

INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY: APPLIED BUSINESS AND EDUCATION RESEARCH

2023, Vol. 4, No. 2, 402 – 412

<http://dx.doi.org/10.11594/ijmaber.04.02.07>

Research Article

Implementation of Educational Technology in the Development Area in Christian Religious Education in the Digital Age

Imelda Butarbutar*, Jimson Sitorus, Dyoys Aneke Rantung, Noh Ibrahim Boiliu

Christian religious education study program, Indonesian Christian University, Jakarta, Indonesia

Article history:

Submission January 2022

Revised February 2023

Accepted February 2023

*Corresponding author:

E-mail:

Imelda.butarbutar24@gmail.com

ABSTRACT

Along with effort transformation in field education, technology education have very important role. In article this outlined about application technology education area development. For get inside data article this, done study descriptive qualitative with use method observation and interview to three lecturers Christian religious education and some students in the faculty psychology, faculty agriculture and faculty technique. From fifth area technology education, by special article this discuss application technology education area development in Christian religious education in the digital age concerns aspect technology print, audio visual technology, technology based computer and multimedia technology.

Keywords: *Christian Religious Education, Development Area, Digital Age, Educational Technology*

Introduction

Development increasingly technology rapidly good individually, institutionally and institutionally education demand education for responsive do various innovation in approach learning all field knowledge including Christian religious education (Sianipar et al., 2022). Speak about technology means We talk about progress. For that any country that wants forward, must especially formerly fix field education. Application technology in education could encourage a fun learning process so that participant educate motivated in learn (Zellma et al., 2022). Thereby as well as the benefits provided technology education to the inner teacher give teaching materials will expedite the teaching

process. kindly especially in this digital era, both teachers and participants educate will intersect with internet network (Milenkova & Lendzhova, 2021). Previously education identical with print media, magazines, newspapers and others in simple form or conventional (Luodeslampi et al., 2019). However moment this permanent utilized with new form with use internet network (Kolibu et al., 2021). In other words it happened change culture in delivery information, namely the mass media to internet media (Smith et al., 2021).

Develop and implement technology in field education could give great contribution for create effective learning so that participant educate could find potential (Syakhrani & Zaini,

How to cite:

Butarbutar, I., Sitorus, J., Rantung, D. A., & Boiliu, N. I. (2023). Implementation of Educational Technology in the Development Area in Christian Religious Education in the Digital Age. *International Journal of Multidisciplinary: Applied Business and Education Research*. 4(2), 402 – 412. doi: 10.11594/ijmaber.04.02.07

2022). Computer is one product technology that has sufficient potential big for utilized in the learning process (Buchta et al., 2021). Computer capable displays various the so called media component with multimedia, such as video, images, text, animation, and sound that can be stimulate more many senses (Díaz, 2021). As example. With videos and pictures, you can displayed matter or incident real related with studied material so that learning Becomes more contextual and easy participant educate understand the material being taught (Phillips et al., 2019).

With the more developing times push Christian religious education for fix self, it turns out find various challenges, especially teachers expected Christian education for capable utilise all form application that can utilized in the teaching process (Okunoye, 2019). Need known by the teacher, that Christian religious education is not just aim for distribute knowledge to participant educate, however must strive for the learning process Christian religious education interesting and fun without regardless from aim mainly that is for teach existing Christian values and faith in bible (Soukup & Glader, 2020). Method learning considered Christian religious education boring could changed by the teacher with optimizing technology education as source study Christian religious education. Likewise with participant educate could study independent with use application technology (Chen et al., 2020).

However in the middle fast development technology that, okay said that application technology education area development moment this not yet maximum (Shadiev & Yang, 2020). Thereby case when confronted with development Christian religious education, that already it's time technology support implementation Christian religious education. For that need done earnest action concerns all related parties (Byrne & Sweetman, 2021). Through article this writer will expose application technology education area development in Christian religious education in the current digital era this (Bond et al., 2019).

Methods

This article use method study qualitative with observation as well as interviews with

subject study three lecturers Christian religious education as well students who follow eye studying Christian religious education from faculty psychology, faculty agriculture and faculty engineering at the University of HKBP Nommensen Medan. Whereas technique data collection carried out in study this is with observation or observation, interview and analyze document learning Christian religious education provided to student with compare theory obtained through study References or book as well as related journals with technology education area development (Erduran et al., 2022).

Results and Discussion

Definition Educational Technology

Second term technology and education is sequences of words that go hand in hand and are mutually exclusive complement, ie that without education, technology no will could growing. On the contrary education without use technology will walk slow. kindly technology terminology originate from Greek word "techne" which means is arts, crafts, or skills, as well as the word "logia" which means studies, or knowledge knowledge. Viewed from understanding in a manner etymologically, Specto disclose that said technology is knowledge about make something. "Technology is the application of knowledge for a practical purpose" (Erduran et al., 2020). Whereas according to KKBI, technology can interpreted in two understanding, that is method scientific for reach aim practical; means for provide necessary items in process and convenience life human. Based on second opinion the could concluded that technology is a knowledge about art, skill, knowledge made as means for the ongoing process life and comfort life human (Sweller, 2020). A number of terms used by experts refers to technology education, including:

1. Donald P. Elly mention term technology education is a broad and integrated process that involves a number of element like people, procedures, ideas, equipment and organization used for analyze problem, search solution, implement, do evaluation as well as manage solving related issues all aspect study man (Rayuwati, 2020).

2. David M. Merrill say technology no only limited tools (hardware) or application programs (software) used in the learning process , but also consists from design learning , learning strategies , principles and theory learning (Mwanyumba Tweni et al., 2022).
3. Rita C. Richey argue that technology education is relevant theory and practicedesign, development, utilization, management and assessment of processes and resources study (Richey & Klein, 2014).
4. Robert A. Reiser : technology learning emphasizes the design, development, implementation, assessment and management of processes and resources learning and non directed learning for Upgrade quality learning and performance across a wide range places, especially in institutions education and place work.
5. Yusuf Hadi Miarso : technology education is a complex and connected process with man as well as ideas, procedures and the resulting organization. Technology education is something interested fields with development in a manner systematic various type source study, incl management and use source the.
From the understanding conveyed by Miarso, can exposed a number of existing potential in technology education (Widjaja et al., 2022), namely :
 1. Could Upgrade productivity education with method speed up ongoing stages learning , helping teachers to get maximizing time, lighten up teacher load serve material .
 2. Give room for student for study independent in accordance with ability.
 3. Give base more learning scientific through the planning process systematic learning.
 4. Upgrade ability learning with the more breadth presentation material.
 5. Create atmosphere learn more familiar.
 6. It's possible happening even distribution quality education, in particular teaching to those in need.Next about understanding technology education this Seels and Richey deep expose that has occur a number of change. Following this a number of understanding technology education that has experience a number of change by organizations and experts :
 1. Definition technology education by the Association for Educational Communications Technology (AECT) 1960 ie branch from theory and practice related education with design and use message in ongoing learning process. Learn weaknesses and strengths something message in the process of learning, planning, production, selection , management and utilization from component learning. As for goals practically that is for take advantage various method and media effective for support development potency participant educate in a manner maximum.
 2. Definition Commission on Instruction Technology (CIT) 1970. Technology education is the resulting medium from revolution communication apart from teachers, books text, and boards write what you can utilized for necessity learning like television, film, LCD projector, computer and parts device hard nor soft other. Technology education is also effort systematic in design, manage, and evaluate the whole learning process for something aim special with utilise combination source humans for the learning process could going on effective.
 3. Definition Silber 1970, says technology education is development component system learning like messages, materials, equipment, techniques and settings as well as management in a manner systematic aim for look for solution in problem learn. Besides that development this is also concerning design , manufacture, use and appraisal technology in learning.
 4. Definition MacKenzie and Eraut 1971. Technology education is studies systematic about method reach aim oriented education to the process, not the medium used .
 5. Definition of AECT 1972, constituting revision definition in 1963, 1970, 1971). Technology education is something related fields with means study man with effort systematic in utilise various type source study as well as management.
 6. The AECT 1977 definition focuses on technology education is a complex integrated process includes people, procedures, ideas, facilities, and organizations for analyze problem, design, implement, assess and

manage solving problem in all aspect study in humans.

From definition 1972 acquired a agreement that technology education is something field standing knowledge alone, however not yet determined solid foundations about area from fields the. So no occur confusion in determine limit one science with others, AECT makes purposeful formulation for strengthen area field at a time give limitation about room scope study field technology learning from field study discipline knowledge other. In the definition mentioned by AECT 1994 is about technology learning, namely "instructional technology is the theory and practice of design, development, utilization, management and evaluation of processes and resources for learning as mentioned Seels and Richey (Paat, 2022).

1994 AECT definition defines five regions and two twenty room scope study in technology learning. Every area have four mutual aspects related In fact AECT 's 1994 definition no make a new concept. About area this, actually has alluded to in definition 1972 and definition 1977. Only just aspects area in definition 1994 more simple and more directed. Despite thus, the definition of 1994 still inviting controversy from experts technology learning that is about development learning and development practice considered area still limited to teachers and school administrators. Controversy this finally produce revision definition of AECT 1994. Therefore it was in 2008, AECT put out definition latest through book entitled Educational Technology: A Definition with Commentary (Educational Technology : A Definition with comment) edited by Alan Januszewski and Michael Molenda in (Reimann et al., 2022). In 2008 's definition mentioned that" educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes and resources Technology education is study and practice ethical use in means study as well as repair performance with creating, using, and managing processes and resources appropriate technology.

Technology summarized education according to Gratitude and Brotherhood in (Kim,

2021) done as effort for construct the meaning of technology education, namely :

- a. Technology education is the resulting medium from development tool information used for a purpose education.
- b. Technology education is development, implementation, and assessment systems, techniques, and tools help for improve and enhance the learning process participant educate.
- c. Technology education has a complex and integrated process that involves people, procedures, ideas, equipment, and organization for analyze problem, search solution, implement, evaluate, and manage solving related problems with aspect study human.
- d. Technology education is something field arable specifically aimed in resolve problem study participant educate, with utilise various type source existing learning, kindly short said that focus from technology education is the process how technology device soft and hard used in convey knowledge, skills, or attitude to participant educate participants educate experience change behavior as expected (Hoffmann, 2022).

The Digital Age and Its Impact

The digital age is something event showing exists shift the activities in the first place done in the real world changed to a virtual world. The digital age is a time to show part big the people use internal digital system life daily (González-Zamar et al., 2020). In the digital era presents technology sophisticated and versatile fast for make it easy man convey information. Naturally various influence will arise consequence the development of this digital era is necessary addressed with ok. As for impact positive in the digital era as put forward by (Stieler-Hunt & Jones, 2019) namely:

- a. Access information with more easy and fast.
- b. Facilitate the internal process job.
- c. Produced mass media digital based, especially electronic media as source useful knowledge and information for society.
- d. Quality source power increasingly human good through development and utilization

- technology information and communication.
- e. Presence various source study like online libraries, online learning media, online discussions that can Upgrade quality education.
 - f. Presence various e- businesses like an online store that makes it easy for get goods need.
 - g. Whereas impact negative of the digital age are:
 - h. Easy data access will cause rampant practice plagiarism and fraud as well as abuse right riches intellectual property rights (IPR).
 - i. arising thinking shortcut for children and decline concentration consequence abuse application on the internet.
 - j. The rise abuse knowledge like break through system banking that makes morality the more destroyed.
 - k. Abuse technology information that should used as means study such as downloading e-books, visiting digital library.

Every institution a little many already start leave old methods (conventional) and do various innovation in learning in the current digital era this, though as still someone is defending old and fixed ways follow method new as adjustment self institution education because the demands of the times (Azis, 2019).

Educational Technology Area

In definition technology formulated education in 1994 there were (5) five regions technology education, namely: area design, area development, area utilization area management and area assessment that can give impact in upgrade process in learning. this article focus discuss about technology education development. Development area is a translation process specification design into shape physical. Development area this consists from a number of aspect namely : technology print, audio visual technology, technology based computers , and multimedia technology (Erduran et al., 2020).

1. Technology Print

Technology print consists from method produce or convey material, for example static books and visual materials , which are generated through the printing process mechanical

or photographic. Technology print this known as internal media learning used by teachers and lecturers as tool help the teacher in teach . As for those classified in technology print this including graphics, photos or representation photography and reproduction. Technology print this produce material in form copy printed, like book print, book fiction and non-fiction, booklets, pamphlets, guides study, books instructions and sheets work as well as document processed words made by students and teachers. Technology print this at first developed in the 17th and 18th centuries, which contains text and images as well as object physical as internal media learning. Along experiencing developments change going to Step electronic where study with utilise tool visual aids like slides and animations, then going to Step audio visual with utilize video media, then going to Step development technology information and communication namely the learning process with making use of digital media more and more forward. It says that technology print this is reference main relied on by most great teacher at school. it caused because more obtained, result the mold permanent, yes saved so that make it easy participant educate for repeat it until understood without cost addition.

As for the products produced from technology print for example textbooks , comics learning, module teaching and posters (Mwanyumba Tweni et al., 2022).

- a. Textbook. With this textbook expected participant educate capable study optimally, therefore contents arranged in a manner systematic as well as wide, according to structure aim learning to be achieve and also provide summary lesson.
- b. Comic that is as the medium can be convey message learning. Through presented comics in a manner sequential and clear. Delivery material a right walk with maximum if message learning be delivered in a manner clear, coherent, and interesting.
- c. Teaching Module. Teaching module arranged for help participant educate so you can study in a manner independent without or with teacher guidance or lecturer.
- d. Poster. Using posters as source study with with displays themes like tales of martyrs, fruits Spirit, nourish environment,

solicitation for do good could provide a stimulus for participant educate for read and do.

2. Technology audiovisual

Technology audio visual is method convey audio visual messages in learning with use device electronics. This audiovisual device used with project dynamic image with use voice as well as size big picture.

3. Technology based Computer

Technology computer based used for convey ingredient with utilise microprocessor sourced devices. Esti Regina Boiliu states that in this era of technology computer no again only used as means computing and word processing, however also used as source learn. There are several media that can used in Christian religious education in the current digital era this including audiovisual media, media based computer, microsoft office, internet and website, e-learning, Instagram, whatsapp, facebook, tik tok, messenger, twitter, zoom. Google meet and microsoft teams.

4. Multimedia technology

Suyanto in (Erduran et al., 2020) state that multimedia is technology used for create and combine texts, graphics, audio, images move such as videos and animations utilization computer. Between text, art, sound, animation and video combined then be delivered to participant educate through device computer or other digital devices. Expected through presence this media mix will give experience learn more interactive, more contextual and participant educate more easy understand material. The material presented with animation will make material more interesting. A number of multimedia technology that can used means learning Christian religious education includes:

a. Power point. This type of multimedia used for presentation material characteristic learning theoretical and can presented to total enough participants many. this medium could communicated through the projector with reach radiate enough big. As for the advantages of this medium that is could combine element text, video, animation, images, graphics and sound are presented in one unity for made as source study participant educate.

- b. Internet and Websites. Source accessible learning through internet network and website have character interactive, as mass media and warehouse linked information to the whole world without know territorial and cultural boundaries. development technology internet network can used participant educate in a manner independent as learning media. Material Christian religious education already many offered online from all level educational and easy to be accessed. Source diverse learning the Becomes teacher 's choice customized lecturer with need curriculum school and needs participant educate. Thereby case lecturer could use the internet in give material school learning, then participant educate could learn new things in a manner contextual and can done in a manner independently by the participants home-schooled. Participant educate could study things new ones don't they get at school.
- c. E-Learning that is learning with use use service help device computer. E-learning is very effective applied in Christian religious education both in school and also in church specifically after the covid-19 pandemic hit the world so that the goal preaching Gospel permanent done.
- d. Video Conference vatu set technology telecommunication interactive possible two party or more in different places for interact through audio and video delivery online simultaneously, so use video conferencing in learning Christian religious education is also very effective used.

Develop and implement technology in field education could give great contribution for create effective learning so that participant educate could find potential. Computer is one product technology that has enough potential big for utilized in the learning process. Computer capable displays various the so-called media component with multimedia, such as video, images, text, animation, and sound that can be stimulate more many senses. As example. With videos and pictures, you can displayed matter or incident real related with studied material so that learning Becomes more contextual and

easy participant educate understand the material being taught. its application in Christian Religious Education in the Digital Age.

Increasing development spreading technology to all field education, incl Christian religious education encourages Christian religious education for fix himself. digitalization era this also requires a teacher or lecturer Christian religious education for Upgrade quality his professionalism with ability utilise all form technology that can used in progress learning Christian religious education. as in education general others, technology education could applied in Christian religious education included for look for solution in problem learning, improving quality education through procedure development learning as stated in plan learning, drafting teaching materials, modules teaching, books print as well as e-books in accordance principles utilization in a manner effective and efficient (Mwanyumba Tweni et al., 2022).

In Indonesia itself application technology this Becomes much needed thing when happening the covid-19 pandemic. Teacher or lecturer Christian religious education is encouraged for collaborate with technology for learning permanent progress and goals learning reached. Presence menu technology will force the world of work for accept those who do work with initiative, think critical, creative. It means humans and technology must could collaborate for goals teaching reached. On the contrary if teacher and participant educate no capable collaborate with technology, he will eliminated. Aim Christian religious education will achieved if use existing methods in a manner creative and innovative.

Homrighausen and IH Enklaar mention that Christian religious education is given to all age, fine children, ages young and old. Christian Religious Education is is effort basically what happened in the educational process carried out by the teacher, which contains teachings, values Christianity with emphasize to aspect cognitive / knowledge, affective / attitude , and psychomotor / skill based to truth word A God who is Biblically sourced and based Christian faith (Homrighausen & Enklaar, 2014). Whereas aim Christian religious education is enable participant educate for realize God's love, revealed in Jesus Obtained Christ through faith.

According to (Luodeslampi et al., 2019) The essence of PAK is planned effort as well as sustainable for achievement and development competence participant educate through help Holy Spirit so could understand and imitate God the Father within Jesus Christ in life daily, stated in togetherness they with each other and the environment. With thereby function lessons and goals PAK learning is : Giving introduction will Lord along his works so participant educate believe and have faith as well as imitating Him; Give understanding about God and His work against participant educate, so capable they understand and be perpetrator word God . Whereas aim Christian religious education, that is Becomes people creation Lord as creature religious and describing himself as ideals Lord, love each other , and care environment ; Produce insightful figure nationality, faith internalized with full not quite enough Answer and character Christian in the middle multicultural society.

based goals and concepts such Christian religious education then done observation to some technology education area development to three lecturers teacher Christian religious education, and also students faculty agriculture, faculty psychology and faculty technique in odd semester learning year teaching 2022/2023. Through interviews and observations conducted on third lecturer teacher Christian religious education, data obtained in application area development covers four aspects attached to it.

1. Technology Print

From several the resulting product through technology print, lecturer Christian religious education uses book package that contains systematic for help participant educate understand every topics in accordance with the purpose of each learning. However lecturer not yet have have textbooks in online form that can be accessed participant educate via the internet. Likewise with procurement module really helpful teaching participant educate for study independent. This is very useful during the learning process Christian religious education must done online, so participant educate could study independent. Use comics and posters are also necessary attempted by the lecturer so that delivery material more attract and give

fast response from participant educate, meanwhile no deviate from achievements learning.

2. Technology audiovisual

From observation and observation found results study that lecturer Christian religious education provides material with project picture with big size through projector controlled by a laptop and also use audio device for harder sound. With videos and pictures, you can displayed matter or incident real related with studied material so that learning Becomes more contextual and easy participant educate understand material being taught, for example lecturer displays picture desert sand, sea split tiberau two, manna, pillar fire, pole displayed clouds in journey the Israelites headed land of Canaan. Likewise with picture Noah's ark, Tower of Babel for explain about sin and work salvation done by God, as well other contextual images with theme learning Christian religious education. Likewise with participant presenting students results discussion the group at the front class, with displays contextual images. For example when participant educate present about abuse drugs, science and technology and also association my subjects young in a manner Christian faith accordingly with available themes in plan learning.

3. Technology based Computer

From the results study obtained that lecturer Christian religious education delivers message in form material through device microprocessor based electronics. this starting at the moment ongoing the coercive covid-19 pandemic lecturers and participants educate for do learning Christian religious education through distance far. Activity this is also going on until now where lecturers and participants educate carry out learning in a manner hybrid. Several media used lecturers as well as students among them microsoft office, internet, whatsapp, facebook, zoom and google meet.

4. Multimedia technology

From research obtained results that good lecturers as well as students has utilise text, audio, images combined motion / animation through laptops and projectors. A number of multimedia technology used in learning Christian religious education is:

a. Power point.

Lecturer Christian religious education and students developing power point media. Lecturer has capable produce material and deliver it with use device microprocessor with combine some multimedia controlled by laptop. Lecturer manage discussion group with use learning media in the form of a power point.

b. Internet and Websites

Through study obtained results that lecturer has use Internet networks and websites in the learning process. However lecturer not yet produce e module that can used by participants educate for study independent. In the learning process, lecturer already utilise internal internet network give contextual examples, for example videos or youtube that tells about plurality in the diversity that exists in Indonesian society and at the same time introduce riches Indonesian diversity. Can said matter this belong new used by participants educate, but in this digital era, it is expected participant educate the more capable control digital devices in the learning process. Of course no could denied emergence constraint in a manner specifically experienced by the participants educate, that is they must charged addition cost for access or download material with use internet networks and websites. Likewise with constraint network that doesn't evenly distributed throughout the region. Lecturers have also use internet network at the time learning stare advance for look for ingredient new appear During ongoing learning process.

c. E-Learning

From the research conducted obtained results that lecturer Christian religious education and participants educate has utilise help device computer with use use good computer service form materials and also assignments done by students collected via e-mail. However from conducted interviews found good lecturers as well as participants educate not yet use e-books, e-libraries in learning Christian religious education .

d. Video Conference

From the results observation and interview, obtained results research, that use video conferencing no only used by lecturers Christian religious education and participants teach on time study online during a pandemic only,

but also still used in learning hybrid in this digital era. According to third lecturer Christian religious education interviewees, video conference it is very effective used because participant educate feel presence the lecturer in teaching, so connection emotional Among lecturers and students permanent intertwined. Participant The students interviewed also agreed that although in room in different times, got know lecturer participant educate could interact with lecturers as well as participants teach another.

Based on results lots of research done benefits for lecturers and students alike through application technology education area development this. In line with with opinion Mahyudin Ritonga suggested a number of benefit from application technology this among them could motivating participant educate in learn ; raises effect real in the material being taught ; help participant students who have ability understand low ; evaluate recording existing teaching passed as well as do repair ; Encourage teachers to follow role as well as supervise development information received participant educate (Sianipar et al., 2022). Naturally need note that everything efforts made by the lecturer Christian religious education with apply technology education area development so no regardless from his professionalism as well as true purpose from learning that alone.

Conclusion

Technology Christian religious education is something methods invented by humans for make it easy obtain knowledge as source relevant study with need participant educate so you can give understanding and experience about God and His work within himself. With application technology education specifically area development, lecturer Christian religious education can develop the media used in serve material. Presentation material with apply technology this help participant teach easy understand material lesson as well as over and over again material the so that could with easy understood.

From the observations and interviews conducted, it was found results that for reach aim imparted learning in plan learning, lecturer Christian religious education and also

participants he taught apply technology area development. As for some aspects used concerns technology print, that is with use book print produced by some lecturer Christian religious education, however not yet produce electronic teaching module. Likewise with technology based computer with delivery teaching material in the form of power point with displays static images; multi-media technology with device microprocessor controlled by a laptop, as well use audio device for hardener sound. Besides that Audio-visual technology is also used by lecturers and participants educate deep Christian religious education topics presentation about values faith Christian about association my subjects young, abuse drugs, conservation environment and others. Lecturer upload the audio material to in youtube, so stimulate participant educate for watch it in a manner over and over again for more easy understood and implemented participant educate. because that good lecturer must capable be creative with use appropriate digital technology with need participant educate. Likewise with participant educate must capable utilise with good technology in this digital era so that will impact good to goals and results study participant educate.

References

- Bond, M., Zawacki-Richter, O., & Nichols, M. (2019). Revisiting Five Decades Of Educational Technology Research: A Content And Authorship Analysis Of The British Journal Of Educational Technology. *British Journal Of Educational Technology*, 50(1), 12–63. <https://doi.org/10.1111/Bjjet.12730>
- Buchta, R., Cichosz, W., & Zellma, A. (2021). Religious Education In Poland During The Covid-19 Pandemic From The Perspective Of Religion Teachers Of The Silesian Voivodeship. *Religions*, 12(8), 650. <https://doi.org/10.3390/Rel12080650>
- Byrne, G., & Sweetman, B. (2021). Opening Up Adult Religious Education And Faith Development In Ireland: The Arefd Project. *British Journal Of Religious Education*, 1–10. <https://doi.org/10.1080/01416200.2021.1913097>
- Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). Detecting Latent Topics And Trends In Educational Technologies Over Four Decades Using Structural

- Topic Modeling: A Retrospective Of All Volumes Of Computers & Education. *Computers & Education*, 151, 103855. <https://doi.org/10.1016/j.compedu.2020.103855>
- Díaz, I. (2021). Considering The Efficacy Of Digital Technology As A Means Of Evangelization In Christian Religious Education. *Religious Education*, 116(1), 3–15. <https://doi.org/10.1080/00344087.2021.1872001>
- Erduran, S., Guilfoyle, L., & Park, W. (2020). Science And Religious Education Teachers' Views Of Argumentation And Its Teaching. *Research In Science Education*, 1–19. <http://ime.open.ac.uk>
- Erduran, S., Guilfoyle, L., & Park, W. (2022). Science And Religious Education Teachers' Views Of Argumentation And Its Teaching. *Research In Science Education*, 52(2), 655–673. <https://doi.org/10.1007/s11165-020-09966-2>
- González-Zamar, M.-D., Abad-Segura, E., López-Meneses, E., & Gómez-Galán, J. (2020). Managing Ict For Sustainable Education: Research Analysis In The Context Of Higher Education. *Sustainability*, 12(19), 8254. <https://doi.org/10.3390/su12198254>
- Hoffmann, C. H. (2022). Technological Brave New World? Eschatological Narratives On Digitalization And Their Flaws. *Journal Of Artificial Intelligence And Consciousness*, 1–17. <https://doi.org/10.1142/s2705078522500096>
- Kim, H.-S. (2021). Beyond Doubt And Uncertainty: Religious Education For A Post-Covid-19 World. *Religious Education*, 116(1), 41–52. <https://doi.org/10.1080/00344087.2021.1873662>
- Kolibu, D. R., Peter, R., Naibaho, L., Paparang, S. R., & Hanock, E. E. (2021). Strengthening The Values Of Christian Education In Facing The New Normal Era. *Psychology And Education*, 58(2), 10937–10944. <http://repository.uki.ac.id/id/eprint/9719>
- Luodeslampi, J., Kuusisto, A., & Kallioniemi, A. (2019). Four Religious Education Teachers: Four Retrospective Career Trajectories. *Religions*, 10(8), 474. <https://doi.org/10.3390/rel10080474>
- Milenkova, V., & Lendzhova, V. (2021). Digital Citizenship And Digital Literacy In The Conditions Of Social Crisis. *Computers*, 10(4), 40. <https://doi.org/10.3390/computers10040040>
- Mwanyumba Tweni, F., Wamocho, L., & Buhere, P. (2022). Academic Outcomes Of Homeschooled Versus Conventionally Schooled Children Pursuing The Accelerated Christian Education Curriculum In Kenya. *Problems Of Education In The 21st Century*, 80(3), 474–486. <https://doi.org/http://www.scientiasocialis.lt/pec/>
- Okunoye, J. O. (2019). Effective Christian Religious Education In Nigerian Secondary Schools As A Mechanism For Sustaining Democracy In Nigeria. *Christian Education Journal: Research On Educational Ministry*, 16(2), 241–258. <https://doi.org/10.1177/0739891319833695>
- Paat, V. B. G. D. (2022). *Christian Mission, Spiritual Leadership And Personality Development Of The Digital Generation*. <https://doi.org/https://doi.org/10.31219/osf.io/8ngvr>
- Phillips, P., Schiefelbein-Guerrero, K., & Kurlberg, J. (2019). Defining Digital Theology: Digital Humanities, Digital Religion And The Particular Work Of The Codec Research Centre And Network. *Open Theology*, 5(1), 29–43. <https://doi.org/10.1515/opth-2019-0003>
- Rayuwati, R. (2020). How Educational Technology Innovates Distance Learning During Pandemic Crisis In Remote Areas In Indonesia? *International Research Journal Of Management, It And Social Sciences*, 7(6), 161–166. <https://doi.org/10.21744/irjmis.v7n6.1032>
- Reimann, C., Verenych, O., & Repka, P. (2022). Learning And Education In Digital Age: What Is An Expectation Of The Ukrainian Community? *2022 Ieee European Technology And Engineering Management Summit (E-Tems)*, 93–96. <https://doi.org/10.1109/E-Tems53558.2022.9944546>
- Shadiey, R., & Yang, M. (2020). Review Of Studies On Technology-Enhanced Language Learning And Teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- Sianipar, D., Hasugian, J. W., Sairwona, W., Zega, Y. K., & Ritonga, N. (2022). Classroom Management Of Christian Religious Education During The Covid-19 Pandemic. *Budapest International Research And Critics Institute (Birci-Journal)*, 4(4), 7585–7596. <http://repository.uki.ac.id/id/eprint/8601>
- Smith, D. I., Green, B., Kurkechian, M., & Cheng, A. (2021). Assessing Christian Learning: Towards A Practices-Based Approach To Faith, Vocation, And Assessment. *International Journal Of Christianity & Education*, 25(2), 151–168. <https://doi.org/10.1177/2056997121997156>

- Soukup, P., & Glader, P. (2020). A Debate Between Paul Soukup, Sj And Paul Glader On How Digital Culture Is Affecting Media Education On Religion. *Church, Communication And Culture*, 5(2), 145–156. <https://doi.org/10.1080/23753234.2020.1765698>
- Stieler-Hunt, C., & Jones, C. (2019). A Professional Development Model To Facilitate Teacher Adoption Of Interactive, Immersive Digital Games For Classroom Learning. *British Journal Of Educational Technology*, 50(1), 264–279. <https://doi.org/10.1111/Bjet.12679>
- Sweller, J. (2020). Cognitive Load Theory And Educational Technology. *Educational Technology Research And Development*, 68(1), 1–16. <https://doi.org/10.1007/S11423-019-09701-3>
- Syakhriani, A. W., & Zaini, A. (2022). The Development Of Modern Theology. *International Journal Of Humanities, Social Sciences And Business (Injoss)*, 1(2), 30–36. <https://doi.org/https://doi.org/10.54443/Injoss.V1i2.6>
- Widjaja, F., Boiliu, F., Tafonao, T., Simanjuntak, H., & Lahagu, A. (2022). Christian Religious Education As Catalisator And Mobilisator Of Movement In The Church. *Proceedings Of The 6th Batusangkar International Conference, Bic 2021, 11 - 12 October, 2021, Batusangkar-West Sumatra, Indonesia*. <https://doi.org/10.4108/Eai.11-10-2021.2319577>
- Zellma, A., Buchta, R., & Cichosz, W. (2022). The (Non)Transgressive Character Of Religious Education For Children And Young People In Polish Schools. *British Journal Of Religious Education*, 44(3), 223–237. <https://doi.org/10.1080/01416200.2021.1887082>