



R4 method as an effective learning method in Christian education

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Abstract

Education aims to form students who are responsible and have integrity. In Christian Religion Education and the teaching of Christian values, there is a main objective to form students' personalities in accordance with the teachings of Christ. In the post truth era, which tends to make all forms of teachings relative, the goals of education are difficult to achieve. For that we need an appropriate model and method in answering the goals of Christian Religion Education. I create a method in learning and applying Christian teachings namely the R4 (Review, Realize, Reflect, Retell) method which is based on problem based learning model, for the students of the Faculty of Theology at UKIT Tomohon in North Sulawesi. The purpose of this method is to make students understand the meaning behind the teachings of Christ, and able to apply it according to the context of the era in which they are, namely in the era of disruption or post truth. R4 (Review, Realize, Reflect, Retell) requires students to be able to review Bible verses in depth, then commit to applying it for one semester, and then reflect and make it living testimony for others. R4 is an effective implementation of education against problems to teach students to live as Christians in the post truth era. With R4, students understand the meaning of each lesson they get and at the same time achieve the goals of Christian religious education. This article is made using literature study or review of the model problem based learning, which is then used to develop the R4 method based on my observation as lecturer in Christian Religion Education at Faculty of Theology.

Keywords: problem based learning, r4 (review, realize, reflect, retell)

Introduction

Education and learning activities are human efforts to self-actualize by considering the various forms of potential that exist within them. For this reason, education and learning are efforts to realize the ideal human being or the one that we aspire to. According to education experts who are Behaviorists, such as B. Watson, B. F. Skinner, and Lester Frank Ward, education aims to deliver educators to develop their talents and potential. The aims of National Education of Indonesia is to create people who believe and obey God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens. By having such a goal, all educational activities must refer to efforts to form the ideal Indonesian human being.

Likewise with the aim of Christian Religious Education, which is ideal and as a means of actualizing Christian values. The purpose of Christian Religion Education is to form and guide students, so that they develop into a complete character as the image of God (Imago Dei), who has the nature of love and obedience to God, has intelligence, skills to be Christian witnesses, has noble character, and preserving the universe as part of maintaining creations on earth, and taking responsibility for the development of society, nation and state. To achieve these goals, Christian Religion Education must emphasize on the active role of each individual or students to become doers of God's Word and to apply Christ's teachings in daily activities. The emphasis is on the spirit of renewing one's mind to lead to the progress of a nation by emphasizing the essence of humanity. In Matthew 28: 20a, there is a commandment from Jesus to each of His followers, to teach children to always do the commands taught by Jesus. The

Apostle Paul in Ephesians 4:11 also reveals that teaching is essential to equip the saints for work and ministry, and to build the body of Christ. Therefore Christian Religion Education is the responsibility and one of the duties of the Church. Christian Religion Education performs moral transformation as part of faith to become witnesses of Christ wherever Christians are placed. Verkuyl (1985) [6] states that Christian Religion Education guides students to understand the teachings of Christ and implement them in everyday life in the political, economic and cultural fields. This will help to establish proper and responsible Christian ethics.

In the era of disruption or Post Truth, efforts to achieve the educational goals above are not easy. With the presence of various forms of social media applications such as Facebook, Whatapp, Instagram and others, it makes the world more open, and the effort to guide students is more difficult. Online services with the slogan "the world in your hands," make classrooms open and can be accessed by various information from anywhere. Information that is true and untrue, genuine and non-genuine, accurate and inaccurate, is circulating and can trick the eyes of internet users in understanding reality. This is the post truth phenomenon. The term post truth has been popular since 2016, which is defined by the Oxford dictionary as an adjective that relates to or signifies a condition when objective reality is less influential in shaping public opinion, compared to emotional attractiveness and personal beliefs (McComiskey, 2017) [4]. Post Truth can make the values and teachings of Christ relative to be implemented in everyday life, because there are many choices of truth in the outside world.

For this reason, in realizing the goal of cultivating ideal Christian values and teaching in the era of disruption or post

truth, it requires the right method. With the right teaching method, educators are able to teach students to always be vigilant in responding to the world era and be faithful to the teachings of Christ. This method should be able to direct and enable the students to always be an example of Christ and not like a changing world (Romans 12: 2). The right teaching method will direct the students to understand the meaning behind the teachings of Christ and responsibly carry it out in their daily lives as witnesses of Christ.

The appropriate teaching model to achieve educational goals in the Post Truth era is Problem based Learning. In this model, it places the students as the subject in studying the object of the teachings and commands of Christ in the Bible. Boud and Felletti (1997) ^[2] stated that problem based learning is the most useful innovation in the world of education, because this model helps to improve lifelong learning skills with an open, reflective, critical and active mindset.

Furthermore, I use this model to develop method that is easier for the teachers to understand with the term R4 (Review, Realize, Reflect, Retell). With R4, the students will understand the meaning behind the teachings of Christ; apply it in everyday life; then reflects as a form of value internalization; and in the end they will become witnesses of Christ to present Christian values to those around them. In the application of Christian values, students will be faced with many complex problems around them and they will strive to live the teachings of Christ in life. This will deepen their internalization of faith, and in the end they will be skilled in carrying out Christ's commands and teachings in the future.

The application of this learning method can be applied in educating theology students in theological colleges to obtain the quality of qualified prospective Church workers. Students will seek to understand the meaning behind the duty and calling as a member of the Church, and implement this meaning through the R4 method to improve lifelong learning skills in interpreting the teachings of Christ. Students are adults who are able to interpret everything outside themselves and are able to make decisions personally. The teaching method must be designed so that it is able to provide students with understanding and skills to understand the meaning in the Bible, as well as apply it in their daily life and share it with others. By dealing with problems, students understand Christian values, apply them and convey them to others as part of a life of witnessing.

Concept Definition

Problem Based Learning

Problem based learning is a learning model that involves students in understanding, analyzing a problem, and being able to solve the problem at hand according to the knowledge they have. It is hoped that with this model, the students are able to think logically, structurally and rationally in understanding problems and solving them. According to Dewey (Rusmono, 2012) educational institutions are laboratories for solving problems faced in the realities of everyday life. Therefore, students have a need to investigate their environment and personally build their knowledge. Through this process, little by little the students will develop as a whole both in cognitive, affective and psychomotor aspects. The problem based learning has the potential to develop the independence of students

through problem solving.

This model was first developed by McMaster Medical Schoole in Hamilton Canada in 1969. Subsequently, it was developed and applied to various forms of scientific approaches in educational and teaching institutions. This model uses the inquiry technique, where students learn to seek information, and use it to solve factual problem. This model requires the students to have an attitude to understand (act of cognition), and not only transfer of information. For this reason, learning situations that are routine where the teacher teaches and students take notes, will be avoided. The students will be more proactive in identifying concepts, values, facts, data and finding appropriate solutions to the various problems they face.

According to Arends (2004) ^[1], problem based learning is used to help students to develop thinking skills, problem-solving skills, intellectual skills and also skills to internalize values. This model studies the roles and responsibilities of adults through real situations, which are simulated so that students become independent and autonomous learners. Meanwhile, according to Hmelo-Silver (2004) ^[3], the objectives of the problem based learning model are: 1) Building a broad and flexible foundation of knowledge for various situations; 2) Developing skills in effective and efficient problem solving; 3) Develop and strengthen the direction of life goals and skills to be lifelong learners; 4) Become an effective collaborator; 5) Become a motivator for one self to continue learning. This will form a leader who is capable of solving problems and becomes a lifelong learner. The characteristics of lifelong learners are having the characteristics of being able to learn independently, free to seek and manage information, and able to learn collaboratively and always think reflectively.

R4 as an Effective Learning Method

Method is a set of steps that must be done, and is arranged systematically and logically. According to Poedjiaji (2005) ^[5] learning method is a set of interaction processes carried out by educators and students, both inside and outside the classroom, using various learning sources as study material. Learning methods are used appropriately to achieve learning objectives.

The learning method used as a form of implementation of the problem based learning to instill Christian values to students is R4. This R4 method was developed from the point of view of problem based learning. This method uses problem solving learning, especially problem solving in understanding the ideal values that are applied in everyday life. The R4 method includes four steps, namely Review, Realize, Reflect, Represent. These four steps include three major activities carried out by the students, namely 1) Conducting research and reviewing the values of a particular religious or ethical teaching; 2) Apply these values in everyday life; 3) Reflect on the relationship between the implementation and internalization of values obtained by individuals who apply these values, and compile the results of these reflections into a testimony of the meaning of faith to be told and presented to others.

In more detail, the four steps of the R4 method are:

1. REVIEW is a process of reconstructing a complete knowledge of a value that exists in Christian teachings, or the commands of Jesus Christ in the Bible. In this process, the students must collect detailed and

comprehensive information about the meaning and context of a value which is the teaching of Christianity. For example, individual or group students conduct an investigation and study of the meaning of the law of love taught by Jesus Christ in the Gospels. The students must construct the original language of the book, find out the context in which the book was written, to find its meaning based on the various perspectives of the preachers. By reconstructing the teachings in the Bible, the students have complete knowledge of the meaning of the values they are learning. Moreover, students can learn the teachings and connect it with the real life social and Church communities issues.

2. **REALIZE**, basically means apply, which is the next process after conducting a study. This process involves planning and implementing activity, related to the internalization of learned values into daily activities. In this process, the students must build a commitment to apply the teachings they have learned into his daily life for one semester. This can include They must make themselves part of the experiment on the implementation of the teachings they have studied. It is necessary to take small notes as concrete evidence related to evaluating daily activities and their suitability in living the teachings of Christ
3. **REFLECT**, the third process is to reflect the results of the application of the teachings of Christ that have been learned and the changes or developments in spirituality

that have occurred. Students must reflect on two things as a means of evaluation, namely first, the things that hinder oneself from applying the teachings of Christ and how to deal with difficulties; second, the teacher will reflect on the things that make it easier for him to apply the teachings of Christ. After evaluating its application, then students see changes in themselves, i.e. their attitude, behavior, how they understands thing. Are there any of their thoughts, words and deeds that turn positive after applying the teachings of Christ in everyday life. The results of these changes must be recorded in a systematic and structured manner as part of knowing themselves after implementing the teachings of Christ.

4. **RETELL**, the final process as a Christian is to live a life of witness, to give testimony, to testify. In the last step in R4 students must be able to retell the results of their reflections in full and systematically to other students. This way, students will be able to become like an open Bible and understand correctly the meaning and understanding of the teachings of Christ that they learn and implement.

These four stages are carried out simultaneously and with due observance of the real conditions in the field. The students must be able to play out several scenarios in order to carry out these stages effectively.

In general, the R4 process is described in the table below:

Table 1

	Steps	Activities	Place of activities
1	Review	Riset hermeneutik, konteks & kontekstualisasi dari ajaran dalam Alkitab. Hermeneutic research where students learn, research and understand the context of the teaching or Word of God in Bible, and contextualization of teachings.	In classroom, done individually or in group discussion.
2	Realize	- Apply the teachings that they understand during review. - Take small notes like diary that consists of what have been done and brief evaluation of them.	In and out of classroom, in everyday life.
3	Reflect	- Reflect on the realization, what is working and what is no, what is difficult and what is easy, what are the difficulties and what is helpful in applying the Word of God. - Reflect on spiritual experiences that are felt after applying the teachings of Christ.	In a quiet room like bedroom, that is conducive for reflection
4	Retell	Logically arrange the findings and implementation results to be told as a testimony of the Christian faith.	In classroom; together with other students.

At the end of the learning process, the educator provides time for the students to retell their findings regarding the teachings they have applied. Other students can ask questions and re-examine the R4 process that is applied, so that the application of R4 can be continuously improved to obtain optimal results to achieve learning objectives about Christian values. During the process of implementing R4, students can consult with educators to understand the implementation of the process correctly. Consultation allows the students to better understand the implementation of the teachings being studied in a more optimal way, and helps educators to correct misapplications early when there are inappropriate understanding of the context. Students seeks to implement the teachings of Christianity which they learn responsibly amidst the challenges of existing development of technologies that bring new ways of life in human life.

In its application in the Theology Faculty which educates prospective pastors and Church servants, R4 can form a more responsible development of Christian spirituality. R4 enables students to also be more aware an proactive about social and Church communities issues or problems. Students are able to learn and behave as they learn from the process of studying the meaning behind the teachings of Christ. In the end, they form theological alumni who understand Christian ethics and apply them as part of answering the duties and calls as Christians on earth.

In practice, R4 is able to fulfill a scientific perspective in learning as well as a spiritual perspective. Scientific perspective is the process of proving and standardizing the learning measures created during the study and application of the teachings of Christ. The proof departs from the facts and data obtained during the implementation of Christ's teachings in everyday life. Meanwhile, the perspective of

spirituality is a perspective of deep reflection on things that are felt and believed during the process of applying the teachings of Christ in daily activities. R4 implements the process of developing spirituality with an approach to Christian ethics, using a logical and rational method.

Conclusion

Problem based learning with the R4 method can help students to get out of various problems without losing the character of their Christian teachings. Students understand the teachings of Christianity from the process of studying, applying, and making it a witnessing tool for others. Students can become a responsible person by learning to be lifelong learners in interpreting and becoming doers of God's Word. Problem based learning with the R4 method is able to direct the millennial generation to a responsibility to reflect faith in everyday life. This keeps them away from the negative impacts of post truth and globalization.

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