

## When Abstract and Real Learning Materials Meet in the Same Reality: Interpreting Hybrid Learning as a Solution in Christian Education

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### ABSTRACT

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Children aged 7-11 years who are in elementary school have realistic characteristics, high levels of curiosity about various things that happen around them, the spirit of learning something that will increase day by day, and difficulty understanding something that is conveyed abstractly. The learning method used by educators in elementary schools is generally face-to-face. Problems arise when required to collaborate face-to-face and online methods, both because of student boredom and because of compelling circumstances. This study aims to prove the effectiveness of hybrid learning in Christian education learning, how to maximize potential and minimize negative impacts. This research is a quantitative research, with a survey approach. Data was collected through a questionnaire, to analyze the level of student understanding after learning with hybrid learning. The population in this study was students who were in elementary school in Sipoholon North Tapanuli sub-district, with a total sample of 100 people. Sampling is done randomly in the population. Furthermore, data tabulation is carried out, and from there it is processed with the help of SPSS. Validity and reliability tests were carried out for questionnaires, and the results were analyzed for simple linear regression. The influence of the implementation of the hybrid learning method on student understanding is 41%.

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### 1. INTRODUCTION

The level of education that a person must take starts from Kindergarten, Elementary School, Junior High School, High School, and the last is College. The longest level of education a person takes during elementary school is for 6 years. Elementary school is an education level for children aged 7-11 years with uniqueness and differences in character owned by each child. This is what causes an educator to be required to participate in developing the potential of students according to their age to the maximum (Freytag, 2016).

Children aged 7-11 years who are in elementary school have realistic characteristics, high levels of curiosity about various things that happen around them, the spirit of learning something that will increase day by day, and difficulty understanding something that is conveyed abstractly. Given some of the characteristics mentioned above possessed by elementary school children, educators must have teaching methods that attract the attention of students in elementary schools in accordance with their grade level. The teaching method chosen and used by educators is expected to achieve learning objectives optimally (Cameron & Swezey, 2015).

The learning method used by educators in elementary schools is generally face-to-face. Face-to-face learning methods that have been applied in elementary schools tend to be boring and less in accordance with the characteristics of children aged 7-11 years. Face-to-face learning methods require students to sit quietly in the classroom and listen to boring educator explanations, this is contrary to the characteristics of children aged 7-11 years who like to explore new things and new possibilities (creative). A learning method that is in accordance with the characteristics of students who are in elementary school is the Hybrid Learning method. Unlike the face-to-face learning method, this method is a combination of face-to-face learning methods with online learning methods. The combination of these two learning methods can be implemented in the classroom and outside the classroom, so that students are not bored because they have to sit quietly listening to the teacher in the classroom (Van Dyke, 2012).

Hybrid Learning helps students to manage learning materials and different ways of learning occur. Through this learning method, students can freely learn the material provided by the teacher and not only focus on explaining the material by the teacher in front of the classroom, so that the level of enthusiasm and interest in learning by students can increase. More value than the Hybrid Learning method, namely students are free to learn the material provided by the teacher anytime and anywhere, because the material is available online; Students can communicate with teachers anytime and anywhere because there is no need to wait for face-to-face learning time; And teaching and learning activities can be managed well by students but still controlled by teachers. This study aims to prove the effectiveness of hybrid learning in Christian education learning, how to maximize potential and minimize negative impacts.

## 2. METHODS

This research is a quantitative research, with a survey approach. Data was collected through a questionnaire, to analyze the level of student understanding after learning with hybrid learning. The population in this study was students who were in elementary school in Sipoholon North Tapanuli sub-district, with a total sample of 100 people. Sampling is done randomly in the population. Furthermore, data tabulation is carried out, and from there it is processed with the help of SPSS. Validity and reliability tests were carried out for questionnaires, and the results were analyzed for simple linear regression (Arikunto, 2020).

## 3. RESULT AND DISCUSSION

In the table below, it appears that the *R Square* value obtained is 0.410. The influence of the implementation of the hybrid learning method on student understanding is 41%.

**Table 1. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.641	.410	.404	3.781

Hybrid Learning is a mixture of face-to-face learning and online learning that uses technology. Blended learning that uses face-to-face learning or direct learning with online learning is carried out so

that students are more interested in learning the material that the teacher teaches, by utilizing all the potential for technology development. This section also talks about the combination of online learning with face to face learning (Ariawan, 2020).

This type of Hybrid Learning learning has several advantages, such as: students are free to learn the subject matter independently by utilizing materials available online, students can discuss with educators or other students outside of face-to-face hours, learning activities carried out by students outside face-to-face hours can be managed and controlled properly by educators, Educators can add enrichment materials through internet facilities, and educators can ask students to read the material or take tests conducted before learning (Oliver, 2014).

All the advantages of Hybrid Learning can help educators and make it easier to deliver lesson material. In addition, Hybrid Learning can also make it easier for students to learn independently and easily communicate with students through technological media. This makes the learning process take place well and can achieve learning objectives. Even though Hybrid Learning has many advantages, there are still some things that must be anticipated, for example: the media needed is very diverse, making it difficult to apply if the facilities and infrastructure do not support, the uneven distribution of facilities owned by students, such as computers and internet access, then the lack of knowledge of learning resources on the use of technology.

The use of Hybrid Learning can be optimized by following the following steps:

- a. As much as possible educators should succeed in attracting students' attention. Educators can attract students' attention by coming up with a new thing/idea.
- b. Educators inform students about what will be achieved. This is important so that the goal becomes a common goal
- c. Educators remind students of previous lessons they have received
- d. Educators use methods to present and place emphasis on lesson content to provide more effective and efficient instruction
- e. Educators help students to learn the material presented
- f. Educators assist learners in imparting new skills and knowledge to confirm a correct understanding of the material taught.
- g. Educators provide direct feedback on learners' performance to assess and facilitate learning.
- h. Educators evaluate the learning process and see if the learning outcomes match the learning objectives or not
- i. Enhancing retention and learning transfer

The cognitive development of students, as well as the development of everyone's thinking skills, is influenced by the surrounding environment. This ability to think can be interpreted as everyone's ability to learn, think and the ability to develop the skills they have. All human beings have the ability to connect thoughts, judge things and consider things. That is why, in humans there is a stage of change that occurs to understand, process information, find ways to solve problems and develop knowledge. This results in the development of different ways of thinking for each individual. This process results in each individual being able to manage information, solve problems, connect thoughts, consider something, assess something and develop their appearance (Cameron & Swezey, 2015).

Previous research conducted by Ariawan proved that the application of Hybrid Learning had a positive impact, the completeness of learning in cycle 1 was 72.73%, and in cycle 2 was 87.88% (Ariawan, 2018). While a similar study conducted by Wahyuni, proves that the average results of each student achieve a score of 70 in accordance with the Minimum Completeness Criteria that have been determined (Wahyuni et al., 2021).

The environment is an important part of the cognitive development of learners. A positive environment will also have a good impact on students, so it is likely to affect children's intelligence. A positive environment will cause maximum brain development. In addition, the process of developing a mature nervous system will make the organs and senses perfect. Positive social relationships will help children to develop so that it affects children's cognitive. Loving parenting can also improve a child's cognitive development (Ariawan et al., 2020). Educators need to understand that every student is born with different potentials and is carried from birth. Furthermore, the potential develops through

deliberate processes formally (in schools) and also through unintentional or informal processes (natural influences). Departing from this understanding, Christian education seeks to play a role. Christian education as a deliberate part of education, involves each individual to encounter God, leading to become more aware of sin and willing to live in God's word. Thus, students can understand God's love in Jesus Christ in their daily lives, and have sensitivity to others and the surrounding environment. This is important considering the nature of Christian education brings everyone involved in the learning process to have a calling out (Buitendag, 2014).

The purpose of Christian education is to help students mature their faith. Through Christian education, students are expected to live as children of God and to nurture each individual to know God. Through this Christian education, each individual can understand God's plan in life. The teaching process in Christian education occurs in 4 areas, namely in the family, church, school, and community. Christian education that takes place in the family is the responsibility of parents to children, by setting an example in worship and teaching children to be responsible, obedient and doers of the word. This is a form of spiritual education from parents to children. Parents have an obligation to educate their children to become people who have firm faith in Christ. The teachings given to these children must be taught repeatedly, so that the teachings given can enter long-term memory (Anderson, 2018).

Christian education in the church is education that has a purpose for everyone to be able to fellowship with God, to be able to understand God's word and to be able to live as a church citizen. education that helps the congregation to reach maturity in Faith in Jesus Christ. As well as being able to gain a true knowledge of Christ. This is where it is taught about the most important principles in Christianity, such as teaching to pray, sing, praise God and to teach the truth of God's word.

Christian education in schools is a stage of education that can help students in the spiritual growth of each student, in this case students can become individuals who believe in Jesus Christ and can obey God's word. This stage of education is important for every believer, through which students can improve their spirituality and can understand God's word better. Furthermore, this stage can help students learn the truth of God's word and can have the character of Christ in them. In the end, students can live according to God's will (Beyers, 2016).

Christian education in society is an effort made by the church to educate church citizens, so as to mature faith, hope and love. With the purpose of preaching the truth of God's words to everyone. This stage of education helps people to have religious tolerance in order to coexist peacefully, and to accept the differences that exist between one religion and another. This stage of education can foster respect for others, and can appreciate every difference that exists.

#### 4. CONCLUSION

It was concluded that the influence of the implementation of the hybrid learning method on student understanding of Christian education is 41%. The purpose of Christian education is to help students mature their faith. Through Christian education, students are expected to live as children of God and to nurture each individual to know God. Through this Christian education, each individual can understand God's plan in life. Hybrid Learning helps students to manage learning materials and different ways of learning occur in Christian education. Through this learning method, students can freely learn the material provided by the teacher and not only focus on explaining the material by the teacher in front of the classroom, so that the level of enthusiasm and interest in learning by students can increase.

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