

## Learning Readiness of Gki Classic Waibumoi Sunday School Children Assessed In Physical And Psychological Conditions

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### Abstract

*The readiness to learn of Sunday school children is greatly influenced by the contextual cultural conditions and the development of communication and information. The purpose of this study is to elaborate on the development of readiness to learn among Sunday school children in the GKI Klasis Waibu Moi, viewed from both physical and psychological dimensions. Data for this study were obtained through observation and interviews. Observation activities were conducted at GKI Diaspora Doyo Baru, GKI Yo Anibi, GKI Mahanai, and GKI Lahe Roi. Meanwhile, interview activities were conducted with representatives of Sunday school children, parents, and Sunday school teachers. The interview data collected were then subjected to reduction, classification, and analysis processes. The results of the study indicate that the readiness to learn among Sunday school children in GKI Klasis Waibu, viewed from two dimensions, namely physical and psychological dimensions. The physical dimension includes the family's income level, education, career, and parental parenting patterns. Meanwhile, the psychological dimension includes interventions and cultural convergence and learning motivation reflected in the Sunday school curriculum, learning instruments, media, and learning resource*

**Keywords:** *Leraning Readiness, GKI Klasis Waibu Moi, Sunday school children, Physical dimension, Psychological dimension.*

### Abstrak

Kesiapan belajar anak sekolah minggu sangat dipengaruhi oleh kondisi kontekstual budaya dan perkembangan komunikasi dan informasi. Tujuan dari penelitian ini adalah untuk mengelaborasi perkembangan kesiapan belajar anak sekolah minggu di GKI Klasis Waibu Moi ditinjau dari dimensi fisik dan psikis. Data dalam penelitian ini diperoleh dengan cara observasi, dan wawancara. Kegiatan observasi dilakukan pada GKI Diaspora Doyo Baru, GKI Yo Anibi, GKI Mahanai, dan GKI Lahe Roi. Sedangkan kegiatan wawancara dilakukan kepada perwakilan anak sekolah minggu, perwakilan orangtua, dan guru sekolah minggu. Data wawancara yang terkumpulkan dilanjutkan dengan proses reduksi, klasifikasi, dan analisis. Hasil dari penelitian menunjukkan bahwa yang mendukung kesiapan belajar anak sekolah minggu di GKI Klasis Waibu ditinjau dari dua dimensi yaitu dimensi fisik dan psikis. Dimensi fisik memuat tingkat pendapatan keluarga, pendidikan, karier dan pola asuh orangtua. Sedangkan dimensi psikis memuat tentang intervensi dan konvergensi budaya dan motivasi belajar yang terpancar dari kurikulum sekolah minggu, instrumen pembelajaran, media dan sumber belajar.

**Kata kunci:** *Kesiapan belajar, GKI Klasis Waibu Moi, Anak sekolah Minggu, dimensi Fisik, Dimensi Psikis*

### BACKGROUND

The readiness to learn is a condition of preparedness beforehand, both mentally and psychologically, which significantly influences the success of a child's learning. In Delvina's writing, it is explicitly explained that a child's readiness to learn is influenced by internal factors such as age level, cognitive ability, language acquisition, skills, emotional maturity, and independence. Meanwhile, external factors include environmental factors within the family and the learning environment [1]. Another definition of a child's readiness to learn is the psychological, emotional, cognitive, and other factors that play a role in shaping someone's ability to learn and achieve goals. In line with Mulyani (2013) who stated that the conditions

that affect readiness to learn, which are oriented towards achieving good learning outcomes, are the existence of physical and psychological conditions that support each other in creating readiness and carrying out the learning

According to Slameto (1988) readiness to learn is the overall condition of an individual when facing a specific situation and responding accordingly based on the way and conditions present. The level of readiness to learn of students is closely related to the level of success achieved in the learning process. Readiness to learn can be achieved by students if they are able to find effective ways to respond to learning activities. In the learning process, the way a student learns plays a significant role. For example, two children growing up in the same

environment and receiving similar treatment may not always have the same understanding, thinking, and perspectives towards the surrounding world. Therefore, the implementation of learning should be able to adapt to conditions and methods that influence individual student responses.

The presence of readiness to learn will encourage individuals to respond to situations in a certain way. The basic principles of readiness to learn are as follows: 1) All aspects of development interact and influence each other. 2) Physical and mental maturity is necessary for experiences to provide optimal benefits. 3) Experiences have a positive impact on the level of readiness. 4) Basic readiness for specific activities is formed during the developmental period within a certain timeframe [4].

Based on the definition of readiness to learn above, it can be concluded that readiness to learn is the condition in which an individual has prepared themselves psychologically, emotionally, and cognitively to receive new material or learning. Factors that influence readiness to learn involve internal elements such as age, cognitive ability, language acquisition, skills, emotional maturity, and independence, as well as external factors such as the family environment and the learning environment. Readiness to learn is also understood as a mutually supportive physical and psychological condition, aimed at creating optimal readiness to achieve good learning outcomes.

In a contextual sense, the condition of the Sunday school children in the Waibu Moi class has adapted to the development of technology and information, resulting in internal and external education systems, especially in the form of Sunday school education and readiness to learn, being different from the conditions of other Sunday schools in several places in Sentani-Jayapura. However, the concern is whether the Sunday school education in the Waibu Moi class is developing evenly. The factor of readiness to learn is a supporting factor for the differences in achievement and understanding that each individual experiences in terms of their attitude towards the behavior of children with a Christ-like character.

The equality of readiness to learn clearly has a positive impact on the smoothness of Sunday school learning. However, on the other hand, there are various factors that influence the unevenness of readiness to learn. The factors encountered in the GKI Waibu Moi class include the parents' condition in terms of different parenting styles, support, and varying levels of independence. Therefore, this research will be limited to the physical and psychological factors that support children's readiness to learn in the GKI Waibu Moi class, specifically in the congregations of GKI Diaspora Doyo Baru, GKI Yo Anibi, GKI Mahanai, and GKI Lahe Roi.

The theories closely related to readiness to learn are maturationalism, behaviorism, and constructivism. According to Wasik & Seefeldt, (2019) who elaborate on these three theories, the Maturational theory in readiness to learn, as explained by G. Stanley and Gesell, emphasizes progressive growth through a series of unchanging stages. Each stage is marked by different organism structures and different patterns of interaction with the environment. This theory emphasizes that orderly and sequential growth occurs through internal physiological mechanisms or individual maturation, rather than through environmental influences. On the other hand, Behaviorism theory states that readiness and learning abilities originate from external environmental influences. This theory believes that all knowledge and skills come from sensory experiences. Skinner, a prominent figure in behaviorism, emphasizes the role of environmental conditioning in the growth and development of children's learning. Meanwhile, the Constructivist theory, represented by Lev Vygotsky, highlights the complex interaction between internal and external factors. Readiness to learn can be seen in the zone of proximal development, where children can interact with the environment and collaborate with peers to achieve new understanding.

So, the conclusion from these three theories is that readiness to learn involves both internal and external factors, but the fundamental difference lies in maturationalism emphasizing regular internal growth, behaviorism highlighting external environmental influences,

while constructivism emphasizes the complex interaction between both.

From the above definition of learning readiness and the supporting theories of learning readiness conditioned by the implementation of Christian Religious Education in Sunday School at GKI Waibu Moi Church, it will provide a physical and psychological overview of learning readiness. Furthermore, when considering geographical factors, distance, transportation, and ease of access play a significant role in influencing the enthusiasm of children in participating in Sunday school activities. In relation to academic achievement, Nomleni dkk, (2016) explain that the most significant contribution to improving learning readiness and academic achievement is the distance and geographical conditions of the students.

Beside the principles of readiness mentioned above, it also beneficial to understand the causes of learning difficulties in students. Understanding the causes and the significances of learning difficulties is crucial, as it helps us comprehend their purposes. According to Singgih and Yulia, there are two factors that cause students to face obstacle in achieving success: endogenous factors, which are all factors within the students themselves, and exogenous factors, which are factors outside the students such as parents and teachers [7]. All these internal and external factors will be elaborated to assess challenges and obstacles contextually in congregations of Wabnu Moi Church area.

Some previous research related to this topic includes Febrina et al., (2023) who measured the correlation between the role of parents and the quality of Sunday school children. Their findings indicate that the character quality of children is greatly influenced by the role of parents in education. Parents play a key role by providing good role models and teaching focused on the values of truth in God's teachings. This statement emphasizes that the process of forming a positive character in children is shaped by the influence of parents in the family environment.

A similar approach was taken by Agnes, who viewed parents as motivators for Sunday school children [9] The research was conducted based on the issue that Sunday school children in

the Pentecostal Church in Indonesia (GPdI) Kesamben lacked motivation from their parents. The findings of the research indicated that the role of parents was limited to providing external motivation to their children, but had not yet reached providing internal motivation. External motivation included providing encouragement, giving reprimands and advice when children make mistakes, and encouraging children to explore their talents and interests. However, internal motivation was neglected, even though internal motivation from parents is crucial as it can be a source of intrinsic motivation within the child, such as being a good role model.

From the perspective of Sunday school readiness, Siswoyo (2018) observes that Sunday school serves as an appropriate platform for shaping the faith and character of children. The conducted research concludes that children's education involves three main pillars: the family, the church, and the government and law. Additionally, it emphasizes that the church pillar nurtures the development and education of the faith and character of children. Therefore, the readiness activities carried out by Sunday school involve creative teaching methods that emphasize the aspects of faith and character.

Meanwhile, concerning the role of Sunday school teachers who identify reasons for Sunday school children feeling bored, tired, and unmotivated during the reading of the Word of God. Yulianingsih (2020) conducted research to address this phenomenon. The results obtained from the research indicate efforts that can be made by a Sunday school teacher to create an enjoyable atmosphere for Bible learning, choose appropriate Bible teaching methods, appreciate children's achievements, and give recognition at the right moments.

The difference between the previous research mentioned above and the ongoing one is the form of physical and psychological conditions that influence the readiness for learning of Sunday school children in GKI Klasis Waibu Moi at the congregations of GKI Diaspora Doyo Baru, GKI Yo Anibi, GKI Mahanai, and GKI Lahe Roi. The research problem to be elaborated in this study is how the form of readiness for learning in Sunday school children

is assessed in terms of the physical and psychological dimensions.

**METHOD**

This study employs a qualitative method aimed at descriptively explaining the phenomena occurring in the field. According to Sugiyono, qualitative descriptive research is a type of research that focuses on explaining phenomena in the field using explanations in the form of words or sentences [12]. Sampling in this research applies random clustering technique, which involves selecting samples based on geographical proximity [13]. The selected sample consists of 30 Sunday school children from the congregations of GKI Diaspora Doyo Baru, GKI Yo Anibi, GKI Mahanai, and GKI Lahe Roi. Data is collected through observation and interviews. In applying the observation technique, the researcher monitors the activities in Sunday school education directly and identifies the obstacles faced by children in the learning process. This monitoring involves the researcher's presence in the church to observe and take notes regarding the enthusiasm of Sunday school children in participating in the learning process and to closely observe the teaching methods employed by Sunday school teachers in these four churches. Meanwhile, the interview technique is conducted through in-depth interviews with parents of Sunday school children and Sunday school teachers. The number of interview respondents consists of 8 parents of Sunday school students, 2 from each represented congregation, and 4 Sunday school teachers. The interview data is then reduced and classified based on internal and external characteristics. Data analysis is conducted by observing indices related to internal and external factors influencing the readiness of Sunday school children to learn, such as socio-economic influence, culture, family role, learning instruments, and student learning motivation.

**FINDING AND DISCUSSION**

The readiness of Sunday school children in learning Christian Religious Education (PAK) in the congregations of GKI Waibu Moi can be influenced by several factors and also presents challenges for Sunday school children. These

factors and challenges include internal family factors such as family socio-economic status and family upbringing influences. Meanwhile, external family factors encompass cultural aspects, learning motivation, and learning tools. These factors and challenges greatly affect the mental, attitudinal, and cognitive aspects of children, as shown in the table below:

No	"Readiness of Sunday School Children to Learn"	
	"Physical Dimensions"	"Psychological Dimensions"
1	"The level of income, education, career, and parenting style of parents."	"Interventions and cultural convergence"
2	"Family Assessment (communication, lifestyle, and educational model within the family)"	"Learning motivation (teaching instruments and the role of Sunday school teachers)"

Tabel 1. Factors affecting the readiness of Sunday school children to learn

**Physical Dimension**

The readiness to learn and learning success have a highly relevant correlation. The significance of learning success is directly proportional to students' readiness to learn. This is consistent with Harmini's statement that learning success for students is positively impacted by their readiness to learn [14]. Data based on observations and interviews with various relevant parties indicate that macro socio-economic influence also plays a significant role in the readiness of GKI Waibu Moi Sunday school children to learn PAK. Macro influence refers to widespread influences that affect the socio-economic and cultural conditions in a particular area.

The socio-economic influence, viewed from the background of the place and the community residing there, is significant. GKI Klasis Woibu Moi is geographically located in the Sentani area, specifically on the outskirts of Sentani city. The activities of the community vary, with cultural systems blending from different ethnic groups. The parents' education level in the four congregations sampled is predominantly at the bachelor's degree level. This indicates that both family income and educational style exhibit a positive pattern. Hadiyanto argues that strong factors influencing

student achievement in learning are the parents' level of education, parents' income, and parents' occupation, which simultaneously correlate with learning outcomes [15]. Therefore, these influences will impact the level of motivation, communication, household learning systems, and parental support for children's readiness to learn.

In addition to the positive impact of parents' education level and income on children's readiness to learn, there are also negative impacts from the relationship between parents' education level and career. A trend observed in the Klasis Waibu Moi congregations is that, on average, parents are career-oriented. Career-oriented parents tend to prioritize their jobs without paying attention to their children's developmental quality. While children may receive adequate physical support from their parents, moral support is often neglected. Fitria (2024) ) explains that one commonly applied parenting style is permissive parenting, where children are given freedom without control. This parenting style is often adopted by career-oriented parents, leading to the development of children's social behavior. Regarding children's readiness to learn, particularly in learning PAK

at Sunday school, children may lack control in terms of attendance frequency. They may not receive PAK materials continuously and systematically because their attendance is inconsistent.

Purba et al., (2023) states that continuous learning can nurture children's creativity to meet future challenges. Sustained learning of PAK at Sunday school can empower children both mentally and socially. Being career-oriented parents should not be the primary reason for neglecting children's cognitive development and creativity. However, the fact remains that deviant behavior in society may result from permissive parenting patterns without strict parental control from career-oriented parents

Another factor that influences children's readiness to learn in the physical dimension is family upbringing. This factor pertains to the family's role in implementing communication styles, family lifestyle, and educational styles instilled within the family, which are crucial in designing Sunday school children's readiness to learn. Based on discussions with Sunday school children, conducted with a sample size of 30 students, the findings are presented in the table below:

No	Pattern of Learning Readiness in Family Internal Factors	Number of Children	Implementation		Description
			Yes	No	
1	Support and Motivation for the Child	30	20 = 66,67%	10 = 33,33%	Facilities and Infrastructure
2	Communication within the Family	30	24= 80%	6= 20%	Discussion on Learning Motivation
3	Communication with Sunday School Teachers	30	18 = 60%	12 = 40%	Feedback Communication
4	Parenting Style/Educational Model within the Family	30	30 = 100% In accordance with the plan		Lifestyle tailored to the needs of the child

Tabel 2. "The factors of family assessment in the readiness of children's learning."

The data above indicates that the majority of children are supported by their families in their readiness to receive Christian Religious Education (CRE) at Sunday school. This suggests that there is both physical and psychological progress in children's reception of CRE materials at Sunday school. The material taught is easily absorbed by children because

they are mentally. Sinaga (2018) argues that parental support becomes a driving force for students to be more motivated in learning. Family support for children's readiness to learn includes preparing the necessary facilities and infrastructure for children. Adequate facilities and infrastructure can enhance children's motivation to learn. From the data, it is found that 20 children, or 60.67%, have access to facilities

and infrastructure to support learning PAK at Sunday school. On the other hand, there are 10 children, or 30.33%, who have not yet received the facilities and infrastructure that support learning motivation at Sunday school. Children who receive support in facilities and infrastructure are equipped with readiness such as having a Bible, electronic devices, and easy access to the church. Whereas those who have not received maximal support in facilities and infrastructure tend to be self-reliant and receive the totality of learning from Sunday school teachers.

From a communication perspective, the components that contribute to readiness to learn include internal family communication and feedback communication between parents and Sunday school teachers. Saputra and Salim argue that the intensity of communication within families influences students' learning success [19]. They explain that family communication intensity fosters honesty and mutual understanding of each other's needs within the family. From the data, it is found that 24 children, or 80%, engage in communication with their parents. The communication built provides reinforcement and encouragement for children. Parents can address their children's learning obstacles if there is intense internal and external communication. Apart from communication intensity, interpersonal communication within the family also has a strong effect on students' learning success [20]. Additionally, there are also 6 children, or 20%, who do not communicate with their parents. Some of these children come from career-oriented parents who implement PAK education as it is or entirely rely on Sunday school teachers.

Furthermore, there is feedback communication between parents and Sunday school teachers. 18 or 60% of children and teachers acknowledge that they communicate with the parents. Sunday school teachers establish a partnership with parents to jointly monitor the spiritual, cognitive, and social development of children. The communication model built is informative, providing information about obstacles and progress in children's learning PAK at the church. Meanwhile, 12 children or 40% lack communication and follow-

up in children's readiness to learn. Establishing informative communication has its own advantages for both parents and Sunday school teachers. As Figured by Kabanga et al., (2022) that the informative function is not only to educate but also to help in decision-making, building trust, and improving work quality.

For parents, maintaining communication with Sunday school teachers helps them understand their child's development, issues, and follow-up plans. Meanwhile, for Sunday school teachers, providing informative information can help them improve professionalism and work. Wenda et al., (2022) explain that informative communication opens up space to build openness, understanding, awareness, and cooperation. So, the principle of this communication is to become equal partners in educating and developing the spiritual values of children.

The next component is the style and model of education within the family. It was found in the interviews that the educational model applied in the family is a democratic one. Democratic education is one that grants freedom to children while still maintaining a strict control system. Providing democratic education is one approach in child-rearing that emphasizes openness, participation, and active involvement of children in decision-making [22]. This is in contrast to the findings on the parenting style of career-oriented parents, which tends to be permissive or granting freedom without strict control. Parents acknowledge that the education they provide to their children is in line with planning and has follow-up plans based on the findings of issues faced by the children. Children are given the freedom to learn, play, and socialize with anyone. Additionally, children are provided with learning support facilities.

The implementation of a democratic parenting style in accordance with the planning applied by parents in the GKI Waibu Moi congregation involves involving children in daily discussions and decision-making processes, such as listening to their opinions and providing clear explanations, as well as allowing space for children to express their concerns or desires. It includes offering choices appropriate to the child's developmental stage so that they feel they

have control over their lives. Providing emotional support, such as providing comfort, helping children overcome problems and failures in learning. Establishing clear boundaries, such as freedom and consistent application of consequences.

### ***Psychological Dimension***

Discussing about psychological dimension, local cultural interventions in designing readiness to learn play a significant role. Culture refers to habits that are not necessarily inherited because culture carries both positive and negative impacts. Inherited culture refers to the culture that has positive effects and is deeply rooted in a community [23]. Filtering and transferring culture are fundamental aspects to maintain and continue cultural values according to national and global needs and resilience. The community in Sentani, especially in the Waibu area, has implemented disciplined education that adapts to technology and emphasizes values and ethics. This educational approach is implemented to meet the demands and needs of the current era's development.

The blended cultural conditions indicate that some serve as examples of change and are pursued by others. Those who serve as samples for change have a positive impact and influence in implementing parenting styles, especially in supporting readiness to learn PAK at Sunday school. The cultural convergence in the Waibu-Sentani area is evident, where different cultures coexist and show similarities in various aspects. The shared cultural blending involves marginal habits of adaptation and innovation in response to information and communication developments. Children from families with the ability to adapt and innovate in technology showcase positive impacts. The indirect effect is influencing other children to strive to learn new things. Implementing CRE education in families with a technology adaptation approach, under parental control, brings significant impacts on children's readiness for Sunday school learning. The readiness of children, accompanied by a good mentality and level of understanding, aligns with the methods, resources, and learning media applied in Sunday school by the caregivers. The methods applied by Sunday school teachers vary

according to the contextual needs of the children. This is thoughtfully done to enhance the motivation of Sunday school children.

The motivation of Sunday school children is influenced by the creativity and innovation of teachers in teaching CRE subjects. The level of creativity and innovation of teachers depends on their role and instruments in teaching. Idzhar (2016) explains that the role of the teacher as an actor, combined with creative instruments, leads to increased student motivation to achieve. The role of the teacher is central in changing students' cognition, attitudes, and skills. Sunday school teachers in the GKI Waibu Moi congregation demonstrate professionalism in educating Sunday school children. The professionalism of Sunday school teachers begins with continuous training. They also possess adaptive and innovative qualifications in response to the development of technology, communication, and information.

In addition to the ability to adapt to technology, Sunday school teachers are capable of using teaching instruments. Similar to formal education in schools, Sunday school education also has a curriculum tailored to age groups. The design of teaching instruments must be aligned with the curriculum and the needs of the students. Sunday school teachers in the GKI Klasis Waibu Moi design engaging PAK lessons by considering varied methods, actively involving students in learning, incorporating technology, providing constructive feedback, connecting the material to real-life situations, and evaluating the learning process.

### **CONCLUSION**

The readiness of Sunday school children in the GKI Klasis Waibu Moi congregations is influenced by both physical and psychological factors. The psychological factor encompasses the role and condition of parents in preparing children for serious learning. Substantially, the physical dimension includes the family's income level, parents' careers, education, and parenting styles applied within the family. The family's income level is strongly correlated with the parents' education level. In fact, the average education level of parents in the GKI Klasis Waibu Moi congregations is bachelor's degree.

This demonstrates that family income is supported by the education level, which directly impacts the readiness of Sunday school children to learn. On the other hand, the career positions also affect the parenting styles within families in the GKI Klasis Waibu Moi congregations. Parents of Sunday school children typically adopt either democratic or permissive parenting styles. Permissive parenting tends to be applied by career-oriented parents, while a significant portion adopts democratic parenting styles, which positively impact children's cognitive and mental readiness. In addition to the family's conditions, the physical dimension also reflects communication patterns, lifestyles, and educational models within the family. The implementation of intensive communication within the family demonstrates positive values, with 80% of parents showing concern for their children, while 20% have less intensive communication.

From a psychological perspective, the readiness of Sunday school children in GKI Klasis Waibu Moi congregations is influenced by cultural convergence and learning motivation, which includes the role of Sunday school teachers, teaching methods, and learning resources and media. Culturally, the Waibu area is confronted with adaptation and innovation in technology, making it a necessity and requirement to adapt to and innovate with technological developments. Children who are adept in technology have a positive influence on other children. Meanwhile, the role of teachers involves applying techniques that meet the needs of students and establishing communication with the parents of Sunday school children, which can support the professionalism of teachers and the success of children in learning CRE.

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