

Creative Learning Methods Improving Children's Interest in Attending Sunday School in Tarutung, Indonesia

Senida Harefa

IAKN Tarutung North Sumatera Indonesia ✉ (e-mail): senida.harefa@gmail.com

Abstract

The purpose of the study was to find out how creative learning methods can improve children's interest in attending Sunday school based on the Borg & Gall model. The study used R & D research method using closed questionnaire instrumentation which were distributed to 25 informants. Technique of sampling was random sampling of which the population was all the kids of BNKP church of Tarutung. The results of the study presented that the effectiveness and practicality of the model 95 % was very good. From the research result average proved that 0.95 of the children in Sunday school of BNKP church of Tarutung was interested in attending Sunday school every Sunday. The interpretation of the result is that creative learning model was effective and practical to use in teaching the children of Sunday School.

Keywords: creative learning model, children's interest, children in Sunday school

Introduction

Sunday school at BNKP church is an informal form of teaching for congregational children, learning takes place before adult Church worship activities. The material presented is about the contents of the Bible, the Word of God, and advice for daily life. The informal religious education process organized under the name of KPA (Child Services Commission) generally remains the same, namely teaching activities in Sunday Schools. Sunday School is under the coordination of the Chairperson of the KPA (Children's Services Commission) of each church.

The Sunday School Teaching at BNKP church does not have a fixed curriculum, nor does it have a guidebook published by the Church like other churches, other than the Bible and the Scriptures of the Word established by the BNKP Daily Workers' Synod Board (BNKP) in the periodic article. The material is taken from the Bible and taught to children of the church with ages varying from toddlers to teenagers aged 12 years. Teaching was done by using verbal communication methods.

School teachers to create their learning even though monotonous learning has an impact on inequality the presence of children in Sunday School because they feel learning in Sunday School is not interesting so teachers often complain of having a Sunday School student crisis.

The teacher in the learning process in Sunday School plays a very important role, because the teacher is a facilitator in teaching and learning. Setiawan (2006: 16). The role of the teacher in the learning process is emphasized to create a creative learning culture so that it can attract children's interest in learning God's Word. The fact that Sunday School teachers carry out learning using conventional methods. This method often makes children feel bored at every meeting, so that the impact on the lack of interest of children and they are not present at Sunday School which is held every week.

Culture of Creative Learning in enhancing children's interest in Sunday School interest is a combination of desires and wishes that can develop. (Iskandarwasid and Sunendar 2011: 113), Interest is basically the acceptance of a relationship between oneself and something outside of oneself. As said "Slameto (2010: 180) that: Interest is a sense of preferability and a sense of interest in a thing or activity, without anyone asking. "Interest is shown by feeling like and disliking something, children who are interested and have needs in a subject area tend to always like the lesson and the child will have satisfaction if the lesson is able to give interest to him. Furthermore, in learning in Sunday school, teachers must be able to foster an interest in their children to

be always present and hear the Word of God. Lack of interest in a lesson can determine the success or failure of one's activities.

To attract the wishes of children, Sunday school teachers must create creations in worship and learning. Creative comes from the word creativity associated with the discovery of something about things that produce something new by using something that already exists. This word is related to the great power that has the role of creating new things like never before. (Henowo. 2007: 71). creative attitude can only be created by a creative person because creativity does not happen by itself, but is always preceded by new discoveries. Sunday school teacher's creativity in increasing children's present interest by acting out and inspiring children, so that learning activities can generate a variety of thoughts, ideas, and new ideas. For the sake of the proficiency level, the teacher must create a learning environment that is creative, safe, comfortable, orderly, optimistic, and high hopes are arousing enthusiasm, and enthusiasm for learning.

Why do you need to be creative? Because Sunday School is the dream of children. Sunday School which is a dream for children is an attractive Sunday School. "Children always miss coming to Sunday School because there is something fun, funny, not boring, not rigid, full of enthusiasm and fun" (Anaknto, 2014: 13). For this reason, teachers are obliged to create this atmosphere, as an effort to start a pleasant Sunday School. Teachers' posters, photos of life with various symbols such as candles, crosses, black cloth for Good Friday, white for Easter Sunday, Red for Holy Spirit Sunday and so on. Especially in all activities and delivery of stories about the Word of God that is not monotonous. Sunday School-age children needs creative models to use, so the teacher must make changes every week, both in the arrangement of the room and in the creativity of its activities.

Sunday School according to Leo (2008: 2) is "a church activity to reach out and bring everyone to the Lord Jesus and teach the Bible to change their lives into hopeful disciples of Jesus." A Sunday School teacher has a great responsibility in teaching with hope they can be good and responsible servants of God. The teacher's role is very large to ensure the smooth and successful teaching in the Sunday School. Therefore teachers must improve their abilities both in teaching, preparing teaching materials, and also in various activities carried out at Sunday School. Next, According to Lie (2003: 95): "If the teacher believes in his calling as a teacher, then he will not be a teacher who serves" half-heartedly ". This means that a person who is called to be a Sunday School teacher will always try to prepare to serve children, be willing to present their totality for children's services and always try to develop a culture of creative learning in their learning.

Discussion

The Sequence of BNKP Sunday School Worship Activities on Sundays:

Table 1. Sequence of BNKP Sunday School Worship Activities

| No | Time | Activities Rundown | Date |
|----|-------|---|--|
| 1 | 09.00 | - Opening worship - Singing - Prayers | - Folk-tale based on Holy Bible - Drawing and coloring - Closing worship |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |
| 7 | | | |
| 8 | | | |
| 9 | | | |
| 10 | | | |

The Sunday School Worship activities are held every week. Children's sitting patterns in Sunday school worship use conventional sitting patterns in learning where the teacher in front of the class faces the children with one-way communication patterns. Stories about the Word of God are delivered verbally and without the use of media and visual aids and are delivered to Sunday School Children ranging from toddlers to 12 years old children.

The pattern of activities in the same learning and carried out continuously every week can be tedious so that it can affect the whole person of the child. Affect lazy children to Sunday school, noisy during worship, in and out of the room, finally the purpose of worship is not achieved, as Frost said cited by Setiawani (2004: 14) that: "The work of the Sunday School is teaching the Bible, instilling the Word of God into the souls of children who tiny. "This opinion inspired the writer to develop a culture of creative learning in school learning Sunday. To attract and captivate Sunday School children so that interest in attending Sunday Schools is increased.

Development of Culture of Creative Learning at BNKP Sunday School

According to Lie (1997: 1) there are several creations that must be considered so that the Sunday School program is always interesting, namely: a). Creation leads praise to be interesting, b). Creation of prayer that is interesting and educational, c). Creation of special events, d) . Creation of interesting storytelling techniques, e). Creation teaches interesting memorization verses, f). Creation of interesting activities, g). Creation of an interesting closing event, h). Creation of interesting places and atmosphere, i). Creation collects offerings interesting, j). Creative gives interesting announcements.

From the above opinions Sunday School teachers can choose from point a to point j to be developed into a creative, interesting activity involving 3 to 4 children in it. Sunday School is a memorable place. Therefore, being a Sunday School teacher is expected to be responsible for thinking and trying to make the Sunday School always captivate her children. Sunday School Activities after being created / developed can be seen in the following table:

Table 2. Sunday School Activities after being created

| No | Time | Order of Activities |
|----|---|--|
| 1 | Sunday School children greeting | Before starting the Worship of SM, the children were welcomed with warm greetings and musical accompaniment of cheerful children's songs (from tape). |
| 2 | 5 Minutes: Welcome Song | Made very "ceremonial" for example children standing hand in hand and while singing accompanied by music. |
| 3 | 5 Minutes: Hello how are you | The teacher graciously greeted one child after another and asked, 1. how are you andi? 2. Hello great how was your test this week? 3. Good morning bagas, wow you look cool in this shirt. 4. Welcome new friend, what is your name? (In a friendly and friendly manner the teacher greets the children one by one) |
| 4 | 5 minutes: Praise (children stand) | Involve children to play music or become leaders and singers |
| 5 | 10 minutes: Scripture passage reading (by active child methods) | Involve the children to read the Bible through a slide show and do it in responsoria (between men and women) |
| 6 | 5 minutes : Praise Preparation before the Word | Praise Preparation before the Word is adapted to the topic of the story to be conveyed to children. |

Cont Table 2. Sunday School Activities

| | | |
|----|---|---|
| 7 | 10 minutes : Creative stories / reflections delivered through multimedia-based media | Children watch stories through the use of multimedia-based learning resources. The story being watched is adapted to the topics discussed at Sunday school. |
| 8 | 10 minutes : Question and answer The conclusion | The Sunday School teacher conducts questions and answers and concludes stories that have just been watched by children and mentions memorized verses. |
| 9 | 5 minutes : Praise while collecting offerings | The children stood up while singing and walked carrying their offerings in the space provided. |
| 10 | 10 minutes : Various | This event is in the form of announcements, e.g. Birthday celebration, |
| 11 | 5 Menit Closing Ceremony | Made very ceremonial for example, starting with holding hands, forming a circle repeating memorization verses, closing prayers and singing closing songs. |
| 12 | 10 minutes Fellowship | It's time for the teacher to "talk" with the child. When children confide in the teacher, the teacher may pray for 1-2 specific children, while adjusting the music (from tape) so that the atmosphere becomes more familiar. |
| 13 | Singing practice | |

The development of a culture of creative learning in Sunday schools is directed to produce creative learning models to increase the interest in attending children at Sunday schools so that understanding of the Word of God can be conveyed. The results of the study provide the learning desired by children as study participants. The benefits gained from this creative learning model are that the Word of God is conveyed easily to children with an interesting culture of creative learning so that interest in attending Sunday school is increasing.

Research methodology. This research was carried out at the BNKP Se-Resort 48 Sunday School with the Development Research method and aims to develop a culture of creative learning to increase the interest in attending children at the Sunday School to hear the Word of God. For the process, this research is carried out with a preliminary study beginning, then designing learning to do validation, product revision, and refinement based on data analysis of the validation of material experts, learning design experts testing small group product users and field trials to produce appropriate learning models and according to the characteristics of children and Sunday School learning. The aspects are revised and refined based on data analysis and trials and input from material experts, design experts and Sunday school teachers as users.

Research Result

From the results of data processing research conducted, this is indicated by knowing that the results of data processing obtained $t_{count} = 6.80$ at a significance level $\alpha = 0.05$ with dk 24 obtained $t_{table} = 1.711$, so $t_{count} > t_{table}$. The results of data processing about the effectiveness of the application of the culture of creative learning in Sunday Schools are achieving an average: 95% criteria Very Good.

So it can be said that learning with a culture of creative learning at the BNKP Sunday School is more effective in increasing the interest in attending children in the Sunday School compared to previous learning and as a result Sunday school children show creative attitudes, enthusiasm for worship, increased ability to think and of course better mastery of the story.

Conclusion

Based on the theory and research results it can be concluded that the characteristics of Sunday School learning that are of interest to children are creative learning so it is not boring. To increase children's interest in attending Sunday School, teachers need to pay attention to their learning culture to be more creative.

References

- Henowo (2007) *Become a Teacher Who Wants and Is Able to Teach Creative*. Bandung: MLC.
- Iskandarwasid et al. (2011), *Language Learning Strategies*, Bandung: Rosda,
- Kadarmanto. (2005). *Lead to the Right Path*. BPK Gunung Mulia. Jakarta
- Kristianto, Paul. (2006). *Principles and Practices of Christian Religious Education*. ANDI. Yogyakarta .:
- Lie Paul. (2003). *Reforming Sunday School*. ANDI. Yogyakarta.
- Mulyasa (2009). *Competency and Fun Standards and Teacher Certification*. Bandung: PT Remaja Rosda Karya.
- Slameto, (2010). *Learning and Factors Affecting it* (Bandung: Rineka Cipta.
- Setiawan B. (2006). *Indonesian Education*. Yogyakarta: Ar-Ruzz.
- Setiawani. (2004). *Breaking Through the World of Children*. Bandung: Kalam Hidup Foundation
- Siswanto Igea. (2014). *50 Fun Creations To Teach God's Word Interestingly To Children*. ANDI. Yogyakarta