

The Role of Christian Religious Education as a Mission Development in 4.0 Era

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Abstract— This study reviews the role of Christian religious education in the industrial revolution 4.0 era as a developer of God's mission. The mission is God's initiative to bring peace to save humans. In this era, parents and teachers have an essential role in developing this mission. Therefore, the task must be designed according to the demands and competencies of children through Christian religious education. Furthermore, parents and teachers are expected to live right in today's real and virtual worlds. Being a role model and involving children in mission activities is different from the Industrial Revolution 3.0 era. This study, therefore, aims to provide an understanding to parents and teachers, to be aware and "technologically literate" in developing the mission of Christian religious education. The study is classified under library research and was carried out using the descriptive analysis method. **Research Contribution:** This research helps readers determine how parents' technologies nowadays can be used by parents to influence mission in children's lives through Religious Christian education as a source of completing the "Great Commission."

Keywords— *God's mission; christian religious education; industrial revolution*

I. INTRODUCTION

God created man in His image and likeness and gave him the mandate to carry out God's mission on earth. In the book of Genesis 1:28, Adam was given a cultural mandate [1] to fill, rule, and subdue the world for God's glory. God gave Adam the responsibility to release peace (shalom) for the earth

and everything within. It is the task of God's mission for the welfare of humanity and all creation. The family is the place of God's mission in the world, first and foremost in the life of a believer[2]. In the family, parents teach children about faith and moral values following God's word.

Furthermore, in the Old Testament, God's mission began in families through the religious education of the Ancestral Fathers [3] (cf. Missionary family[4], Abraham, Isaac, and Jacob. Therefore, these ancestral fathers, as parents, passed on the faith to their descendants and the entire nation of Israel.

Development of faith, the teacher now has a role as a mission developer, an extension of the 12 Apostles, the Lord Jesus, the teacher of the faith, and the way to eternal life. It means the teacher also has a vital role in passing on the faith to the next generation [5]. Continuing the traditions and teachings of the Lord Jesus with different loci and centuries to the present age is no easy task. This study, therefore, seeks to find appropriate ways to convey the divine mission to the Christian generation in the Industrial Revolution 4.0 Era.

Regarding the role of Christian religious education as mission development in the 4.0 era, Aldrin Purnomo and Yudhy Sanjaya researched the church's strategies and challenges in carrying out God's mission while applying the industrial revolution 4.0 period in Indonesia. The results showed that the church must be digitally astute in the world of tasks[6]. According to a study by Camerling et al. regarding the church's mission through digital media in the industrial revolution 4.0 era, God's church needs to carry out this mission because media services influence communication gospel[7]. Based on these results, the church must use digital media intelligently to carry out the task [8]. However, in this

study, churches are not the sole propagators of this mission in the digital era. Thus, families and schools also have an essential role through Christian religious education. Therefore, the purpose of this article is to provide an understanding of the parent's and teachers' duty to develop God's mission according to the demands of the times and civilization.

II. METHOD

The study method used was a review of literature containing relevant theories related to the problem. A literature review studies the concepts and ideas used based on the available literature, especially from various scientific journals. Library research was performed by collecting data or scientific papers as objects or data collection of a library nature or studies to solve a problem. Subsequently, an in-depth critical analysis of relevant library materials was carried out [9]. It serves to build a concept or theory forming the basis in this research [10]. Furthermore, data were collected from the data source.

III. FINDINGS AND DISCUSSION

A. God's Mission

This mission is God's work in the world to save and care for His creation. In addition, the task is also God's initiative to bring peace to save humankind and reveal His work in the world [11]. The gospel is communicated to the global community in various ways and styles. Teachers and parents have multiple teaching aids and media to guide children or students to understand God's mission. Every child ought to understand God's will for humankind. Therefore, teachers and parents must compete with other fun activities to attract children to learn about this mission [12] because people in this era have a critical nature. Each person considers themselves a "know-it-all" This generational perception is due to the speed and ease of accessing the information on the internet. Therefore, God's unchanging mission needs to be conveyed differently, in a manner acceptable to this generation [13]. The task is expected to reach the affective and psychomotor domains.

Furthermore, one of the developments is elevating the values of culture, ethnicity, and social location. The development of missionary activities ought to imply a reflection of God's great love, not only generally but also in particular. The challenges concept and the need for freedom from suffering have always been a global topic [14].

Christ's footsteps in conveying God's mission to his disciples showed extraordinary methods of approach. The Lord Jesus views the "victims" not as objects of mercy but as subjects of individual transformation in synergy with the liberating God. Jesus always prioritizes quality over quantity, and His service quality is reflected in the contextual communication model. It allows him to achieve his mission within a short time in the world [15].

B. The Role of CRE (Christian Religious Education), as Mission Developer in Biblical Perspective

According to the Old Testament, God's mission begins with the family and parents. Therefore, these parties have an essential role in developing the mission through religious education and daily life skills. CRE starts from Abraham's call to be the ancestor of God's chosen people and is rooted in God because He is a great educator for His people [16]. In this case, God chose and called Abraham to develop God's mission for the salvation of humankind, and as a parent, he has the responsibility to pass on God's mission to his descendants [17].

Israeli children's education and manner of socializing are divided into several categories, especially in religious, vocational, and military sciences. Numerous Biblical contributors refer to the responsibility of parents to teach children the meaning of YHWH's pè'ullôt, "the wondrous works of God" (magnolia Dei), in the Israel nation's history. Parents teach about God's power through the plague of locusts (Ex. 10:1-2), the Feast of Unleavened Bread (Ex 13:8), the Acts of Joshua and the 12 Stones (Jos. 4:21-24), the memorial at Jacob, the Law (tôrâ) - (Ps. 78:5-8), God's presence (Ps 44:2-3), Hannah paying her vows (1 Sam 1:22 and 1Sa 3:1 and 11) as well as other teachings about God's power and mission. In addition to religious knowledge, parents also teach children skills according to gender, division of labor between male and female (1 Sam 8:11-13), and military teaching (1 Sam 17:13). Thus, the Israelites passed on God's mission to the children. Abraham, Isaac, and Jacob show the role of parents in developing God's mission through the knowledge of God and His promises.

Based on the Old Testament, God called Abram, and he answered through his faith, then God taught Abraham to believe in His guidance and promises. Abraham believed his descendants were going to be blessed and become the chosen nation (Gen. 12:1-3). As a teacher, Abraham taught about faith (Gen. 22:1-9) and obedience to God (Gen. 2:1-9) [18].

The first teacher in the New Testament was Jesus, followed by the apostles and the early church. In the Bible, Jesus is described as the perfect and incomparable Great teacher in the world. He uses varied and authoritative teaching methods; therefore, many people flock to follow and listen to Him without being asked to. [16] It means he uses an exciting learning method, making everyone follow and marvel at Him (Mark 1:22; 12:37) [19]. The Lord Jesus taught everywhere: on hills, from boats, by the side of the sick, by the well, in a simple house and the house of the rich, in front of religious and government authorities, and even on the cross. He did not need a school or a building, but He always spoke the word of God in every situation or meeting. The purpose of His teaching was not only to discuss various topics of religion and morality scientifically or theoretically but also to serve everyone coming to him because He knows and understands each person's struggles. Therefore, there are several principles in the pursuit of Jesus. His plan had power, was not

authoritarian, and challenged his listeners to think. Jesus practiced his teachings and loved the people He taught[20].

C. CRE's Role as Mission Developer in Era 4.0 Parents as developers of God's mission in the 4.0 era

Parents have an essential role in developing God's mission according to the demands of the times and civilization. Parents' mission must be designed in the industrial revolution 4.0 era through Christian religious education in the family [21]. According to Reymond, John's letter alluding to "the world has become flesh" sparks modern debates, which often makes objectivity very difficult to accept.[22] (cf. 1 John 2:13-17) This opinion became more evident during the Covid-19 pandemic, as parents and teachers were busy improving the economy and dealing with sudden cultural changes.

This significant change has an impact on three areas of emotional intelligence being developed. These are intellectual, emotional, and spiritual intelligence and are developable by parents and teachers when children study from home (SFH) [23]. In the Bible, God's mission begins with the family. Thus, parents have an essential role in developing this mission by teaching children from an early age. In this case, the family is the first and foremost place prepared by God for his mission to be developed by sowing and instilling life values (Deut. 6:6-7) [24]. It means fathers and mothers as the family nucleus play a crucial role in instilling values in children daily. Therefore, in developing the mission, parents must educate and encourage children to apply all the noble values taught by God's word and keep away from all prohibitions [25]. In developing God's mission during the industrial revolution 4.0 era, parents must have quality spirituality and skills in educating children and a strong desire and motivation to improve children's education abilities.

In addition, parents have an essential role as developers of God's mission in the family during the 4.0 revolution era because families are formed at God's initiative to carry out His mission (Gen. 2:18, 21-24). Christian parents as believers must understand this role [26]. Therefore, these parents must create a pleasant family to lay a solid foundation of faith for their children. Furthermore, parents make the family the first and foremost place to spread God's word and serve as evangelists, pastors, teachers, educators, companions, motivators, facilitators, mediators, and counselors.[27]

Furthermore, in developing God's mission during the industrial revolution 4.0 era, parents must make the family the source of the mission movement. Parents must realize God's mission in the world begins through the family, not the church or other fellowship of believers. It means God also placed his mission while creating humans and forming a family (Gen.1:27, 28). Thus, parents are responsible for developing God's mission following the demands of the times and civilization[28]. Therefore, in growing God's mission, parents must live with life according to God's standards (Gen. 6:9; 7:1). Always teach the truth of God's word repeatedly to

children in daily life (Deut. 6:7-9). Show an exemplary attitude reflecting the courage of God's word in everyday life, serve as perpetrators, rather than just educators and apply God's word in daily life, and introduce the world of mission to children by involving children in mission activities.

D. Teachers as Developers of God's Mission in 4.0 Era

Teachers have an essential role in developing God's mission in the 4.0 era through Christian religious education in schools. As explained above, teachers also have the duty and responsibility to establish God's mission in the Bible perspective. It means teachers are not limited to teaching CRE by fulfilling students' cognitive, affective and psychomotor skills but must realize CRE learning is also a development of God's mission [29]. Amid technological developments in the industrial revolution era, CRE serves to voice God's truth following existing capacities and fields. Therefore, teachers as mission developers must use Christian education to forge Christian spirituality characteristics in children based on biblical norms and commands. In addition, teachers are expected to overcome themselves to stay away from sin, social delinquency, injustice, extremism movements, and radicalism [30]. Finally, it means CRE or διδάσκαλος-didaskalos teachers ought to rely not only on a high IQ but also have good spiritual and emotional qualities.

In the industrial revolution 4.0 era, CRE teachers were required to develop God's mission through learning activities conducted in class (BDR or BDS) to bring students to know the Love of Christ. Therefore, educators (parents and teachers) should take advantage of technology in Christian Religious Education because this helps clarify the presentation of messages, overcome the limitations of space, time, and senses, and passive learners[12]. Therefore, students can undergo metamorphosis as the image of God [31], and the teacher helps students have a character transformed in the work of the cross of Christ [32].

The CRE teacher's prophetic role forms an understanding of the entire person. It enables students to possess a unique experience of the various God-given potentials and know the source and purpose of life. Furthermore, the students can find the meaning of life and know-how to empower the individual God-given potentials. It is the foundation for building a solid self-identity. Consequently, personality and character maturity enable students to respond wisely to all technological challenges in the current era.

IV. CONCLUSION

The role of Christian religious education in the industrial revolution 4.0 era must be developed following the challenges and needs of the times. In addition, educators must be responsible for developing God's mission in the 4.0 era through creative and innovative learning models and methods.

The church must think of repositioning its mission[33] and education model; Parents and teachers are role models for learning Christian religious education in the family and school environment. The role of parents is to develop missions in the family as pastors (priests), evangelists, role models, teachers, educators, mentors, motivators, facilitators. Meanwhile, CRE teachers in schools, as developers of God's mission, serve as teachers, educators, facilitators, motivators, role models, mentors, friends, evangelists, pastors, mediators, counselors, and coaches

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