

## Strategy for Implementing the Bible Integration Curriculum on Thematic Subjects in Virtual Learning in XYZ Dan Mogot School

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### Abstract

XYZ Daan Mogot Kindergarten was a Christian school that implemented Bible integration in its learning activities. Even though XYZ Kindergarten school already had an integrated Bible curriculum, teachers had difficulties and confusion in implementing it. This study aimed to describe how Bible integration was incorporated into the curriculum on thematic subjects in virtual learning at XYZ Kindergarten, explained how the level of application of Bible integration was and explained the obstacles experienced by schools. The method that will be carried out by the researcher was qualitative research using research instruments such as interviews, questionnaires, class observations, and documents. The results of the research show that: Bible integration in XYZ Kindergarten is the realization of the great mandate where its implementation is contained in the curriculum, teacher's examples, and also the recruitment of new employees. The level of application of Bible integration in XYZ Kindergarten has not yet reached a complete stage. The obstacles faced by schools include the personal faith of the teacher, the ability of the teacher, limited time, lack of resources and problems from parents.

**Keywords :** *Evaluation, Implementation, Bible Integration, Virtual, Strategy*

### Abstrak

Sekolah TK XYZ Daan Mogot adalah sebuah sekolah Kristen yang menerapkan integrasi Alkitab dalam kegiatan pembelajarannya. Meskipun sekolah TK XYZ telah memiliki kurikulum yang terintegrasi Alkitab, guru masih kesulitan dan kebingungan di dalam menerapkannya. Penelitian ini bertujuan untuk mendeskripsikan bagaimana integrasi Alkitab dituangkan di dalam kurikulum pada subjek tematik dalam pembelajaran virtual di sekolah TK XYZ, memaparkan bagaimana tingkat penerapan integrasi Alkitab dan menjelaskan hambatan-hambatan yang dialami oleh sekolah. Adapun metode yang akan dilakukan oleh peneliti adalah penelitian kualitatif dengan menggunakan instrumen penelitian seperti wawancara, kuesioner, observasi kelas, dan dokumen. Hasil penelitian menunjukkan bahwa: Integrasi Alkitab di sekolah TK XYZ adalah mewujudkan amanat agung dimana penerapannya dituangkan dalam kurikulum, keteladanan guru, dan juga perekrutan karyawan baru. Tingkat penerapan integrasi Alkitab di sekolah TK XYZ belum mencapai tahap yang utuh. Hambatan yang dihadapi oleh sekolah antara lain *personal faith* pengajar, kemampuan guru, keterbatasan waktu, kurang *resource* dan masalah dari orang tua.

**Kata kunci:** *Evaluasi, Penerapan, Integrasi Alkitab, Virtual, Strategi*

### PRELIMINARY

Christian education requires a tool for success in carrying out the vision and mission of its ministry. Brummelen (2009, 3) states that the essence of Christian education is to become a means to proclaim God's Love so that students experience the introduction of the Love of Christ which leads them to experience the restoration of their identity as in the image and likeness of God. Khoe (2014, 8), explained clearly that the real purpose of Christian education is to teach students about Christ not only as the Savior of the world, but also as a source of truth, a source of knowledge and wisdom. Therefore, a Christian school must be centered on

Christ where God is the source or center of knowledge so that it can help students to live for Christ.

To achieve this goal, Christian Education as Missional Education requires a curriculum that is integrated with the Bible in its learning. The integration of faith with learning is a factor that distinguishes Christian education from other education. Christian educators need to base their principles and practices on education based on God's truth because all truth is God's truth (Kristiana, Winardi, & Hidayat 2017, 2).

XYZ Kindergarten School is one of the kindergarten schools under the Pelita Harapan Education Foundation (YPPH) that implements Bible integration in its learning. XYZ Kindergarten's vision is to have True Knowledge, Faith in Christ, and Divine Character with the school's mission is to declare the primacy (superior) of Christ and be actively involved in the redemptive restoration of all things in Him through holistic education. XYZ Kindergarten School integrates the Bible in learning activities where the curriculum is structured with the aim of introducing Christ to children as early as possible. The integration of the Bible taught in thematic learning in which there are lessons in Math, Language, and Science. This learning is directly taught by the homeroom teacher (the person in charge of the class).

However, in practice, implementing Bible integration is not easy. Even though XYZ Kindergarten school has provided a curriculum that has been integrated into the Bible, teachers still experience difficulties and confusion in implementing it. Not only confused and find it difficult, even teachers sometimes do not apply it if they do not find a Bible verse that is suitable for learning. This problem is what researchers want to investigate to get information on how to apply the Bible integration curriculum. Based on the description of the problem above, the researcher is interested in conducting a study entitled "Strategy for Implementing the Bible Integration Curriculum on Thematic Subjects in Virtual Learning in XYZ Daan Mogot School".

### **Theoretical Basis**

Ostrander (2009, 93) suggests that integration is not a simple matter of closer personal relationships between teachers and students. In other words, the relational approach is not an integrated role of the Bible in learning. Integration is a comprehensive form between Christian educators, subject matter and administration that has an eternal and infinite pattern of God's truth (Gaebelin 2002, 74-75). The role of Bible integration is to guide and help students to have critical thinking and biblical views in every subject of study (Bagley & Bincer 2008, 247-268). Thus, overall, students can see the divine plan and purpose of God creating in the beginning. The purpose of Bible integration that educators do is to foster students in the Biblical world view, Christian mind, Christian nurturing, and Christian Formation (Khoe 2016, 27).

Khoe emphasized that the integration of the Bible cannot be done only by changing the subjects separately, but by implementing the integration of the Bible with study. This problem is comprehensive with all subject matter. Bible integration is helping students to see how all learning subjects can reveal the character or nature of God, creation, mankind, moral order, and purpose and students experience true character growth as a whole through the integration of the Bible by educators.

### **Integration Model**

#### **a. Bryan Smith Model**

The four stages of Bible integration according to Bryan Smith are:

- 1) Stage 0: *Relegating the Bible*: At this stage, the teacher or educator has not been able to integrate the Bible in the subject being taught.
- 2) Stage 1: *Referencing the Bible*: At this stage, educators have started citing Bible verses as references in the subject being delivered.
- 3) Stage 2: *Responding with the Bible*: at this stage the educator begins to teach students that for all subjects taught in everyday life, the Bible can be used as a guide.
- 4) Stage 3: *Rebuilding with the Bible*: At this stage, educators have begun to shape the ground motive of secular subjects into the framework & perspective of the Bible. There are two steps taken in this stage, namely questioning the assumptions and rebuilding the discipline.

### **b. Robert Harris Model**

There are four levels of integration of faith and knowledge in learning (Harris 2004) including:

- 1) *Life Witness- Living Testimony*: At this level there is an integration between faith, learning and practice of life. At this level, action or practice is high. This research is limited to the application of the Bible integration curriculum on thematic subjects in virtual learning carried out by XYZ Kindergarten which involves the Principal, Deputy Principal, Coordinator Life is much more important than words. At this level, the learning activities carried out include:
  - a) The learning class begins with prayer with the aim of asking for the help of the Holy Spirit, blessings and God's inclusion throughout the learning activities.
  - b) Educators invite students to read bible verses and practice them in the learning process, discussion, and presentation.
  - c) Educators also prepare Bible quotes or concepts in preparing lessons and curriculum.
  - d) There is a connection between faith and life as seen from the Christian life of educators and students.
  - e) Educators encourage students to share their spiritual experiences with their friends.
- 2) *The Harmony of Knowledge*  
Learning activities at this level are carried out by:
  - a) Looking for the basic foundation between faith and scientific disciplines.
  - b) In the learning process, the teacher begins to use Christian stories and illustrations in the Bible.
  - c) Teachers understand that Christianity is relevant to scientific subjects.
  - d) The teacher uses a biblical perspective in the science being taught.
- 3) *Biblical Authority*  
At the Biblical Authority level, the learning activities carried out are:
  - a) The model and interpretation method used in the learning activities is the Bible including several translations and hermeneutical principles.
  - b) In assessing and identifying knowledge, biblical principles are used.
  - c) Seek to find integrative questions that can relate biblical revelation and claims of knowledge.
- 4) *Sovereign Worldview-Sovereignty of Christian Insight*  
Learning activities at this level are:
  - a) The Christian faith is taught as an epistemological organization to teach, interpret the subject and all knowledge.
  - b) Christian insight is used as a foundation to develop the uniqueness of the school in seeking and gathering knowledge.
  - c) Reject knowledge claims that contradict Bible truth.

### **c. John W. Taylor Model**

- 1) *Isolation Phase*  
In this phase, there is a disintegration between faith and knowledge. This is because learning related to Christianity is taught separately or has its own subject.
- 2) *Dialogue Phase*  
In this phase, there has been a dialogue between faith and learning. The process of exchanging faith in learning and vice versa has already occurred in this phase. The teacher uses the foundation of God's Word to explain to students various scientific phenomena from a Christian perspective.
- 3) *Interaction Phase*  
In this phase, there has been a fusion of faith and science, although not yet comprehensively.

4) Integration Phase

In this phase, there has been a thorough integration of the Bible because in this phase there has been a fusion of the circle of faith with learning in the concept of Christian education. Taylor also classifies strategies in the application of Bible integration. The strategy is described in the following table:

**Table 1. John W.Taylor Integration Model**

No	Category	Strategy
1	Contextual	Tactical, Ornamental, Enviromental
2	Ilustratif	Analogy, Naratif, Exemplary
3	Conseptual	Textual, Thematic, Value

In learning activities, teachers and students begin to discuss faith and learning. The subjects taught have been integrated with God's word. For example: when the teacher teaches the origin of life by relating it to the perspective of Creation. The teacher teaches the Theocracy system by presenting the prophecies in the Bible.

Based on the background of the problems presented above, the researcher formulates several problems to be studied including: How is the integration of the Bible into the curriculum on thematic subjects in virtual learning at XYZ Kindergarten? How is the level of application of Bible integration in XYZ Kindergarten on thematic subjects in virtual learning? And what are the challenges and obstacles faced by schools when they want and are implementing a Bible integration curriculum in virtual learning?

Based on the formulation of the problem, the purpose of this study is to explain how Bible integration is included in the curriculum on thematic subjects in virtual learning at XYZ Kindergarten School, describe how the level of application of Bible integration in XYZ Kindergarten School is on thematic subjects in virtual learning, and describe challenges and the obstacles faced by schools when they wanted to and were implementing the Bible integration curriculum in virtual learning.

**METHOD**

**Data Collection Procedure**

- 1) The first stage: Interview, the researcher asked permission to be able to conduct interviews with the principal, vice principal, curriculum coordinator and representatives of teachers who teach at the kindergarten level.
- 2) The second stage: Distribution of questionnaires, researchers will distribute questionnaires that have been validated by the supervisor to teachers who teach at the kindergarten-play group level at XYZ Kindergarten school.
- 3) The third stage: Class observation, where the researcher will observe directly how the learning process is held in the classroom.
- 4) The last stage: Collecting documents related to learning activities such as curriculum and lesson plans.

**Data Analysis**

Data analysis technique is the process of collecting data, compiling data systematically by grouping it into categories, units, then synthesizing, compiling into which patterns are important and which are studied so as to get conclusions that are easy to understand (Sugiyono 2010, 335).

Data analysis carried out by the researcher started from reviewing all the data that had been collected both from interviews, questionnaires, observations and from existing documents. Researchers will read these data repeatedly, studied and reviewed. After that, data reduction is done by making abstractions. For the data from the interview, the writer did the coding stage.

**Table 2. Analysis of Interview Result with Coding**

Research Focus	Code	Theme
The Process of Implementing Bible Integration in the Curriculum	Bible Integration Goal	Goal
	1) Curriculum 2) Teacher as a Role Model 3) Teacher Recruitment	Process of Implementing Bible Integration in the Curriculum
The level of Implementing Bible Integration in the Curriculum	1) Spiritual activities such as devotions, chapels, biblical studies, religious celebrations such as Christmas, Passover 2) Thematic 3) Matching Bible verses with the theme being taught.	Method of applying Bible integration in learning.
Challenges and obstacles experienced by schools when they want and are implementing a Bible integration curriculum in virtual learning.	1) Teacher's Personal faith guru 2) Teacher's ability 3) The problem from the parents 4) Less resource	Challenges and obstacles in implementing Bible integration.

Researchers carried out for steps to analyze data sourced from questionnaires, documentation and observations (Creswell 2002) including:

- 1) Data Managing
- 2) Reading, Memoing
- 3) Describing, Interpreting
- 4) Representing, Visualizing

## RESULT AND DISCUSSION

### The process of implementing the integration of the Bible in the curriculum

The application of Bible integration at XYZ Daan Mogot school aims to realize the great commandment and its application is carried out in 3 aspects, namely curriculum, teacher's example, and also in terms of staff/teacher recruitment.

#### Bible integration Applicability Level

The implementation of Bible integration in XYZ Daan Mogot Kindergarten is carried out by holding spiritual activities such as devotions, chapels, biblical studies, religious celebration such as Christmas, Passover, and also through thematic curriculum.

#### Challenges and Obstacles

- 1) Teacher's Personal Faith
- 2) Teacher's Ability
- 3) Limited time
- 4) Less resource

5) The problems from the parents

**Table 3. Comparison of Data result with Integration Theory**

Theory	Model	Characteristic	Interview	Questionnaire	Document	Observation
Bryan Smith	Stage 1: <i>Referencing the Bible</i>	The teacher has started citing Bible verses as a reference in the subject being delivered.	From the results of an interview with one of the teachers, it was said that when the teacher taught the topic of means of transportation, the teacher connected it with the bible verse that from Genesis 1:28 that human must work in order to conquer the world. Transportation is a form of human work created with the wisdom of God.	The questionnaire shows that the teacher has started quoting bible verse to link them in learning.	In the curriculum and lesson plans, researcher also found Bible verse.	The researcher observed directly how the teacher taught a topic by starting with a bible story.
Robert Harris	Life Witness	The learning class begins with prayer, the teacher invites the children to read bible verses and practice them in learning. There is connection between faith and life that is seen in the lives of the teachers and students.	The principal said that parents gave testimony that their children experienced changes such as not getting angry easily, willing to share, and willing to pray before eating.	The teacher connects the bible verse first before entering into the learning topic.	In the learning PPT, the researchers found that there were Bible verses that were related to the learning topic.	The teacher conveys God's word before starting the lesson.

John W. Taylor	Dialog Phase	The process of exchanging faith in learning and vice versa has already occurred in this phase. The teachers uses the foundation of God's word to explain to students various scientific phenomena from Christian perspective.	The results of interviews, documents, observation and questionnaires indicate the integration of the Bible in learning. The teacher uses the foundation of God's word first before explaining a topic. For example, in learning Math, the topic is Clock. The teachers use bible verse from Ecclesiastes 3:1-8.			

**Table 4. Analysis of Strategies for Implementing Bible Integration in XYZ School**

NO	Category	Tactical	Ornamental	Environmental
1	Contextual	XYZ School is a Christian identity school.	The XYZ School glued Bible verses in several places.	The teacher creates a comfortable and loving atmosphere during the learning process. Discipline is given not to punish but to correct mistakes.
2	<b>Category</b>	<b>Analogy</b>	<b>Naratif</b>	<b>Exemplary</b>
	Ilustratif	The teacher also use an analogy in learning mathematics about the circle "God has no end".	An example of an illustration used is to use the story of the Tower of Babel to introduce a means of communication.	Recruitment of educators is made very strict because schools believe that teachers hold a very important key in learning.
3	<b>Category</b>	<b>Textual</b>	<b>Thematic</b>	<b>Value</b>
	Conceptual	The teacher identifies the part of the Bible verse and relates it to the study.	The teacher makes small themes from the big themes obtained from the CCTV (Curriculum Coordinator and Teachers' Trainer.	Not yet done

## CONCLUSION & SUGGESTION

### Conclusion

From the results of the analysis and discussion described in chapter 5, the results of this study can be concluded as follows:

- 1) Bible integration in XYZ Daan Mogot Kindergarten school is poured through a curriculum of contextual themes of Biblical Christian insight (TKWKA), exemplary teachers and also through the process of recruiting new employees.
- 2) The level of application of Bible integration in XYZ Kindergarten on thematic subjects in virtual learning has not yet reached a complete stage where teachers are still experiencing difficulties and confusion and do not even apply Bible integration in learning activities.
- 3) The challenges and obstacles faced by schools are the personal faith of the teachers, the ability of teachers, limited time, lack of resources and problems from parents.

### Suggestion

Suggestions for recommendations for XYZ Daan Mogot Kindergarten schools are that schools need to conduct regular evaluations of teaching teachers to find out input from the implementation of the Bible integration curriculum that has been implemented. Schools also need to hold regular training for teachers to improve teachers' understanding of theology. The training was conducted to discuss specifically how to integrate the Bible in the subject of learning in the classroom so that teachers can apply Bible integration consistently and with full commitment.

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