

The Integration of Spirituality and Technology: The Role of Christian Education in the Digitalization Era

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ABSTRACT

The rapid development of digitalization has profoundly influenced students' spiritual lives, often shifting their patterns of worship, meaning-making, and social interaction. This study aims to explore the role of Christian education and worship learning in shaping student spirituality within the context of the digital era. Using a qualitative descriptive approach through library research, this study analyzes scientific books, theological journals, educational articles, and relevant research reports published in the last 15 years. The findings indicate that contextual, reflective, and experiential Christian education significantly contributes to holistic spiritual formation. Worship learning, when designed meaningfully, serves as a powerful medium to deepen faith experiences and initiate authentic spiritual transformation. In the digital era, students require digital spiritual literacy to ethically navigate information and use technology in ways aligned with their faith. The role of lecturers as spiritual mentors and the presence of an adaptive, value-based curriculum are critical in supporting students' spiritual development. The study concludes that Christian education remains highly relevant and increasingly urgent in an age where spiritual values are often marginalized. The implications of this research highlight the need to develop a Christian education curriculum that integrates faith and technology in critical and creative ways. Future research is encouraged to empirically examine the implementation of digital spiritual pedagogy and its long-term impact on student character and mission. This study contributes conceptually to the advancement of Christian education in higher education and offers a framework for developing resilient, reflective, and Christ-centered students in the digital age.

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1. INTRODUCTION

The digital era has brought major changes in various aspects of human life, including in terms of student spirituality. As part of the digital generation (digital natives), students live in a fast-paced, connected, and information-flooded environment. Digital technology opens up broad access to knowledge, including religious teachings, but also presents challenges to the quality of spiritual life. Information that is so rapid and instantaneous often shifts the focus and depth of religious reflection, making the experience of faith superficial and formalistic. On the other hand, digitalization allows for the dissemination of creative spiritual content, such as online worship, spiritual podcasts, or online theology classes, which if used wisely can enrich students' faith. In this context, Christian religious education is required to be adaptive and innovative in order to be able to respond to the spiritual dynamics of the digital generation. Education that is reflective, contextual, and transformative is needed to form students who are not only intellectually intelligent, but also spiritually mature. Therefore, the integration between religious education and technology is urgent in assisting students to face the challenges of the times. Christian education has a strategic role as a space for fostering relevant and transformative faith in the midst of the flow of digital globalization.

In the midst of the rapid flow of information and instant culture offered by the digital age, Christian students today face a spiritual crisis that cannot be ignored. Value disorientation, spiritual saturation, and identity uncertainty are common symptoms that arise due to exposure to massive secular content and the lack of space for meaningful spiritual guidance. The growing secularism in academic and social life is pushing students away from true Christian values. Many students experience spiritual drought, lose meaning in worship, and make religion a mere formality. This crisis is exacerbated by the lack of religious education that touches the real lives of students and the weak practice of contextual worship. In the midst of this situation, Christian religious education has not yet been fully able to become a refreshing spiritual oasis. This challenge demands a more personalized, reflective, and integrative approach to the process of learning religion and worship. Students need to be accompanied in rediscovering the meaning of their faith authentically, not just as an academic obligation. Therefore, the spiritual crisis among Christian students is an urgent call for churches and institutions of higher education to present a more relevant and transformative model of education.

The era of digitalization has brought significant changes in all aspects of human life, including in the fields of education and spirituality. Students as part of the digital generation (digital native) live in a fast-paced, connected, and information-filled environment. On the one hand, digital technology opens up wide access to knowledge, including religious teachings. However, on the other hand, it also poses a challenge to the quality of spiritual life. Christian education is required to be adaptive in responding to the challenges of this all-digital era. Modernity marked by globalization and technology creates a disorientation of identity and spirituality (Mbaka & Isiramen, 2021). Therefore, Christian Religious Education must function as a spiritual support in strengthening students' religious identity. Christian spirituality must not be eroded by instant culture and widespread secularism. The process of learning worship is one of the important means to maintain and form a healthy spirituality (Dumitrascu, 2017). So, education and worship have an integrative role in shaping the character and spiritual sensitivity of students in the midst of the digital era.

Christian religious education not only serves as a transmission of religious values, but also as a process of forming a complete spiritual personality. Religious education is a systematic and directed effort to cultivate faith through a pedagogical process. This process emphasizes cognitive, affective, and psychomotor aspects in an integrated manner (Pumfrey & Verma, 2018). In the context of students, religious learning must be able to foster a critical, deep, and contextual understanding of faith. The digital era often makes students lose focus and experience spiritual drought due to exposure to social media and secular digital content. Therefore, religious education must be able to become a spiritual oasis that refreshes students' faith. The spirituality in question is not just a ritual, but a deep relationship with God that is manifested in daily life. Successful religious education will be able to shape the character, integrity, and social sensitivity of students (Maghfiroh et al., 2022; Kozhevnikov et al., 2014;

Abbas et al., 2023). This is in accordance with the thinking that emphasizes education as a practice of liberation and transformation of consciousness (Aksu & Koruklu, 2015). Thus, religious education has a prophetic role in shaping spiritual and transformative human beings.

Worship learning in the context of higher education has great potential in shaping the spiritual maturity of students (Ariawan, 2025). Through worship, students are invited to enter into a personal and communal relationship with Allah. Worship is a space where students express their faith in a real and existential way. Worship is the center of the life of the faithful because it is there that God is glorified and man is changed (Bhat et al., 2016). In contextual and reflective worship, students learn to understand the meaning of faith in a relevant way to the conditions of the times. The process of learning worship should include regular liturgical coaching, devotional, prayer, and contemplation of the Scriptures. In addition, worship that is designed interactively can increase student involvement in spiritual growth. Meaningful worship learning can be a spiritual foundation in facing pressure, identity crises, and digitalization challenges. Spirituality formed through worship is not only emotional but transformative in action. Therefore, worship in the context of religious education is a forum for the formation of holistic and contextual spirituality.

Digitalization presents challenges as well as opportunities for Christian religious education. Technology can be an effective medium in conveying messages of faith through digital platforms such as spiritual podcasts, online classes, and virtual worship. However, the unwise use of technology can also shift spiritual orientation into mere formality. Media shapes the way of thinking and attitudes of users (Afriansyah et al., 2024). Therefore, Christian religious education needs to criticize and adapt technology for the purpose of faith formation. Student spirituality can be developed by utilizing digital media creatively and responsibly. In this context, spiritual digital literacy is an important competency. Students need to be guided to be able to sort information, build digital spirituality, and utilize technology for service. If not anticipated, digitalization can actually create spiritual alienation and a culture of individualism. Therefore, religious and worship education needs to integrate technology as a tool, not as a center.

Christian spirituality in the digital age demands a contextual and relevant educational approach. Spirituality can no longer be taught only through traditional one-way methods. Authentic education involves a learning relationship between teachers and students (HE et al., 2020). In this context, lecturers as spiritual facilitators have an important role in guiding students to experience faith personally. Experiential learning is an effective method in the formation of spirituality. Through retreats, reflective discussions, social service, and interactive worship, students experience firsthand the meaning of living in Christ. This kind of learning process will help students find their spiritual identity in the midst of the challenges of the times. Strong spirituality is a capital in dealing with academic pressures, social relations, and existential problems. Therefore, Christian education must encourage students not only to be intellectually intelligent, but also spiritually mature. This demands a curriculum that is not only informative but also transformative.

Recent literature shows that spirituality in higher education is undergoing a significant transformation. In his research on student spirituality, it was found that many students experienced spiritual upheaval amid academic pressures and modern life (Latipah, 2022). This emphasizes the importance of the presence of religious education and worship learning as a balance for intellectual and spiritual life. Christian religious education can be a means to answer students' existential questions. This is where the importance of a reflective approach in learning that integrates faith and the reality of life. Student spirituality developed through theological dialogue and faith praxis will be stronger in facing life's shocks. According to Henri Nouwen, spirituality is not just a religious activity, but an inner journey towards wholeness and love. Therefore, the role of religious education is to shape students into individuals who have spiritual integrity in all dimensions of life. This is a challenge as well as a responsibility that must be undertaken by Christian educational institutions. Therefore, academic literature needs to be continuously explored to find effective and contextual spiritual learning strategies.

In the Indonesian context, Christian religious education faces a dual challenge, namely religious pluralism and global secularism. Religious education must remain open to interfaith dialogue while maintaining the distinctiveness of the Christian faith. This is in line with Hans Küng's view that emphasizes the importance of religious education that encourages cross-cultural and religious understanding. Students need to be equipped with a deep understanding of Christian values in order to be able to coexist in a multicultural society. In the digital era, this challenge is increasingly complex as the spread of radicalism and materialism is increasingly accessible. Therefore, religious education must strengthen the spiritual dimension as well as students' critical thinking skills. Solid spirituality can be a filter in responding to misleading information. Worship learning must also emphasize the values of love, justice, and hope that are at the core of gospel teaching. Therefore, a holistic approach is indispensable in Christian religious education so that students can become agents of peace and social justice. This is a real contribution to Christian education for the nation and the world.

The urgency of the formation of spirituality through Christian religious education is also closely related to the goals of national education. In Law No. 20 of 2003 concerning the National Education System, it is stated that education aims to develop the potential of students to become human beings who believe and fear God Almighty (Ye et al., 2023). Therefore, Christian education should not only be a complement to the curriculum, but also the heart of character education. Worship learning is a concrete vehicle to realize this goal in campus life. In worship, students learn to worship, meditate, and experience life renewal. The spirituality that is formed will underlie the ethical behavior and social responsibility of students. Religious education must educate for life and transformation of the world (Erricker, 2010). Therefore, the process of learning Christianity must shape the personal integrity of students: spiritual, moral, and social. Transformative religious education will produce future leaders who have a strong foundation of faith and a commitment to the common good. Therefore, the role of Christian religious education has become very strategic in the midst of the complexity of the digital era.

Although the issue of spirituality and digitalization has been widely discussed in various global literatures, studies that specifically highlight the integration between worship, Christian religious education, and digital spirituality in the Indonesian context are still very limited. Most of the research focuses more on normative theological aspects or educational technology in general, without examining in depth how the three interact with each other in shaping students' faith lives in the digital era. In fact, in the midst of the complexity of digital culture and spiritual challenges faced by the young generation of Indonesia, this integration is very important to answer the contextual needs of Christian students. In addition, ritualistic and cognitive approaches to religious education have not been effective enough to build spirituality that is resistant to the influence of secularism and digital individualism. The absence of a model that holistically brings together the liturgical, pedagogical, and digital dimensions leads to a weak relevance of Christian religious learning in many institutions of higher education. Therefore, a more systematic exploration is needed on how Christian religious education can adapt the worship learning process and form digital spiritual literacy in the context of the lives of Indonesian students.

This article aims to explore the role of Christian religious education and the process of worship learning in shaping student spirituality in the digital age. This research seeks to understand how contextual worship practices, reflective religious education, and the use of digital technology can complement each other in strengthening the spiritual life of students. Using a literature study approach, this article examines the relevant theological, educational, and digital literature of the past 15 years. The main question examined is: how can Christian education answer the spiritual challenges of the digital generation? This research also wants to see the extent to which the worship process can be a meaningful and grounded space for faith formation in a digital context. Thus, this article is expected to make a theoretical and practical contribution to the development of a Christian religious education curriculum as well as a more relevant, transformative, and contextual worship learning strategy in Indonesia.

2. METHOD

This research method employed a qualitative approach with a library research approach. This approach was chosen because the research focuses on an in-depth understanding of the concept, meaning, and relevance of Christian religious education and worship learning in shaping students' spirituality in the digital age (Wang et al., 2023). The library study was conducted by reviewing academic literature sources such as scholarly books, theological journals, educational articles, and relevant research reports from the past 15 years. The literature was selected purposively, considering topic relevance, scientific validity, and the context of digitalization. It was accessed through academic databases such as Google Scholar, JSTOR, Scopus, and ProQuest (Curasma et al., 2021; Powell et al., 2017).

Data analysis was conducted using content analysis techniques, which systematically identify and interpret the meaning of written documents (Tang et al., 2019). Data validity was maintained through source credibility, clear contextual descriptions, and transparency in the analysis process. The researchers only used sources that had undergone a peer-reviewed process and originated from reputable academic institutions. Theoretical triangulation and critical reflection on the strengths and limitations of the literature were used to strengthen the validity of the findings (Perry, 2019). With this approach, this study is not only descriptive but also makes a conceptual contribution to the development of contextual and transformative Christian religious education in the digital age.

3. FINDINGS AND DISCUSSION

Findings

The Role of Christian Religious Education in the Formation of Spirituality

The results of the study show that Christian religious education plays a role as the main foundation in shaping students' spiritual identity. Through religious education, students are invited to understand the values of the Gospel contextually and applicatively. This education is not only cognitive, but also affective and moral (Lee, 2014). The values of faith, love, hope, and moral responsibility are taught as the basic principles of life. Students who receive religious education with a contextual approach are better able to face the challenges of the digital age. The digital age often creates a spiritual void due to exposure to hedonistic and individualistic content (Mehrvarz et al., 2023). In this context, religious education becomes a space for reflection and the formation of a deeper meaning in life. A good Christian religious education will produce individuals who not only know, but also live in Christian values. This is in line with the purpose of Christian education according to Thomas Groome, which is to integrate faith and life. Therefore, the role of Christian education is very strategic in strengthening the spirituality of students.

Learning Worship as a Means of Spiritual Transformation

Research also found that worship learning is an effective method in deepening students' spiritual experiences. Worship is not only seen as a religious routine, but as an existential experience that brings people together with God. Through worship, students experience God's love directly and personally. Worship that is carried out in a reflective and participatory manner has a strong transformational impact. Worship is the center of spiritual life because it is the moment in which God is glorified and people are changed (Bhat et al., 2016). Learning worship that involves liturgy, prayer, meditation on the word, and praise makes students more spiritually sensitive. Good worship is able to make students aware of the call to life as disciples of Christ in the digital world. Students who are actively involved in worship also show higher levels of social empathy and moral commitment. Thus, worship is not only a spiritual activity, but a means of forming a deep spiritual character. Worship learning contributes greatly to internalizing the values of faith into students' real lives.

The Challenges of Student Spirituality in the Digital Era

Digitalization presents complex spiritual challenges for Christian students. Abundant information, instant culture, and social media pressure often make students experience disorientation of meaning. In this context, the literature emphasizes the importance of digital spiritual literacy as a new competence. This literacy includes the ability to filter information, use technology ethically, and build relationships with God through digital media (Musthofa et al., 2024). The modern era is a period of disembedding, which is a disconnection of meaning and tradition. Therefore, Christian religious education must help students reconstruct the meaning of spirituality contextually. Students need to be guided to use technology as a tool to spread love, not as a space for false existence. Christian religious education also needs to present digital spaces that support faith growth, such as online devotionals, digital theological discussions, and online worship. With this strategy, students can still experience God's presence in the midst of their digital lives. Therefore, spiritual digital literacy is an important part of the religious education strategy in today's era.

Integration of Technology and Spirituality in Christian Education

From various literatures, it has been found that contextual Christian religious education is very effective in developing spirituality that is relevant to the reality of students' lives. Contextualizing Christian education means conveying the teachings of the faith by taking into account the culture, technology, and social situation of the students. All theology is contextual. With this approach, the teachings of faith do not seem foreign or archaic, but are alive and real. Students feel that God's words speak directly into the reality of their lives. When students feel the relevance between Christian teachings and their life challenges, their spirituality will grow in a healthy way. In the learning of teaching, love, forgiveness, and service become living values, not just theories (Ali et al., 2021). Christian religious education becomes a space for dialogue between faith and complex digital life. Therefore, it is important for Christian educators to continue to develop creative, critical, and relevant approaches. Only in this way, religious education can become a means of meaningful spiritual transformation.

The literature shows that students who have a worship routine tend to have better emotional stability and life balance. Worship serves as a break point from academic busyness and social pressure. In worship, students experience relief, new hope, and spiritual strength. Worship as a spiritual refuge from the storms of life (Prayogi et al., 2018). Worship learning that is designed to involve emotions and self-reflection has been proven to strengthen student resilience. Worship also increases awareness of God's presence in all aspects of life, including in the digital space. Students who are diligent in worship show more ethical, empathetic, and socially responsible behavior. Worship activities encourage students to reflect on the meaning of life, their calling, and their goals. Thus, worship routines are not only a spiritual aspect, but also provide psychological and social benefits. Christian religious education must continue to encourage continuous and contextual worship learning.

Literature research also found that the experiential learning curriculum of Christian religious education is more effective in shaping student spirituality. Experiential learning integrates theory with practice through activities such as social service, retreats, mentoring, and faith projects. Concrete experiences are a key element in meaningful learning. In the context of Christian education, spiritual experiences lead students to a personal and dynamic understanding of faith. Students not only learn about love, but also experience it through direct involvement in society. Faith-based social projects help students realize that Christian spirituality must be embodied in real acts of love. Christian religious education, which is not only theoretical but practical, has been proven to form the character of students more completely. Students who engage in experiential learning show more consistent and profound spiritual growth. Therefore, the Christian education curriculum should emphasize a balance between theological understanding and spiritual practice. With this approach, the formation of spirituality becomes more authentic and impactful.

The results of the literature show the importance of the role of lecturers or spiritual facilitators in the process of forming students' faith. Lecturers in Christianity are not only teachers, but also role models and spiritual guides. Educators are dialogue leaders who build students' critical awareness. In the context of spirituality, lecturers need to be actively present in the student's journey of faith (Johnson et al., 2021). The presence of lecturers as role models in the integrity of faith, love, and service has a great influence on student life. Personal interaction between lecturers and students creates a deep reflective space. Warm and open relationships make it easier for students to ask questions, share, and grow spiritually. In much of the literature, the presence of an authentic educator is cited as a key factor in successful religious education. Therefore, the formation of spirituality cannot be separated from pedagogical relationships that support and empower. Christian religious education should strengthen the role of lecturers as spiritual guides who encourage contextual and relevant growth of faith.

The results of the literature review also show that there is a gap between the spirituality taught in the classroom and the practice of students' digital lives. Many students attend religious and worship lectures formally, but have not experienced deep spiritual growth. This shows the need for a more interactive and reflective approach in the learning process. Reflective learning helps learners connect theory with personal experience (Junsay, 2016). Using reflective methods, students are encouraged to evaluate the values they hold and how those values are applied in the digital world. Reflective learning can be done through faith journals, group discussions, or digital life-based case studies. Spiritual literacy can also be developed through the evaluation of the digital content they consume daily. Therefore, Christian religious education must explicitly include digital reflection as part of its curriculum. This effort helps bridge the teachings of faith with the practice of student life in cyberspace. In this way, the spirituality taught becomes more contextual and functional in real life.

This study also found that the spirituality of Christian students is not only personal, but must be directed to spirituality that has a social impact. Mature spirituality is characterized by a willingness to serve others, care for social justice, and be active in the transformation of society. The true Christian faith must be manifested in acts of love and justice (Witherspoon et al., 2017). Christian religious education should open students' horizons to the social realities around them. Involvement in social service or advocacy becomes an integral part of the formation of Christian spirituality. In the digital age, students can also engage in online ministry through awareness campaigns, spiritual media, or online communities. In this way, the spirituality of students does not become exclusive but inclusive and missionary. Christian religious education must teach that spiritual life is not just a vertical relationship with God, but also a horizontal relationship with others. Thus, the social dimension of spirituality is a measure of the maturity of students' faith. A successful Christian education is one that forms a person who loves God and his neighbor in a balanced way.

Overall, the results of the literature review confirm that Christian religious education and worship learning have a vital role in shaping student spirituality in the digital era. Contextual, reflective, and participatory religious education has proven to be more effective in bringing about spiritual transformation. Regular and meaningful worship learning is the main means to make students aware of God's presence in their lives. The challenges of digitalization demand a new strategy in integrating technology with the spiritual lives of students. Spiritual digital literacy, lecturer involvement, experiential learning, and reflection are important pillars in this educational process. Students who have a strong spirituality are better able to live their lives with integrity, love, and hope. Therefore, Christian religious education in higher education must continue to innovate and adapt to the context of the times. The results of this study provide a solid basis for the development of curriculum, learning models, and spiritual policies in the higher education environment. Student spirituality is not an instant result, but a process that requires continuous coaching. Therefore, collaboration between institutions, lecturers, and students is very important in shaping a spiritual and transformative digital generation.

Discussion

The Strategic Role of Christian Education in the Digital Era

Christian education has a crucial role in shaping student spirituality in the midst of the complexity of the digital era. In the literature studied, it was found that this education not only functions to convey the teachings of faith theoretically, but also to shape the character and spiritual awareness of students. Emphasizing that religious education is a comprehensive process that includes cognitive, affective, and psychomotor aspects (Pumfrey & Verma, 2018). With this approach, students can internalize Christian values not only as doctrines, but as lifestyles. The digital age blurs the line between truth and value relativism, so students need a strong foundation of faith. Religious education serves as a balance between the flow of digital information and Christian values. Students are invited to not only understand doctrine, but also to live the faith authentically in their daily lives. Therefore, Christian religious education in higher education cannot be separated from the spiritual and moral dynamics of students. Its presence must be adapted to the challenges of the times to remain relevant. This is the initial basis why this study is so important.

Learning Worship as a Medium of Spiritual Transformation

The worship learning process is a concrete medium in shaping the spiritual depth of students. Worship is a forum to reflect on faith personally and communally. John Calvin stated that worship is the peak of the existence of believers because through worship man glorifies God and is changed. In the practice of worship, students not only receive teaching, but also experience an encounter with God. This experience formed an awareness of the values of holiness, love, and hope that are central to Christian spirituality. Worship is also a space for emotional healing and mental strengthening for students who face academic and social pressure. Spirituality formed through worship is transformative because it touches the deepest aspects of the human psyche. Therefore, worship learning must be an integral part of the Christian religious education curriculum. This learning should not be separated from the theological and pedagogical aspects. This approach has proven to be effective in strengthening students' spiritual identities according to various literatures.

The Challenges of Digitalization to Students' Spiritual Identity

Digitalization brings serious challenges to the spiritual development of students. This era offers easy access to information, but it also opens the door to content that erodes spiritual values. College students tend to experience a crisis of spiritual identity due to exposure to popular culture and strong secularism. Therefore, Christian religious education must be a means of re-embedding, namely re-embedding spiritual values and meanings into the context of students' lives. Digital spiritual literacy is an important need that has not been developed systematically (Miller et al., 2012). Students must be equipped with the ability to filter digital information and use it ethically and spiritually. Thus, digitalization is not seen as a threat alone, but as an opportunity to expand the spiritual space. Christian religious education needs to utilize technology as a means of education and faith formation. This requires the integration of technology in the teaching and worship process.

Contextualizing Faith: Strategies for Bringing Spirituality to Life

Contextualizing the teachings of faith is the main strategy to answer the challenges of the digital era. Living theology is contextual theology (Taufik et al., 2023). In Christian religious education, contextualization means adapting the delivery of Christian values to the reality of today's student life. Students will be more interested and engaged when they see that Christian teachings are relevant to the challenges they face. Contextualization also means designing learning that touches on students' existential needs, such as future anxiety, social relationships, and identity crises. Thus, spirituality is no longer understood normatively only, but is experienced existentially. This process makes religious education not only an academic obligation, but also a space for reflection on life. Students learn that the Christian faith is a way of life, not just a religious ritual. This approach also fosters students' critical

power in responding to social changes. Therefore, contextualization must be a principle in any Christian educational curriculum design.

The Meaning and Design of Contextual Worship Learning

Meaningful worship learning is the key to maintaining students' closeness to God. True spirituality emerges in silence, worship, and personal encounters with God (Latipah, 2022). Worship is not just a formal activity, but a comprehensive process of inner formation. In worship that is designed reflectively, students are invited to recognize the existence of God in the midst of the hustle and bustle of digital life. This helps students find their spiritual center outside of the virtual world. A lot of literature shows that students who are active in worship have lower levels of stress and higher life satisfaction. Therefore, worship must be developed with an interactive approach that is relevant to the language of the younger generation. Music, poetry, spiritual videos, and discussion rooms can be integrated into worship to make it more contextual. The spirituality formed through this kind of worship not only touches the heart, but also shapes the way of thinking. Therefore, worship learning needs to continue to be developed according to the characteristics of the times.

Experiential Curriculum for Spiritual Growth

Literature results show that an experiential religious education curriculum has a great impact on the formation of student spirituality. Concrete experiences lead to deeper and more sustainable understanding (Wang et al., 2023). In the context of Christian education, tangible faith experiences—such as social service, retreats, and mentoring—are catalysts for spiritual growth. Students experience firsthand the value of love, forgiveness, and sacrifice in a real context, not just through theory. This forms a spirituality that is not passive, but active and applicative. Experiential education also allows students to relate Christian teachings to surrounding social and cultural issues. This fosters socially insightful and critical spirituality. A curriculum like this makes students' faith more contextual and transformative. Therefore, Christian education needs to design learning activities that involve real practice and deep reflection. The integration of experience and reflection makes the formation of spirituality more complete.

The Role of Lecturers as Student Spiritual Companions

The role of lecturers as spiritual guides in Christian religious education is very important. Teachers are not a doctrinal, but rather a facilitator of dialogue and the formation of critical consciousness (Handayani et al., 2024). In this context, lecturers are not only teachers, but also role models of faith and spiritual companions of students. The presence of authentic and inspiring lecturers will build deep and transformative relationships. Students are more likely to open up when they feel valued and listened to in their spiritual journey. Therefore, lecturer-student interaction in Christian religious education must be dialogical and personal. Much of the literature emphasizes that college students grow spiritually not just because of the material taught, but because of the life examples they see. Lecturers need to have spiritual integrity and strong supervisory capacity. Christian religious education must pay attention to this relational dimension as an important part of the formation of spirituality. The role of lecturers is crucial in building a spiritual and inclusive campus culture.

Critical Reflection as a Method of Internalizing Faith Values

Reflective learning is a very effective method in internalizing the values of faith. Critical reflection allows learners to understand their beliefs consciously and deeply (Moutawaqil & Wibawa, 2024). In Christian religious education, reflection helps students evaluate their faith in the light of experiential and digital reality. Reflection can be done through faith journals, case studies, or theological dialogues based on digital contexts. Students are invited to honestly assess how they live their faith in the midst of media culture and existential pressures. This method strengthens self-awareness and spiritual perseverance in living life. Reflection is also a bridge between theory and practice, between teaching

and the experience of faith (Ariawan, 2024). Spirituality formed through reflection is more authentic and rooted in real life. Therefore, reflective learning should be a major part of the Christian religious education strategy in the digital age. It allows students to not only believe, but also understand and live their faith.

Social Dimension of Student Spirituality

The social dimension of student spirituality is an important indicator in measuring the success of Christian religious education. The true Christian faith must be embodied in service and social justice (Witherspoon et al., 2017). It is not enough for students to understand faith personally, but to show its impact in the community. Much of the literature suggests that involvement in social service deepens spirituality and forms empathy. Spirituality with a social dimension shows an active and responsible faith. In the digital era, services can also be carried out online, for example campaigns on the values of love and justice through social media. Christian education needs to build awareness that spiritual life also includes responsibility to others. It shapes students to become agents of social transformation and peacemakers. Therefore, the social dimension needs to be an indicator of the curriculum in spiritual education. Without this, spirituality would be individualistic and unimpactful.

Digital Media as a New Space for Student Spirituality

The digital age is changing the way students access, understand, and live out their faith. Technology has become an integral part of students' daily lives, including in spiritual practices. The media not only conveys messages, but also shapes ways of thinking. Therefore, the way students worship and learn religion is also influenced by the digital format they use (Deschryver & Yadav, 2015). Many churches and Christian educational institutions have leveraged social media, video platforms, and digital Bible apps to strengthen students' spirituality. However, the literature suggests that this approach needs to be accompanied by guidance so that it is not superficial or consumptive. Students need to be equipped with the ability to use technology wisely and reflectively. Christian religious education must emphasize that faith is not just information, but transformation. Therefore, the integration between digital media and spiritual values must be designed consciously and critically. This opens up new spaces in the formation of relevant and profound digital spirituality.

Challenges of the Christian Education Curriculum in the Digital Era

The digital spirituality that develops among students has its own characteristics. Digital spirituality reflects the search for meaning, community, and identity through online media. Students use digital platforms not only for passive spiritual consumption, but also for the expression of faith and theological discussions (Bull et al., 2020). They engage in online communities, follow daily devotionals on social media, and share their faith experiences through digital content. However, it is necessary to be aware that digitalization also brings spiritual risks such as isolation, superficiality, and self-centered faith. Therefore, Christian education needs to equip students with a strong theological framework to understand the limits and potential of digital spirituality. The use of media must be accompanied by a depth of content and a continuous reflection process. Healthy digital spirituality must remain rooted in a real relationship with God and community. Students need to be invited to integrate their digital experiences with concrete lives of faith. Thus, digitalization is not an enemy of spirituality, but a means that can be transformed into a tool for faith formation.

Campus Spirituality Ecosystem That Supports Faith Growth

Literature studies show that there are still many Christian campuses that have not optimally integrated digital issues in their religious education curriculum. In fact, according to the theory of education, education must touch all dimensions of humanity: intellect, emotions, body, and spirituality. A curriculum that does not touch the digital dimension of student life will feel foreign and separate from their reality (Deci & Ryan, 2008). Therefore, the religious education curriculum needs to include

themes such as digital ethics, spirituality on social media, and digital theological literacy. That way, students will be equipped not only to live in the digital world, but also to be witnesses of Christ in that world. Learning can be developed through value-based digital projects, spiritual social media content, or reflective blog creation. This will strengthen student engagement and make them active subjects in faith education. Christian education must continue to innovate with the times. Without innovation, religious education risks becoming monotonous and losing its transformative power. Therefore, a relevant curriculum greatly determines the effectiveness of the formation of spirituality. The formation of student spirituality is also closely related to the community and campus atmosphere. A person's cognitive and affective development is greatly influenced by social interaction in the learning environment (Saniyah & Farhisiyati, 2025). In this context, spirituality does not develop in isolation, but in mutually constructive interactions. Christian campuses need to create a spiritual ecosystem that supports the collective growth of students' faith. Activities such as prayer groups, spiritual mentoring, and campus service can strengthen community spirituality. Students who feel spiritually accepted and supported tend to be more active in their faith growth. Therefore, the formation of spirituality must be the responsibility of all elements of the campus, not just religious lecturers. Collaboration between academics, clergy and the student community is essential in creating a vibrant spiritual culture. A conducive environment will be a fertile field for authentic growth of faith. Therefore, Christian education must go beyond the classroom and reach the entire space of campus life.

This article makes an important contribution to the development of theories and approaches in Christian religious education, particularly in the context of digitalization. Theoretically, this article offers a new understanding of the integration between religious education, worship, and digital spirituality that has not been widely studied before, especially in the Indonesian context. The proposed approach emphasizes that the formation of student spirituality cannot be separated from direct experience, critical reflection, and conscious use of technology. This contribution broadens the horizons of Christian religious education from a doctrinal-instructional one to a holistic, contextual, and transformative approach. In addition, this article emphasizes the importance of curriculum design that is responsive to the challenges of the times, by incorporating elements of digital spirituality as an integral part of learning. Thus, this article not only serves as a conceptual reflection on the current state of Christian religious education, but also offers alternative learning models that can serve as a foothold for curriculum reform, religious extension training, and the formation of a spiritual and inclusive campus community.

4. CONCLUSION

This research shows that Christian religious education and worship learning have a strategic role in shaping student spirituality in a challenging digital era. Through a contextual, reflective, and participatory approach, Christian education is able to strengthen students' spiritual identities and guide them in interpreting faith in a relevant way to digital life. Meaningful worship and transformative learning experiences are effective means of building a personal relationship with God and forming a strong character with integrity. The practical implications of these findings encourage the development of a Christian education curriculum that is adaptive to digital technologies and oriented towards authentic spiritual experiences. In addition, an active role is needed for lecturers as spiritual facilitators and campus communities that support the growth of students' faith holistically. The next research is suggested to examine an interactive digital-based worship learning model and explore the influence of digital spirituality on students' mental health and social engagement. Thus, Christian religious education in higher education is not only a space for theological learning, but also a relevant and transformative spiritual foundation in the face of an era of disruption.

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