The Role of Christian Religious Education Teachers in Building Student's 6C Skills in The Era 4.0

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Abstract— **The era of disruption with digital technology has changed the education system which resulted in a shift in learning patterns towards digital-based. Therefore, teachers and students must be technology literate. This study aims to provide solutions about the role of Christian religious education teachers in preparing students to have the skills needed and well-prepared so that they can survive and work in this era of disruption. The method in this research is quasi-qualitative, with an evaluation research approach. The results of the study show: 1) Christian religious education in the era of disruption is to prepare students to have 6C skills, namely; Communication, Collaboration, Critical Thinking, Creativity, and Character, contextual learning skills, 2) The 6C concept is embodied in all teaching and learning activities so that the graduates produced have the skills, qualifications and fighting spirit in the face of changing times. Research Contribution: This paper provides information about the skills students need in this era of disruption. Christian religious education teachers contribute in equipping students with well-prepared skills adapt to education in the age of disruption.**

Keywords—disruption; christian educator; christian religious; 6C skills

I. INTRODUCTION

The era of disruption has a strong characteristic in the interconnection of the world of technology and information. The era of disruption is also called the era of information technology, digital, globalization, industrial revolution 4.0, and others. Many argue that the era of disruption is marked by the reduced participation of humans in life because they have been replaced by machines. The era of disruption has changed the order of education, changed the color of old study habits, the education system is forced to use technology massively, in studying now students have to sort through information because of the abundance of information, online learning videos are widely available. The development of technology and science in the era of disruption has repositioned the role of teachers and educational practices[1]. In order for educators and students to adapt to various changes, skills and expertise are needed to be used as provisions to face challenges.

The rapid development of science and technology in the world results in the consequences of changes in the qualifications and competencies of the workforce. Indonesia must prepare quality human resources starting from education. The quality of Indonesian education is still low, this is in accordance with Trisdiono's explanation quoting Darianto that entering the 21st century the state of Indonesia's human resources is not competitive, to improve the quality of Indonesian education the Ministry of Education and Culture formulated the 21st century of learning in 2017, on the kemendikbud.go.id page it is explained that the provisions that students must have in learning in order to have the ability and skills to enter the industrial 4.0 period are 4Cs Communication, Collaboration, Critical-Thinking and problem-solving, and Creative and Innovative[2] and the 4Cs concept has been applied in K-13 as the curriculum used by

schools in Indonesia. However, in 2020 there was an addition to the term 2C which was conveyed by the Minister of Education and Culture Nadiem Makarim, namely computational thinking (CT) and compassion. This was conveyed by Wahyudiono in his opinion on the gurusiana.id page. Additional 2C is in line with the implementation of the Minimum Competency Assessment in lieu of the National Examination[3]. Currently, in 21st-century education,the 6Cs concept is becoming popular in the world of education, this is written by Anugerahwati in the abstract of her article[4].

Several research studies that examine the role of teachers with 6C skills in several subjects at school include: Mirjam Anugerahwati's research identifies that in English lessons in secondary schools, the 6C concept contains (critical thinking, creative thinking, collaboration, communication, culture, connectivity) given students to achieve critical thinking competence in solving real-world problems, perform clear communication, carry out collaborative practices and utilize connectivity, respect culture, and develop creativity[4].

Another research conducted by Afif et al entitled Development of interactive teaching materials containing 6C (critical thinking, creative thinking, collaboration, communication,character and citizenship) on NUMBER PATTERNS subject for grade VIII Junior High School. This study describes the results of product trials for developing interactive teaching materials containing 6C in grade VIII Junior High School number pattern material using a 4D model which includes Define,Design, Develop, and Disseminate. The study concluded that the product of interactive teaching materials containing 6C on number pattern subject is valid and practical so that it is suitable for use in learning [5].

The next research on Christian education is Tjandra's research, but still uses the 4C concept in Christian education learning. The conclusion in this study is that Christian education learning is expected to be able to produce graduates who have the competence to think critically, communicatively, creatively, and able to collaborate (4C) as competencies needed in the 21st-century[6]. In a previous study, there are no articles yet discussing 6Cs skills in Christian education learning, only Thjandra's research uses the 4Cs concept.

Through the results of a survey conducted on teachers of Christian education in the province of KEPRI. This study discusses the role of Christian education teachers and the concept of 6C skills, such as; Communication, Collaboration, Critical Thinking, Creativity, and Character, contextual learning skills because these skills are skills needed in the industrial era 4.0. Christian education teachers in planning learning should embody the skills 6C in learning activities that produce human resources thinkers who were instrumental in establishing the order of life in the era of disruption, competitive, strong personality, not easily give up and inculcate and foster the values and actualize Christianity in everyday life. Based on the above background, it is interesting to examine: (1) What are the skills needed in the era of disruption? (2) How is the 6C concept implemented in Christian religious learning? These questions will be answered in this article.

II. Method

This study uses quasi-qualitative, with an Evaluation Research approach. Data collection techniques in the form of closed and open questionnaires by filling out a google form in which there are questions about the understanding and application of the 6Cs component in Christian education learning. The subjects in this study were teachers of Christian education in the province of KEPRI as many as 75 respondents. The results of the google form survey concluded that the elements needed in the 6Cs concept and information from respondents about the importance of the 6Cs concept being applied to Christian education learning. In addition to questionnaires, data collection also uses literature studies from various library sources. Such as books, articles or related scientific journals. Through this research, it is hoped that Christian education teachers must take the initiative to open access for the digital generation to gain future skills but still have a firm Christian belief and adhere to the values of the truth of God's Word [7].

III. Findings and Discussion

A. *Christian education teachers' perceptions of 6C skills*

Education in the era of disruption demands the role of educators who are able to master and encourage participants to have a number of skills as a solution to face the industrial revolution 4.0. According to Majir, 21st-century skills include (communication and collaboration skills, critical thinking and problem-solving skills, creativity and innovation skills, information and communication technology literacy, contextual learning skills) [8]. In contrast to the research, Fikri et al concluded that there are six skills that must be possessed in the digital era: communication, collaboration, critical-thinking, creativity, computational logic, and compassion [9]. On the occasion of the national webinar, Aris stated that at least schools must produce generations who can master 6C (Communication,Collaboration,Critical-Thinking, Citizenship, Creativity, and Character) from data literacy, technological literacy, and human literacy so that they can produce ready-made human resources. enter global competition [10]. The addition of the term 2Cs skills as recommended by the government in 2020 [4] is different, adjusted to the minimum competence in each subject. Through the various views above, the author summarizes the questions in the questionnaire "which skills are included in the 6Cs needed in Christian religious learning". The results of data processing obtained that the 6 Cs elements that must be possessed in the era of disruption are Communication, Collaboration, Critical Thinking, Creativity, and Character, contextual learning skills (6C). From the results of the questionnaire, 88.1% of respondents had known the 6Cs concept, there were 11.9% who did not know the 6Cs concept. A total of 81.2% of respondents have applied 6Cs skills in Christian Education

learning to prepare students' future skills and inspire them to recognize the calling of life as Christians for themselves and their environment [10]. Christian teachers in preparing study plans, the direction, and the estuary must focus on skills. As Nancy stated the goal of Christian education in schools is an effort to prepare and form quality, creative, innovative Christian students, capable, independent, faithful and ecumenical, with character and vision service for fellow human beings in the life of society, nation, and state in accordance with the Christian faith [7].

B. Concept of 6C Skills in Christian Religious Education

1) Critical Thinking Skills

Christian educators in designing and implementing learning strive for every student to experience a renewal of mind so that they can distinguish what is God's will and what is not God's will, which is good, pleasing to God and, perfect Romans 12:2. Critical thinking is a skill that supports these competencies. Critical thinking directs students to obtain, process, interpret, rationalize, and critically analyze a number of information so that they can make decisions that are useful for themselves and society and in a timely manner [11]. Widowati added that by having critical thinking, students will have the ability to solve new non-routine and unexpected problems, make various predictions that are useful for natural and life phenomena critically, and creatively. In connection with this, learning in the era of disruption requires learning to develop high order of thinking skills, abbreviated as "HOT" as one of the components in the 21st-century intelligence issue [12]. Christian education teachers in teaching need to develop students' critical thinking. It can be done by improving the interaction among students by asking open-ended questions, provide enough time for students to reflect on questions or issues discussed, and guide students to use the new skills acquired in the situation and their own experiences so that they can identify relevant information or irrelevant and use the information to find solutions to problems or make decisions and if necessary seek relevant supporting information[13]. Students are directed through various learning experiences and assignments to analyze various content, information on the internet and social media, and draw conclusions, choosing which information, content is good, true, and pleasing to God to be realized in real-life practice. Thus, students are able to live according to God's will, have a lifestyle according to Christian values and norms, think and act appropriately in facing all the challenges of the era of disruption.

2) Communication Skill

The skill to convey new thoughts, ideas, ideas, knowledge, and information to others through spoken, written, symbol, picture, graphic, or numeric is referred to as communication [14]. In the era of disruption, effective communication skills are needed, one must master various ways of communicating, both orally and in writing, using digital tools, but also listening skills are needed [11]. But in fact, Rahman et al examined student behavior that the negative impact of the development of communication technology had caused students to be more

active in social media than discussing, lack of social sensitivity, individualism. This causes low communication skills and will have an impact on the emergence of miscommunication [15]. Good communication in its delivery of course requires several techniques, namely: 1) Not convoluted, 2) Clear, 3) Straightforward, 4) Understanding and paying attention to the person being spoken to, 5) Using language according to the level or ability to be spoken to. 6) Accompanied by real examples, 7) Convey information gently so that it is easily accepted. 8) Provide feedback [9]. Christian educators need to train students to develop themselves into effective communicators as a form of fulfilling the great mandate to be able to make disciples of others by teaching everything that the Lord Jesus Christ has commanded (Matthew 28:20). The teachings of the Lord Jesus as truth must be conveyed to others because communication skills are fundamental skills that greatly determine the delivery of God's word well so that it is easily accepted, understood by the communicant because it is delivered in clear, straightforward, concise language and in accordance with the context of the listener.

3) Collaboration skill

The era of disruption reflects how technology is increasingly centered on education 4.0[8]. In an effort to maintain self-existence, qualified skills are needed, namely collaboration or the ability to cooperate. Collaboration skills in the era of disruption are built to synergize with each other, adapt to various roles and responsibilities, and be able to live in harmony in the midst of different backgrounds. In collaborating, there will be a mutual filling of deficiencies with the advantages of others so that the problems encountered can be resolved properly in an atmosphere of togetherness. These skills can be trained in learning[9]. Action research conducted by Ahmad outlines several indicators skills student collaboration in the study include empathy and respect for different perspectives, sharing relevant information and are willing to discuss before making a decision, creating an intimate atmosphere in teamwork as well as having responsibility for the decisions taken in agroup[10].

Students are trained in all learning experiences to cultivate a culture of living together and working together. Realizing Christ's love for the world cannot be done alone, it must be done in collaboration because in all learning activities Christian educators familiarize students with working together through group assignments, discussions, and various other methods[11]. Also, build awareness as social beings who need help and the presence of others to achieve goals and survive in the era of disruption. Where these skills are also, the mandate of God's word in (Galatians 6:2) to help each other in bearing your burdens!

4) Creative Skill and Inovation

Creativity is often described as the pursuit of new ideas, concepts, or products that give rise to new ideas. Innovation contains an element of creativity and is often described as the realization of a new idea in order to make a useful contribution to a particular field. Education experts believe that children are naturally creative people who have an internal drive to develop

themselves, express and use their capacities, are open-minded, and tend to be interested in new things [12].

These efforts to develop student's creativity and innovation begin by providing creative and innovative teaching materials using various media, applications, and digital-based tools. Creativity and innovation provide experience for students to create knowledge in overcoming unsolved problems, generate theories and models, take risks, find out for themselves various things related to learning topics [13]. Creative and meaningful learning is closely related to Vigotsky's thinking (social and emancipator constructivism) where the results of thinking interact in a social context, which was further developed by Piaget that individuals in this case students develop new thoughts based on the interaction between what they have, understand with the phenomenon of information or ideas obtained [14].

In the era of disruption, the availability of all learning materials on the internet is very adequate, this is a big advantage when combined in a creative and innovative frame of mind. On the other hand, the internet makes it easy for humans to access such large amounts of information, at the same time students become shallow thinkers [15]. For this reason, Christian educators must be present to arouse students' creativity and innovation as a need to develop in this era of disruption, for example by uploading or exploring lesson assignments on Youtube or other platforms that can be accessed by the public as a trigger for students to be able to improve their understanding. maximally on the topic. This will certainly help build their knowledge of broader ideas and more sophisticated concepts [16]. The Word of God gives a mandate to educators in (Proverbs 22:6) to educate young people according to the proper way, of course, according to the times. Creativity and innovation are a proper way of life for the digital generation. To support students' creativity and innovation learning, educators also need to increase their knowledge of internet mastery, computers, have adequate information literacy, including having knowledge and skills using learning management systems, communication using the internet, create programs using available software, both open-source, and licensed ones [12].

5) Character

The present generation (digital generation), has the spirit wanted to know many things, in his mind lay a lot of ideas that sometimes surpass mature thinking, but on the other hand, this generation is easy to give up and despair, the digital generation to think in haste and do not focus as well undergo learning that is not real[17]. Kasali calls today's youth the "strawberry generation"[18]. The current generation of children has higher scientific and technological abilities than the previous generation. Because they were born when the development of digital and information technology is growing rapidly. But when they are faced with a problem it is easy to give up on the situation. Lack of fighting power to survive in uncomfortable conditions so that they are likened to Strawberries easily disappointed or injured.

The era of disruption presents big and tough challenges for the digital generation, rapid changes, and global-scale competition must be faced with strong, tough, persistent characters, high fighting power and not giving up easily[19]. Therefore, students are provided with mental education to build strong character, one of which is by giving assignments and presenting the findings in front of the class which is ready to be criticized by other students. Thus, students will be trained to be brave, calm, and ready to face challenges. Stability of character is an attraction for others because they see light, good deeds so that they participate in glorifying God (Matthew 5:16).

6) Contextual

In the context of modern life, education is not only an institution to transfer knowledge, but also as an institution with a social dimension. Education has a dual-position: strategic and critical. The strategic position of education as stated by Christopher J. Lucas is because education has an extraordinary power to create all aspects of the environment. Therefore, education must be able to provide the most valuable information regarding the grip of life and the future in the world, as well as assist students in preparing for the essential needs to face change. Related to this strategic position, sociologist Emile Durkheim asserts that education plays an important control in maintaining the sustainability of social life, namely being able to live consistently in overcoming all forms of threats and challenges in the future[20].

The reality of education today is very far from expectations, in terms of quality and it can be said that it is not ready to face the reality of global competition which continues to force it to improve by continuing to make improvements and be involved in this competition so that the world of education in Indonesia is able to compete with the education of other countries. The problems that hit the world of education in Indonesia are problems related to the dimensions of morality, deviant bureaucracy, business in schools, violent behavior. Therefore, contextual learning skills aim to motivate students to understand the subjects that have been studied by connecting the material in real-life contexts [21]. The same thing, Grafura, and Wijayanti wrote teachers must dare to make a combination of theory and embody in the real world. So students not only gain knowledge but also experience that is in sync with real-life, whatever the subject matter being taught, all must be connected to real life[17]. For this reason, it is necessary for the role of Christian educators to put forward the concept of education that emphasizes the human side based on spirituality by giving balanced attention to this dimension not only from the cognitive aspect but also having affective, psychomotor, and spiritual potential.

IV. CONCLUSION

The era of disruption produces big changes, everyone is required to be able to adapt to the times. In the field of education, teachers are faced with changes in the characteristics of students and the education system. Educators must be able to produce a generation that masters 6C (Communication, Collaboration, Critical Thinking, Creativity, and Character,

contextual learning skills) so that they can face global competition. Therefore, as a step for implementing Christian education teachers, starting from lesson planning, learning implementation processes, to learning evaluations focus on developing 6C skills in students. Presentation of open-ended and ill-structured problems, with investigative questions, will train students to develop critical and creative thinking skills. Students are given the task of solving problems, where the results of thinking interact in a social context, students are encouraged to explore information using technology and communicate orally and in writing the results of problem-solving. Teachers can facilitate group discussions so that students can collaborate to be able to accept others in various dimensions of difference, as well as raise awareness that each individual needs others as partners to work together in various areas of life. The results of lesson assignments are uploaded or explored on Youtube or other platforms that can be accessed by the public so as to trigger students to be able to increase their maximum understanding of the topic of discussion.

Scientific learning models can be applied to onsite learning, while online learning can take advantage of various learning media technologies such as Zoom, Google Classroom, Edmodo, Study Room, Microsoft Teams. The blended learning system is the choice of learning systems in the era of disruption.

Christian education teachers can develop 6C skills by participating in various online and face-to-face training conducted by educational institutions and the government. Schools should provide various facilities, infrastructure as well as access that supports a solution that must be realized so that Christian Religious Education Teachers are able to implement 6c skills in their teaching tasks.

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