

Anticipatory Christian Education in the Family in Era 4.0

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Abstract—This article discusses Christian Education in an anticipatory family to develop children's spirituality and morality in the era of the industrial revolution 4.0. The rapid development of technology in Industrial Revolution 4.0 can affect children's spirituality and morality. Therefore, parents have a role in the family to anticipate technology in children in everyday life. The functions that parents must do in the family as anticipation are: understanding how to educate children by the times, making agreements with children in the use of technology, controlling children using technology, educating children to balance life in the virtual world and the real world, teaching children to keep believing in Lord. The method used in this research is literature review and literature study.

Keywords: *Industrial Revolution 4.0, Spirituality of Children's Morality, Christian Religious Education*

I. INTRODUCTION

The Industrial Revolution 4.0 brought significant changes in various aspects of human life. Prasetyo and Trisyanti said that industrial revolution 4.0 has fundamentally changed the way people think, live, and relate to one another [1]. In line with this, Mumtaha and Khoiri said that this era would disrupt various human activities not only in the field of technology but in multiple fields but also in economic, social, political, educational, and religious matters [2]. Agreeing with this, according to Himawati, Nopianti, and Widiyati, in the era of the industrial revolution 4.0, a disruption occurred, which can be interpreted as a shift in human activity from the real world to the virtual world through automation and non-linear

movement connectivity using mechanical power and technology [3]. Thus, in the era of the industrial revolution 4.0, humans will use technology to carry out activities in daily life.

Technological developments in the era of the industrial revolution 4.0 have positive and negative impacts on various aspects of human life. Muhamad Rajab said the positive impact of current technological developments greatly facilitates us in carrying out activities in daily life [4]. In line with this, Irma Budiana and Try Apriani Atieka said that the positive impact in the 4.0 industrial revolution era could reduce transportation costs, facilitate communication and improve health services [5]. Furthermore, Hari Wahyono explained that the positive impact of technological developments in this era is that various information worldwide can be accessed quickly and cheaply [6]. Thus, the positive effects of technological developments make it easier for someone to convey information to various parties, various countries quickly, easily, and cheaply. The result of technology also has a negative impact that is inversely proportional to the positive effects. According to Niko Sangaji, Vincent Hadi Wiyono, and Tri Mulyaningsi, the adverse effects of the 4.0 industrial revolution era makes people behave individually to avoid good relationships with other people [7]. In line with this, Yuli Salis Hijriyani and Ria Astuti said that the negative impact in the era of the industrial revolution 4.0 was that gadgets made children more selfish and ignored the people around them engrossed in their devices, and caused symptoms of addiction [8]. Thus, it can be understood that the negative impact of the industrial era 4.0 is enjoying cellphones too much, forgetting to eat, forgetting to worship, ignoring the

surrounding environment. In addition, the negative impact is using technology irresponsibly, such as making fake news (hoaxes), inciting, spreading misleading information, bullying, and bullying others.

Therefore, technological developments in the Industrial Revolution 4.0 have great potential to affect children's spirituality and morality. Regarding this impact, this research refers to several previous ones related to this research, namely: (a) Benget Rumahorbo's research on "the role of Christian Education in the formation of student spirituality in the era of the industrial revolution 4.0." This study uses descriptive qualitative methods, and the results show that Christian Education is for the formation and nurturing of students' spirituality and character in the industrial era 4.0 [9]. (b) Yornan Masinanbow and Yosef Nasrani's research on Christian Education as a means of forming the spirituality of the millennial generation. This study uses descriptive qualitative methods, and the results show that Christian religious education is a vital tool that can shape the spiritual insight of the millennial generation [10]. (c) Fredik Melkias Boiliu and Meyva Polii's research on "the role of Christian Education in the family in the digital era in forming children's spirituality and morality." This study uses a literature review method. The results show that parents have an important role in the family to form children's spirituality and morality in the digital era [11]. (d) Fredik Melkias Boiliu's research on Christian Education is learning in the family in the digital age. This study uses a literature review method. The study results show that parents are responsible for improving the spirituality and morality of their children through repeated learning of Christian Education in everyday life [12]. Thus, the difference between this study and previous research is that this study discusses anticipatory Christian Education in the family on developing children's spirituality and morality in the industrial revolution 4.0 with a literature review approach.

II. METHOD

The research method in this writing is to conduct literature research containing relevant theories related to the problem [13]. What is meant by library research is research carried out by collecting data or scientific papers as objects of study or data collection of a library nature or study carried out to solve a problem and in-depth critical survey of relevant library materials [14]. Literature review refers to studying the concepts and theories used based on the available literature, especially from articles published in various scientific journals. The literature review builds concepts or ideas that form the basis of studies in this research [15]. The data collection method will be taken from the data source, namely the subject from which the data can obtain.

III. FINDINGS AND DISCUSSION

A. *Problems of Spirituality and Child Morality in Era 4.0*

Spirituality and morality are the foundations of life that reflect the child's identity. Children's spirituality will describe

their relationship with others and God in everyday life. Nuryanto said that spirituality is a potential that children must possess from an early age because its influence is enormous in the lives of children in the future [16]. In line with this, Anamofa said spirituality can be said to be Christian spirituality when the God that Christians believe in becomes the main belief in one's life; interacting human life refers to the life of Jesus; and '*spirit*' in Christian Spirituality is identified as the Holy Spirit [17]. According to Tanudjaja, true Christian spirituality is a person who is in a right relationship with God, others, and other creations [18]. Thus, according to God's word, true Christian spirituality is the existence of a person who knows how he should relate to God, others, himself, and other creatures and live according to what he knows. Children's morality is a good and bad attitude that is shown in everyday life. Rakhmawati & Yusmiatinengsih said that children's morality could be seen from their daily attitudes and behavior, children will be able to distinguish an act that is done is good or bad [19]. According to Bertens, morality is something about good and evil that applies everywhere at all times [20]. Thus, it can be understood that children's morality is an act or deed that is wrong or right and good or bad to act following the habits of members of a culture.

There is a decline in spirituality and morality in children in the current era of the industrial revolution 4.0. Boiliu said that the negative influence in this era on children is that they spend more time with gadgets, do not care about the environment, are lazy to pray, are lazy to read the Bible, fight against their parents, like to lie, and even lazy to study [21]. In line with this, Noh Ibrahim Boiliu said that current technological developments such as online games, Facebook, Twitter, Youtube, Whatsapp, Line, Telegram have a significant influence on children's morality [22]. Thus, the current technological developments greatly influence children's lives.

B. *Anticipatory Christian Education in the family in the 4.0 era*

The family has a vital role in anticipating technological developments that affect children's spirituality and morality in the 4.0 industrial revolution era through Christian Education. According to Fatmawati, parents are the foundation for the formation of children's spirituality and morality. When parents educate children with wise, positive, practical, constructive and transformative parenting in the family, this guarantees that the child will develop spiritually and morally well in everyday life [23]. In line with this, Diana said that to anticipate the influence of the digital era on the development of children's spirituality and morality in the family through Christian Education in several ways [24] namely: (a) Parents educate children for spiritual maturity, (b) Parents educate children about love and justice. (c) Parents guide children to live in groups, (d) parents carry out education by example. Wadi dan Selfina [25] say that the role of parents in the family are: (a) parents teach by talking about it repeatedly (Deut 6:4-9), (b) parents educate children according to the truth of God's word (Prov. 29: 14), (c) parents discipline their children (Prov. 3:11-12) (d) parents teach by example (Prov. 20:7).

In this case, it is important to anticipate developing children's spirituality and morality in the family in the digital era. Amrillah et al said that parents are here to accompany and guide their children not to become victims of cyber negativity [26]. According to Lumbantoruan, there are several things that parents need to do as a strategy in educating and assisting children in this era [27] namely: *first*, parents make agreements with children about the use and timing of facilities such as gadgets, smartphones, tabs, tablets to the internet at home. *Second*, parents establish communication with the school and church. This aims to keep the child's attitudes, behaviors, spirituality, and actions well controlled both at school, in church, and in the community where the child plays with his friends. *Third*, parents need to accompany and monitor children's activities in accessing or using social media. With that, the presence of parents directs children to use the media positively. *Fourth*, parents show excellent and positive examples for children.

Wicaksono et al. added several things that parents need to apply in the family to their children to anticipate the effects of technological developments [28], namely: First, parents must understand social media from its use and its impact. Second, parents understand the benefits and risks of using digital media to direct their use correctly according to the age and stage of child development. Third, parents can balance digital media usage by introducing real-world experiences such as artistic activities, outdoor activities, sports, reading the Bible, praying, music, dance, traditional games, and so on to their children. Fourth, lending children digital devices such as I pads, smartphones, and computers to learn to control themselves and learn to use them with their families. Fifth, parents need to identify programs/applications that have education and positively impact children's growth and development. Sixth, parents accompany their children when surfing the virtual world using a digital device simultaneously as an activity with the family. Seventh, using digital devices wisely: placing computer equipment in an open space that is easy to see, not using digital devices when interacting/activating with other people, not using digital devices before going to bed, setting limits on the use of digital devices in a balanced manner according to the child's age. *Eighth*, tracing children's activities in cyberspace.

C. Anticipatory Christian Education for children in the 4.0 era

Developments Technological harms children aged 1-12 years, especially in spirituality and morality. Therefore, it is essential to anticipate this in everyday life through Christian Education in the family. In this case, to expect the influence of technology on children aged 1-3, according to Cusna, children's development is compassionate from all aspects of intellectual development, namely intellectual, emotional, and spiritual intelligence. The child will experience extraordinary development at this stage to influence and determine further development [29]. Children aged 1-3 are a period of spiritual and moral development of children, who must anticipate negative influences that hinder them. In line with this, Hastuti

Usman et al. said that the period of growth and expansion at this age is most rapid in the brain so that children are more receptive to sharing positive and negative types of learning [30]. Therefore, children's growth and development will be more optimal if parents provide positive support. According to Laloan, Ismanto, and Bataha, they need good parenting from parents to care for and protect children from achieving optimal growth and development [31]. Thus, Meidina, Sulistyorini, and Juliningrum assert that parents must be directly involved in children aged 1-3 years to control the child's condition through direct interaction [32].

To anticipate the negative influence of technology on the development of spirituality and morality in children aged 4-7 years in the era of the industrial revolution 4.0. According to Tesa Alia, children have characteristics such as trying something and doing things that adults do at this age. Activities and activities played by adults, children begin to imitate simple movements with pleasure and joy [29]. In line with this, Kaulani and Niviryarni, and Murni said that this phase of childhood is viewed from aspects of personality such as physical-motor, cognition, socio-emotional, language, and religious morals [33]. According to Safitri, Baedowi, and Setianingsih, to anticipate the use of technology in children aged 4-7 years, parents need to implement several, namely: (a) need to have a mutual agreement that children understand and live by, (b) utilize educational programs/applications related to readiness schools, (c) utilizing programs/applications that teach friendly behavior and respect for existing differences and diversity, (d) discussing the similarities and differences between children and their favorite characters seen through the media, (e) avoiding digital media programs that are full of violence and sexuality, (f) avoiding digital media programs that are not good for gender recognition and storage, (g) avoiding digital media programs/shows that show the characters solving problems with violence, (h) guiding children to recognize what is fact and fantasy [34]. Thus, parents are responsible for assisting, controlling, and disciplining children in using technology in everyday life as a form of anticipation in the 4.0 era.

In anticipating the influence of technology on children's spirituality and morality at 8-12 years. According to Hurlock, in children 6-12 years, the child has moved to a broader family environment and knows the media. Children have basic skills such as reading, writing, numeracy, and exploring the wider world and its culture. Children's exploration power at that age is no longer spontaneous. They plan this exploration and arrange their peer group to participate in exploring [35]. In line with this, Miftahul Jannah said that at this stage, changes occur in the child towards the level of maturity or maturity in a systematic, progressive, and continuous manner physically and spiritually [36]. Istqomah and Suyadi said that at the age of 6-12, they prefer to play, move, work in groups, and like to feel or do something directly [37]. Hasanah and Sugito [38] Hasanah and Sugito [37] said that to anticipate the influence of technology on children aged 8-12 years, parents implement the following: (a) make an agreement with children who understand and live together, (b) monitor its implementation,

(c) consistently apply the consequences for violations, (d) give appreciation for the success in carrying out the agreement, (e) use programs or videos that show various positive experiences that stimulate imagination, (f) discuss good and bad behavior from characters in the media they know, (g) discuss matters related to the roles of men and women, (h) avoid broadcasting digital media programs that display aggressiveness, antisocial, and other negative behaviors, (i) provide an understanding of jokes about body parts, (j) avoid advertisements that are excessive, especially regarding unhealthy food nutrition patterns, (k) and avoiding image shows or cigarette advertisements.

IV. CONCLUSION

So it can be concluded that there is a need to anticipate the negative influence of technology on children's spirituality and morality. Therefore, in anticipation of technology in children in the 4.0 era, parents must learn to understand and master technology because parents educate children born in the digital age. In addition, parents must deal with the child in using technology, control the child in the use of technology, and educate the child to spend time in the virtual world and the real world. A good child will show himself as a child with spirituality and morality in daily life for real life. Therefore, the duties and responsibilities of parents are essential in the current era of the industrial revolution. Parents are obliged to instill and develop good spirituality and moral values in the child. That will create children who still have a good relationship with God and his neighbors daily, despite the changing times and increasingly sophisticated technology.

The results of this study contribute to Christian Education in families in the era of the industrial revolution 4.0. This research is to provide understanding and awareness to parents in anticipating the development of children's spirituality and morality following the development of science and technology.

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