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Session-2, Hall-2



New York Time
10³⁰ : 12³⁰



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November 29-30, 2024 / New York

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**IMPLEMENTATION OF CHRISTIAN RELIGIOUS EDUCATION LEARNING
BY USING THE OUTCOME BASED EDUCATION (OBE) APPROACH
IN THE ERA OF ARTIFICIAL INTELLIGENCE (AI)**

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ABSTRACT

This research is motivated by the implementation of the curriculum whose results are not measurable due to various causes and effects, one of which is due to the learning process that is not interesting and still prioritizes the lecture method. The presence of Artificial Intelligence (AI) technology should help educators and learners to experience a more interesting and easier learning. But the problem is, the use of AI technology is often prohibited because its negative impact in learning can make students lazy to read books, tend to be lazy to think more deeply and critically. This happens when learners tend to prioritize speed in doing tasks, without prioritizing sufficient understanding and critical thinking. Therefore, in the context of Christian Religious Education (CRE) learning, it is necessary to develop an Outcome Based Education (OBE) approach that focuses on learning outcomes, but does not reject or ignore AI technology. The purpose of this research is to produce a concept about the development of CRE learning by using the OBE approach and AI technology. The method used is qualitative method with literature study approach. The result of this research is that learning must produce measurable outcomes so that learning outcomes can be felt by stakeholders. CRE learning outcomes should include the ability to demonstrate Christian attitudes, adequate knowledge of Christian teachings, and actions that reflect the knowledge received. Learning and assessment methods should demonstrate measurability of learning outcomes. Learners should be trained to think critically by prioritizing process-based, problem-based, project-based, and discussion-based learning.

Keywords: Curriculum, Christian Religious Education, Outcome Based Education, Artificial Intelligence

INTRODUCTION

Some studies show that the learning outcomes of Christian religious education are less significant, even tend to be low where the causes include: students experience boredom and passivity in learning because the teaching method that is still dominantly used is the conventional method (lecture) and learning is done only in the classroom (Siburian, 2022: 34; Panjaitan, 2023: 2).

The presence of technology should be able to make educators and learners experience a more interesting and easier learning process. Based on the results of a survey conducted by Tirta and Jakpat, 86.21 percent of student respondents admitted to using Artificial Intelligence (AI) assistance to complete tasks (Hartanto & Rohmah, 2024). This data shows that many students are used to using AI for their learning activities.

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However, other researchers point out the negative impact of using AI, as stated by Wiwin Rif'atul Fauziyati, which states that excessive use of AI can make students lazy to learn and lack initiative to think, make students' literacy decrease, and open up great opportunities for them to plagiarize, namely sending AI-worked assignments to educators and claiming them as their work (Fauziyati, 2023). Fatimah Gandasari, et al. stated in her research that many students rely on AI in doing their assignments, for example, by using ChatGPT, Grammarly, Paraphrase, etc. Students' dependence on various AI applications can lead to a decrease in critical thinking skills, problem solving skills, and awareness to learn because they tend to be lazy to think (Gandasari, et al., 2024).

METHOD

This research was conducted using a qualitative method with a literature study approach in which the author used the latest data and information from the latest research results that have been published in scientific journals and books. The analysis technique used is the Miles and Huberman analysis technique, namely data collection, data reduction, data presentation, and conclusion drawing.

DISCUSSION

The Use of AI Technology in the Learning Process

The presence of AI technology should be utilized by educators and students to facilitate and make the learning process more interesting. Raulina stated that educators who adopt new approaches to make learning interesting, make it easier for learners to absorb knowledge, especially religious knowledge, and make learners progress not only cognitively and affectively, but also psychomotorically, have implemented student centered learning or put learners as the center of learning (Panjaitan, 2023).

Christian Religious Education teachers can use AI in carrying out the learning process. This has been stated by Anambida Wori Hana and Ningsih Hamu Lie, that AI offers many things that can be utilized in PAK learning, for example: in presenting interactive and interesting learning materials, assisting in the analysis of religious texts, and providing additional support for teachers in designing effective teaching forms and methods. AI can be a tool in the process of internalizing religious values by providing data and information needed to illustrate teaching. AI can be used to deliver more personalized and interactive learning materials and activities that suit the needs and interests of each learner. AI can also be utilized to present biblical content and religious materials in an easy-to-understand and engaging way; facilitate more in-depth discussions, or answer learners' specific questions. However, AI cannot replace the role of the teacher in the teaching and spiritual guidance process. Educators must remain the primary actors in guiding and accompanying learners in their spiritual growth and development (Hana and Lie, 2024).

Learners can utilize AI in completing assignments to develop their creativity in producing innovative solutions. The presence of AI technology provides a lot of potential to improve the work process of students, such as: to get additional data as a reference; help find information, make presentations, to check writing, facilitate making research questionnaires, create logos, posters, infographics, and edit videos with a variety of attractive designs and features. The types of AI that are most widely used by students in doing assignments include: Canva, Chat GPT, Grammarly. These types of AI can provide easy accessibility and accuracy of results, but overall cannot be considered valid. Learners should be made aware that the collaboration of AI and human intelligence is necessary (Ramadiani, 2023).

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As technology is everything that can help humans in doing their work, everyone can use it for the benefit of work so that it can be carried out quickly, smoothly, and better. According to Hana and Lie, AI can help improve learners' learning outcomes as it can help them stay motivated to learn more effectively. AI also enriches students' learning experience through the use of various content formats, such as videos, animations and simulations, which provide a more dynamic and interactive approach to religious material. Learners can feel a higher level of engagement with the material, which in turn can improve their understanding. AI can give flexibility that makes the learning behavior and experience better and more engaging (Hana and Lie, 2024).

In Christian theology, the presence of technology, especially AI, can be seen as a manifestation of the concept of Imago Dei where humans are believed to be creatures created in the image and likeness of God (Genesis 1:26-27). In their likeness to God, humans are highly intelligent beings who are able to develop their thinking based on God-given freedom. One of the manifestations of human thought is AI. However, in the concept of imago Dei, humans are also moral beings who always have to conform to the moral values in God, so AI should also be developed within the boundaries of morality that God desires. AI should not be used against or against God's purposes for the good of humanity and all of His creation. Therefore, in every dynamic movement of AI, Christian theology must be actively involved to control it with theological correction so that AI can be utilized to the goodness and welfare of humanity. Nevertheless, a critical attitude must always be sharpened so as not to easily slip into the wrong and harmful use of technology.

To support learners' success in achieving optimal learning outcomes, and considering learners' skills in using AI, educators and policy makers should pay attention to: (1) Educational institutions need to have theological foundation for the use of technology (2) Educational institutions need to establish regulations regarding the ethical use of AI in which it regulates the use of AI in learning tasks, and the consequences for ethical violations related to the use of AI; (3) Educational institutions need to facilitate educators and learners with adequate facilities and infrastructure, especially related to the implementation of OBE-based learning and adequate use of AI by providing trainings; (4) Educators need to improve their competence in technology, including AI.

The use of technology must be understood together by leaders, educators, students, and staff so that the use of technology is lived out as a gift from God that can be used to glorify God and for the good of others and the environment. The correct and appropriate use of technology will bring blessings to the community and to society. Deviant use, on the other hand, will bring curses and calamities to mankind. Educational institutions must instill noble and dignified values in the use of technology.

Learning Quality Measurement through Outcome Based Education (OBE) Approach

Christian Religious Education learning must produce clear and measurable outcomes so that learning outcomes can be felt by stakeholders. Learning outcomes should include the ability to demonstrate Christian attitudes, adequate knowledge of Christian teachings, and actions that reflect the knowledge received. Therefore, learning should be designed in the best possible way that is engaging, absorbable, and impactful to society. AI technology should benefit the learning process, and its use should not be discouraged or prohibited. Educators can maintain the quality of learning for their students by using the Outcome Based Education (OBE) approach, especially in assigning and assessing learning.

OBE is an approach that emphasizes an innovative, interactive, effective, and sustainable learning process so as to achieve the specified educational/learning goals or outcomes.

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This approach is oriented towards improving the quality of learning, responding to work needs, producing competent graduates, increasing accountability and involvement of the world of work in the learning process (Y. Yunus, et al., 2024). OBE is known as education focused on learning outcomes that include knowledge, skills, and attitudes that are mastered by learners and can be clearly identified or observed, and can be measured and assessed.

According to William Spady, the creator of the OBE approach, learning outcomes should reflect what is most important to the learner and so the curriculum, learning, assessment need to be organized accordingly. OBE-based learning designers should develop a number of clear learning outcomes and should establish conditions and opportunities for learners to achieve the outcomes that are important to them. Outcomes are not values, attitudes or psychological states. Spady's intended outcome is the performance of what learners can do with the knowledge or what they have learned. Outcomes are actions and performance that reflect competence in using the content, information, ideas and tools they have learned well. Outcomes should be real actions or demonstration processes, not just knowing or various other mental processes (Spady, 1994). Spady states that demonstrations are real actions, not scores or points. Demonstration requires skills and competencies, not just content and memory. Outcomes occur during or after the end of learners' careers at school or university. The most significant outcomes are after they graduate from school or university (Spady, 2020).

To ensure quality learning, educators should strive to determine learning methods that appeal to students. They can get the material by using the help of various AI applications, such as Chat GPT and others, if for the sake of finding information quickly, but they are still given guidance and direction so that they are smart in using data so that the data and information they get are not wrong. They must also be taught about honesty or academic integrity by listing the source of the data without fear or shame. If educators find errors in the data obtained, they need to inform learners and provide instructions on the consequences of incorrect data and information.

Learning and assessment methods should demonstrate measurability of learning outcomes. Learners should be trained to think critically by prioritizing process-based, problem-based, project-based and discussion-based learning. In conducting assessment, in the current AI era, educators should not prioritize the assessment of papers or articles made by students, especially if educators suspect that students are very active in using AI to do their paper assignments. Instead, educators should assess their performance in terms of explaining logically, systematically and in depth the theories, concepts, ideas, paradigms in their papers. If the theory or concept can be practiced innovatively, students can be assigned and assessed on their skills in designing or creating models, methods, instruments, products in the form of objects/tools as a manifestation of the theory or concept they learned. Students can be given assignments to research, revise, discuss articles, analyze, synthesize, apply, create, give new meaning, either individually or in collaboration with their friends. Giving tasks like this uses thinking skills at the higher level of thinking skills (HOTS) on Bloom's cognitive taxonomy, namely analyzing, evaluating, and creating. Thus, learning assessment that focuses on quality and learning outcomes can be maintained and improved.

With the right learning methods and assessment techniques to measure learning outcomes, even if learners find information or knowledge using various AI applications, they can still develop critical, analytical and creative thinking skills, without having to commit academic fraud or plagiarism.

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CONCLUSION

Christian Religious Education subjects focus on character building, moral and spiritual development of students. The success of this education must be evidenced by clear and measurable learning outcomes in attitude, knowledge, and psychomotor learning outcomes that can be recognized by stakeholders. To achieve learning success, educators can provide opportunities for students to use AI in doing learning tasks without excessive concern about its negative impact (laziness to read, regression in critical thinking, plagiarism, and so on). Educators can still optimize Christian Religious Education learning outcomes by providing learning assignments and assessments that demand demonstrative performance as emphasized in the OBE approach. Thus, learners can remain facilitated with AI that can provide a lot of help and convenience, but still be able to think critically, creatively, and innovatively.

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