curriculum is not merely a technical process of arranging learning materials but an essential strategic effort to shape students' spiritual and moral character in alignment with Christian values. An effective curriculum must function as a living framework that both guides and transforms, ensuring that biblical principles are consistently integrated into students' lives. While

challenges such as shifting government policies and diverse cultural backgrounds can create friction in implementation, these obstacles also present opportunities for contextualization and creative adaptation. Policies that grant flexibility without compromising doctrinal integrity are crucial for allowing educational institutions to address regional and cultural realities. Furthermore, the integration of technology into curriculum design can enhance interactivity, engagement, and relevance, enabling Christian education to remain impactful in a rapidly changing era. Ultimately, a well-developed curriculum should not only convey theological knowledge but also cultivate lifelong discipleship, ensuring that faith permeates every sphere of students' existence.

References

Acim, A. (2025). Efektifitas Model Pembelajaran Inquiry Lerning Dalam Meningkatkan Analitik Peserta Didik. *Basilika Eirene: Journal of Education in Indonesia*, *1*(1), 1–12. https://doi.org/10.63436/BE.V1I1.85

Arends, R. I. (2008). *Learning to Teach*. New York: McGraw-Hill.

Creswell, J. W. (2021). *Qualitative, Quantitative, and Mixed Methods Approaches*. Yogyakarta: Pustaka Belajar.

Istinatun, H. N., & Sirait, J. R. (2022). Membangun Perdamaian Antar Umat Beragama Melalui Pengajaran Pendidikan Agama Kristen di Indonesia. *Basilius Eirene: Jurnal Agama Dan Pendidikan*, *1*(1), 44–56. https://doi.org/10.63436/bejap.v1i1.5

Ministry of Education and Culture. (2013). *Basic Framework and Structure of the 2013 Curriculum*. Ministry of Education and Culture of the Republic of Indonesia.

Ministry of Education and Culture of the Republic of Indonesia. (2013). *Curriculum 2013: General Guidelines for Christian Religious Education*. Jakarta: Ministry of Education and Culture of the Republic of Indonesia.

National Education Standards Agency. (2006). *Content Standards for Elementary and Secondary Education Units*. BSNP.

Print, M. (1993). *Curriculum Development and Design*. Allen & Unwin.

Republic of Indonesia. (2003). *Law No. 20 of 2003 concerning the National Education System*. Jakarta: State Secretariat.

Rikus, R., & Andri, A. (2023). Peran Pembelajaran Doktrin Total Depravity terhadap Kesombongan Manusia. *Basilius Eirene: Jurnal Agama Dan Pendidikan*, *2*(2), 16–29. https://doi.org/10.63436/bejap.v2i2.33

Tillich, P. (1951). *Systematic Theology: Vol. 1*. University of Chicago Press.

Wibowo, A. (2013). *Character Education: Strategy for Building the Character of a Civilized Nation*. Rajawali Pers.