

TEACHER'S COMPETENCIES PROFILE IN DIGITAL TECHNOLOGY ERA: SPIRITUAL FORMATION AND BIBLICAL COMMUNITY

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ABSTRACT

Christian education aims to bring students to have relationships and growth based on Christian Faith. For building this relationship and growing faith, teacher's competencies are needed in implementing teaching and learning that is based on the Biblical Christian Worldview. During this digital technology era, Christian teachers are required to have competence for developing their Spiritual Formation and Biblical Community. This study aims to analyze the teacher's competencies to enhance spiritual formation and develop biblical community. The research was conducted by distributing a survey to 61 respondents at Christian private school Tangerang. Data from respondents was collected through an online questionnaire via Google form and analyzed data with descriptive qualitatively. The results on each aspect of Spiritual Formation (SF) and Biblical Community (BC) suggest that respondents have achieved an average score of 4.1 (good category) or has met the teacher competency profile criteria as expected. Nevertheless, there needs to be a relevant follow-up to improve teacher competence in the digital technology era in the aspect of Spiritual Formation and Biblical Community through professional development or similar training.

Keywords: Teacher; Competence; Spiritual formation; Biblical community

ABSTRAK

Natur pendidikan Kristen bertujuan untuk membawa peserta didik mengalami relasi dan pertumbuhan yang berlandaskan Iman Kristiani. Dalam membangun relasi dan pertumbuhan iman tersebut, dibutuhkan peran dan kompetensi guru Kristen dalam mengimplementasikan pengajaran yang sesuai dengan *Biblical Christian Worldview* (BCW). Pada era digital saat ini, guru Kristen dituntut untuk memiliki kompetensi dalam meningkatkan *Spiritual Formation* (pertumbuhan rohani peserta didik) dan *Biblical Community* (komunitas yang memiliki relasi dengan berwawasan Kristen Alkitabiah). Penelitian ini memiliki tujuan untuk menganalisis seberapa besar kompetensi guru dalam meningkatkan pertumbuhan rohani dan membangun komunitas yang berlandaskan prinsip Alkitabiah. Penelitian dilakukan dengan membagikan survei kepada guru di salah satu sekolah swasta Kristen Tangerang dengan responden sebanyak 61 orang. Data dari responden dikumpulkan melalui kuesioner online (google form) dan dianalisis secara deskriptif kualitatif. Hasil penelitian pada masing-masing aspek *Spiritual Formation* (SF) dan *Biblical Community* (BC), responden telah mencapai rata-rata angka 4,1 (kategori baik) atau telah memenuhi kriteria profil kompetensi guru sesuai yang diharapkan. Kendati demikian, perlu ada tindak lanjut yang relevan guna meningkatkan kompetensi guru di era digital dalam aspek *Spiritual Formation* dan *Biblical Community* melalui pengembangan profesional ataupun pelatihan sejenis.

Kata Kunci: Guru; Kompetensi; Formasi spiritual; Komunitas Alkitab

Introduction

The rapid development of the times made humans become quick to adaptation. Technological advances also tend to increase rapidly along with the level of productivity of its users. The presence of technology does provide satisfaction and comfort because of its effectiveness. So, if there is a technologically 'blind', then he will be claimed as a person who is behind the times. This presents a new challenge for the world of education in improving the quality of education. This digital technology era also demands changes in the education system, so students must be

able to maximize the use of technology in their learning in the classroom (Wibawanta, Chrimastianto, & Mumu, 2021). Current learning is expected to be able to follow technological developments starting from aspects, infrastructure, as well as methods and strategies between teacher and student (Nurhayati & Ulfah, 2021). Especially in the current era of the COVID-19 pandemic, where the online learning system is being promoted by the government as an effort to prevent the spread of COVID-19. The quality of education needs to be given special attention by every aspect of society, especially in this digital technology era, so that the learning that students get is still truly rooted in them (Hakim, 2020).

In this regard, Christian education is also concerned with fulfilling learning objectives based on Bible truth. Christian teachers are expected to be able to use education to bring students back to introduction and union with God (Tarigan, 2019). This digital technology era can also be used as an important learning medium to facilitate students in glorifying God. It is intended that students can put Christ first and be actively involved in the learning designed by the teacher. Existing technology media can also be used to achieve holistic education (Nadeak & Hidayat, 2017). Therefore, the achievements that students want to achieve, especially in this digital technology era, must be carried out as much as possible by the teacher. The role of Christian teachers in this digital technology era is not only focused on student learning outcomes but also forms the character of Christ in students' personalities. The challenges in the digital technology era faced by teachers are certainly not easy. The convenience offered by technology often leads students on the wrong path that leads to sin. This is a big challenge for a teacher to continue to grow students' spirituality – in their relationship with God which has an impact on their relationships with others.

The application of the efforts that have been made by the teacher needs to be continuously improved to see how far the development and relationships of each student in experiencing spiritual growth based on Christian faith. Therefore, the authors conducted a study to see whether the competencies of teachers have been implemented effectively and efficiently to improve aspects of spiritual formation and biblical community in their school community. The problem scope in this study is the profile of teacher competence in the digital learning era. The purpose

of this research is to examine and analyze the competency profile of teachers in the digital learning era in the aspects of spiritual formation and biblical community. It is hoped that this research can be an effort to increase teacher competence in the digital learning era and improve the education quality in every school.

Literature review

The nature and scope of Christian education in digital technology era

Christian education should transmit the doctrine and ethics of the Christian faith to students (Opoku, Addai-Mensah, & Manu, 2014). In its implementation, teachers as authority holders in the classroom must also truly understand the nature and scope of Christian education. Robert W. Pazmino (in Tubulau, 2020) explains that Christian education is continuously a divine effort to provide knowledge, values, skills, and ethics of the Christian faith. That means Christian education strives to establish a teaching system based on god's righteousness.

Christian education is one of God's arms in the quest for redemption (Knight, 1980/2009). Knight (1980/2009) also explains that the focal point in the philosophy of Christian education is to redeem, restore, and reconcile the learners in the truth of God. For this reason, Christian education brings educators and learners to grow together in their knowledge of God. Especially in today's digital technology era, whose impact also greatly affects the learning process in the classroom. Although learners should indeed be viewed as *imago Dei*, teachers must also see them with their sinful nature. The digital technology age could easily plunge them into sin. So that in its implementation, teachers must take advantage of technological advances in this era for the glory of God's name (Flynn, 2013). Learners must be increasingly brought to their knowledge of God using existing technology.

This fact needs to be clearly understood so that the learning system follows existing goals. The scope of Christian education is formulated by considering students, educators, educational institutions, institutions, parents, churches, and communities (Tubulau, 2020). Each of these elements has an essential role in building the concept of proper Christian

education. The cooperation built must be close and hand in hand so that the goal of Christian education can be adequately achieved.

Teacher competence in digital technology era

Competence is defined as the ability that a person has in the form of knowledge and skills that he will implement to do everything. In this case, digital competence has more meaning than just the ability to use digital devices. There are 9 areas of competence in the digital technology era that a teacher, namely general competence, must own; using technology, developing digital teaching resources or materials, combining digital learning resources, communicating with learners, facilitating classroom learning, strategies in pedagogy, assessment in learning, and understanding student personal characteristics (Koskinen, 2015). All these areas make teachers take a role in using digital technology and implement it to their students. The study entitled Competency Profile of the Digital and Online Teacher in Future Education states that digital teacher must be able to educate students in a virtual environment using emerging digital technologies (Ally, 2019).

The presence of the digital technology era also influences learning management and student characteristics. Learning in this era becomes imperative to integrate digital technology into student-centered learning. According to (Notanubun, 2019), the nature of digital technology era learning development, teachers need to change conventional learning patterns centered on teachers (teacher-centered) into student-centered learning (student-centered). The competence of this digital technology era can be integrated into the implementation of learning so that the selection of strategies, methods, media, and classroom management can improve the quality of learning. Every teacher also needs to improve their pedagogical ability to educate students in this digital technology era.

Spiritual formation

Spiritual formation is an important thing that every believer in Christ must-have. Spirituality will be useless if there is no growth in it. In Greek, growing is "auxanolauxo", this word appears 20 times in the New Testament (Mutak, 2020). It can also be seen in Paul's epistles, that this "growth" refers to the growth of the believer's faith (2 Corinthians 10:15), growing in the knowledge of God (Colossians 1:10), and growing in grace

(2 Peter 3:18), including the church as the body of Christ growing together towards full maturity (Ephesians 2:12; 4:15-16).

The main emphasis in spiritual formation is Christ. The believer's life must continually grow to resemble Christ, for imitation of Christ is a fundamental form in the growth of the Christian faith (Wilhoit & Howard, 2020). In this case, Christian teachers need to realize that spiritual formation is based on the word of God, which is the standard of morality in believers' lives. The answer to this spiritual formation is the work of God in the life of the believer, but the believer also needs to have a very obedient effort in the process of spiritual formation (Maiaweng, 2015). For this reason, Christian teachers are responsible for cultivating student spirituality under God's leadership.

Biblical community

A biblical community is a community that has interactive relationships and biblical Christian insights. The Christian community must always practice God's righteousness and realize that each member is a member of God's kingdom engaged in carrying out God's mission (Buchanan, 2021). It is this kind of community that a Christian teacher should strive for. The community formed in a school is a forum for character formation and spiritual growth of the entire school community. In this case, the role of Christian teachers must be able to utilize digital technology to build an interactive and biblical Christian relationship between teachers and learners in the learning process (implementation of Biblical Community using digital technology).

The Biblical community respects justice and freedom for all people regardless of ethnicity or gender (Gatumu, 2013). Through the biblical community formed, it is expected to have a significant impact and be a blessing to the community. Therefore, the community formed in a Christian school must be a community based on biblical principles. The Word of God in Ephesians 4:1-16, discusses the context of Paul's counsel to the Ephesians at that time regarding love in the unity of the Ephesians with different gifts. Paul's counsel is also very relevant and can be the basis for how biblical communities should be built on the love of Christ that unites everyone's differences in a community.

Research method

Research methods and subjects

This research survey is structured to investigate research topics and collect related data needed as the main source of information. The collected data is analyzed using several categories created to describe the topic. The study did not include statistical calculations but used the percentage of responses and the number of respondents. For the subject from this study are the teachers who teach at one *Christian private school*, Tangerang, which amounts to 80 people. The technique used in sampling is random probability. Through this technique, all members in the population have the same opportunity to be selected as a sample for the research. To avoid the researcher's bias toward the subject, questionnaire respondents were allowed not to write down their names. Competency question items regarding the competence of twenty-first-century teachers will be piloted by elementary and secondary school teachers.

Data analysis techniques

Reliability tests using Cronbach's alpha for show that the reliability of the measuring instrument is adequate. The study used a structured questionnaire form with rating scales or value scales. The value scale used is the Likert scale. The scale ranges from points 1 (never), 2 (rarely) to 3 (sometimes), 4 (almost always), and 5 (always). Data collected through the questionnaire will be analyzed in a qualitative descriptive manner. This analysis is done by interpreting the data obtained so that the results become accurate and valid (Widoyoko & Qudsy, 2009). Data collected with questionnaire research instruments will be processed using the average score of each question or statement divided by the number of respondents who answered the question or statement in the questionnaire. The collected results will describe the average score obtained from each statement or question. After the questionnaire data is processed using the above formula, the next step is to create a category of score results for each statement. The categories of scores obtained are as follows 4.5 - 5 = belongs to the category of excellent; 3.5 - 4.4 = belongs to the good category; 2.5 - 3.4 = belongs to the sufficient category; 1.5 - 2.4 = belongs to the less category; 0 - 1.4 = belongs to the category of very less.

Results and discussions

Spiritual formation

Spiritual formation is one of the teacher's competencies to helping students' spiritual growth. This spiritual growth is an important aspect that must be owned by teachers and students. Moreover, in the scope of Christian education, spiritual growth is a fundamental aspect that becomes the goal in every learning activity. This requires teachers to be creative in using and utilizing digital technology to help students' spiritual growth.

In the results that have been calculated using the Likert scale (presented in figure 1), the SF-1 item, namely the competence of teachers in using digital technology to find sources or references, has achieved 4.5 results with excellent categories. In the SF-2 item, namely the competence of teachers in using a variety of different learning strategies that allow learners to critically compare and elaborate information from different sources, but full of well-categorized meaning with the achievement of 4.3 results. In the SF-2 item, namely the teacher's competence in using various learning strategies to enable students elaborate any information is categorized as good with the achievement of 4.3 results. In the SF-3 item, the teacher's competence encourages students to use digital technology to help their spiritual growth has achieved a 4.1 result with a good category. In the SF-4 item, the teacher's competence encourages students to make planning and reminders (planning to read the Bible or spiritual books, reminders to pray, worship) using digital devices that they have categorized well with a result achievement of 4.0.

Furthermore, in the SF-5 item, the competence of teachers teaches students to be responsible in using digital technology so that they can become bright and salt through it is categorized well with the achievement of 4.4 results. In the SF-6 item, the competence of teachers encourages students to use digital technology to record the things they get from the sermons or devotionals they listen to are categorized well with the achievement of 4.0 results. In the SF-7 item, the competence of teachers leads students through digital technology to discover the truth of what they learned through sources on the internet, categorized well with the achievement of 4.1 results. In the SF-8 item, the competence of

teachers using digital technology to design activities that allow teachers and students to discuss to convey what they believe in from what they learn together is categorized well with the achievement of 4.1 results.

Based on the results of the achievements of the eight items above, the categories shown through the interpretation of the likert scale in the analysis of teacher competency profiles in the digital learning era and 21st century skills in the sub-aspects of building a spiritual formation using digital technology (SF) have accumulatively been achieved with good categories (with an average achievement of 4.1 results) or have been able to meet the criteria for teacher competency profile according to which is expected. The results of the teacher competency profile analysis in the aspect of spiritual formation using digital technology (SF) have accumulatively been achieved in a good category (with an average achievement of 4.1). This means that the teacher has been able to meet the competency profile criteria as expected. Most respondents already have good awareness and ability to utilize technology to increase students' spiritual growth. The results of tabulation of data and diagrams from sub aspects of building a spiritual formation using digital technology (SF) can be shown as follows:

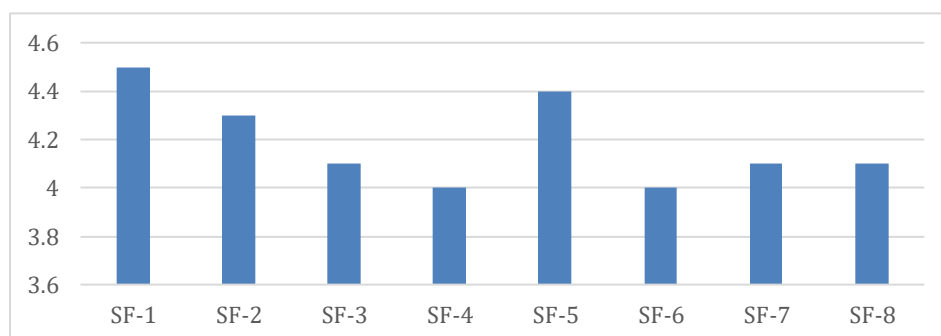


Figure 1 Data Tabulation Results Diagram of Building a Spiritual Formation Using Digital Technology (SF).

Biblical community

The Biblical Community needs to be formed in a Christian school as a forum to help students' spiritual growth. This community has an interactive and biblical Christian-minded relationship. In this case, the

role of Christian teachers must be able to utilize digital technology to build an interactive and biblical Christian relationship between teachers and learners in the learning process (implementation of Biblical Community using digital technology).

In the results that have been calculated using the Likert scale (presented on the figure 2), aspects of Implementation Biblical Community Using Digital Technology (BC), show that in BC-1 items, namely the competence of teachers in facilitating advanced interactive discussions outside the classroom with learners to discuss the integration of Biblical Christian insights with topics they learned in the classroom using digital technology devices categorized well with the achievement of 3.4 results. The results on the Implementation of Biblical Community Using Digital Technology (BC) aspects, show that in item BC-1, namely the competence of teachers in facilitating advanced interactive discussions for the integration of Biblical Christian insights with the topics they learn in class using digital technology tools, the results are categorized as good with the achievement of 3.4 results. In the BC-2 item, the teacher's competence in inviting students to discover the truth of God through materials learned in the classroom using the support of digital technology relevant to the topic studied is categorized well with the achievement of 3.6 results. In the BC-3 item, the teacher's competence opens an interactive discussion room if students have difficulty using well-categorized digital technology devices, with a result achievement of 3.8. In the BC-4 item, the competence of teachers directs students to access digital learning resources relevant to the topics they learn related to assignments that must be completed and categorized well with the achievement of 3.8 results. In the BC-5 item, the competence of teachers realizes that building interactive and biblical Christian-minded relationships, both face-to-face and virtual face-to-face using digital technology devices requires a high commitment and must be built based on trust, integrity, and benefit between educators and categorized learners both with the achievement of 3.9 results. In the BC-6 item, the teacher's competence facilitates interactive discussion spaces with learners through digital technology devices to discuss important matters related to academics (difficulty understanding learning topics, WKA integration, assignment) and non-academic (learning assistance, counseling, Bible study, extracurricular and so on) categorized well with

the achievement of 3.6 results. Furthermore, there is the competence of teachers to build interactive and biblical Christian-minded relationships both face-to-face and virtual by using digital technology devices. This competency is found in item BC-5 which is categorized as good with 3.9 results. Next, the competence of teachers in facilitating interactive discussion rooms with students through digital technology devices is contained in item BC-6. This competency is carried out by the teacher in discussing important matters related to academic (difficulty understanding learning topics, WKA integration, assignments) and non-academic (study assistance, counseling, Bible study, extracurricular and so on). Item BC-6 is categorized as good with 3.6 results.

Through the results of the above analysis, the competency profile of teachers in the digital technology era regarding Implementation of Biblical Community Using Digital Technology (BC) as a whole has reached a good category with an average result of 4.1) or has met the criteria for a teacher competency profile as expected. However, there need to be further efforts to improve teacher competence to all biblical community criteria through professional development or similar teacher training. The results of data tabulation and diagrams from the sub-aspects of Implementation Biblical Community Using Digital Technology (BC) can be shown as follows:

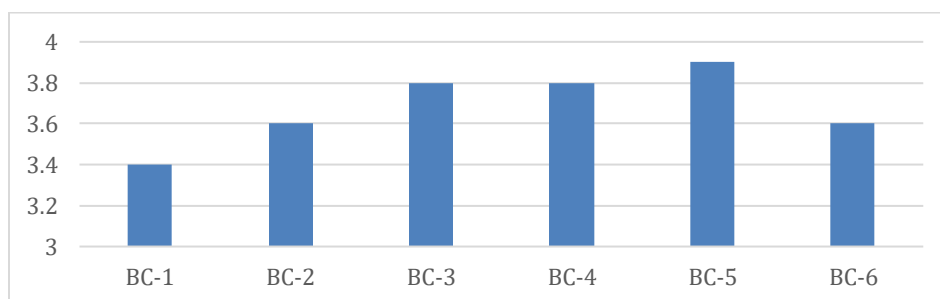


Figure 2. Tabulation Results Diagram of Biblical Community Using Digital Technology (BC) Sub-Aspects.

Conclusion

Looking at the results of tabulation and analysis of respondents' data using the interpretation of Likert scale categories, it can be concluded that the growing digital technology era provides a challenge for every

Christian teacher to have the right competence in using technology. The use of this technology is important in providing the best learning for students. For this reason, Christian teachers are increasingly required to cultivate spiritual formation areas and biblical communities for each student. Based on the results of research that the author has conducted at one of Tangerang's private Christian schools, teachers' ability in each area of spiritual formation and biblical community has reached the category both on a scale of 4.1. The results show that most respondents in today's digital technology have understood the importance of teacher competence in developing spiritual formation and biblical community areas in Christian education. However, it is also necessary to conduct a similar professional development so that Christian teachers can understand their role and develop their competence in this digital technology era. In addition, the development of spiritual formation and biblical community can be increased through Bible discussions in small groups every week.

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