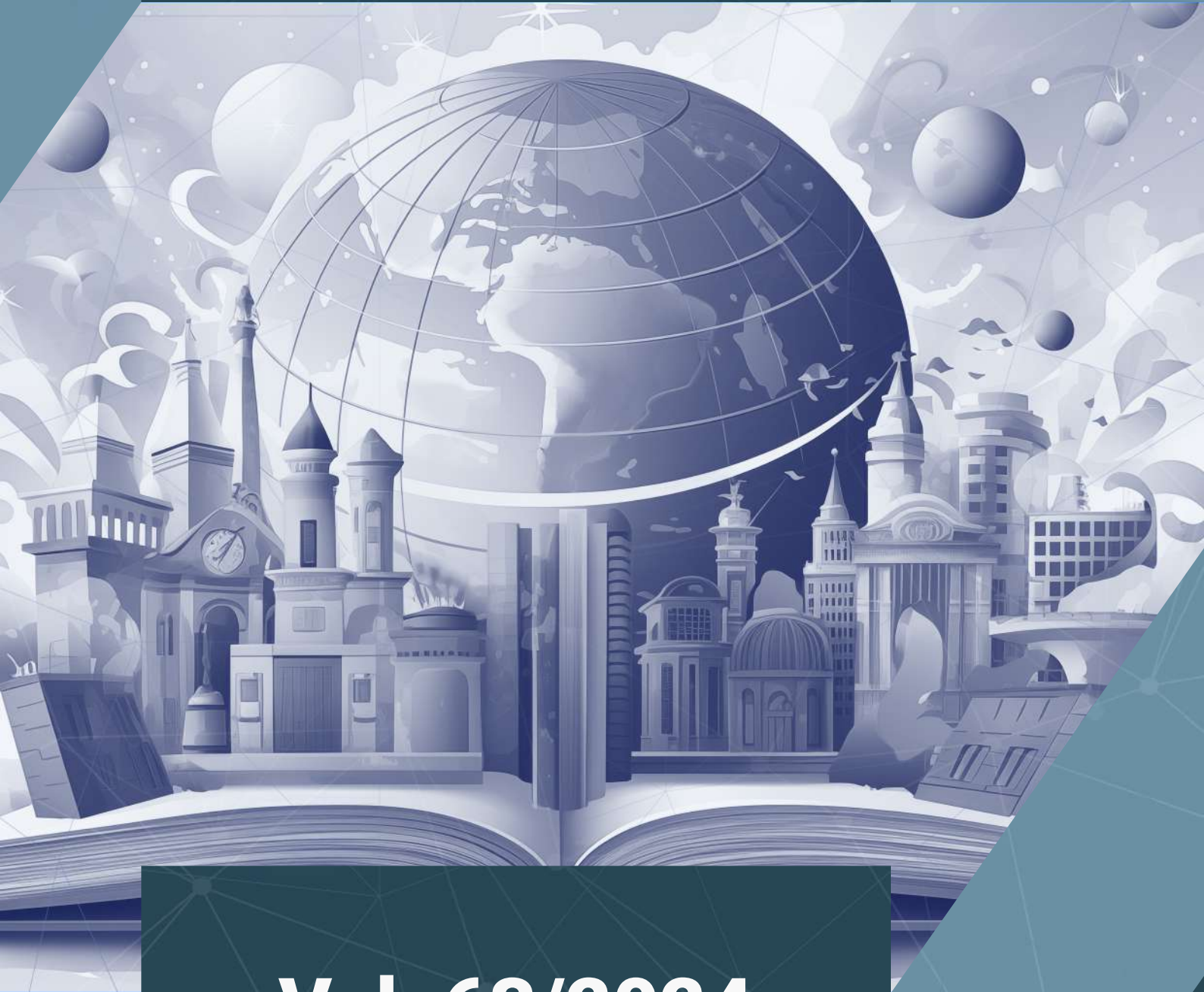




TECHNIUM
SOCIAL SCIENCES JOURNAL



Vol. 63/2024
A New Decade for Social Changes

PLUS
COMMUNICATION



International
Communication & PR

God's word for gen alpha: the use of Multimethods to attract interest in the Indonesian Bethel Church in the city of Madya Bogor, West Java

Lidya Yulianti¹, Edwin Goklas Silalahi², Yoel Triyanto³, Wahyu Astarjo Rini⁴

1-4 Sekolah Tinggi Teologi Ekumene Jakarta

wahyuarini@sttekumene.ac.id, Lidyayulianti@rocketmail.com,
edwinhaloho.69@gmail.com, yoel@sttekumene.ac.id

Abstract. The church is the center of Christian education in teaching God's word. Through the study of God's words, leaders educate and mature God's people. Therefore, the essence of the church is to provide good Word education, especially among the Alpha generation. The alpha generation, which is growing in the midst of the development of extraordinary information flows, needs to protect its faith from the hedonistic and secular lifestyle of this century. However, in the reality of church ministry that is found today, it turns out that the alpha generation is less interested in learning the Word. A more innovative approach is needed to increase the interest of the alpha generation in learning the word. Based on the above background, the researcher intends to conduct research on the use of Multimethods to increase interest in learning God's word of the alpha generation. This research was held considering the importance of the use of Multimethods which is suspected to be still rarely used in the study of God's Word in the Sunday school of the Indonesian Bethel Church synod in Bogor. From the results of the researchers' observations, it was found that the lack of interest in learning the Word of God was influenced by several factors, which consisted of: the learning process was less interesting, so that it caused a feeling of boredom; and Second, the use of teaching methods that are less varied. Therefore, this study was conducted with the aim of examining how much direct influence the use of Multimethods in teaching God's word on the learning interest of the Alpha generation in the Indonesian Bethel Church in the Municipality of Bogor. This research was conducted using a quantitative approach, using path analysis and survey research methods. The data collection methods used are questionnaires and documentation. This study involved 86 respondents from 102 Sunday school teachers of the Indonesian Bethel Church in the Municipality of Bogor, West Java, using the Krejcie and Morgan formulas. From the results of the study, it was found that: Variable Multimethods has an indirect influence in explaining the variable of Interest in Learning God's Word through Learning Media. The indirect influence of Multimethods on the Interest in Learning God's Word through Learning Media was 64.3%, while the remaining 35.7% was influenced by other factors that were not spoken in the study (epsilon).

Keywords. multimethods; church; word of God; Interest; ALPA generation

Introduction

Salvation is a gift of God given to all mankind. But to ensure that salvation takes place in the lives of the people, is the duty and responsibility of each and every person, as Philipians

2:12 says: "... keep working on your safety with fear and trepidation..." That is why salvation in the Christian faith cannot be separated from the learning process. As the Prophet Hosea said, "My people perished because they did not know Allah..." (Hos. 4:6). The Lord reminded that the destruction of His people was caused "because they did not know (*knowledge*) God." According to the Jewish tradition of understanding, education is God's command to *train up* a person. In this case, *to train up* is based on God's word, as a core curriculum that makes the growth of values a person's cognitive, affective, and psychomotor formation

The life of the early Church was marked by gathering to learn together "... and daily they searched the Scriptures to find out if they were true" (Acts 17:11). The call to learn is voiced by the Lord Jesus. He called the Church to learn from Him, "Learn from Me..." (band. Mat. 11:29)

Based on the Great Commission of the Lord Jesus in Matthew 28:19-20, God has given His vision for the church, which is to teach everyone who has been saved, that is, those who believe in Jesus Christ as their Lord and Savior. That is why the Church cannot be separated from discipleship; and discipleship related to the learning process. Thus, the essence of a follower of Christ is to learn. In this case, discipleship in the church is directed to study God's word which is expected to encourage the growth of the faith of the congregation. Through the growth of faith, the gift of salvation is inherent in the lives of God's people, as a certainty of salvation. So the substance of church service cannot be separated from the learning and teaching process. Where the learning of the Word in the church has started from childhood to adulthood.

Interest in learning will enable a person to bring them to satisfactory success, therefore teachers must provide encouragement and encouragement so that they can be interested in learning at school. If students have a low interest in learning, then it will be difficult for them to receive knowledge from teachers. It will affect learning outcomes, because the learning process that occurs is less effective. Of all the factors that provide important factors to make someone able to learn comfortably in class is the method designed and created by the teacher according to the needs of students in the class. Teachers as a professional job, need a learning method and model that is in accordance with the personality and needs of students so that they can increase students' interest in learning[1]. In addition, teachers also need to have a good and fun personality in order to bring a positive atmosphere when learning takes place [2]. Other factors that affect students' interest in learning come from parents, the friendship environment, and also from the students themselves.

Children's interest in learning is often indicated by children's learning problems in understanding learning materials. This indication may be due to the factor of students who do not feel motivated in participating in learning in the classroom or it can also be due to the tendency of less interesting learning carried out by teachers because they do not understand the needs of students, both in terms of characteristics and in the development of knowledge [3]. In fact, learning is an important activity in human life because everyone experiences the learning process in their life. Learning is also a complex process that occurs in every person throughout their life, from birth to death. The learning process can be carried out formally, namely at school or non-formal, namely through the family or community, including in the church. One of the signs that a person has learned is a change in behavior in a person due to a change in the level of knowledge, attitudes and skills. That's why learning needs to be done in a planned way, and also interesting so that the goals to be achieved will be implemented.

Learning will be more effective if it is done in a fun atmosphere. Because it makes children interested and interested in learning, and this will determine the child's learning outcomes. One of the factors that affects the atmosphere in teaching is the teaching or teacher

factor because teachers as teachers try to create an environmental system that allows for a fun and enjoyable learning process.

There are at least two things that must be considered by a teacher, namely the learning method and the learning media that will be used by the teacher. Oemar Hamalik stated that learning media can develop children's interests and sense of learning if used appropriately in the classroom [4]. Therefore, teachers must create learning media that are interesting and significant to their learning success.

That's why every teacher in delivering teaching materials is expected to have qualified and effective skills in delivering teaching. These teaching skills are very closely related to the use of teaching methods and learning media. A teacher can choose several appropriate methods and is able to make children have an interest in listening to the material presented. Teachers need to see what methods are able to make children more enthusiastic, passionate and have a better interest in learning.

In the analysis of the research, there are two variables that can be used to increase the effectiveness of the learning process in Sunday School activities, namely the learning method and media used. *First*, the use of multimethods. The use of multimethods can increase effectiveness in teaching, because teachers can combine several methods in one material to be discussed, so it is expected to increase children's interest in following the learning process. *Second*, the use of learning media. Learning media can be a means to clarify the meaning of the theory being described. The complexity of the material conveyed to children can be simplified with the help of media or learning tools. The media can represent words that teachers are not able to say through certain words or sentences, even material that is abstract enough to be taught can be concreted with the presence of the media.

Learning media is not only needed by teachers in teaching material at school, but also applies to Sunday school teachers in teaching God's Word in Sunday school. Sunday school teachers need the media as a tool to convey the truth of God's Word. Leroy Ford stated that media as a teaching aid used by Sunday school teachers can attract children's attention, can focus children's attention, teaching aids can arouse attention in depth, teaching aids can help increase concentration of attention on the part of students.

Characteristics of the Alpha Generation

Generation is a term used to describe a group of people who were born in a certain time span. Each generation has different experiences and perspectives, which are influenced by important events in history and technological developments of their time [5]. Experts classify the division of generations based on the year of birth as follows:

- (a) Baby Boomers Generation: Born in 1946-1964;
- (b) Generation X: Born in 1965-1979
- (c) Generation Y or Millennial: Born in 1981-1996
- (d) Generation Z: Born in 1997-2012
- (e) Generation Alpha: Born in 2010-2025

This research is focused on the development of God's word in the Alpha generation, at the Indonesian Bethel Church in the municipality of Bogor, West Java. The Alpha generation is the youngest generation, namely those born in 2010 – 2025, where they are the generation that since birth grew up with gadgets in their hands (Ahmad Hidayat, 2021). The main characteristics of the Alpha gen are that they are familiar with technological devices from an early age and users who are proficient in using technology. Living with gadgets and technology can make the children of the Alpha generation drown in time, so that they have the potential to

forget the religious and social values that have been formed. Alpha Generation is also characterized by individual attitudes. Therefore, the church needs to provide good religious education from an early age by studying God's Word and worshipping in Sunday school. That's why Sunday school teachers need to prepare themselves and the material taught well so that Generation Alpha children are interested and what they teach can be accepted and understood by them [6]. Therefore, Sunday school teachers are expected to have creativity in using various learning methods and media that encourage the achievement of teaching goals in Sunday school.

Sunday school is a forum or a means, an organization to reach children under the age of 12 years (Alpha generation) where they are gathered to be taught to pray, praise God and learn God's Word as well as bring and guide children to know Christ and guide children spiritually in worship and fellowship with God [7]. The presence of the church in this world cannot be separated from the existing challenges, but it does not make the church retreat but continues to grow, this is evidenced by the increasing number of new churches. Similar to Sunday School, the existence of Sunday School in the church has an impact or influence on the growth of the church, especially for the younger generation of the church's successors. The development of an increasingly modern era and the increasingly strong globalization trend in this new millennium are increasingly affecting the lives of the younger generation. The development of the entertainment world through various media is increasingly attractive to children. TV shows that are increasingly dominated by violent scenes and occult prominence need to be a spotlight for today's church to be able to keep up with it through the teaching of God's Word which can be a spiritual filter for children. The more violence spreads in various areas prone to riots and the tendency of the character of society to be increasingly anarchic, it can make children grow up as a generation that has an anarchist attitude. In addition, the world situation is increasingly challenging and threatening and rejects children because of their faith in the Lord Jesus.

Many children have bitter experiences that lead them to prolonged trauma, and they need to be helped with the right approach pattern. In addition, the increasing influence of drugs that spread to elementary school children in various ways and methods such as inserting substances containing drugs into food or drinks, candies that are commonly consumed by children. The high demands of study and academic capacity are increasingly burdensome on children, so they need creative activities outside of school and outside the home, such as Bible Camp, that can create a relaxed and fun atmosphere but have eternal meaning. This reality gives an idea that the world of children needs a certain hope, so that they can survive, they need to be spiritually prepared to be able to face the challenges of difficult situations through Sunday school services organized by the church. Sunday School ministry is the responsibility of believers who serve in the church, namely teachers or coaches who are commonly called Sunday School teachers, servants of God who serve in churches and church assemblies.

Of course, this will be dangerous if teachers do not preach the word to the children of the Alpha Generation. Moreover, this generation is very close to the world of technology and social media [8]. If the Word is not introduced into their lives, it will not be long before they realize that the Word is not important to this generation. It is necessary to realize that entering into their thoughts and language style is quite not easy. There must be an adjustment between teachers to each child of the Alpha generation. The more technology moves, the more teachers must learn and understand the characteristics of this Alpha gene [9]. The challenges faced must certainly be a race in a teacher to continue to learn and understand every child of the Alpha gene to know God's word.

Theoretical Studies on Multimethods

According to Thomas Edison (Thomas Edison, 2017) method is an orderly way of working that is used to carry out a job so that it is achieved as desired (Edison, 2017, p. 16). Another meaning of method is a systematic way of working to facilitate the implementation of an activity to achieve a specified goal. Meanwhile, Hasan Langgung defines methods as ways or paths that must be taken to achieve educational goals, while according to Abd, Al-Rahman Ghunaimah defines methods as practical ways to achieve learning goals. Meanwhile, multimethods according to W.J.S Poerwadarminta are several methods and several learning approaches that are packaged into a package of learning methods that can present active, creative, effective, interesting and fun learning. It also pays attention to the child's modality and has a high absorption and memory [10]. From the opinions of some of these figures, it is concluded that Multimethods be The ability of teachers to use several methods that are packaged into creative and interesting learning method packages, so that they can attract children's interest in learning.

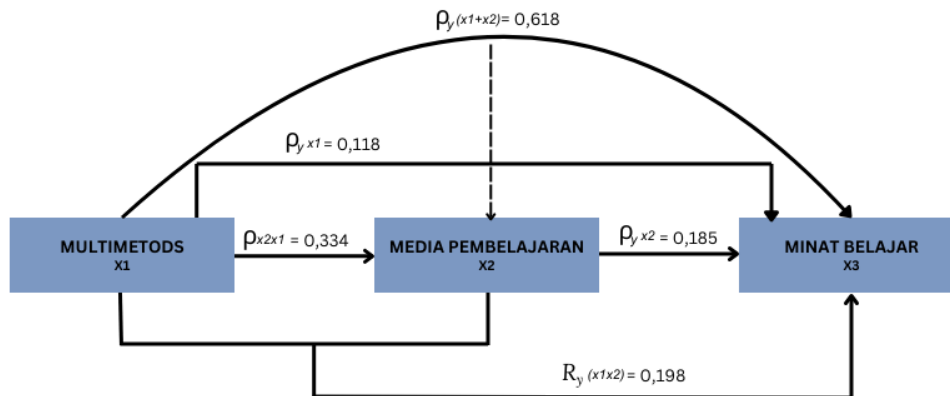
Implementation of *Multimethods* in increasing Interest in Learning God's Word

Implementation of usage Multimethods In increasing interest in learning God's word can be applied through how teachers must first get to know various teaching methods, then try to combine several methods in an interesting and creative way so that they can attract children's interest in learning God's Word [11]. Then by combining the story and question and answer methods, combining the story method and the demonstration method, the story method and role-playing and also combining several other methods [12]. Implementation of usage Multimethods and learning media in increasing interest in learning God's Word are as follows: first, Sunday school teachers are expected to be able to participate in briefings/seminars/workshops for Sunday school teachers about the introduction of learning media and Multimethods. Second, teachers carry out learning using teaching aids/learning media, for example by using visual media, auditive media, Audio Visual Aids media, or the teacher himself becomes the media/teaching aid. Third, learning is carried out using a combination of several methods that are varied so that they become creative and interesting [13].

Multimethods *Data Analysis* on Interest in Learning God's Word

In this case, the researcher carried out data analysis using SPSS 24, a software-based calculation tool to find the results that the researcher wanted. Based on the Pearson Correlation value of 0.343 and the probability value (Sig.1-tailed) of $0.001 <$ of the significance level of $\alpha = 0.05$, this shows that there is a direct influence between the Multimethods variable (X1) on the interest in learning God's Word (Y). Through regression analysis, it can also be found that the use of multimethods has a positive influence on the variables measured by the correlation coefficient (R) of 0.343, but the effect is included in the low category. If the results of the determination coefficient are squared to 0.118 or 11.8%, then the use of multimethods contributes 11.8% to learning interest. This shows that the use of *the* multimethods method has a direct influence on the variables measured even though the results are low, while the remaining 88.2% are influenced by other factors that are not determined in this study (epsilon). Other factors that affect the learning interest of Alpha generation children include factors from within children in learning God's Word, social environment factors, the role of teachers in the way of presenting and delivering material that is less creative and innovative, and so on.

Diagram of the empirical causal relationship path



Article I. The figure above shows the direct effect of the use of Multimethods on learning interest of 0.118. Meanwhile, the indirect influence of the use of Multimethods through learning media on the interest in Learning God's Word is 0.618. The results of the calculations obtained show that the value of indirect influence through Learning Media is greater than the value of the direct influence of Multimethods on the Interest in Learning God's Word ($0.118 < 0.618$). With these results, it can be concluded that the use of Multimethods can have a more direct effect on the interest in learning God's Word if it is through learning media for Alpha Generation children in the Indonesian Bethel Church in the Municipality of Bogor, West Java. Learning Media in this case is a variable that mediates the use of Multimethods to the Interest in Learning God's Word.

Conclusion

From the results of the research, the following conclusions were found:

First, there is a direct influence of the use of Multimethods on the interest in learning God's word for the Alpha generation in the Indonesian Bethel Church. The magnitude of the coefficient of the Multimethods use pathway to Learning Interest of 0.343 is included in the low category. And when squared, the result of the determination coefficient is 11.8 %. This shows that Multimethods have a direct influence on the Interest in Learning God's word, while the remaining 88.2% are influenced by other factors that are not specified in this study (epsilon).

Second, there is an indirect influence of the use of Multimethods through learning media on the Interest in Learning God's Word for the Alpha generation in the Indonesian Bethel Church. The magnitude of the coefficient of the Multimethods use of Multimethods on Interest in Learning God's Word through Learning Media is 0.618 is included in the high category. And when squared, the coefficient determination result is 64.3%. This shows that Multimethods have an indirect influence on the Interest in Learning God's Word through Learning Media, while the remaining 35.7% are influenced by other factors that are not determined in this study (epsilon). However, this influence will increase when each teacher uses Learning Media in providing a multimethod-based learning of God's word that is carried out in the ministry of children in their respective churches.

Third, from the results of the study, it was found that the indirect influence of the use of Multimethods through Learning Media on the Learning Interest of God's Word was greater than the direct use of Multimethods on the Learning Interest of God's Word ($0.618 > 0.118$).

References

- [1] F. Korthagen, "Inconvenient truths about teacher learning: towards professional development 3.0," *Teach. Teach. Theory Pract.*, vol. 23, no. 4, pp. 387–405, 2017, doi: 10.1080/13540602.2016.1211523.
- [2] K. Vangrieken, C. Meredith, T. Packer, and E. Kyndt, "Teacher communities as a context for professional development: A systematic review," *Teach. Teach. Educ.*, vol. 61, pp. 47–59, 2017, doi: 10.1016/j.tate.2016.10.001.
- [3] S. R. Harandi, "Effects of e-learning on Students' Motivation," *Procedia - Soc. Behav. Sci.*, vol. 181, pp. 423–430, 2015, doi: 10.1016/j.sbspro.2015.04.905.
- [4] O. Hamalik, *Media pendidikan*. Bandung: Citra Aditya Bakti, 1989.
- [5] Muthar, "Mengenal 6 Macam Generasi di Indonesia Sesuai Tahun Lahir, Kamu Termasuk yang Mana?," *uici.ac.id*, 2023. <https://uici.ac.id/mengenal-6-macam-generasi-di-indonesia-sesuai-tahun-lahir-kamu-termasuk-yang-mana/> (accessed Oct. 20, 2024).
- [6] I. P. A. Darmawan and K. Priskila, "Penerapan Storytelling Dalam Menceritakan Kisah Alkitab Pada Anak Sekolah Minggu," *Kurios*, vol. 6, no. 1, p. 35, 2020, doi: 10.30995/kur.v6i1.129.
- [7] C. M. Samosir and F. M. Boiliu, "Pendidikan Agama Kristen Sebagai Upaya Menjawab Tantangan Krisis Lingkungan Hidup," *Edukatif J. Ilmu Pendidik.*, vol. 4, no. 1, pp. 815–826, 2022, doi: 10.31004/edukatif.v4i1.1761.
- [8] F. Aldayani, A. Juneva, Herlina, M. Matasik, and R. Jeni, "ANALISIS TANTANGAN DAN PELUANG PENDIDIKAN AGAMA KRISTEN BAGI GENERASI ALPHA," *Reli. J. Kaji. Agama dan Multikulturalisme Indones.*, vol. 3, no. 4, pp. 393–406, 2024.
- [9] R. Sumarni, D. A. Dewi, and M. I. Adriansyah, "Urgensi Pendidikan Kewarganegaraan pada Generasi Alpha sebagai Bentuk Ketahanan Diri dalam Menghadapi Arus Globalisasi," *MARAS J. Penelit. Multidisiplin*, vol. 2, no. 1, pp. 7–15, 2024, doi: 10.60126/maras.v2i1.111.
- [10] Y. Zheng, J. M. Zacks, and L. Markson, "The development of event perception and memory," *Cogn. Dev.*, vol. 54, no. March 2019, p. 100848, 2020, doi: 10.1016/j.cogdev.2020.100848.
- [11] A. Gajda, R. A. Beghetto, and M. Karwowski, "Exploring creative learning in the classroom: A multi-method approach," *Think. Ski. Creat.*, vol. 24, pp. 250–267, 2017, doi: 10.1016/j.tsc.2017.04.002.
- [12] L. Salmerón, M. Macedo-Rouet, and J.-F. Rouet, "Multiple Viewpoints Increase Students' Attention to Source Features in Social Question and Answer Forum Messages," *Jasist J. Assication Inf. Sci. techonology*, vol. 64, no. 10, pp. 1–16, 2016, doi: 10.1002/asi.
- [13] C. A. N. K. Campen, E. Segers, and L. Verhoeven, "The modality and redundancy effects in multimedia learning in children with dyslexia," *Dyslexia An Int. J. Res. Prat.*, vol. 24, no. 18, pp. 140–155, 2018.