II-International Symposium on Literature, Culture and Language

In collaboration with Van Yüzüncü Yıl University (Van YYU) Department of English Language and Literature and Institute of Economic Development and Social Research (İKSAD)

-ANKARA-
June 9-10, 2023

Symposium Book

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Dr. Ömer Aytaç Aykaç

II - INTERNATIONAL SYMPOSIUM ON LITERATURE, CULTURE AND LANGUAGE

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Ankara TÜRKİYE

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SYMPOSIUM ID

SYMPOSIUM TITLE

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DATE AND PLACE

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Ankara TURKİYE

ORGANIZATION

IKSAD INSTITUTE

Van Yüzüncü Yıl University (Department of English Language and Literature)

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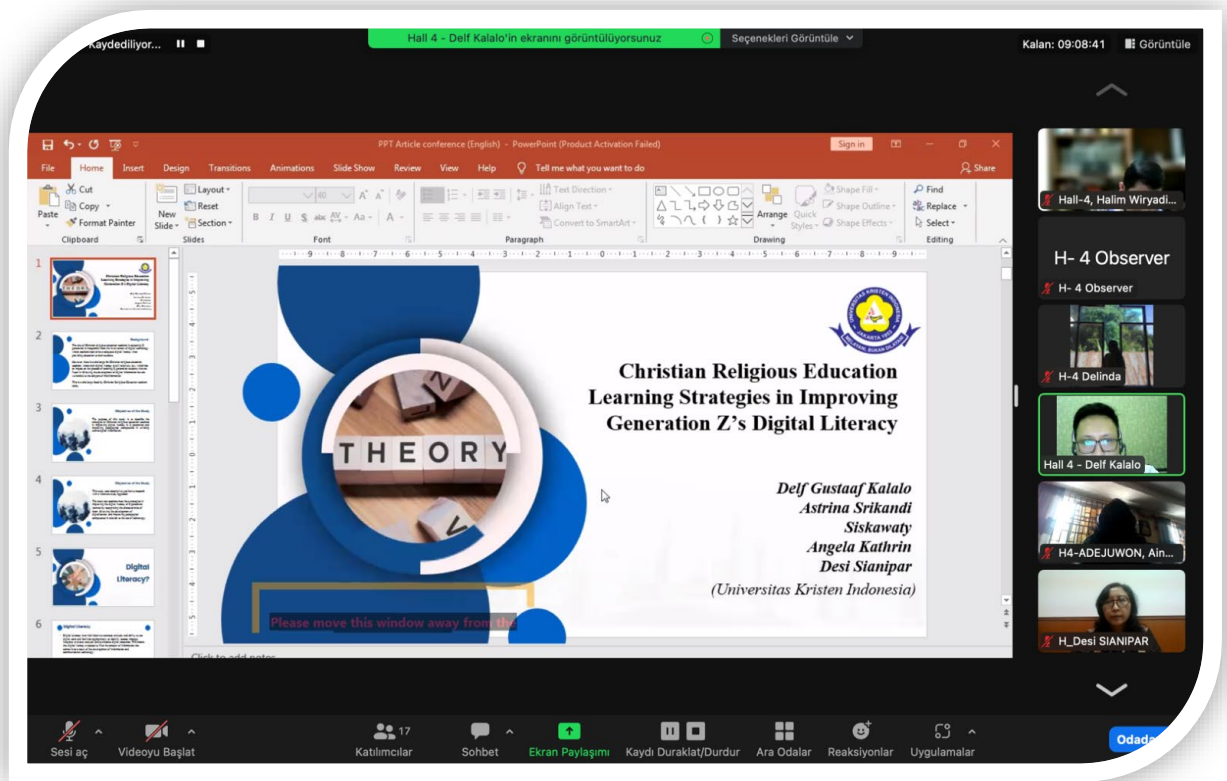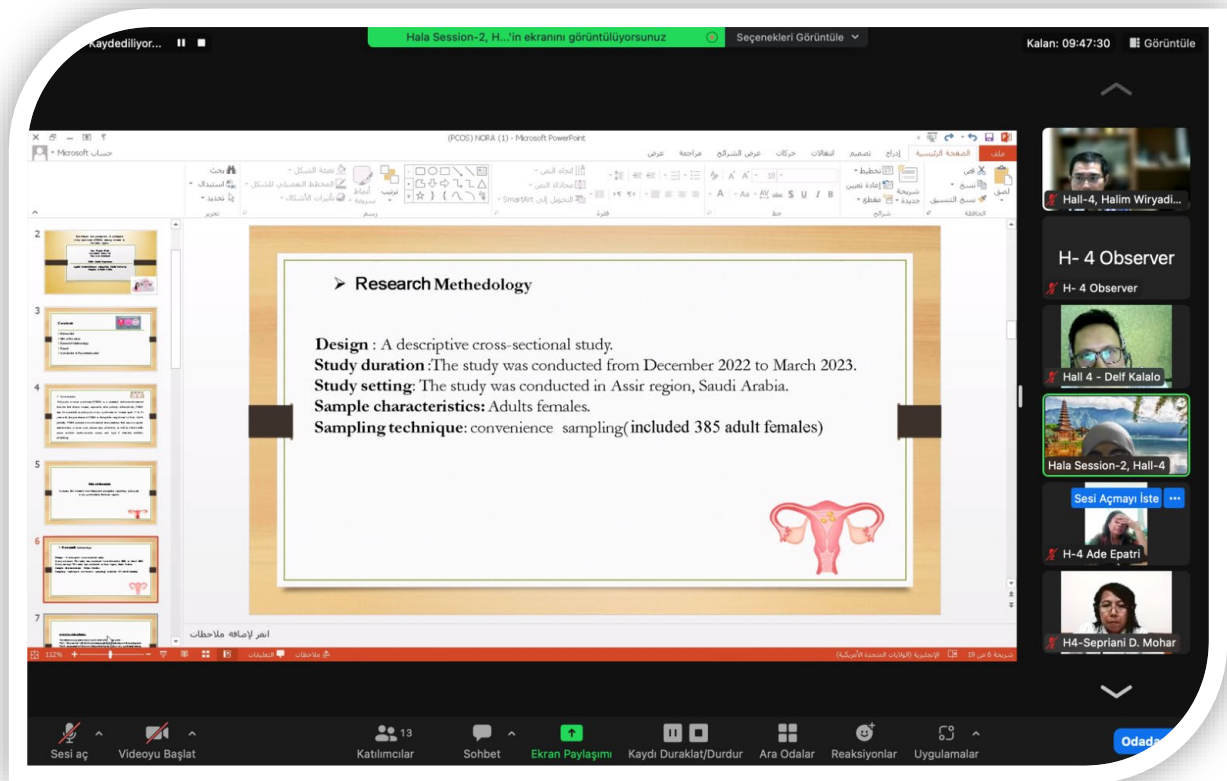Van Yüzüncü Yıl University Türkiye

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Symposium Program

09.06.2023 / Session-2, Hall-4
Ankara Local Time: 12:³⁰–14:³⁰
Zoom ID: 827 3169 7889 Passcode: 020202

HEAD OF SESSION: Halim Wiryadinata

AUTHORS	AFFILIATION	TOPIC TITLE
Ali Farajzadeh	*Razi university IRANIAN*	ON QUASI-EQUILIBRIUM PROBLEM AND ITS APPLICATION
Prof. Wagida Wafik Hala Awad Ahmed NORA SEAD AL-SHAHRANI	*King Khalid University KINGDOM OF SAUDI ARABIA*	KNOWLEDGE AND PERCEPTION OF POLYCYSTIC OVARY SYNDROME (PCOS) AMONG ADULT WOMEN IN THE ASSIR REGION
Dr. Sc. Kastriote Vlahna Mr. Sc. Dafina Vlahna	*University of Pristina KOSOVO*	THE RELATIONSHIPS THAT FAMILY LAW STUDIES ACCORDING TO THE LAW IN KOSOVO
Dr. Sc. Kastriote Vlahna Phd. C. Argona Kuçi	*University of Pristina KOSOVO Cand. University USA*	REMOVAL OF PARENTAL RIGHTS ACCORDING TO LEGISLATION IN KOSOVO
Prof. Dr. Hajredin Kuçi Dr. Sc. Kastriote Vlahna	*University of Pristina KOSOVO*	FAMILY LAW, AS A CONSTITUTIONAL RIGHT IN KOSOVO
Sepriani D. MOHAR Rahel SIANTURI Ade Epatri NENOMATAUS Putri Rosinta LESTARI Desi SIANIPAR	*Universitas Kristen INDONESIA*	THE ROLE OF CHRISTIAN RELIGIOUS EDUCATION IN SHAPING THE CHARACTER OF CHRISTIAN TEENAGERS IN MARGINALIZED COMMUNITY
Delinda Elizabeth Aritonang Halim Wiryadinata	*Universitas Kristen INDONESIA*	THE IRON CAGE OF THE BATAKNESE CULTURE OF HULA-HULA IN THE HEART OF INDONESIA FAMILY
Delf Gustaaf KALALO Astrina SRIKANDI Siskawaty Angela KATHRIN Desi SIANIPAR	*Universitas Kristen INDONESIA*	CHRISTIAN RELIGIOUS EDUCATION LEARNING STRATEGIES IN IMPROVING GENERATION Z'S DIGITAL LITERACY
Adejuwon Aina Moyinoluwa	*Adekunle Ajasin University NIGERIA*	PRINCIPALS' MANAGERIAL STRATEGIES AND SECONDARY SCHOOL CLIMATE IN AKOKO NORTH EAST LOCAL GOVERNMENT AREA OF ONDO STATE.

CHRISTIAN RELIGIOUS EDUCATION TEACHER'S STRATEGY IN IMPROVING GENERATION Z'S DIGITAL LITERACY

Delf Gustaaf KALALO
Graduate Program, Universitas Kristen Indonesia, Christian Religious Education Program,

Astrina SRIKANDI
Graduate Program, Universitas Kristen Indonesia, Christian Religious Education Program,

Siskawaty
Graduate Program, Universitas Kristen Indonesia, Christian Religious Education Program,

Angela KATHRIN
Graduate Program, Universitas Kristen Indonesia, Department of Christian Education,

Desi SIANIPAR
Postgraduate Program Universitas Kristen Indonesia, Christian Religious Education Program
ORCID No: 0000000269759926

ABSTRAK
The role of Christian religious education teachers in educating Generation Z cannot be separated from the involvement of digital technology. Teachers must have adequate digital literacy when providing education to their students. However, there is a problem that the digital literacy of some Christian religious education teachers is still low. This of course will make it difficult for them when teaching generation Z students who need guidance in terms of digital literacy because generation Z is very fast following the development of digital technology, but is very vulnerable to the dangers of using digital technology. This is a challenge faced by Christian Religious Education teachers today. Therefore, the purpose of this study is to describe the strategies of Christian religious education teachers in improving digital literacy in generation Z. This research uses descriptive qualitative research with a literature study approach. The results obtained from this study are that teachers must have strategies in improving the digital literacy of generation Z learners by following the development of digitalization, and improving pedagogical competence in relation to the use of technology, and recognizing the characteristics of generation Z. Thus, teachers can carry out their duties as educators and generation Z can be protected from the dangers of using technology.

Keywords: generation Z, digital literacy, Christian religious education

1. Introduction
Education is one of the important aspects in shaping character and preparing the younger generation to face the challenges of the times. In this digital era, technology has become an integral part of daily life, including in the world of education. In this context, Christian

religious education teachers have a very important role in educating generation Z, who were born in an era known as "digital native". However, there is a problem that needs to be addressed, namely the low level of digital literacy of some Christian religious education teachers.

Generation Z, which consists of individuals born between 1995 and 2010, when measured from 13 - 28 years old in 2023, grew up in an era of advanced digital technology. They have easy access to various electronic devices and the internet and are considered capable of applying several activities at a time (multitasking) such as using social media, browsing with a device or PC (Personal Computer), while listening to music through earphones/headset. Whatever they do is often related to the internet because they have been familiar with technology since childhood, thus influencing the way they access information (Putra, 2016). Despite having extensive access to technology, Generation Z is also vulnerable to the potential dangers of using digital technology. Therefore, Christian religious education teachers need to master the various technological skills required in teaching Generation Z learners. However, in practice, there are still problems faced by some teachers related to their low level of digital literacy. This can be caused by lack of digital literacy training and learning and limited understanding of the use of technology. (Syahroni et all., 2020).

This study aims to describe strategies that can be applied by Christian Religious Education teachers in improving digital literacy among Generation Z students. The strategies that can be applied are training and self-development for teachers. This training can include an introduction to the latest technological developments and effective teaching strategies in the context of digital literacy. In addition, teachers need to train themselves in understanding the moral dynamics in the digitalization era and apply ethical-moral value teaching based on the word of God. (Eliasaputra et all., 2020).

According to the description above, it can be seen that digital literacy is an important qualification that must be possessed by Christian religious education teachers to educate generation Z who grow up in the digital era, furthermore, Christian religious education teachers will guide or teach moral and spiritual values through the wise and responsible application of digital technology.

2. Digital Literacy

The level of digital literacy in teachers is still low. This lack of digital literacy level creates problems in accepting the development of communication and information technology that is happening today. (Argo, 2022).

Digital literacy is the ability of teachers to critically understand the information obtained from the internet. In this regard, digital literacy includes teachers' understanding in using digital devices and applications, assessing and evaluating information online, and communicating through digital media. This is consistent with the definition of digital literacy according to the United Nations Educational, Scientific and Cultural Organization (UNESCO), which is the ability to use information and communication technology to find, evaluate, utilize, create content or information, with cognitive, ethical, social-emotional skills and technological aspects. (Purba, 2022).

In other words, teachers' ability in digital literacy can develop learners' skills to be intelligent, critical, accountable users of digital technology, able to research, sort, and evaluate

information obtained through the internet, identify and avoid the risk of false information (hoaxes), and respect the intellectual property rights and privacy of others. (Dewi et all., 2021).

3. Christian Religious Education Teacher Strategies

The Industrial Revolution 4.0 has fundamentally changed the way humans live, think, and relate to one another. This era has transformed human activities from the real world to the virtual world through automation and connectivity using robot power and technology. (Himawati et all., 2020). This disruptive change also affects human resources in the field of education, specifically Christian religious education teachers. Education in the digital era requires teachers to maximize their skills in applying technology to the learning process, and Christian religious education teachers need to teach moral and spiritual values to generation Z in the midst of rapid technological development as well.

Although the challenge faced by Christian religion teachers is the low level of digital literacy skills, which may be due to the lack of digital literacy training, it can be overcome through active participation in information and technology training and learning. (Syahroni et all., 2022).

Some of the teacher strategies in improving adequate digital literacy of Generation Z learners are as follows.

1.   Following the Development of Digitalization

One strategy that Christian religious education teachers can implement is to participate in digital-based training with a self-determined learning approach or better known as heutagogy, where teachers can improve their skills in learning which include critical thinking and problem solving, creativity and innovation, as well as communication and collaboration. Furthermore, teachers will have skills in managing information, media and technology which includes literacy and computerization. (Sulistya, 2019).

After attending the training, Christian religious education teachers are expected to have adequate digital literacy to provide moral and spiritual guidance, as expressed by Eliasaputra et al. that Christian religious education plays a role in providing understanding and awareness to the younger generation of Christians in the era of the industrial revolution 4.0 in accordance with the truth of God's word, which is "to teach, to rebuke error, to correct behavior, and to train people in righteousness". (2 Tim.3:16) (Eliasaputra et all., 2020).

2.   Improving Pedagogical Competence in relation to the Use of Technology

Learning management is a process of organizing the interaction that needs to be carried out by Christian religion teachers to learners. Teachers must master the use of online learning platforms to be used. If the teacher can master the use of learning platforms, then the teacher can decide on a suitable and appropriate platform, such as social media applications and video conference, to deliver teaching materials. (Tobing et all., 2021).

The utilization of video conferencing technology that runs based on internet technology, allows learners to access it anytime as long as they are connected to a computer network. Some alternative media that can be utilized by Christian religious education teachers and students are Electronic Book (e-Book), Electronic Learning (e-Learning), video tutorials and

several other applications. In other words, computer applications in the field of learning allow individual learning to take place. (Yuliatmojo, 2010).

3.   Recognizing the Characteristics of Generation Z

Generation Z is also called *iGeneration* or the internet generation born around 1995-2010, when measured by age ranging from 13-28 years old in 2023. Generation Z has the ability to do several activities at once and they are often connected to the internet in all their activities. This is because generation Z has a high understanding of technology that they have received since childhood. (Effendi et all., 2021).

Forbes Magazine made a survey of generation Z in North and South America and some other countries by asking questions to 49 thousand children. The results showed that Generation Z is the first real global generation. Their lives are embedded with high technology, growing up in a complex and uncertain environment determines their views on work, learning and the world. Different orientations and expectations towards work and career environments, ambitious professionals, and have high digital literacy skills in acquiring information. (Putra, 2016).

Moreover, Generation Z's communication style, where they grew up in the digital era with advanced technology, prefers to use text messaging, social media, and text-based applications to communicate. In addition, Generation Z's communication skills are distinct from the generations before and after them due to the intensity of virtual-based communication styles. Therefore, generation Z can be helped to develop oral and written communication skills through training, courses or workshops that focus on effective writing, presentation, negotiation and public speaking skills and encourage face-to-face communication where generation Z is more familiar with using digital communication so it is important to encourage them to communicate face-to-face. Thus, face-to-face communication helps to improve social skills, read body language and develop stronger interpersonal relationships for Generation Z and encourages active participation in group discussions, in-person meetings or social activities to help them hone their face-to-face communication skills. (Effendi et all., 2021).

4.   Conclusion

The role of Christian religious education teachers in educating Generation Z is closely related to the use of digital technology. It is important for teachers to have adequate digital literacy in providing education to students. Although there is a problem that digital literacy in some Christian religious education teachers is still low, it can be overcome through active participation in training and learning related to technology and information.

Some strategies that can be done by teachers to improve the digital literacy of generation Z, are following technological developments, improving pedagogical competence in relation to the use of technology, and recognizing the characteristics of generation Z. Thus, Christian religious education teachers are able to have adequate digital literacy to provide moral and spiritual guidance to generation Z Christians in the era of the industrial revolution 4.0 in accordance with the truth of God's word, which is "to teach, to expose error, to correct behavior, and to train people in righteousness". (2 Tim.3:16).

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