

## Transformation of Christian Religious Education Learning in Jayapura: Conventional and Innovative Methods in the 21st Century Context

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### Abstract

*The demands of the 21<sup>st</sup> century in the education world require adaptive and innovative learning. The implementation of Christian Religious Education (PAK) in Jayapura is accompanied by both conventional and unconventional, or innovative methods to support the effectiveness of learning. The aim of this research is to elaborate on the methods of PAK learning in Jayapura, Papua. The method used in this study is a qualitative descriptive method by applying literature review. Data were obtained through documentation techniques, involving downloading and documenting supporting data from books, research or journal papers, and proceedings from the last 10 years. The data were analyzed by classifying the effective application of learning methods. The results of this research indicate that the PAK learning methods applied in Jayapura, Papua, in terms of effectiveness, show that both conventional and unconventional methods are equally important in their implementation. Conventional methods tend to use techniques such as lectures, discussions, question and answer sessions, and assignments. While unconventional methods based on students' needs have not been optimally implemented in Jayapura."*

**Keywords:** The 21<sup>st</sup> Century Learning Method Christian Religious Education (PAK); Jayapura

### INTRODUCTION

The 21st century is an era full of complexity and challenges, but at the same time it opens up great opportunities for innovation, renewal and improvement in various aspects of human life. With technological advances and increasing global connectivity, the world is becoming more connected. Kabanga[1] said that world connectivity feels increasingly narrow due to rapid technological developments. The 21st century is a period characterized by rapid changes in various sectors, including technology, economics, social and cultural, and education. One of the main characteristics of the 21st century is the changes that occur in the world of education. This transformation includes the adoption of technology in the learning process, an emphasis on developing 21st century skills, and adapting the curriculum to make it relevant to the demands of the times.

Changes in the world of education that follow global developments and demands provide a therapeutic "shock" for every individual who takes part in the world of education. One of the fundamental demands brought about by reform is technological adaptation. A teacher must master technology

both as a learning medium and learning resource so that it has an impact on students. Apart from that, a teacher must develop himself and develop a sustainable profession with innovation. Muhali (2019) explained that innovative learning in accordance with the 21st century is oriented towards a skills framework which includes life and career skills, innovation skills in learning, information skills, media and ICT. These skills indicate that the demands of the 21st century are very strict and serious in preparing adaptive and innovative human resources.

With the rapid development of technology, it is not uncommon for negative impacts to emerge from the demands of the 21st century if you do not adapt to the changes that occur. This is felt in PAK education in Sentani City where Bu'tu & Tasijawa (2022) who found that Christian Religious Education (PAK) teachers in Sentani have pedagogical abilities and professionalism that have not reached optimal levels, accompanied by an imbalance in teachers' social competence both internally and externally, and a lack of follow-up from schools in improving teacher competence, are the problems faced. Labobar et al (2023) also noted that PAK teachers at primary and secondary school levels still have

limitations in producing work, especially in the context of classroom action research. This indicates that the demands of the 21st century for teachers in Sentani have not yet been adapted. This is then clarified in the work Gainau & Pentury (2023) which states that PAK teachers in Sentani are still low in terms of innovation in fulfilling the work culture set by the Ministry of Religion of the Republic of Indonesia.

Several studies related to research currently underway include those carried out by Putra & Mulyadi (2021) which seeks to see the relationship between feedback and increased student engagement in online learning. Researchers try to elaborate on 3 things, namely the urgency of feedback, the relationship between feedback and student involvement or activeness, and students' metacognitive skills as the impact of feedback. The results obtained from this research are that feedback has a very important role in increasing student engagement as a component in online learning. Researchers also stated that if online learning is carried out continuously and integrated optimally, it will have an impact on students' metacognition because students already have active participation, motivation and achievement of results. Apart from that, students are able to regulate their competencies to a higher level if online learning is carried out with good feedback strategies.

The 21st century has demands for innovation in the world of education. Said (2023) see the role of digital technology in the world of education. One of the demands for innovation in the world of education is to integrate technology in the learning process to produce good learning processes and outcomes. The role of technology cannot be separated from current developments, uses and adaptive views. The results achieved from this study are that learning technology has a crucial urgency in the world of education in order to improve the quality of learning. Learning technology can increase student flexibility, accessibility, learning effectiveness and can also stimulate and increase interactivity and student involvement in the learning process.

Hapsari et al (2021) see discussion forums as a medium for student interactivity in

the learning process. The media used is Moodle with the "kulino" feature. Moodle as a learning system model helps facilitate the process of teaching and learning activities. Its comprehensive features, including group discussion forums, enable interactivity between teachers and students. At Dian Nuswantoro University, Semarang, Kulino, which is a custom Moodle, facilitates the teaching and learning process optimally. The Forum feature is crucial, used by teachers to discuss material in teaching materials. For interactivity to be established, several important conditions include ease of access, the role of the teacher, accompanying discussions, and the presence of practitioners as guest speakers to increase learning motivation. Student awareness in interacting during learning, especially through discussion forums, is an important factor. Balanced communication between teachers and students through an active role in discussion forums shows emotional involvement. Provoking questions by teachers can intensify the teaching and learning process. The active participation of students, who are able to learn independently, shows that they can facilitate the teaching and learning process, while teachers can measure mastery of the material that has been presented.

From the previous study above, it can be distinguished from the current one, namely exploring learning in the 21st Century in Jayapura by considering the characteristics of learning as a demand for the 21st century. The problem formulation that is elaborated in depth in this research is how to implement the PAK learning method in Jayapura, Papua in improving student competence and attitudes.

## RESEARCH METHOD

This research adopts qualitative descriptive research. Sugiyono (2013) explained that qualitative descriptive research is research that describes phenomena adapted to real situations. This research applies literature study to elaborate the characteristics of learning as a form of 21st century demands, especially in the Jayapura-Papua area. Literature study places researchers as very critical thinkers, not as "compilers" who use

reference data from books, articles and scientific proceedings at a certain time.[10]. Data was obtained using documentation techniques, namely carrying out a download process to collect scientific writing articles in the form of journals and proceedings and also books that review forms of education and 21st century phenomena in the world of education in Jayapura-Papua. Relevant articles are downloaded taking into account the year of publication, namely a maximum of 10 years after publication. The data collected was analyzed by classifying the forms of learning implementation in terms of the methods used by teachers in classrooms that are contextual to the 21st century.

## RESEARCH RESULTS AND DISCUSSION

### Research result

Based on a literature review of research facts that have been carried out by several researchers in Jayapura, it can be concluded that the method of implementing learning in PAK involves 2 methods that are considered effective. These two methods are conventional methods and unconventional methods or innovative methods. Conventional methods involve classic learning techniques such as lectures, discussions, and questions and answers. However, unconventional methods are not yet optimally applied for substantial reasons. However, some applications involve game-based learning techniques, learning outside the classroom, learning through technology, collaborative learning, and social media-based learning.

### Discussion

Learning innovation, especially the use of media and the application of appropriate methods in increasing student competence, has a role in changing students' mentality in learning. Learning media is a tool that can help teachers to convey material more optimally. Learning media can also increase students' positive attitudes in participating in the learning process[11]. Meanwhile, learning methods are the methods used to convey teaching material. Teaching methods and strategies are two things that are similar but

have substantial differences. Methods are methods used in learning, while strategies are concrete steps in implementing a teaching method. So a method is a way that contains a strategy for achieving an application of learning[12]. As time goes by and the times develop with the adaptation of technology, learning methods always experience developments.

Benjamin Benjamin (2020) explains that learning methods can be classified into 2 parts, namely teacher-centered methods or conventional methods and student-centered methods or innovative methods. Both of these methods have positive sides, but learning based on student needs is something that needs to be considered when implementing the method.

### Conventional Method

Conventional methods in learning refer to teaching approaches or techniques that have generally been used for a long time and have become a tradition in the education system. This method relies on a proven approach that has been widely used for a long time. Some common characteristics of conventional methods involve the use of textbooks, lectures, blackboards, and written exams as evaluation tools. Conventional methods are usually formal and structured. Teachers or instructors have a dominant role in conveying information to students, and students are expected to receive and remember this information. Interactions between teachers and students tend to be one-way, with the teacher as the main authority and source of knowledge.

According to Djamarah in Devita and Budiyanto[14] that conventional methods are methods whose application is traditional because this method has been around for a long time and is still effectively used in the learning process. The conventional method is actually face-to-face learning which involves communication between teachers and students. The application of learning using conventional methods is lectures, discussions, questions and answers, and assignments to students to measure the level of student competency. This presentation is in line with Saragih & Sinurat (2022) that the conventional method is a method where the teacher explains and students listen to the material, furthermore

conventional methods tend to be expository or lecture in nature where the teacher is the center of information and students focus their attention on the presenter.

As for the implementation of conventional methods in PAK learning in Jayapura-Papua, such as in the implementation of religious education at YPK Diaspora High School in Jayapura. The learning methods involved are theoretical, practical and approach learning methods. The theoretical method involves lecture, discussion and question and answer methods, the practical method is learning by following a framework that has been prepared by the teacher, while the approach method is a method for establishing communication with students to provide solutions to problems in learning (Burn 2014). This study is in line with Siregar (2022) which states that conventional learning in Papua is seen from the adaptation of module preparation. Teachers who prepare learning modules involve learning media and innovation, but on the other hand, many teachers in Papua do not have learning modules. This implies that teachers tend to apply conventional techniques in learning. Gainau & Pentury (2023) see the low innovation work culture of PAK teachers in Sentani-Jayapura. The main causes are lack of adaptation to technology and insensitivity to the continuing profession of teachers.

Although some more modern learning approaches are considered more interactive and creative than conventional methods, there are a number of positive aspects that can be identified in conventional methods. Some of the benefits are a clear and organized structure, where an established curriculum and structured learning steps support the systematic development of student learning. Conventional methods also benefit from the availability of standard materials, such as textbooks and other materials, which ensure consistency and reliability of basic information for students. The use of written exams in this method provides an objective way to assess student understanding of subject matter, assisting teachers and educational institutions in evaluating student achievement.

The efficiency of conventional methods is also seen when used for teaching in large classes, where teachers can convey information to a large number of students simultaneously, although challenges can arise in providing individual attention. This is in line with Astuti et al (2019) which states that conventional or traditional methods do not only have negative sides but there are positive sides that can help students in learning. The positive side is that younger students understand the material because they have more time to communicate or interact with the teacher so that learning is more effective.

The weakness of conventional methods is that conventional learning methods tend to be passive, where students mostly listen to teacher explanations or read texts without much interaction. This can reduce student engagement and motivation levels. Apart from that, this method uses measurements for all students in one class without considering students' comprehension speed. Conventional methods use very little technology in the learning process even though technology helps students enrich their learning experience and insight, and less responsive to rapid technological developments. However, apart from having weaknesses, learning methods can also have certain advantages depending on the context and learning objectives. Ideally, an effective learning approach can integrate the best elements of various methods to create a learning experience that is more holistic and responsive to student needs. In line with Ni Made Sueni [19] which explains the limitations in conventional teaching methods, especially in the lecture teaching method. These limitations are that students' attention in learning is difficult to measure, students' attention is low in learning, the material taught tends to be unfocused, and it tends to take a long time to achieve learning objectives.

#### **Innovation Method (Unconventional)**

Apart from conventional methods, PAK learning methods in Jayapura-Papua are also characterized by innovative methods. Innovative methods are learning methods that focus on students [20]. Teachers design learning by paying attention to cognitive, needs, contextual and comprehensive aspects.

Unconventional methods in a learning context can include approaches that are unusual or not commonly used in traditional teaching. This method can help generate student interest, creativity and involvement. However, unconventional or innovative methods are not as popular as conventional methods. PAK teachers in Jayapura are more inclined to use conventional methods than unconventional methods. Gainau & Pentury once explained that the weakness of PAK teachers in Jayapura is the culture in the field of innovation[5]. This is what encourages PAK learning to tend to be ineffective and innovative.

Examples of unconventional learning methods are game-based learning, learning outside the classroom, project-based learning methods, learning through technology, simulation methods, collaborative learning, and social media-based learning. Unconventional methods can help create more interesting and relevant learning experiences, stimulate creativity, and prepare students to face challenges and opportunities in the real world. The combination of various methods can be adapted to the needs and characteristics of a particular class or subject. Innovative methods are a form of learning strategy that can shape students' character so they are responsible. Because learning that does not focus on teachers stimulates students to be responsible for themselves, have the awareness to learn and practice and develop the knowledge they have.

Several innovation learning implementations used in PAK learning are related to the student context. Ansek (2022) using the recitation method in learning during the Covid-19 pandemic at YPK Hedam Jayapura Middle School. The recitation method is a method of repeating material by emphasizing the key words you want to teach. The implementation technique can use media such as recording devices, graphs and diagrams to explain the concept you want to share. The advantage of this method is that it can increase the effectiveness of learning, such as increasing information retention, which can strengthen memory, understand concepts and appropriate learning objectives, improve speaking skills, strengthen self-confidence,

strengthen responsibility and discipline, and strengthen the evaluation of strengths and weaknesses in learning.

Another implementation is the use of power point media to train students or prospective practical teachers at STT GIDI Papua. The aim achieved in this training was to provide a theoretical view of the use of PowerPoint and conduct training in creating PowerPoint for practical students[22]. The same thing was also done by Labobar et al (2023) namely conducting PTK article writing training for teachers in Sentani. This is part of the need for adaptation and innovation for teachers to develop their own competence and capacity because teachers are obliged to produce innovative work.

Hutapea (2022) implementing the CIPP method in relevant PAK learning. CIPP is context, input, process and product which contains complete components for implementing PAK learning. The "context" component is the media and learning tools used in online learning, the situation and needs of students, and the environment in which the learning process is carried out. The purpose of the context component is so that teachers do not neglect the context in learning. The "input" components are learning facilities, learning quality, and resource analysis. The "process" component is an indicator of learning, benefits of facilities, activities and obstacles to learning. Meanwhile, the "product" component includes learning outcomes and impacts. The CIPP (Context, Input, Process, Product) learning method is an evaluation approach commonly used in the development and evaluation of learning programs. It involves four main stages which each focus on a particular aspect of the programme. These four stages can be applied cyclically, where the results of one stage become input for the next stage. This approach helps in understanding, designing, implementing and evaluating learning programs systematically. The entire CIPP process helps in better decision making and continuous improvement of the quality of learning programs.

Audio-visual learning involves using a combination of sound and images to aid the learning process. Some of the main benefits of

using audio-visual media in a learning context, especially PAK learning, are Facilitating Understanding because Audio-visuals help illustrate concepts or information more clearly. Visualization can make it easier to understand abstract concepts, and sound can provide more in-depth explanations. In addition, it can improve memory because the combination of sound and images can help improve memory because information is presented in several sensory modalities. This allows students to better associate the information. Audio visuals also attract students' attention because attractive visuals and interesting sounds can create an interesting learning environment and make students more focused. Another benefit is that it allows students to learn independently. Podcasts, learning videos, or educational apps provide easy and flexible access. It can also increase information retention because information presented through audio-visual media tends to be easier to remember. Students can absorb and remember information better because of visual and auditory support.

The weakness of unconventional or innovative methods is the lack of direct social interaction which can affect students' intra and interpersonal competence. Apart from that, unconventional methods depend on the capabilities of human resources for both teachers and students. Not all students in one class adapt quickly and are able to use technological equipment, which gives the initial impression to students that is already negative. Conventional methods also have difficulties in measurement and assessment. Assessment of learning outcomes in the context of modern teaching methods may be more complex than conventional methods. Assessing student progress in a less structured environment can be challenging. As well as making learning too fast which is difficult for students to follow simultaneously. However, what worries teachers using unconventional methods is the difficulty in managing the class. Sawitri, Astiti, and Y.Fitriani stated that the weaknesses of technology and information-based learning are due to physical and non-physical influences. Physical influences directly influence the technology used and

integration into the subject, while non-physical influence refers to the teacher's competence and confidence in using ICT.[24]. Of these weaknesses, these weaknesses can be overcome with the right approach and planning. It is important to realize that there is no one learning method that is suitable for all situations. Combining effective elements from modern and conventional teaching methods can create a balanced and effective learning experience.

## CONCLUSION

The 21st century is a century that has very massive changes that have an impact on human life. In the world of education in the 21st century, it forces individuals involved in it to innovate and develop themselves continuously. The implementation of PAK education in Jayapura-Papua involves conventional and unconventional or innovative methods. The implementation of PAK learning that applies conventional methods involves lectures, questions and answers, discussions and assignments. This method is contextually not viewed from a negative side but positively has effectiveness and an objective assessment of the achievement of learning outcomes. Meanwhile, unconventional or innovative learning is learning that takes into account students' needs and context. However, in its application, innovative methods are not implemented optimally by PAK teachers. Several techniques used in PAK learning in Jayapura Papua include recitation, CIPP, use of power point media, superbok media, and audiovisual media. The advantages of the innovation method are that it creates learning that is effective, active, fun, and able to increase students' cognitive, attitude and communication levels. Each of these methods has advantages and disadvantages in increasing student competency in learning PAK

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