

The Integration of Technology in Family Christian Religious Education in the Digital Era

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Abstract

In the digital era, the influence of technology is increasingly pervasive in family life, posing new challenges for Christian religious education. This article examines the dynamics of integrating technology into the model of family Christian religious education as a response to the changing times. Families, as the center of shaping Christian values and faith, face significant challenges and disruptions due to technological advancements. The problem-solving approach advocated in this article promotes the integration of technology as a means to deepen understanding and experience of Christian faith within the family environment. Focusing on relevant learning models in the digital age, this research explores how technology can be utilized to uphold Christian religious values and enhance family participation in the religious education process. Previous studies have highlighted the benefits of technology in education, but this research specifically emphasizes the potential integration of technology in family Christian religious education. Literature analysis supports the idea that technology can offer solutions to overcome challenges in delivering Christian religious teachings amidst rapid technological advancements. By addressing literature gaps, this research offers concrete solutions to reconcile the dilemma between religious tradition and digital trends. Additionally, it provides practical guidance for parents, educators, and policymakers to wisely utilize technology in supporting family Christian religious education in the digital age. In conclusion, this article sets the stage for a deeper and more relevant understanding of Christian faith within the family context in the modern technological era within the given word limit.

Keywords: *Technology Integration, Family Christian Religious Education, Digital Era.*

A. INTRODUCTION

In the rapidly evolving era of globalization and technological advancement, Christian religious education within the family environment faces immensely significant challenges (Panggarra, 2019). Families, regarded as the primary environment for shaping faith, are often exposed to various distractions and influences from the ongoing developments in technology. Sherry Turkle, in her studies, explains the impact of modern technology, especially social media, on human relationships—although her studies are not directly related to faith. Turkle notes that despite our increasing digital connectivity, we may feel more-isolated and lonely (Stern, 2020).

The presence of technology in the daily lives of families has a significant impact on how Christian religious teachings are understood, applied, and practiced (Boiliu, 2020; Rungkat et al., 2022; Ameliola & Nugraha, 2013).

The importance of Christian religious education within the family as the primary foundation for nurturing faith becomes increasingly urgent, demanding creative thinking to address emerging challenges. This implies that families, as the

smallest units within society, must find innovative ways to remain faithful to Christian values amidst the influx of information and distractions presented by technology. By understanding the changing trends in technology and utilizing it wisely, families can create relevant, engaging, and age-appropriate learning models that align with the modern era. The integration of technology is not only seen as a solution to challenges but also as an opportunity to enrich the experience of Christian religious education within the family. Therefore, constructive problem-solving is needed as a solution, employing a holistic approach that combines Christian values with the potential of technology (Pramono et al., 2021). By harnessing technological advancements, families can create dynamic educational environments that align with the demands of the digital era. The integration of technology can serve as an innovative solution to enrich the experience of family Christian religious education, preserving spiritual values, and bridging the gap between tradition and modern trends (Pontoan & Kamagi, 2023).

The primary focus of Christian religious education within the family is to shape the character of children, as described by Timothy Keller. Noble Christian values such as love, honesty, patience, and humility are emphasized as the fundamental principles in shaping their personalities (Keller & Keller, 2013). The teachings of Jesus Christ serve as guiding principles that inspire every step they take. In this regard, religious rituals become vital pillars in family learning. Shared prayers, reading scriptures, or celebrating family worship are sacred and cherished moments. Each religious ritual presents a golden opportunity to impart Christian teachings, fostering a strong spiritual connection among family members. The behavior of parents plays a central role in family Christian education. They are not only educators but also primary examples for their children in applying Christian teachings in everyday life. Consistency between what is taught and what is practiced forms a strong foundation in shaping family character and values (Dobson & Trout, 1985). In addition, religious literature, Christian storybooks, and age-appropriate learning materials serve as essential tools in delivering religious teachings. Stories are utilized as engaging and meaningful means to impart moral and religious values to children.

Simplicity is a distinctive theme in family Christian religious education. Simplicity does not mean minimalism but emphasizes closeness to Christian teachings without getting trapped in complexity. Religious elements are integrated into daily activities, such as household chores, family gatherings, and every passing moment. Therefore, open dialogue and discussion serve as means to deepen the understanding of religious significance. Every family member is encouraged to ask questions and share their perspectives, creating a dynamic and supportive learning atmosphere.

In the concept of empowering families as the center of Christian religious education, it is acknowledged that families play a central role in shaping the faith of children. Parents are empowered to actively engage in providing teachings and understanding of Christian religion to their children, fostering strong family bonds.

Overall, Christian religious education within the family is not just a teaching process but a journey that creates a spiritual and moral foundation for the

development of children. By integrating elements of religious teachings into everyday life, family Christian religious education creates an environment that supports the formation of Christian character and a healthy spiritual life. Every moment within the family becomes a sacred space that shapes bonds of love, trust, and strong (Wirawan, 2021).

Previous research has unequivocally shown that the utilization of technology in educational contexts can play a crucial role in enhancing student engagement and understanding of course materials (Kolibu & Papparang, 2020). Nevertheless, unfortunately, there is limited specific and in-depth research exploring the integration of technology in the realm of Christian religious education within the family environment. The constraints of relevant research serve as a catalyst for further investigation to fill this knowledge gap. Therefore, the focus of this research is directed towards exploring learning models that can be relevantly applied in the context of family Christian religious education (Warwer, 2023), especially in this digital era, the main objective of this research is to provide a deeper understanding of how technology can be effectively and meaningfully integrated into the process of Christian religious education within the family environment (Boiliu, 2020). This research not only involves exploring relevant learning models but also analyzes the impact of integrating technology on the formation of faith within the context of Christian families. By pursuing this objective, it is hoped that this research can provide valuable insights and concrete solutions to optimize Christian religious education in the digital era, in line with the values and religious teachings upheld by Christian families.

It is important to understand that this research not only creates academic discourse but also provides practical contributions to enhancing the effectiveness of Christian religious education within families in the digital era. By understanding the dynamics of technology integration, families can be more effective in transmitting Christian teachings and strengthening the spiritual foundation of future generations. Additionally, this research can serve as a guide for policymakers, educators, and parents in navigating technological developments wisely and effectively in the context of family Christian religious education.

B. METHODS

In this research, a literature review method is employed with the application of descriptive analysis within a qualitative approach (Solihin, 2021). The literature review identifies studies detailing the impact of technology on Christian religious education and identifies critical points emerging in the digital era. It analyzes literature to explore current learning models (Creswell & Poth, 2007). The researcher also seeks and analyzes scholarly journals discussing the use of technology in the context of family Christian religious education, focusing on learning models and their impacts that provide innovative and up-to-date perspectives on the integration of technology in family Christian religious education. Connecting the literature findings with the main themes of the research, such as the dynamics of technology integration,

learning models, and their impacts on family Christian religious education. This qualitative literature review method aims to provide a robust and in-depth framework for understanding the integration of technology in family Christian religious education, utilizing current and relevant literature as the basis for analysis and synthesis.

C. RESULT AND DISCUSSION

Christian religious education within the family sphere cannot avoid the highly complex challenges, especially amidst the rapid currents of globalization and advancing technology. In this exploratory analysis, various aspects of the challenges facing families, an entity that should ideally be the primary stage for shaping and strengthening faith in the digital era, will be further elaborated.

Firstly, the challenge of globalization not only creates disparities in values and cultures but also presents complexities in shaping identity and upholding Christian family values (Polii & Polii, 2022).

The first challenge arises from the influx of information and lifestyles originating from various cultures, testing the resilience of Christian families to maintain the specificity of Christian teachings as a test of identity and foundation of values. Secondly, the dominance of technology poses serious challenges in maintaining the consistency of Christian families in adhering to religious teachings. In a world where technology opens wide doors to the outside world, the risks of distractions and influences that may not always align with religious values are greater. Therefore, wise management of technology usage is essential to ensure that families do not lose focus on the foundation of Christian faith.

Moral and ethical uncertainty in an evolving society is another challenging aspect that complicates Christian families' lives. Diverse perspectives and attitudes towards religious values can leave families feeling adrift. This underscores the need for families to be more active and proactive in guiding their children, shaping their perceptions of the truth of Christian religion amidst the complexity of varying viewpoints. Another challenge is the information overload in the digital era, which can confuse and overwhelm Christian families. Sorting and filtering information that aligns with Christian teachings become increasingly difficult. Therefore, digital literacy and wisdom in managing information resources are necessary to remain steadfast in religious values (Campbell, 2010).

Lastly, in facing the complexity and dynamics of all these challenges, Christian families are expected not only to strengthen their commitment to Christian teachings but also to build a firm and deep foundation of faith. Utilizing religious values as a guide, families are faced with the weighty task of navigating the complexities of the modern world, with the hope of remaining rooted in the essence and truth of Christian religion in every aspect of their lives, akin to the polarity that is formed.

The polarization of technology in Family Christian Religious Education in the Digital Era creates complex dynamics between the use of technology as a learning tool and the challenges of maintaining Christian religious values. The utilization of

technology as a learning tool provides easy access to various sources of information and Christian religious literature, enabling families to delve deeper into them. Moreover, it allows for the use of specialized applications presenting Christian religious education materials with innovative and interactive approaches (Boiliu, 2020).

The challenges to religious traditions are influenced by digital culture. This means that technological advancements bring about digital cultural influences that may challenge traditional Christian religious values, leading to polarity when technology introduces values that may not align with Christian teachings, resulting in conflicts in applying these values within the family environment.

The polarization triggers the need for diversification of Christian religious education models, including the integration of technology in approaches that remain consistent with Christian teachings. This urges families to become more flexible and creative in presenting Christian religious education materials to remain relevant and engaging as parental filters and controls. Families need to implement parental filters and controls to protect family members from digital content that may contradict Christian values (Wahyuni, 2021). Therefore, digital literacy education among families is necessary to understand the potential impact of technology on religious life and the development of digital spirituality by utilizing religious applications or websites that support spiritual growth and family worship. However, the most important aspect is open dialogue (communication) within the family about the role of technology in Christian religious education to create a shared understanding of how technology can be a useful tool without sacrificing religious values (Nababan et al., 2023).

The polarization of technology in Christian religious education within families in the digital era demands a wise balance between harnessing the positive potential of technology and safeguarding fundamental Christian values. With awareness and active engagement, families can confront this polarization by maintaining harmony between digital life and Christian spirituality.

The Distractive Influence of Technology

The advancement of technology brings a myriad of enjoyable facilities, yet simultaneously becomes a source of distraction. The diversity of digital entertainment, social media, and online content can divert the attention of family members from religious practices. This challenge requires extra efforts to ensure that technology is used wisely without sacrificing religious values (Steiner-Adair, 2015). Examining the impact of technology on families and children's welfare can disrupt family relationships and religious values. The importance of awareness of the negative impacts that excessive technology use may bring, as well as providing advice on how parents can guide their children to use technology wisely without sacrificing the time and attention needed for religious practices and family interaction (Soash, 1999). Investigating the psychological phenomena behind this behavior and its implications on various aspects of human life, including how technology can affect religious values and family interactions.

Redefining Family Values

Globalization brings changes in social dynamics and values upheld by society. Kresbinol Labobar reminds Christian families are faced with the challenge of preserving and transmitting religious values amidst the changing societal values. Furthermore, the importance of parents' role and other family members in the process of Christian religious education and how they can integrate religious values into everyday life (Labobar, 2022) however, caution is needed in navigating these changes to ensure that the essence of religion is not eroded (Tobing, 2022). The essence of "*Redefining Family Values*" is the process of identifying, reviewing, and clarifying the values that form the foundation for the functioning and continuity of the family.

Family Communication Challenges

The use of technology can affect interaction and communication among family members (Lestari, Riana & Taftazani, 2015). The abundance of information available through the internet can create complex dynamics in Christian religious education within families. These challenges include selecting information that aligns with Christian teachings, so that families are not influenced by conflicting views or beliefs. In some cases, the convenience of technology can lead to a lack of direct involvement in religious practices. Families may tend to rely on digital resources without prioritizing direct religious experiences, such as family worship, communal prayer, or scripture reading. The lack of quality time together can hinder dialogue and discussion about religious values. It is important for families to create uninterrupted time without technology to deepen their collective understanding of Christian teachings.

In this regard, the church must delve into every aspect of its congregation's lives, not solely to indulge them with their desires, but to facilitate their spiritual growth. This includes paying attention to the developments in popular culture and technology. As expressed by Craig Detweiler, in religious understanding, the presence of God is the source of strength, the only light we need. Elizabeth Drescher refers to this concept as "*postmodern stained glass*" (Drescher, 2016).

This term reflects the changes in how people seek and express their spirituality in the interconnected digital era. Similar to stained glass windows in cathedrals depicting religious stories, "*postmodern stained glass*" refers to the formation of online communities where people share their spiritual stories and experiences, creating a diverse network of narratives that unite individuals with different religious backgrounds in the pursuit of meaning and spiritual connection. In facing these challenges, Christian families need to develop holistic learning model strategies, including awareness of the impact of technology, strengthening religious values, and creating a family environment that supports spiritual development. With a deep understanding of these challenges, families can maintain the essence of Christian religious education amidst the dynamics of globalization and technology.

Integration Model of Christian Religious Education Learning in Families in the Digital Era

The Integration of Technology in Christian Religious Education in Families in the Digital Era refers to the use of information and communication technology (ICT) in the context of Christian religious education within the family environment, tailored to the developments of the digital age. This involves utilizing various tools and technology platforms, such as mobile applications, websites, social media, video conferencing, and other digital resources, to enhance and expand the learning experience of Christian religious education within the family setting.

Its purpose is to enhance the quality of learning, engage family members in religious education, and facilitate easier and more flexible access to information and resources related to Christian religious education. This can be achieved through various means, such as providing interactive digital learning materials, opportunities for online discussions and reflections, or utilizing applications to aid in prayer, Bible reading, or studying other Christian scriptures.

The integration of technology in Christian religious education within the family can also help strengthen the spiritual bond among family members, facilitate collective spiritual growth, and reinforce Christian values in daily life in the digital era. Thus, the primary goal is to integrate technology as a supportive tool to strengthen understanding and practice of Christian religion within the family context, in line with the evolving demands of the times. The principles that can be applied in the learning process adopt the following interactive learning model below.

Interactive digital learning materials

This technological disruption allows for a deeper penetration of the digital world into education and skills, resulting in new and innovative ways to deliver education, knowledge, and skills within the family scope. This occurs alongside the evolution of future work patterns, influenced by economic uncertainty and changes in education policy. Munir explains that digital learning requires a more sophisticated design approach, known as "*Advanced Method in Distance Education*," which can be directly implemented through one of the digital learning tools, namely the Web Courses Tool (WebCT). The use of this model is expected to enhance success in digital learning. WebCT facilitates discussion formats using the following criteria: (1) Individual learner's initiative to participate in discussions, (2) Delivery of relevant posts, (3) Responses or reactions to received posts, (4) Display of relevant discussion posts or materials, (5) Active contribution from participants in discussion activities. Without active involvement from all participants, discussions will not proceed smoothly (Munir, 2017). Families also need to adopt this model by integrating the religious dimension to be more innovative.

Allan Collins from Northwestern University discusses the impact of changes in learning methods due to new technology, which provide new opportunities beyond conventional educational structures. The emergence of various alternative learning spaces is transforming the face of education today, offering individuals the

opportunity to take control of their learning process. New technology has altered the educational landscape by creating learning opportunities outside the traditional school environment. This has led to alternative learning spaces that enable individuals (Collins, 2008).

Ruth C. Clark and Richard E. Mayer discuss the main principles underlying the design and development of effective learning materials in the context of e-learning. These principles include the use of multimedia, information presentation, and participant interaction with the material. These theories can be applied in electronic learning design. Clark and Mayer (2008) discuss interactive strategies that can enhance participant engagement and retention, including online discussions, simulations, and interactive exercises.

Discussion and reflection on the use of online platforms

Discussion and collective reflection using online platforms has become increasingly important in this digital era as a means to communicate, collaborate, and develop shared understanding among individuals or groups. In the context of education, business, and everyday life, the use of online platforms for discussion and collective reflection has opened up new opportunities for learning, sharing ideas, and deepening understanding.

Calvet et al. (2019) discuss in their research the importance of effective communication channels between schools and families in building good relationships and enhancing family participation and involvement in education. The benefits include saving paper, ease of access to information, and parental involvement in their children's education. However, barriers such as lack of digital competence and limited time are also identified. In the ever-changing and diverse context of society, educational platforms are now considered more effective than conventional methods.

The Utilization of Applications

The industry 4.0 depicts a paradigm in the industrial world characterized by the integration of digital technology, artificial intelligence, and extensive connectivity. This encompasses the utilization of smarter automation systems, big data analytics, as well as device interconnectivity through the Internet of Things (IoT) to enhance efficiency and transform various industrial sectors. The strong digital influence, such as the presence of AI and IoT, drives stakeholders in the field of Christian education to undergo a revolution. As we know, the industry 4.0 revolution emphasizes the empowerment of automation technology through cyber technology, which includes connectivity, artificial intelligence, smart technology, big data, and cloud computing. These are technologies that transform the internet into a hub for data management and applications, where computer users have the right to access it. Campbell (2010) investigates the relationship between religion and new media, with a specific focus on the impact of digital technology on religious practices, religious communication, and the formation of religious communities. This means a deep understanding of how religion and new media interact with each other and how this interaction influences

modern religious practices. Dirk Roy Kolibu & Papparang (2020), as mentioned in Harari (2020), predicts that in the 21st century, *"dataism may sideline humans by shifting the worldview from homo-centric to data-centric."* This implies that understanding the era from Harari's perspective can serve as a guide to revolutionize education systems, management, information dissemination, and digitalization (IoT) to achieve high-quality, competitive education standards, including a revolution in the context of Christian education. Indeed, these changes will certainly have an impact on families.

Perspective of Christian Religious Education

Robert W. Pazmino stated that Christian religious education is *"a sincere and systematic effort, supported by spiritual and human endeavors, to transmit knowledge, values, attitudes, skills, and behaviors consistent with the Christian faith; striving for change, renewal, and reform, both in individuals and groups, even in structures, by the Power of the Holy Spirit, so that learners may live according to the will of God as expressed in the Bible, especially in Jesus"* (Sidjabat, 2021). The deliberate and systematic effort to transmit knowledge requires a holistic and comprehensive approach. Homrighausen & Enklaar (1974) explained that by receiving education, all learners, both young and old, enter into an active faith relationship with God Himself, and through Him, they are also connected to His church community that acknowledges and glorifies His name at all times and in all places. Harold de Wolf (1963) stated that Christian religious education fundamentally revolves around faith in Jesus Christ. Thomas H. Groome (1980) stated that Christian religious education is the activity of fellow pilgrims and seekers who deliberately give attention to the activity of God in our present time, to the stories of the Christian faith community, and to the Vision of the Kingdom of God, the seeds of which are already among us. It means that all Christian education experts emphasize the importance of transmitting the Christian faith through various approaches (methods) so that a learner can connect with their God. This is where the importance of integrating technology into Christian learning platforms within families is applied in anticipation of the digital age for millennials.

In practice, the morality of technology use becomes very important. Ethical attitudes in behavior are a necessity. Christian ethics emphasizes how one should determine attitudes and act when faced with situations that raise ethical questions. This is inseparable from the Christian values found in the Bible (the word of God), which serve as the foundation for Christians in making moral decisions (Wolterstorff, 2008). The Bible has stated that technology is part of God's creation, as found in the word of God, *"In the beginning, God created the heavens and the earth"* (Genesis 1:1). This forms the basis of belief for Christians that everything under the heavens is a development from the original creation. God is considered the source of knowledge (technology). However, over time, the evolving technology has been used as a tool to oppress the weak, even becoming objects of worship in human life.

Technology is one of the ways used by God to achieve the salvation of humans while they are in the world. The Bible says in Proverbs 1:5; *"Let the wise hear and increase in learning, and the one who understands obtain guidance."* This means that although

humans are responsible for developing technology, the wisdom (understanding) given by God in its use is far more important in honoring God. Søren Kierkegaard, a philosopher and theologian, emphasizes the importance of individual moral responsibility in facing choices and decisions in life. In the context of technology use, Kierkegaard's view of moral responsibility demands deep reflection on how technology is used, whether it aligns with spiritual values and obedience to God (Kierkegaard, 2013). Herman Bavinck explains that humans were created "*in the image*" of God and given the task of caring for the earth (Genesis 1:27-28) (Reformed, 2012). When humans reflect the image of God (Imago Dei), God entrusts them with the responsibility to create or discover technology, which means that every technology produced by humans must be accounted for. In essence, with technology, humans have the knowledge to seek truths in implementing their lives in the world to glorify God.

Technology is a gift from God to humanity, given to assist in various aspects of life and facilitate progress (Nababan et al., 2023). However, when technology is misused, it reflects an attitude that opposes God. The story of the Tower of Babel (Genesis 11:1-9) is an example of how God responds to human arrogance in using technology for the wrong purposes. God Himself does not oppose human-created technology, but rather when it is misused or used for purposes contrary to His will. The motivation behind the project of the Tower of Babel was humanity's ambition to equal the greatness of God (Genesis 11:4). This means that the use of technology that does not align with God's plan is highly unacceptable due to the potential negative consequences that may arise from disbelief, as stated by the Apostle Paul in Romans 14:23, "*...and everything that does not come from faith is sin*" (Alinurdin, 2018).

Therefore, there is a connection between faith and knowledge. Humans need faith to apply knowledge in accordance with the will of God and produce beneficial outcomes for humanity, while knowledge is also necessary to clarify beliefs so as not to be easily influenced. Albert Einstein once said, "*Religion without science is blind and science without religion is lame*" (Suriasumantri, 2001). In the Gospel of Matthew 22:37, Jesus teaches us to "*Love the Lord your God with all your heart and with all your soul and with all your mind.*" The word "*all*" is the result of human effort in applying it scientifically to glorify God with all the potential that we possess, including technology (Telaumbanua et al., 2022).

In the digital age, the integration of technology into Christian family education offers unique opportunities and challenges. Parents can utilize technology as a tool to enhance the learning of Christian values within the family, but they must also ensure careful supervision to uphold spiritual values. Andy Crouch states that, although not explicitly stated, Crouch's views often align with the idea that authentic spiritual experiences should be observed and preserved within the context of technology use in the family (Teologi, Jurnal, and Pendidikan, 2025). Sherry Turkle highlights the impact of technology on interpersonal relationships, including within the context of the family. She emphasizes the importance of reintroducing authentic presence and communication among family members, which are often disrupted by the use of

technology. Her approach considers the spiritual aspects and relationships within family life, which may include the need for meaningful moments, rich shared experiences, and deep reflection (Campbell, 2021).

It means the importance of teaching children about responsible and wise use of technology, while also preserving authentic spiritual experiences amidst technological advancements. With a balanced approach, the integration of technology can enrich spiritual experiences and strengthen family bonds in the Christian faith.

In the context of technology use, it is important for families to maintain authentic spiritual experiences (Crouch, 2017). Although technology can be an effective tool for conveying Christian religious information, deep spiritual experiences often require personal closeness with God and the faith community. Here, the role of parents is crucial. In her thoughts on the family role, Anne Neo Feld Rupp emphasizes several important aspects to consider. Firstly, families should build strong bonds among all family members. Secondly, they need to prioritize the service and development of their children's lives within the family environment. Thirdly, parents should guide their children with Christian teachings sourced from the Bible, through appropriate advice and reprimands. Fourthly, parents should be living examples for their children, both in building love within the family, demonstrating joy, and maintaining steadfast commitment to faith values. The parents' example is also reflected in attitudes of mutual respect and care among family members.

Exemplary behavior is one of the models of education for children. Children can understand who God is, love, grace, forgiveness, acceptance, and the truth of God's word as far as they experience these things in relationships, especially at home. Children will pay attention to the example of their parents in daily life. They will see whether the word of God they learn every day also serves as a guide for their parents. The tendency of children is to mimic their parents. Usually, what parents do is what children will learn and then imitate.

D. CONCLUSION

Christian religious education within the family faces significant challenges in the era of globalization and technological advancement. Technological progress, especially in social media and the internet, profoundly affects the interaction and religious practices within Christian families. Technology brings positive impacts such as easy access to information, but it also presents challenges such as distractions and influences from cultural values conflicting with Christian values. To address these challenges, a creative and holistic approach to Christian religious education in the family is needed. Families need to wisely utilize technology to strengthen religious experiences and Christian education while maintaining fundamental spiritual and moral values. The consistency between what is taught and applied in daily life by parents is crucial in shaping the character and Christian values of children.

The integration of technology into Christian education in the family offers great potential to enrich learning experiences and strengthen spiritual bonds among family members. However, the use of technology also needs to be wisely supervised to avoid

its negative impacts. Learning models that integrate technology should be based on strong pedagogical principles, with a focus on interaction, reflection, and active participation. With a deep understanding of the challenges and potential of technology use, Christian families can address technological polarization by maintaining a balance between digital progress and the religious values they adhere to. This requires collaboration between families, churches, and communities in creating an educational environment that supports the spiritual and moral growth of children in this digital era.

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