

# Development of Teaching Materials on Christian Religious Education

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## Abstract

This study aims to give an understanding to teachers of Christian Religious Education about the development of teaching materials that will be used by teachers in learning. Christian Religious Education teaching materials have different characteristics from the teaching materials of secular education, although in the steps of development can be done in the same way, but in terms of content must be different that not only achieve intellectual competence and skills of children but must be able to develop students' spiritual. So that in the development of Christian Religious Education teaching materials must still pay attention to the basic principles and the theology of Christian religious education, namely the Bible.

**Keywords:** *development, teaching materials, Christian religious education*

## Introduction

Teaching materials have a strategic function in teaching and learning process. It can help teachers and students in learning activities. In addition, teaching materials can support some of the teacher's role and support individual learning. As a professional, the teacher is the gate and the key to developing human resources. This is because development can be carried out if it starts from building the people first. National development cannot be carried out properly without capable, skilled, knowledgeable, intelligent, creative and responsible human beings. Therefore, every teacher must do the best possible learning, including in preparing teaching materials.

One of the activities in promoting good learning is designing teaching materials. Amri and Ahmadi (2010: 159) suggest that the development of teaching materials can provide benefits for teachers including: 1) Getting teaching materials that are in accordance with curriculum demands and student needs, 2) Teachers are no longer dependent on textbooks that are sometimes difficult to obtain, 3) It was developed by using various references, 4) Adding teacher's knowledge and experience in writing teaching materials, 5) Building effective learning communication between teacher and students, 6) Adding credit numbers if collected into books and published.

Government Regulation number 19 of 2005 Article 20, it is implied that teachers are expected to develop learning material, which is then confirmed through Minister of National Education Regulation number 41 of 2007 concerning Process Standards, which among others regulates the planning of learning processes that require for educators in the education unit to develop learning implementation plan, one of the elements in learning planning is learning resources related to teaching materials. Thus, teachers are expected to develop teaching materials as a learning resource that will be used in learning. The teaching material referred to in this paper is a student learning book.

For teachers in the education unit both in the demands of pedagogical competence and professional competence, closely related to the ability of teachers to develop teaching materials, in the field there are often obstacles that cause the teacher's lack of creativity in developing teaching materials that will be used in learning. Christian Religious Education, increasingly influenced by secular philosophical education, so that the content of subject matter and teaching is almost done like a secular. maybe this is a lot of factors that influence, among others, can be caused by the lack of training of teachers, in the development of teaching materials, lack of understanding of the curriculum that applies, especially curriculum 2013, especially for beginners or even teachers who live in remote villages due to limited facilities. Therefore this study aims to provide understanding

to Christian Religious Education teachers in developing teaching materials in PAK learning. So the author raised the topic "Development of Christian Religious Education teaching materials."

## **Review of Related Literature**

### **Definition of Teaching Materials**

According to Prastowo (2014: 138) revealed that teaching materials are all materials (both information, tools, and texts) that are arranged systematically, which displays an intact figure of competencies that will be mastered by students and used in the learning process with the aim of planning and reviewing implementation learning. According to Harvest Setiawan quoted (2007: 15) that teaching materials are materials or subject matter that are arranged systematically, which are used by teachers and students in the learning process.

Furthermore, Sanjaya (2007) states that Teaching material is everything that becomes the contents of the curriculum that must be mastered by students in accordance with basic competencies in the context of achieving competency standards for each subject in a particular educational unit. Furthermore the Ministry of National Education (2010: 27) teaching materials are all forms of material in the form of a set of material systematically arranged which is used to help the teacher / instructor in carrying out learning activities and allow students to learn.

Based on some of the definitions above it can be concluded that teaching materials are all learning devices or learning materials that are arranged systematically for the purposes of a learning process. Teaching material is an important part of the learning process in class. The existence of teaching materials is part of the system that should not be eliminated in learning. If one of the systems is not present, it will disrupt the smooth operation of the other activities. Interesting teaching materials for students will be able to increase the enthusiasm of learning in students. Therefore, in developing a teaching material it is also necessary to consider the attractiveness of the teaching material. However, the attractiveness must not obstruct or eliminate the substance of the learning material systematically arranged which is used to help the teacher / instructor in carrying out learning activities and allow students to learn.

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### **Principles of Development of Teaching Materials**

The preparation of teaching materials or learning materials must consider several principles in the selection of learning materials including the principles of relevance, consistency, and adequacy (Ministry of National Education, 2010: 27)

1. Principle of Relevance: Learning material should be relevant or there is a link between the material and the achievement of Core Competencies and Basic Competencies. For example in presenting concepts, definitions, principles, procedures, examples, and training must be related to the needs of the main material contained in Core Competencies and Basic Competencies so that students can easily identify and recognize ideas, explain the characteristics of a concept, and understand the procedures in achieving a specific target.
2. Principle of Consistency: A teaching material must be able to be a solution in achieving competence. In the preparation of teaching materials that must be considered are indicators that must be achieved in basic competencies. If there are two indicators, the material used must include these two indicators.

3. The Principle of Adequacy, meaning that the material taught should be sufficient in helping students master the competency being taught. Material must not be too little and not too much. If the material provided is too little, students will lack the achievement of learning objectives. If too much material is given, students will feel bored and learning requires a lot of time.

### **Character of Preparation of Teaching Materials**

Teaching materials given to students must be teaching materials that are easily understood by students. Teaching materials that can help students improve their abilities must have characteristics that are relevant to students' needs. Degeng (quoted by Harijanto, 2007), teaching materials must have certain characteristics, namely:

1. The contents of the message must be analyzed and clarified into certain categories.
2. Each category must be divided into several pieces of text,
3. There needs to be a study of visualization format to provide interesting content, and
4. Category title format that contains the material that must be selected.

Meanwhile, according to Dick and Carey (2005), teaching materials must meet the characteristics that must be possessed in the development of teaching materials, namely: (a) referring to objectives, (b) there is harmony in objectives, (c) systematic, (d) based on evaluation, also fulfills three main components of learning theory such as: methods, conditions, and results.

In line with the above opinion, Harijanto (2007) argues that teaching materials that can facilitate learning are teaching materials that have clear components in the form of: 1) General learning objectives. 2) Special learning objectives. 3) Special instructions for using textbooks. 4) Description of the lesson content that is arranged systematically. 5) Pictures / illustrations to clarify the contents of the lesson. 6) Summary. 7) Formative evaluation and follow-up for subsequent learning activities. 8) Reading list. 9) Answer key.

Based on this description, it can be said that the development of quality teaching materials must have several criteria, namely Having a clear purpose, having benefits both for teachers and for students, and following the principles of developing teaching materials, namely from abstract to concrete, easy to understand, provide motivation, pay attention to individual differences, contextual, and provide feedback.

### **Steps for Making Teaching Materials**

The 21st century, which is a century of knowledge and technology, especially communication and information technology, is very possible for students, as learning subjects, to learn anything, anytime, and anywhere, whether intentionally designed or left to benefit. The role of the teacher becomes slightly changed, the teacher is not the only source of learning. Besides himself, the teacher can develop and utilize various learning resources to facilitate the learning of their students

Teaching materials used by teachers and students in learning, if carefully designed and developed and in accordance with correct procedures referring to the principles of learning and the principles of effective message design for student learning processes, will be very effective in supporting or facilitating their learning process. Developing teaching materials is one of the abilities that must be possessed by the teacher. That ability must be realized in an effort to provide various teaching materials needed students in order to achieve the expected competence. As a teacher, as well as a developer of teaching materials, the teacher is the person most responsible for organizing the delivery of information and structuring the environment in the process of mastering the science of students.

Then the preparation of teaching materials should be guided by the Core Competencies and Basic Competencies, or general learning goals (goals) and specific learning objectives (objectives).

<https://www.muttaqin.id/2016/07/steps-steps-programming-students-students-mudah.html> make steps in the development of teaching materials, including:

A. Analysis of Teaching Material Requirements, in which there are three stages:

1. Analyzing Curriculum teaching material.
2. Analysis of Learning Resources is what and how learning analysis will be used as material for the preparation of teaching materials. And also the criteria for analysis of learning resources is based on suitability, availability, and ease of use.
3. Choosing and Determining Teaching Materials is aimed at fulfilling one of the criteria that teaching materials must be interesting and can help students to achieve competence.

B. Arranging a Map of Teaching Materials: the step we need to do is compile a map of teaching material requirements. a.) can find out the amount of teaching material that must be written b). can know the sequence or sequence of teaching materials c). can determine the nature of teaching materials.

C. Making the Structure of Teaching Materials. Teaching materials consist of a composition of parts which are then combined, so that it becomes an intact building that is worth mentioning as teaching material. i.e. title, study instructions, basic competency or subject matter, supporting information, training, assignments or work steps, and assessment

Sehe and Achmad Tolla in the Ministry of Education (2006) suggest that the steps in choosing learning materials are as follows:

1. Identifying the aspects contained in the core competence and basic competences Before determining the learning material.
2. Identifying the types of learning materials In line with the different types of aspects of core competencies, (Hamalik, 2003) states that learning materials can also be divided into types of material into aspects of cognitive, affective, and psychomotor.
3. Selecting the type of material in accordance with core competence and basic competences. The thing that also needs to be noted is the amount or scope is sufficient so that it can facilitate students in achieving core competencies.
4. The principle of developing learning materials. The purpose of preparing learning materials is to facilitate teachers and students in the learning process. Department of Education (2008) notes some basic principles of material development as follows. (1). The first is relevance (2). The second is consistency. (3). The third is adequacy.

Thus learning can be more interesting, fun, and not boring. So students can go through the learning process to the maximum, therefore educators need to build creativity in order to be able to make innovative teaching materials.

### **Development of Christian Religious Education Teaching Materials**

Teaching material is the most integral thing in the learning process. The development of teaching materials is also important because indicators of learning success are the availability of learning materials that are in accordance with basic competencies, not least in learning Christian Religious Education. The government facilitates the process of religious learning with Law No. 20 of 2003 and PP No. 55 of 2007.

Education is the development of potential through the process of learning to increase spiritual potential and shape students to become human believers. Religious education is very influential in human life because it is closely related to belief in its Creator. Christian Religious Education aims to recognize the signs of the Kingdom of God in personal and community life. The application of the Christian Religious Education 2013 Curriculum which is oriented towards achieving competence in the field of Christian Religious Education is to realize learning that aims to achieve the transformation of Christian values in life and provide equal space for different uniqueness in developing the understanding of Christian faith in accordance with the level of ability and creativity of individuals.

Religious education functions to form Indonesian people who have faith and are devoted to God Almighty and have good character and are able to maintain peace and harmony between religious and inter religious relations. Religious education aims to develop the ability of students to understand, live and practice religious values that harmonize their mastery in science, technology and art (Government Regulation No. 55: 2007).

So teaching material is an important component in learning. Teaching material delivered by a teacher should refer to the objectives outlined in the Christian Religious Education curriculum. In addition, teaching materials should ideally also be in accordance with local environmental conditions so that learning is more meaningful. Therefore, the teacher has the discretion to develop teaching materials that will be delivered as long as they do not deviate from the goal. The teaching material referred to in this paper is the Christian Religious Education textbook.

Industrial Revolution Era 4.0 requires teachers to change learning patterns inside and outside the classroom. The teacher is not only as an educator, but also as a facilitator, director, and potential student digger. Teachers of Christian religious education are also required to be more creative in developing teaching materials to be able to deal with the times. Religious teachers must be able to develop teaching materials in accordance with the curriculum set by the school or department of education and with the content of lessons that are sourced from the Bible and centered on the Lord Jesus Christ.

D. Campbell Wyckoff in Kenneth (2011) defines curriculum as an educational procedure of choice used further to achieve Christian educational goals. So the curriculum is Christian if it involves interaction with the word of God, the curriculum produces spiritual growth for students. Therefore in developing Christian Religious Education teaching materials it is necessary to consider the basic principles of Christian Religious Education, namely: a. The Bible is the source, foundation and norm of the PAK curriculum. The use of the curricular of the Bible for PAK is based on two ways of use, namely: a) Curricular time: The use of curricular time is to take and make facts given by the Bible from the book of events to the book of Revelation in the contents of the Christian Religious Education curriculum, and b) Curricular Functional: Problems the success of Christian Religious Education for students does not only depend on the amount of knowledge of the contents of the Bible they receive, but also depends on the ability of students to utilize the knowledge of the contents of the Bible in their daily lives. .

In addition to considering the basic foundation for the development of teaching materials, it is also necessary to pay attention to the theological basis for learning Christian Religious Education (Christian Religious Education Book and Character), namely Deuteronomy 6: 4-9 (Allah's command to teach about God's love); Proverbs 22: 6 (educating young people), and Matthew 28: 19-20 (The commission of Jesus to all believers).

Christian Religious Education teaching materials are prepared by not forgetting the characteristics of the psychological needs of students. Christian Religious Education Materials are adjusted to the psychological needs of students, so that the material objectives can be achieved optimally, namely the growth of children cognitively, affective, psychomotor, and spiritual. Through Christian Religious Education it is hoped that changes and renewal will occur both in terms of understanding and attitudes and behavior.

## **Research Methods**

In this research to obtain the data needed by using library research means by using the literature using scientific books, the Bible, and other literature that is related and that supports this research. In this study an explanation will be obtained about "Development of Christian Religious Education teaching materials."

## **Results and Discussion**

### **Results**

Based on this research, the development of teaching materials in Christian Religious Education in addition to considering the steps in developing teaching materials in general, namely Analysis of the need for teaching materials, to meet that teaching materials must be interesting and can help students to achieve competence. Prepare a map of teaching materials so that they can know the number of teaching materials that must be written and know the sequence or sequence of teaching materials. The structure of teaching materials also needs to be considered so that it becomes an intact building that deserves to be called teaching material. i.e. title, study instructions, basic competency or subject matter, supporting information, training, assignments or work steps, and assessment. Teachers of Christian education in addition to considering the steps of developing teaching materials above the most important things are: Teaching materials are developed by taking into account the ideal

foundation of the Christian Religious Education curriculum, the bible which is the source of curricular facilities, starting from the Old Testament and the New Testament. And the development of teaching materials remains pay attention to the theological basis Christian religious education that distinguishes secular education with Christian religious education.

In the era of globalization technological development requires teachers to further improve the teaching system with various developments, the teacher in the development of teaching materials must consider the needs of his era.

### **Discussion**

This study discusses teaching materials on Christian religious education that are very important for teachers in learning. Good Christian Religious Education teaching material is if the content of the material does not only require students 'intellectuals but must be able to develop students' attitudes and skills so that the development of teaching materials cannot be separated from the Bible as a theological basis for Christian Religious Education that must be done by the teacher. Thus the results of learning can be realized expressed students in everyday life. Christian religious education teachers must conduct learning that has different characteristics from secular education lessons.

### **Conclusions**

Teaching material is very important in learning because it can help teachers and students, so it is hoped that every time learning is done, preparations should be made for teaching materials. Obstacles to learning Christian Religious Education in schools require teaching materials developed by teachers, teaching materials that can answer the constraints of applying Christian Religious Education learning. Therefore we need the development of Christian Religious Education teaching materials that can be used by teachers in teaching students in class and the material made must meet the competency standards that are already in the curriculum.

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