

Internalization of Christian Religious Values in Facing Disruption of Student Character

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Abstract— The Covid-19 pandemic is a challenge for Christian Religious Education teachers to instill Christian religious values, which can now influence the emergence of student character disruption. It is feared that the state of the Covid-19 pandemic will change student behavior in the wrong direction. The purpose of this study was to internalize Christian religious values in the face of character disruption. This study uses a qualitative research method, with the data collection technique used is purposive sampling. The researcher wanted to get information about inculcating Christian religious values in dealing with the character disruption of students at SMPN 04 Nanggala SATAP. The results showed that the internalization of Christian religious values to SMPN 04 Nanggala SATAP included spiritual values and biblical morals. It was done in praying, reading the Word, loving, socializing, and being responsible. If this action is carried out relevantly, it can shape students' character in dealing with character disruption during the pandemic.

Keywords— Spirit; Christian religious education; parental assistance; innovative learning; pandemic covid-19

I. INTRODUCTION

Indonesia is one of the countries still vulnerable to being exposed to the COVID-19 virus. Its unresolved spread has had an impact on all vital sectors in Indonesia. Including the Education sector, specifically Christian Religious Education [1]. In response to this problem, the Government of Indonesia

has made changes to the education system from offline learning to online learning. This change certainly requires teachers and students to collaborate to achieve Christian education's goals. Because the COVID-19 pandemic has made it difficult for a teacher to interact socially, especially knowing the character of his students. Unconsciously, the role of Christian Religious Education teachers as role models to improve students' character is experiencing problems [2].

Some areas with relatively low rates of COVID-19 cases, such as in the North Toraja Regency, received permits to carry out hybrid learning [3]. This learning has a meaning in the process of combining face-to-face and online learning. Likewise, with the learning process carried out at SMP 04 Nanggala SATAP. Every three weeks, face-to-face education is carried out, then so on through the Whatsapp chat system and google classroom.

The results of the pre-research at SMPN 04 Nanggala SATAP, according to observations from Christian religious education teachers, the implementation of hybrid learning hurts students. Hybrid learning causes students to have more time outside of school. It makes them choose the wrong association—likewise, the difficulty of control from religious teachers in seeing their character in learning. Although the character is not easy to see in a short time, the attitude and personality displayed can represent the student's character [4] as for the influence on their character, such as speaking dirty, lack of respect for teachers, and paying less attention to school

rules such as maintaining neatness in dress and neatness in styling hair.

The results of the pre-research show that Christian Religious Education students have experienced character disruption at SMP 4 Nanggala SATAP. The parents concerned think that the change in the students' character at SMP 04 Nanggala SATAP has changed worse because of the lack of guidance from the teachers at the school. The above problems encourage Christian religious education teachers to carry out the latest strategies for internalizing Christian religious values to their students. The purpose of this study was to find out how the process of inculcating Christian religious values in SMP 04 Nanggala SATAP in dealing with student character disruption during the Covid-19 period.

Research that discusses the strategy of internalizing Christian religious values was carried out by Telaumbana, which highlighted the role of Christian religious education teachers in the formation of student character. According to him, Christian religious teachers must maintain the holiness of their lives as partners of God in fostering, guiding their students to become students with a character like Him; realizes that he is a servant of God, and becomes a role model for students and makes friends with students [5]. This research was conducted before the COVID-19 pandemic and is still philosophical. Meanwhile, our research directs principles and practical actions in dealing with character disruption resulting from the COVID-19 pandemic.

II. METHOD

This research uses a qualitative case study method [6]. The case study aims to interpret the object's characteristics under study accurately. Case studies, according to Jacobs, are often used to investigate small social units such as families, clubs, schools, and youth groups or 'gangs' [7]. Case studies are visible (contrasted) in an in-depth intensive survey of the phenomenon under study. This research is trying to understand a specific social unit in the totality of the environment at SMP 04 Nanggala SATAP, North Toraja, with Christian studies students, teachers, and parents. The technique for obtaining samples in this study is through purposive sampling.

III. FINDING AND DISCUSSION

A. *The Nature of Moral Values in Christian Religious Education*

The essential and primary element in Christian religious education is the element of morality [8]. From the above understanding, we can find an essential element in Christian values that need to instill: morals based on the truth of God's Word. The moral dimension comes from how students have a relationship with God reflected in everyday life with fellow humans. It supports them in developing and reflecting on their values and capacity for moral judgment. The development of awareness and appreciation of the value of each individual in

the diversity of social, religious, and moral education gives birth to an attitude of responsibility to others [9].

In philosophy, character and moral values are called axiology [10]. This axiology is divided into three parts, namely, (i) moral action, which includes ethics; (ii) beauty; and (iii) socio-political life. These three sections must display the results of the education process that a person gets. Therefore, axiology directs students to have life values of goodness, truth, beauty, and religion [11]. Axiology is a benchmark for determining the goodness of a person. So moral values are laws of behavior that a person must have in society.

The Bible says that the knowledge for wise living is the knowledge of the heart (Ephesians 1:18). The heart is a source of thought, will, speech attitude, and place of moral knowledge. The basis of Christian morals is the example of Christ, which is to love or have mercy [12]. Thus the example of Christ through His ministry must be used as the basis for living moral values.

The purpose of internalizing Christian religious values to students is in line with the goals of Christian education, which is to help children grow, recognize themselves as the image and likeness of God, and do His will [13]. Suppose this value is well internalized and seen in everyday life with fellow human beings. Pantan wrote that one of the goals of inculcating Christian values is to change from the life of the flesh to the life of the Spirit based on Galatians 5:22-23, which consists of nine fruits of the Spirit. It consists of Love, Joy, Peace, Patience, generosity, kindness, faithfulness, gentleness, and self-control [4]. It can conclude that the purpose of instilling Christian values is to change students from not knowing whom they are to knowing themselves as the image of God. Not doing God's will then becomes a doer of the Word. Live in the flesh and then live in the Spirit.

B. *Efforts to cultivate Christian religion during the pandemic*

Efforts to deal with the impact of Covid 19 are family creativity to provide innovative and inspirational education for students [14]. These efforts include children being cared for always based on God's Word. Parents help each child or family member face and respond to the various life struggles faced during the COVID-19 pandemic. However, the family has a role, and the school is an educational institution. Schools have the same role as families to respond creatively to the impact of this pandemic [15]. Schools must play a role in helping students to respond to and face the various life struggles faced during the pandemic based on Christian values.

If related to some of the discussions above, the strategy for internalizing Christian religious values used by educators for students at SMP 04 Nanggala SATAP is through worship activities that are still carried out. The principal and Christian religious educator of SMP 04 Nanggala SATAP revealed that one of the most well-functioning forms of learning implementation in shaping students' character is worship.

Worship can carry out during direct learning or online learning. Students can pray, read the Bible, and build good socialization through worship. If they learn online, students will still emphasize by educators to hold private worship. Here the author will describe several forms of implementing Christian Religious Education in shaping the character of students during the COVID-19 pandemic:

First, pray. Directing students to maintain the right relationship or communication with God is one of the essential tasks that educators must carry out through Christian Religious Education. Students must be aware that prayer is the breath of life for believers. During the COVID-19 pandemic, students have much time to be at home. However, they do not necessarily get encouragement from their family or self-awareness to have time to pray. Therefore, through Christian Religious Education, educators must actively encourage their students (in a creative way) to have awareness in building a good relationship with God.

Students can become individuals who have a good relationship with God. The Bible says that the fear of the Lord is the beginning of knowledge (Prov. 1:7). Students who can build a right relationship with God can be individuals who believe in God Almighty [16]. One of the Indonesian people's characters is a character who believes in God Almighty. Because the Indonesian nation is a Pancasila state [17], this character is practical personally for students and used in family, school, church, friendship, and even the nation. Why is that? Because a person who has the right relationship with God, of course, has stable emotions and can become a person who chooses to do the right things in his daily life [18]. Thus, students can adapt well to their environment by applying life values that reflect their belief in God.

Second, read the Bible. Through Christian religious education, families, schools, and churches have a great responsibility to encourage students to have a great passion for studying God's Word [19]. Of course, in this relatively postmodern era, the act of reading the Bible is a tricky thing. According to the secular version, more exciting things seduce many young people than studying God's Word. The Bible teaches that to keep young people in good behavior, they must have the Word of God (Psalm 119:9). Therefore, teachers must be creative in teaching children to read the Bible actively. For schools that carry out online learning, of course, teachers must use media creatively as a tool to guide their students.

Third, build socialization. Students must correctly understand their existence as social beings loved by God [20]. As young people, they must realize that God wants them to get along right (1 Cor 15:33). Therefore, through Christian religious education, they must be taught how to live socially what God wants. Teachers can lead their students to join church organizations and school or community organizations to lead them to positive activities. In this way, they learn to build the right relationships or fellowship with others.

During this COVID-19 pandemic, it is not easy for students to join organizations because they have to keep their distance. However, the teacher can invite them to hold worship together or do other activities online [21]. Alternatively, for certain schools that can still conduct face-to-face learning, teachers can teach their students to comply with health protocols such as wearing masks, washing hands, and keeping a distance. Thus, students will understand correctly doing something good for the common good. Students who get good and correct socialization education will produce ethical characters. This ethic can see in how he obeys general courtesy rules (society), how students build communication with others, how students treat others, and how students treat parents.

Third, learning the suitable material. Following the applicable curriculum, each school provides material that must be taught to students every semester. Religious education is the same. Christian religious teachers can instill Christian religious values into each student through the material taught at each learning meeting. Therefore, the material must adapt to the needs and moral problems experienced by students. The moral problems that the teacher has collected can be a starting point for developing learning materials. Learning materials that suit these needs can make it easier for students to understand the teacher's material. Because education is held following the realities of students' daily lives.

Fourth, do the task. The teacher can give assignments or questions to determine the truth values that will shape their character. Assignments direct to the daily reflection of previously taught material. Through the assignments given by the teacher, students will try to find out the correct answer or response to the questions given. Thus they have high enthusiasm in completing the task.

If related to the discussion above, the implementation of instilling Christian values carried out by educators to teach students at SMP 04 Nanggala SATAP to face the disruption of students' character during the pandemic has been carried out. The form of the learning internalization strategy above has implementing. Nevertheless, the level of success by achieving the goals is not optimal. According to the results of interviews with educators, more than 50% of children are not building their character through inculcating Christian values during the pandemic. The educator also emphasized that was due to the influence of the pandemic. So that the implementation could not maximize, this can happen because the association cannot separate from the life of every human being, especially children in their growth period.

Everyone needs the presence of a friend in his life. Friends can have a significant influence on the personality or character of each student. Family, school, and community are educational environments that influence character formation in students. Teenagers spend much time interacting with their peer group because their presence is significant for teenagers. Their interactions are significant in shaping their behavior. Thus we can understand that during the Covid 19 pandemic,

students spend more time outside the school environment. In addition to interacting with family, students also have much time with their friends. This can have an impact on the character or behavior of students. Associating with good friends will certainly have an impact on good behavior, but on the contrary, hanging out with bad friends will have an impact on bad behavior.

IV. CONCLUSION

Based on the research results above, the internalization of Christian religious values in implementing Christian religious education at SMPN 04 Nanggala SATAP North Toraja in the face of character disruption has been carried out well, although not optimally. Therefore, educators must look for more creative strategies for inculcating Christian religious values with the four principles described. Of course, this is the task of teachers and parents. Parents participate in controlling students at home to continue to practice Christian religious values that teachers at school have taught. Parents also need to teach their children about a character based on biblical values at home.

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