



Reforming Christian Religious Education: Integrating Spirituality and Critical Reasoning in the Digital Era

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Abstract

This article adopts a qualitative approach, utilizing both library research and phenomenology. It aims to explore new approaches in Christian religious education that integrate spirituality with critical reasoning, addressing the challenges posed by the current digital era. The core issue examined is how to equip students with critical reasoning skills while simultaneously deepening their faith and spirituality in the context of digital technology, highlighting both the challenges and opportunities this presents. By reviewing a range of relevant literature, this research presents best practices for addressing the pedagogical needs of students in the digital era. Its originality lies in a holistic approach that integrates spiritual development with critical reasoning in the learning process, offering a new model for shaping Christian thinkers who are both critically minded and deeply committed to their faith in an era of rapid technological advancement. The research reveals that integrating digital technology into Christian religious education greatly improves student engagement in the learning process. Moreover, combining critical reasoning with spiritual development enables students to gain a deeper and more relevant understanding of Christian values in the context of the digital era.

Keywords: Christian Religious Education; Spiritual; Critical Reasoning; Digital Technology



Introduction

In the fast-paced and challenging digital era, Christian Religious Education is faced with the need to adapt to the new realities that students encounter. The rapid advancement of technology has transformed how people access information, communicate, and perceive the world (Díaz, 2022). In this context, traditional approaches to Christian Religious Education must be re-evaluated and reformed to remain relevant and to shape students who not only possess religious knowledge but also develop the critical thinking skills needed to face contemporary challenges. A key challenge in Christian Religious Education is how to blend spirituality with the cultivation of critical reasoning. For years, the prevailing approach has largely focused on the passive delivery of doctrine and teachings, without giving space for students to question, analyze, and integrate religious values into real-life situations.

However, in today's digital era, such an approach is no longer sufficient. Students are faced with an overwhelming flood of information, where they must be able to sift through, analyze, and interpret it critically. Without critical thinking skills, students risk falling into narrow understandings or even being misled by false or deceptive information (Kolibu, 2023). Therefore, reforming Christian Religious Education is crucial. A new approach is needed – one that combines spirituality with the development of critical reasoning skills. By integrating these two aspects, students can be shaped to not only possess strong faith but also the capacity to analyze and apply religious values in the context of a complex modern life.

This reform requires Christian Religious Education stakeholders to reassess the teaching methods currently in use. The one-way lecture method that focuses solely on memorization and obedience must be avoided. Instead, teachers should adopt interactive learning methods, encourage discussions (Nababan et al., 2024), and create space for students to question, analyze, and explore the meaning of religious teachings in real-life contexts. One approach that can be adopted is inquiry-based learning, where students are encouraged to ask questions, conduct research, and develop critical thinking skills in understanding and applying religious teachings. This approach not only deepens students' understanding of religious doctrines but also enhances the critical thinking skills that are essential in today's digital era.

Moreover, the integration of technology in the learning process is also crucial. By utilizing technology wisely, it can enrich students' learning experiences, provide access to a variety of information sources, and facilitate broader discussions and collaborations. However, the use of technology must be balanced with proper guidance to ensure that students develop critical thinking skills in analyzing and utilizing information wisely (Apriyanti et al., 2023). Naturally, this reform not only involves changes in teaching methods but also requires a shift in mindset and training for Christian religious educators. Teachers need to be equipped with new skills to facilitate interactive learning, effectively integrate technology, and encourage the development of students' critical thinking abilities.

Discussions on Christian Religious Education in the digital era, particularly regarding concepts and strategies, have been examined by several researchers in the past. Among them are: first, Duha et al. (2023) who described in their research that in facing the challenges of globalization, educational reform is necessary for students to experience spiritual growth and knowledge transformation. Second, Rudie and Sihombing (2023) examined strategies for implementing Christian Religious Education in the digital era, concluding that the presence of digital technology is crucial in the religious education process. Third, Hura et al. (2024) highlighted the urgency of transforming Christian Religious Education methods in the digital era. Fourth, Apriyanti et al. (2023) presented a structured concept for integrating technology into Christian Religious Education as a relevant method in the digital era. Fifth, Santosa (2022) in her research offered a new approach to Christian Religious Education in the digital era, where digital quotient is proposed as the primary concept and method.

Based on the previous studies mentioned above, it is evident that there has not been a thorough and comprehensive review of the importance of reforming Christian Religious Education in the digital era, especially in integrating spirituality and critical reasoning. Therefore, this research will specifically examine the implications and urgency of integrating Christian spiritual principles and critical reasoning through the practice of Christian Religious Education in schools. This effort aims to equip students with critical thinking skills and sound spiritual principles in understanding and utilizing digital technology, as well as in responding to its associated challenges. The strength of

this approach lies in its attempt to create a generation of Christians who not only possess strong faith but also the critical thinking abilities needed to face the challenges of the modern era.

This research aims to offer a new concept in Christian Religious Education to make it more relevant and effective in the modern era. By blending deep spirituality with rational critical reasoning, this approach has the potential to create a balanced and holistic learning experience, where students not only develop a relationship with God but also the ability to think critically and analyze ideas rationally. Additionally, by incorporating digital elements, this reform also aligns Christian Religious Education with the demands of the times, reaching a generation accustomed to technology and facilitating more interactive and connected learning. Therefore, the research questions to be addressed are: How can Christian Religious Education be reformed in the digital era to equip students with strong spiritual principles and critical thinking skills? How can spirituality and critical reasoning be integrated into the didactic context of Christian Religious Education in the digital era?

Method

This paper uses a qualitative research method with a library research and phenomenological approach. The library research approach involves an in-depth review of literature relevant to the research topic (Connaway & Radford, 2021). In this context, the researcher collects and analyzes sources such as the Bible, articles, books, and other documents that discuss Christian Religious Education, spirituality, critical reasoning, and the use of digital technology in learning. The researcher examines key theories and concepts related to efforts to reform Christian Religious Education, as well as reviews best practices and innovative approaches implemented in various Christian educational institutions. By conducting comprehensive library research, the researcher builds a strong theoretical foundation to understand the challenges and opportunities in integrating spirituality, critical reasoning, and digital technology into Christian Religious Education.

The phenomenological approach is also employed to gain a deeper understanding of the experiences and perspectives of Christian Religious Education stakeholders (Paley, 2017). The researcher conducts in-depth analysis with Christian religion teachers, students, parents, and church leaders to explore

their views on the importance of integrating spirituality, critical reasoning, and digital technology into the learning process. Through this critical analysis, the researcher captures the essence of the participants' life experiences and gains a rich perspective on their challenges, needs, and expectations in the context of Christian Religious Education reform. This phenomenological approach allows the researcher to grasp the subjective realities of the participants and develop a more comprehensive understanding of the research topic holistically.

Findings and Discussion

Challenges of Christian Religious Education in Digital Era

Digital era has brought significant changes to the world of education, including Christian Religious Education (Ashlin-Mayo, 2020). Traditional learning and teaching paradigms have shifted toward more interactive, collaborative, and technology-based approaches. This shift demands that Christian religion teachers adapt and develop teaching methods that align with the demands of the times. Students today grow up in the midst of rapid advancements in digital technology (Tari & Hutapea, 2020). They are accustomed to quick access to information, instant communication, and interactive entertainment. A monotonous, one-directional teaching approach may no longer be effective in capturing their interest and maintaining their attention. Therefore, Christian Religious Education teachers face the challenge of adopting more dynamic teaching methods and incorporating digital technology. This may include the use of multimedia, online resources, interactive learning apps, and digital communication platforms to engage students in more appealing and relevant manner. However, the integration of digital technology into Christian Religious Education must be done wisely and cautiously. Technology should serve as a supporting tool (Rantung & Boiliu, 2020); in this case, teachers must ensure that its use does not detract from or undermine the core teachings and spiritual values they aim to convey.

One of the main challenges is maintaining a focus on spiritual development in a digital environment often filled with distractions and misleading entertainment. To address this issue, Christian Religious Education teachers must be skilled in creating a conducive learning environment for spiritual growth, even while using digital technology. Additionally, they need to

be aware of the potential negative impacts of excessive or improper use of digital technology. These could include issues such as internet addiction, exposure to inappropriate content, and a decline in the ability to engage in direct and meaningful interactions (Sitorus & Boiliu, 2021). To overcome these challenges, they must develop appropriate strategies for integrating digital technology in a balanced and meaningful way. Teachers are expected to harness the advantages of technology to enhance learning, while still preserving the spiritual values as the core of Christian Religious Education.

One approach that can be implemented is to create learning experiences that involve the purposeful and limited use of digital technology. For example, using videos or interactive applications to visualize spiritual concepts, followed by in-depth discussions and direct reflections. In addition, teachers should set an example in using digital technology wisely and in a balanced manner. They can share best practices for managing time in the digital realm, prioritizing spiritual activities, and maintaining a balance between the virtual and real worlds. Christian Religious Education in the digital era must emphasize the importance of developing critical thinking skills and digital literacy (Purba, 2022). Students need to be equipped with the ability to critically evaluate information, identify reliable sources, and distinguish between reality and fiction in the digital realm.

In the digital era, Christian Religious Education teachers should prepare students to face the arising moral and ethical challenges, such as data privacy issues, cyberbullying, and responsible use of social media (Gulo & Salurante, 2023). To address these challenges, they cannot tackle them alone. They need support from the school, church, and parents. Collaboration and synergy among stakeholders are crucial to creating a learning environment that fosters spiritual growth amidst digital technological advancements. Schools and churches need to provide adequate resources, such as effective technology infrastructure, teacher training, and guidelines for using technology in line with Christian values. Parents should also be involved in supporting and reinforcing spiritual learning at home, as well as supervising their children's use of digital technology.

Furthermore, Christian Religious Education teachers should continuously develop themselves and stay updated on the latest advancements in digital technology. Teachers need to possess relevant and in-depth skills and knowledge to effectively utilize technology in the learning process. In this process, they can share experiences and best practices with their colleagues. Professional

communities and teacher networks can serve as valuable sources of support and inspiration in addressing challenges in the digital era. Additionally, churches and Christian organizations can play their role in providing relevant resources and training for Christian Religious Education teachers (Ritonga, 2020); for instance, developing curricula and learning materials that integrate digital technology with Christian principles.

However, in the midst of efforts to adopt digital technology, Christian Religious Education teachers should continue to uphold the core of Christian teachings and ensure that spiritual values are not eroded by the rapid development of technology. They are expected to balance the need to adapt with the need to preserve the identity and integrity of Christian Religious Education (Yuli et al., 2022). This challenge demands teachers to have broad insight, creativity, and a strong commitment. In this regard, they are expected to identify the opportunities and threats brought by the digital era and find the right solutions to address them. Ultimately, Christian Religious Education in the digital era must remain focused on its primary goal, which is to help students develop a closer relationship with God, understand Christian teachings, and apply them in their daily lives.

The Role of Spirituality in Christian Religious Education

Spirituality is the core of Christian Religious Education (Sahartian, 2018). The primary goal of this education is to help students develop a closer and deeper relationship with God. Therefore, fostering spirituality becomes a crucial aspect of the learning process in Christian Religious Education. One of the key roles of spirituality in Christian Religious Education is to facilitate the formation of a strong personal connection between students and God (Gulo & Harefa, 2023). Through activities such as prayer, reflection, and worship, students are encouraged to experience God's presence in their lives and cultivate a true spiritual closeness.

In principle, Christian Religious Education is not only focused on the transfer of knowledge about teachings of faith but also aims to inspire students to internalize and experience the truth of God's word in their daily lives (Tjandra, 2020). Spirituality helps students integrate teachings of faith into concrete actions and a lifestyle that reflects Christian values. Through spirituality, Christian Religious Education plays a role in developing Christian character and values in

students; values such as love, humility, forgiveness, integrity, and justice form the essential foundation for authentic spiritual growth.

By emphasizing spirituality, Christian Religious Education can shape students into well-rounded individuals, not only intellectually but also emotionally, morally, and spiritually (Timpal & Moku, 2022). This enables them to face life's challenges and temptations with wisdom, staying true to their faith principles. One way to cultivate spirituality is by creating a learning environment that nurtures spiritual growth. Teachers can systematically integrate spiritual practices such as prayer, meditation, and worship into their teaching activities. Additionally, Christian Religious Education should emphasize the importance of spiritual disciplines like reading the Word of God, fasting, and attending spiritual retreats. These practices help students develop healthy spiritual habits and deepen their relationship with God.

In the context of developing character and Christian values, Christian Religious Education plays a role in instilling principles such as love, forgiveness, justice, and integrity (Sirait, 2022). This can be achieved through case studies, group discussions, and personal reflection, encouraging students to apply these values in real-life situations. Christian Religious Education is crucial in emphasizing the importance of practicing a lifestyle that reflects Christian spirituality. This means encouraging students to live in accordance with the teachings of Jesus Christ, such as serving others, caring for the poor and marginalized, and being witnesses to their faith. In this regard, Christian Religious Education teachers can set a real example by demonstrating a lifestyle that embodies spiritual principles. Teachers can involve students in social service activities and humanitarian missions, allowing them to directly experience the meaning of living as followers of Christ.

Additionally, Christian Religious Education is expected to promote the formation of supportive spiritual communities (Adon, 2021). In such communities, students can share spiritual experiences, pray for each other, and foster a strong sense of brotherhood in faith. This spiritual community is not limited to the school environment but can also involve families and churches. Furthermore, partnerships between schools, families, and churches can create an ecosystem that supports the holistic spiritual growth of students. In the context of the current digital era, it is crucial for Christian Religious Education teachers to help students apply spirituality in the online world. This means teaching them

how to use digital technology wisely and in accordance with Christian values, as well as promoting online behavior that is integrity-driven and loving.

Moreover, Christian Religious Education should prepare students to face challenges and temptations in modern life that often conflict with spiritual values. Through strong spiritual guidance, students will have a solid foundation to resist temptations and remain steadfast in their faith. Additionally, spirituality in Christian Religious Education should emphasize the importance of humility and openness to constant learning (Tambunan, 2023). Students need to be taught to remain humble in their faith and open to deepening their spiritual understanding through study, reflection, and dialogue with others. In developing spirituality, Christian Religious Education must also consider individual differences and students' cultural backgrounds. A contextual and culturally sensitive approach can help them experience spirituality in a way that is more meaningful and relevant to their lives.

In the effort to develop spirituality, Christian Religious Education is important in promoting a holistic spirituality that not only focuses on individual aspects but also considers social and environmental responsibilities. Students are taught to live out their faith in the context of advocating for social justice, peace, and environmental sustainability. Furthermore, assessments in Christian Religious Education should also take into account students' spirituality. Evaluation should not only focus on cognitive knowledge mastery but also on spiritual growth, character development, and the application of Christian values in daily life. Ultimately, the goal of spirituality in Christian Religious Education is to help students become spiritually mature and well-rounded Christians.

Developing Critical Reasoning in Christian Religious Education

In Christian Religious Education, critical reasoning plays a significant role in helping students understand and internalize faith more deeply (Sidabutar & Situmorang, 2022). Critical reasoning enables students to analyze, evaluate, and reflect on teachings of the faith in more thoughtful and analytical manner, allowing them to build more mature and authentic understanding. One important aspect of developing critical thinking in Christian Religious Education is fostering the ability to think critically and analytically. This involves training students to ask questions, identify assumptions, evaluate evidence, and make logical and well-founded conclusions.

In this regard, Christian Religious Education teachers can facilitate the development of critical thinking skills by employing interactive and participatory teaching methods. For example, by posing provocative questions, encouraging open discussions, and providing opportunities for students to express their opinions and views. In this process, teachers should create a safe and open learning environment in which students feel free to ask questions, critique, and even challenge ideas without fear or intimidation. This supportive atmosphere is crucial for fostering a healthy culture of critical thinking.

Moreover, analyzing religious texts from a critical perspective is also an important part of developing critical thinking in Christian Religious Education. Texts such as the Bible, church writings, and theological works must be critically and thoroughly examined (Daniel & Willyanto, 2020). When analyzing religious texts, students need to be taught to understand the historical, cultural, and linguistic context in which the texts were written. They should also be equipped with the ability to identify metaphors, allegories, and symbols used, as well as to explore various interpretations. In this regard, teachers play a key role in providing critical oversight to review the outcomes of students' analyses.

Through this critical approach, students can avoid narrow or superficial interpretations and instead gain a more holistic and profound understanding of the meaning and relevance of these texts in their lives. In the process of analyzing religious texts, teachers should encourage students to appreciate differences in opinions and perspectives (Legi & Pantow, 2022). Every different interpretation or perspective should be appreciated and objectively evaluated, without judgment or blame. Valuing different opinions and views in discussions is another important aspect of developing critical thinking in Christian Religious Education. Healthy and productive discussions allow students to explore various viewpoints.

In discussions, Christian Religious Education teachers need to facilitate an open and respectful exchange of ideas. Teachers should encourage students to listen attentively, respond critically yet politely, and seek common ground among different views. Through constructive and respectful discussions, students can develop skills such as critical thinking, effective communication, and understanding others' perspectives. This also helps them avoid fanaticism or narrow-mindedness, which often hinders deeper understanding of faith (Boiliu, 2020). Furthermore, in developing critical thinking, Christian Religious

Education should emphasize the relevance of faith teachings to the real-life context of students. By connecting learning with current issues and challenges, this system can help students apply critical reasoning in their daily lives.

One example is that students can be encouraged to critically analyze how Christian teachings can be applied to address social, ethical, or environmental issues. This way, they can see the relevance and practical application of their faith. Additionally, Christian Religious Education should provide space for students to explore and constructively critique certain religious practices or traditions. This allows them to build a deeper and more meaningful understanding of their beliefs. However, in this process, Christian Religious Education teachers should ensure that the presented criticism is not intended to demean or insult, but rather to understand and enrich the experience of faith in a more meaningful way.

Developing critical reasoning in Christian Religious Education involves training research and analysis skills (Sianipar, 2019). Students can be encouraged to conduct research on specific topics, gather data, and critically analyze the information before drawing conclusions. Through research and analysis activities, students can develop the ability to identify credible sources, evaluate evidence objectively, and form logical and well-grounded arguments. This also helps them avoid bias or misinterpretation in understanding their beliefs. In efforts to develop critical thinking, Christian Religious Education should acknowledge and appreciate the limitations of human knowledge.

In the context of the digital era, critical reasoning in Christian Religious Education becomes highly urgent. This skill is necessary to help students assess the validity and relevance of the information they receive, especially regarding Christian teachings and values (Kia, 2023). In response to this issue, Christian Religious Education should focus on developing critical thinking skills so that students can maintain the integrity of their faith while remaining open to deep discussion and reflection. In facing the digital era, students are likely to encounter various interpretations and theological views that are easily accessible through social media, blogs, and other digital platforms. Developing critical reasoning helps them not only to passively accept information but also to question, test, and evaluate these arguments based on their understanding of true Christian doctrine.

Christian Religious Education in the digital era must introduce learning methods that not only focus on memorizing dogma but also involve critical analysis of contemporary issues faced by the Christian community. The urgency of critical reasoning in Christian Religious Education is also related to the development of responsible digital literacy. In a world where misinformation and distortion of truth are very common, students need to be equipped with the ability to distinguish between accurate and inaccurate information (Tathahira, 2020). Christian Religious Education plays a crucial role in guiding students to use digital technology wisely and ethically, so they can build solid knowledge and strong faith, while remaining relevant in an ever-evolving society.

Thus, Christian Religious Education teachers need to encourage an attitude of humility and openness to the possibility of new understandings or different perspectives. This way, students can be aware that critical reasoning is not just about questioning or criticizing everything, but also a continuous learning process that is open to new truths that may be discovered. Therefore, developing critical reasoning in Christian Religious Education must always be grounded in respect and appreciation for the faith itself. Healthy critical reasoning is not meant to doubt or reject faith but to understand and experience it more deeply and authentically.

Integrating Spirituality and Critical Reasoning into Curriculum

In Christian Religious Education, combining spirituality and critical reasoning in curriculum is both a challenge and an important necessity. These two aspects are often perceived as contradictory, but they can actually complement and enrich students' learning experiences when integrated wisely (Sanders, 2018). The first step in merging spirituality and critical thinking in the curriculum is to design a curriculum that holistically integrates both aspects.

The curriculum needs to be designed in such a way that it allows students to develop a personal relationship with God, build Christian character and values, while also honing their critical and analytical thinking skills (Tobing, 2020). In designing such a curriculum, Christian Religious Education teachers need to identify learning areas that can accommodate both aspects harmoniously. For instance, when studying religious texts like the Bible, students can be taught to appreciate the spiritual and contemplative dimensions while also applying a critical approach in analyzing historical and linguistic context, and different

interpretations. Moreover, the curriculum should provide space for students to explore and reflect on the relationship between spirituality and critical reasoning in real-life situations. For example, discussing how Christian values can be applied in facing ethical challenges or social issues using a critical and analytical approach.

When designing a curriculum that integrates spirituality and critical reasoning, Christian Religious Education teachers should consider a balance between the two. The aspect of spirituality should not be dominated by an overly rational approach, and conversely, critical reasoning should not overlook the fundamental spiritual dimensions (Novalina, 2020). After designing the curriculum, the next step is to develop teaching methods that can accommodate both spirituality and critical reasoning in a balanced way. Effective teaching methods will help students experience and engage with both aspects meaningfully.

One method that can be used is inquiry-based learning. This approach encourages students to ask questions, conduct research, and analyze information critically (Pasaribu, 2019). However, the inquiry process can also be underpinned by spiritual contemplation, prayer, and a deeper search for meaning. Another method to consider is group discussions and debates. In group discussions, students can share their spiritual perspectives and experiences while practicing appreciation for different opinions and developing critical thinking skills.

In addition, project-based learning can also be a good option. Students can be involved in projects that integrate spiritual and critical thinking dimensions, such as researching social or environmental issues and seeking solutions that align with Christian values. When developing effective teaching methods, Christian Religious Education teachers should consider using appropriate resources and technology (Gultom & Sirait, 2022). For example, utilizing interactive multimedia or digital applications can assist students in the process of spiritual contemplation while honing their critical thinking skills.

Besides designing the curriculum and developing teaching methods, integrating spirituality and critical reasoning requires adequate training for Christian Religious Education teachers. This training aims to equip them with the necessary knowledge and skills to teach effectively by blending both aspects. In the training, teachers need to gain a deep understanding of the concepts of spirituality and critical thinking in the context of Christian Religious Education

(Napitupulu, 2020); they need to understand how these can complement and enrich the learning process.

Training should include strategies and techniques for designing learning experiences that integrate spirituality and critical reasoning. Christian Religious Education teachers need to be equipped with skills to develop interactive, contextual, and meaningful learning activities for students (Simanjuntak et al., 2023). Additionally, the training should offer opportunities for teachers to practice and reflect on the teaching methods they have learned. They could practice developing lesson plans, conducting teaching simulations, and providing mutual feedback.

In the training, Christian Religious Education teachers should also be equipped with skills to manage classroom discussions that involve spirituality and critical thinking. They need to facilitate an open, respectful, and productive discussion, allowing students to explore both aspects optimally. Another important aspect to emphasize in the training is the development of the teacher's own personality and role modeling (Tampenawas et al., 2020). Christian Religious Education teachers should exemplify the practice of spirituality and critical reasoning in their daily lives to inspire and motivate students.

In addition, training should include appropriate strategies for evaluation and assessment to measure students' achievements in spirituality and critical reasoning. In this regard, Christian Religious Education teachers need to have the skills to design valid and reliable assessment instruments for both aspects (Hutapea, 2019). Teachers should be open to feedback, suggestions, and new approaches that can help them teach more effectively by integrating spirituality and critical thinking. Thus, with coordinated and collaborative efforts from various parties, integrating spirituality and critical thinking into the Christian Religious Education curriculum can become a reality. This will help students develop a holistic and deep understanding of their faith while preparing them to be critical, responsible, and committed Christian citizens in their daily lives.

Implication

As an implication, comprehensive and systematic development of the Christian Religious Education curriculum and teaching methods is required to integrate critical thinking and profound spiritual development through the use of digital technology. Christian Religious Education teachers need to be

continuously trained in combining technology with interactive teaching that supports spiritual reflection and students' critical thinking skills. This research also emphasizes the importance of support from the school and church community in creating a conducive learning environment and highlights the need for more comprehensive competency-based assessment. Ultimately, this research encourages the creation of an adaptive educational approach to technological and digital cultural changes, thereby shaping students with strong Christian character and proficient critical thinking abilities.

Further Research Recommendations

In the context of digital technology-based Christian Religious Education learning, it is recommended to delve deeper into the effectiveness of teaching methods that combine digital technology with the development of spirituality and critical thinking within the didactic context of Christian Religious Education in schools. Experimental research can be conducted to measure the specific impact of various digital tools, such as learning applications, e-learning platforms, and interactive multimedia, on students' spiritual understanding and critical thinking skills. Additionally, it is important to explore how technology use can be adapted to different educational levels, from primary schools to higher education, as well as across various cultural contexts.

Furthermore, it is crucial to research how the training and professional development of Christian Religious Education teachers can be optimized to support the integration of technology and critical thinking. Longitudinal studies can help understand long-term changes in teachers' teaching abilities and their impact on student development. Additionally, it is important to explore the role of the community, including families and churches, in supporting digital learning and students' spirituality. This research could produce practical guidelines for collaboration between schools and communities in creating a holistic learning environment that supports strong Christian character development and sharp critical thinking skills in the digital era.

Conclusion

The reform of Christian Religious Education has become an urgent necessity in today's digital era. With the rapid advancement of technology and the overwhelming flood of information, Christian Religious Education must be

able to integrate deep spiritual formation with the development of critical reasoning skills. An innovative and contextual pedagogical approach is needed to merge Christian values with digital literacy and critical reasoning abilities. Christian Religious Education teachers play a crucial role in designing meaningful learning experiences, developing authentic digital resources, and exemplifying how to live out Christian faith in the virtual world. By combining spirituality and critical reasoning, Christian Religious Education can shape a generation of Christ-like individuals, who critically engage with information and serve as relevant and impactful witnesses of faith in the digital era.

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