

Distance Learning and Media Strategy Design Use of Distance Learning Media for Christian Religious Education for the Needs of Providing Alternative Classes for Christian Religious Education by Distance for Elementary School Students in Indonesia

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Abstract

This study highlights the importance of implementing learning strategies in Christian Religious Education and Character Education in elementary schools in Indonesia, particularly in the context of remote learning during the COVID-19 pandemic. The main issues addressed are limited technology access and the readiness of teachers and students to use online learning applications. The aim of the study is to identify effective learning strategies that can enhance students' understanding and performance in this subject. A qualitative research method with a case study approach was employed, involving interviews with teachers, observations of online classes, and curriculum document analysis. The study results indicate that blended learning strategies, combining online and offline instruction, are more effective than traditional approaches alone. Teachers who successfully integrate technology innovatively can create interactive and engaging learning environments. The conclusion of this study is that adapting learning strategies to pandemic conditions and providing adequate technological infrastructure support can facilitate a more efficient and effective teaching and learning process. This study recommends increasing technology training for teachers and ensuring equitable internet access to support the success of remote learning.

Keywords: *Learning Strategy, Media, Christian Religious Education, Distance Learning.*

Introduction

The COVID-19 virus, which first appeared in late 2019, has create condition outside common throughout the world, including in Indonesia. The pandemic This give impact significant in various aspect life , start from politics , social , economic , cultural , to education . Children who usually use up part big it's time studying in school suddenly must adapt with system Study from home . Teachers are also faced with challenges new For look for how to make learning still can done with effective without meeting look at advance direct . Implementation restrictions social as response to the spread of the virus has shake system education traditional , making all over school must closed without certainty about When can opened return

As solution For continue education in the middle pandemic , the Indonesian Ministry of Education and Culture issued policies that divert the learning process teach to online platforms. System learning distance Far This depend on technology and internet for facilitate interaction as well as activity Study teach between teachers and students . Teachers are required For mastering and utilizing online media as innovation in delivery material , ensure that the learning process still walk although student being at home . However , the transition sudden This cause various challenges , from readiness technical until adjustment curriculum , for various parties involved in the world of education .

Changes to system online learning does not easy and cause a number of problem new . Many students and teachers are facing limitations access to reliable technology and internet , especially in the regions rural or remote . Online learning also requires cost more For internet quota , which becomes burden addition for family from circles intermediate to lower . Apart from that , the lack of interaction direct in the learning process result in difficulty in measure understanding student will the material being taught . Although method like learning distance Far in network (Online PJJ) and outside network (PJJ Offline) was introduced obstacles This still become challenges that must be overcome .

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Furthermore, the concept of "independence" learning that is carried out government aiming for give freedom to schools and teachers in adapt curriculum. Principles independent Study put forward flexible and development - focused learning overall potential students, not only from aspect academic. ³Teachers are expected for more creative in designing experience rich and meaningful learning. Initiative This aiming for guard spirit Study student still tall although in all- round conditions limited. However, involving parents in the process of learning at home and changing paradigm from learning traditional to digital model to be challenge alone.

Finally, the pandemic This has push all stakeholders interest in field education for innovate and collaborate more close in overcome various constraints. Learning based on technology, although challenging, also open chance new for revitalization education with a more modern and adaptive approach. In the midst of crisis this is important for all party for united compact, bridge gap access, and ensure that right for get education quality still awake. In the end, even though difficult, pandemic can become opportunity for build system more education tough and responsive to future needs.

Method

Study This adopt approach qualitative for get understanding deep about phenomenon certain through data analysis in the form of words or text. Data collection was carried out use interview in-depth, observation participatory, and study documents, with choose informant based on relevance use purposive sampling technique. In data analysis, the approach thematic become choice, started with transcription and encoding beginning for identify theme or the pattern that emerges, continued with formation more themes wide for convey deep insight. For ensure validity and reliability, research This implement triangulation and member checking, which allows joint data verification informant use ensure accuracy and proper interpretation. Research results exposed in report flexible writing, highlighting analysis thematic and integration interpretation researcher with existing theories, at the same time explore contribution to development theory new. With objective main offer understanding new that contributes to progress theoretical and practical in field related, study This make an effort produce theory that can applied in a way more wide.

Results and Discussion

Policy Basis Independent Curriculum

Condition education in Indonesia during the pandemic require there is strategy adjustments for overcome lost learning (learning loss). The results of the evaluation carried out by the Education Standards, Curriculum, and Assessment Agency (BSKAP), Ministry of Education, Culture, Research, and Technology (Kemendikburistik) show that that schools that use it Curriculum Emergency more proceed four up to five months Study than those who use The 2013 curriculum in general full. Condition pandemic and criticism to The 2013 curriculum has bring up Research curriculum shows that pandemic cause lost significant literacy and numeracy learning loss, as is seen in the picture following.



Figure 8.1 Research Results on Indications of Learning Loss Due to Covid-19 Pandemic

Source: BSKAP Kemendikbudristek , July 2021)

In order to encourage recovery learning , starting from 2022 to 2024. all unit education given three option in curriculum national . namely Curriculum 2013, Curriculum Emergency , and Independent Curriculum . As part from mitigating learning loss, school given option For use simplified curriculum so that it can focus to strengthening character and competence fundamental .



Gambar 8.2 Pilihan Model Kurikulum Sekolah pada Masa Pandemi Covid-19

(Sumber: BSKAP Kemendikbudristek, Juli 2021)

Therefore findings the above problems , the government , in matter This is the Ministry of Education and Culture Research and Technology , in 2022-2024, the unit education get options / choices curriculum additionally , namely Independent Curriculum for all unit education and in 2024 will implemented evaluation to curriculum during the pandemic and recovery learning For determine curriculum that will be implemented in a way national .

Independent Curriculum is not policy curriculum new , but policy recovery learning consequence Covid-19 pandemic , Educational units can apply curriculum the from 2022 to 2024 For Then the result evaluated . In development Independent Curriculum , Ministry of Education and Culture Research and Technology do compilation and development structure curriculum , achievements learning , principles learning until assessment .

Independent Curriculum only will applied in units interested education use it as as tool For transformation learning . Here This is eye lesson mandatory that must be taken by the students in Independent Curriculum , namely : Religious and Character Education , Pancasila and Citizenship Education , Indonesian, English , Mathematics , Music Arts, Physical Education , Sports and Health, and History.

Characteristics Independent Curriculum

Independent Curriculum as continuation direction development curriculum previously (2013 Curriculum), namely oriented holistic , based comp tension , contextualization , and personalization . The Independent Curriculum has characteristics main use support recovery learning . In short This Independent Curriculum (2022) own a number of characteristics , including :

Development Character

Independent learning curriculum based on project For expand soft skills as well character (faith , piety , and morals) noble , mutual cooperation, global diversity , independence , reason critical , creativity). In the structure Independent Curriculum 20%-30% of learning hours used For the driver bangan character Profile Pancasila students through learning based on project Through learning based on project can develop character because : a) to give chance For Study through experience b) integrating competence essential things learned participant educate from various discipline science : c) structure flexible learning .

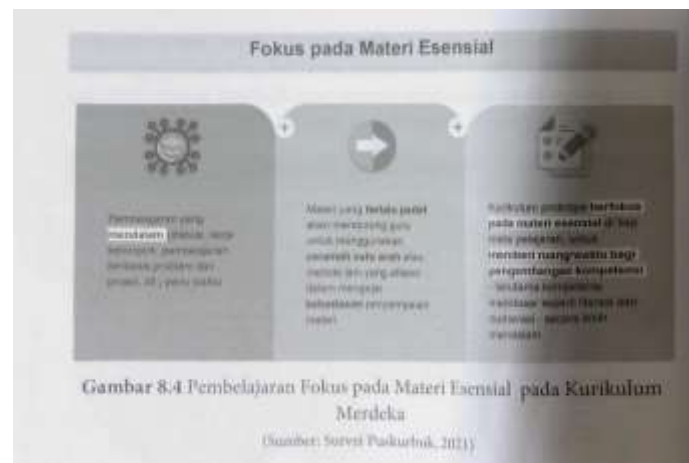


Gambar 8.3 Pengembangan Karakter pada Kurikulum Merdeka

(sumber: Survei Paikurbuk, 2021)

Learning Focus on Essential Material (Literacy and Numeracy)

Focus to material essential with objective existence adequacy time For in -depth study of the Basic Competencies of literacy and numeracy . Experience deep learning can applied with method learning discussion , work group , learning problem- based , and project- based learning methods this is very necessary long time . If the material lesson too dense , PAK teachers will more choose method lecture One direction with objective to finish material .



Gambar 8.4 Pembelajaran Fokus pada Materi Esensial pada Kurikulum Merdeka

(Sumber: Survei Paikurbuk, 2021)

Planning Flexibility Curriculum Schools and Compilation Plan Learning

Flexibility is where PAK teachers do learning in accordance with ability participant educate as well as adjustment with context load local . The Independent Curriculum stipulates objective learning per phase (2-3 years) for give flexibility for teachers and schools , as well as teaching hours per year so that schools can innovate in compile curriculum and learning .



For This Independent Curriculum . unit education given authority bag , in matter this is a teacher, so school own freedom because it is demanded is achievement learning in each phase . In the Independent Curriculum , there are phases A, B, C, D, and E. Phases This give freedom to the teacher for How reach achievement learning in each phase . With so , the operations of the Independent Curriculum can developed in units education .

School given freedom For choose or modify teaching tools and examples curriculum operations that have been provided government For to be with Characteristics participant educate , or compile Alone appropriate teaching tools with characteristics

participant educate However , the center (Ministry of Education and Culture) Ristek) remains provide teaching tools such as book text lesson , example subject teaching module lessons , or example guide project Profile Pancasila Students .

In the Independent Curriculum , high school students will allowed to mix Alone combination eye lesson in accordance with his interest . Therefore That does not There is science, social science, and language majors . Students grades 11 and 12 will may to mix Alone combination eye appropriate lesson with his interest . Example implementation Independent Curriculum , students who want to become engineer may take mathematics advanced and physics continued , without take biology . Students the Then may combine it with eye social studies, language and skills lessons life in line with interest . and plan his career . In the Independent Curriculum , students required take 18 hours of lessons mandatory and 20 hours of lessons options per week . The Merdeka Curriculum was designed For give room more Lots for development character and competence students . In addition , the Independent Curriculum will give opportunities for students For to pursue his interest in a way more flexible . The Independent Curriculum also provides freedom for teachers to do innovation learning .

Difference Independent Curriculum and 2013 Curriculum

There are some difference between Curriculum 2013 with Curriculum 2022 (Merdeka), among others: **First** , for kindergarten level. Approach the initial learning based on themes in the 2013 Curriculum have changed become focus literacy (books that are read) let children) in the 2022 Curriculum (Merdeka). **Second** , for elementary school level. Science and social studies lessons which were originally separated in the 2013 Curriculum , changed For merged become IPAS (Science) Natural and Social Knowledge) in the Independent Curriculum , as foundation before child study science and social studies separately at junior high school level . **Third** , for junior high school level. Learning Informatics in the 2013 Curriculum becomes eye elective subjects , while in the 2022 Curriculum the subjects informatics as eye lesson mandatory . **Fourth** , for high school level. In the 2013 Curriculum , high school students enter direct choose direction while in the 2022 Curriculum students take and determine interest in class 11 because need

consult with BK teacher, guardian class , and parents . Here This Independent Curriculum in every level from PAUD, SD, SMP, SMA, SMK, and SLB.

Karakteristik Kurikulum di Setiap Jenjang						
PAUD	SD	SMP	SMA	SMK	SLB	
<p>Kapten bermain sebagai gratis belajar yang utama</p> <p>Tujuan belajar di SD ini penanaman kecerdasan ketika bermain- belajar bermain buku, tocartanah</p> <p>Tipe Pembelajaran untuk membangun kecapaian berkehad</p> <p>Pembelajaran berbasis proyek untuk pengujian profil Pelajar Pancasila dilakukan melalui kegiatan permainan Fair Play dan permainan tradisi lokal</p>	<p>Pengujian kompetensi yang mendasar dan penanaman hobis</p> <ul style="list-style-type: none"> • Untuk memahami lingkungan sekitar, mata pelajaran IPA dan IPS digabungkan sebagai mata pelajaran Ilmu Pengetahuan Alam dan Sosial (IPAS) • Integrasi komputerisasi diiringi dengan mata pelajaran Bahasa Indonesia, Matematika, dan IPS • Bahasa Inggris sebagai mata pelajaran pilihan <p>Pembelajaran berbasis proyek untuk pengujian profil Pelajar Pancasila dilakukan minimal 3 kali dalam satu tahun ajaran</p>	<p>Pengujian dengan pemanfaatan teknologi digital, mata pelajaran Informatika menjadi mata pelajaran wajib</p> <p>Pembelajaran untuk guru informatika disiapkan untuk membantu guru-guru pemula, sehingga guru mata pelajaran tidak harus beralih beralih pengabdian informatika</p> <p>Pembelajaran berbasis proyek untuk pengujian profil Pelajar Pancasila dilakukan minimal 3 kali dalam satu tahun ajaran</p>	<p>Program penitensi/ penunjang tidak diberlakukan</p> <p>Di kelas 10 pelajar menyajikan dan untuk merencanakan pilihan mata pelajaran di kelas 11. Mata pelajaran yang ditetapkan sesuai dengan di SDP</p> <p>Di kelas 11 dan 12 pelajar mengikut mata pelajaran dan kelompok Mapel Wajib, dan memilih mata pelajaran dari kelompok MIPA, IPS, Bahasa, dan Keterampilan Voluk sesuai minat, bakat, dan keahliannya</p> <p>Pembelajaran berbasis proyek untuk pengujian profil Pelajar Pancasila dilakukan minimal 3 kali dalam satu tahun ajaran, dan pelajar memilih soal belajar sebagai syarat kelulusan</p>	<p>Dunia kerja dapat terlibat dalam pengembangan pembelajaran</p> <p>Struktur lebih sederhana dengan dua kelompok mata pelajaran, yaitu Umum dan Kejuruan. Perentase kelompok kejuruan meningkat dari 80% ke 70%</p> <p>Penetapan pembelajaran berbasis proyek dengan mengintegrasikan mata pelajaran terkait</p> <p>Praktek Kerja Lapangan (PKL) menjadi mata pelajaran wajib minimal 8 bulan (1 semester)</p> <p>Pelajar dapat memilih mata pelajaran di luar program keahliannya</p> <p>Alumni wajib thukus proyek pengujian profil Pelajar Pancasila dan Budaya Kerja untuk pengujian soft skill (perilaku dan daya kerja)</p>	<p>Capaian pembelajaran jenjang khusus diarahkan hanya untuk yang memiliki hambatan intelektual</p> <p>Untuk pelajar di SLB yang tidak memiliki hambatan intelektual, capaian pembelajaran sama dengan sekolah reguler yang selanjutnya dengan menerapkan prinsip modifikasi/konkret</p> <p>Dalam dengan pelajar di sekolah reguler, pelajar di SLB juga menerapkan pembelajaran berbasis proyek untuk menguji profil Pelajar Pancasila dengan mengaitkan tema yang sama dengan sekolah reguler, dengan kaitannya materi dan aktivitas sesuai dengan keadaannya dan kebutuhan pelajar di SLB</p>	

Gambar 8.6 Kurikulum Merdeka di Setiap Jenjang Satuan Pendidikan

(Sumber: Survei Puskurbuk, 2021)

Consequence Implementation Independent Curriculum in Schools

Curriculum changes felt by the manager school like when happen change minister , every There is president new one pointing minister new , confirmed There is change curriculum new . This is Already understandable and important for school is clarity What should done by the teacher when of course happen change from The 2013 curriculum becomes This 2022 (Independent) Curriculum .

If you see Exposure Ministry of Education and Culture . There are two authorities in curriculum this , namely authority government center , namely : Making structure curriculum ; Formulate Profile Pancasila Students ; Designing achievement learning ; and Formulate principle learning and assessment .

Temporary that , school (unit) education) has authority For compile vision , mission and goals school , policy school related curriculum , learning , and assessment that focuses on implementation Good in culture school and KBM in realize Pral M Pancasila. With Thus , the task manager school only one of the mandates of the Independent Curriculum (2022) , namely do amalina and compose curriculum operational unit education with focus on growing character Pancasila students , who in Language The 2013 curriculum is called compile KTSP (books 1, 2, and 3).

Making curriculum operational unit education This includes : Analysis context unit education ; Formulating vision , mission and goals school ; Organizing learning ; Plan Learning ; and Mentoring evaluation and development professional , and Of course required attachments .

Make sure in formulate curriculum operational school must focus to implementation Good in form culture school and KBM for realize Pancasila students include six things , namely : 1) Faith and piety to God Almighty who is manifested to in noble morals , good in religious , good morals to self myself , to fellow human , to nature , and to the Indonesian state. 2) Global diversity , which is achieved with become Indonesian students who know and appreciate culture , can communicate and interact intercultural , reflective , and responsible answer to experience diversity as well as fair social . 3) Independent , where Indonesian students need to own awareness will yourself and the situation you are facing as well as own regulation self . 4) Working together, which is realized with do collaboration own high concern , and sharing with fellow . 5) Reasoning critical . The characteristics where Indonesian students need to acquire and process information as well as idea with okay , then analyze and evaluate it , then reflect thoughts and

thought processes . 6) Creative , namely student Can produce original ideas , works and actions , have flexibility think in look for alternative solution problem

Teacher Paradigm in Apply Independent Curriculum

Ki Hajar Dewantara say that " education serve the Child or also can called education that supports participants educate . With Thus , the education process must focused on children educate , not facilities , desires leader institution even not even a curriculum . So education according to Ki Hadjar is to guide all nature in children , so that they can reach the highest safety and happiness , both as man and also as member society . With Thus , teachers must notice achievement , existing level abilities , and needs participant educate as reference For to design learning . In essence , learning must participant - centered educate .

Teaching with Use Approach TaRL

Teaching with use approach Traching at the Right Level (TaRL) is arrange participant educate so as not to tied to level class . However , they grouped based on phase development or in accordance with level ability participant the same education . So the reference is on the achievement learning , but customized with character characteristics , potential , and needs participant his students .

Likewise , the results learning is also determined based on evaluation customized learning with phase / level . Participants students who have not to reach achievement learning in its phase will get mentoring from educators For Can reach head the learning . In implementation , there are: a number of stages as following : Stages Assessment , namely with recognize potential , characteristics , needs , and stages development participant educate . Then , Stages Planning , namely develop an appropriate learning process with assessment data , including grouping participant educate in same level and also arranged appropriate learning with achievement or level ability participant educate which is center main learning . Next is Stages Learning . During the learning process this , it is necessary made assessment assessment periodic For see the process of understanding murd needs , progress during learning and also conducting evaluation processes achievement objective learning at the end a learning , usually in form project .

Teaching with Approach Learning Project

Learning project This is also known as PBL (Project Based Learning) which is giving task to students who must completed in period and time certain , starting from planning , data collection , organizing , processing , and delivery product . Product from PBL can grouped in three models, namely : Technological Work Products , one of which is its shape , like make animation or video; Written Products , such as make report results observation ; and Products Crafts , for example make miniature House from goods used .

For the evaluation process , it is also possible done with three assessment models , namely Assessment of Learning, Assessment for Learning, and Assessment as Learning.

In order to succeed implementation In this 2022 curriculum , there are two things that need to be ensured to be able to implemented , namely : first , what must be done done school ? So that school capable with Good make curriculum operational unit learning . Second , what should mastered Teachers must Want to changed with the digmas new and master at least two learning models namely Project Based Leaning (PBL) and Teaching at the Right Level (TaRL).

Teaching with Approach Learning Constructivism

For Can reach achievement learning in Independent Curriculum , activities learning must done with approach constructivism . Learning theory constructivism is activity priority learning development logic as well as conceptual learner . Through theory Study this , child Can make or create a work and build a things that have happened studied .

Learning theory constructivism own a number of goals , such as For help student understand material learning more deep , sharpen ability student in ask , and search solution . With Thus , students can understand draft in a way comprehensive as well as become thinker active .

In theory Study constructivism , knowledge No gathering or a set facts , concepts , or rules For remembered . Constructivism is a process in understand or construct knowledge through experience real .

In the Independent Curriculum , understanding student No is static but dynamic or evolve in a way constant during student the can construct experience new that modifies understanding previously . For own understanding this , schools and teachers must Can create atmosphere student - centered learning and not only give student lack of information meaningful or just memorized just .

Through learning constructivism , achievement learning in Prioritizing Independent Curriculum competence Can achieved without tie context as well as content learning . With Thus , it is expected schools and educators Can develop learning constructivism , which is centered on students , according to with context school , development , interests , and talents student .

For more Ready face Independent Curriculum and students Can reach achievement learning , educator must Can adapt with change and continue learning , one of them follow teacher training . Teacher training is designed For increase competence teaching teacher.

Pursuit of dreams is institution or companies engaged in the field education that provides services and services in the form of a support system and training designed in accordance need teacher's work . All service from Pursuit of dreams This aiming For assist teachers in matter planning , implementing and evaluating classroom learning .

Learning Objectives Flow

Learning Flow (AP) is series objective structured learning in a way systematic and logical in phase in a way whole and according to order learning since beginning until end a phase . This flow arranged linearly as order activity learning that is done from day to day For measure CP. This flow become teacher and student guide For reach CP at the end phase mentioned . Learning objectives arranged in a way chronological based on order learning from time to time Procedure compilation channel objective learning in Independent Curriculum is as the following : 1) Do CP eye analysis lessons in the phase to come mapped . 2) Identification competencies that must be mastered participant educate in phase 3) Formulate the objective learning with consider competencies that will be achieved , the content to be studied , and variations skills think what is needed mastered participant educate For reach objective learning . 4) Identification elements and or subelemen Profile Appropriate Pancasila students with objective formulated learning . 5) After objective learning formulated , arranged objective learning linearly as order activity learning that is done from day to day .

Structure Independent Curriculum

Structure Curriculum in Primary and Secondary Education

Structure Curriculum in education basic and education intermediate shared into two activities main , namely : Learning intracurricular : and Projects strengthening Profile Pancasila Students .

Activity learning intracurricular For every eye lessons refer to achievements learning . Activities project strengthening Profile Pancasila students are aimed at For strengthen effort achievement Profile Pancasila students who refer to the Standards Competence Graduate of .

Government arrange burden Study For every load or eye lesson in Lesson Hours (JP) per year . Unit education arrange allocation time every the week in a way flexible in One year teachings Unit education add load local government - determined area in accordance with characteristics area . Unit education can add

load addition in accordance characteristics unit education in a way flexible , through three choice as following : Integrating to in eye other lessons ; Integrating Pancasila and or to in theme project strengthening Profile Students ; and Develop eye standing lesson Alone .

Structure Curriculum in education basic and education intermediate as following :

Structure Elementary School Curriculum for PAK and Character Education Subjects

Structure Independent learning curriculum For level unit education Elementary Schools (SD) are divided become three phase :

- Phase A for Class I and Class II:
- Phase B for class III and class IV: and
- Cuntuk Phase class V and class VI.

SD/MI can organize load learning waiting to eat approach eye lesson or thematic . Proportion burden learning in elementary school is divided into two, namely learning intracurricular and projects strengthening Profile Pancasila students who are allocated about 20% load study per year .

Implementation project strengthening Profile Pancasila students are carried out in a way flexible , good load and also time implementation . In load , project must referring to to achievement Profile Pancasila students according to with phase participant educate and not must associated with achievement learning in the eyes lessons . In management time implementation , project can implemented with add allocation of teaching hours project strengthening Profile Pancasila students from all eye lessons . The total amount of time implementation of each project No must The same .

Structure Elementary School Curriculum for eye lesson Christian Religious Education and Morals is as following .

Table 8.1 Allocation time eye PAK and Character Education lessons For Level Elementary School Education Units Classes I to VI

Mata Pelajaran	Alokasi Intrakurikuler Per Tahun (Minggu)	Alokasi Proyek Penguatan Profil Pelajar Pancasila Per Tahun	Total JP Per Tahun
Kelas I (Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)			
Pendidikan Agama Kristen dan Budi Pekerti	108 (3)	36	144
Kelas II (Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)			
Pendidikan Agama Kristen dan Budi Pekerti	108 (3)	36	144
Kelas III - V (Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)			
Pendidikan Agama Kristen dan Budi Pekerti	108 (3)	36	144
Kelas VI (Asumsi 1 Tahun = 36 minggu dan 1 JP = 35 menit)			
Pendidikan Agama Kristen dan Budi Pekerti	96 (3)	32	128

English subject is eye lesson options that can be held based on readiness unit education Government area do facilitation organization English subjects , for example related improvement competency basis for provision educator . Unit education that has not been Ready give eye English lessons as eye lesson choice

can integrate English content to in eye other lessons and or extracurricular with involving community , committee school , volunteers students , and or parental guidance .

Load lesson trust For believer trust towards God Almighty is implemented in accordance with terms and conditions legislation that regulates about educational services trust towards God Almighty.

Unit education organizer education inclusive in elementary school will be service program needs special in accordance with condition participant educate .

Achievements PAK and Character Education Learning Primary and Secondary Education Levels Independent Curriculum

In activities learning Certain there is achievement learning that must be done filled by students , teachers and school . Achievements learning student is minimum competencies that must be met passed by students in every eye lesson . clothes learning This arranged referring to the Standard Graduation Competency or SKL and Content Standards such as Core Competencies and Basic Competencies (KI-KD) in Curriculum 2013.

Achievements learning in Independent Curriculum is pem new from Core Competencies and Basic Competencies designed For strengthen learning focus to development competency in K13 and curriculum the previous national other intended For competence so that curriculum this also continues effort the .

Achievements learning in Independent Curriculum is keram pilan learning that students have and must have completed every stage Independent Curriculum itself is curriculum initiated by the Ministry of Education and Culture Nadiem Makarim for arrange activity learning in schools that is student centered learning or student - centered .

Contents of achievements learning in Independent Curriculum , namely gathering competence and scope compiled material comprehensive shaped narrative Mapping achievement learning Independent Curriculum according to development student in phase age .

Strategy for reach achievement learning that is with reduce coverage materials and change procedures more arrangement flexible . so that student No feel stressed For reach learning the .

Achievements learning every participant educate Of course different in accordance with level or its level , starting from from PAUD, Elementary Education, Middle School first , and middle on .

Rational

Subject of Christian Religious Education and Character Education intended For to form participant educate become a man of faith and piety to God Almighty as well moral noble . With Thus , religious education can become adhesive nation and give the greatest gift for progress and prosperity nation .

Religious education that provides emphasis on formation faith , piety and morals glorious to imply that religious education is not only aiming hone spiritual intelligence and faith as well as aspect obedience to religious teachings . However more from that , religious education must capable to form human beings . So , measuring faith participant educate No only seen from piety and obedience to religious teachings as well knowledge in a way cognitive , but rather whether participant educate has become humane human being .

That matter in accordance with The function of Christian Religious Education is to provide teaching will knowledge and life faith and appropriate behavior with existing teachings of the Lord Jesus in Bible . Teaching given is development directed education for coaching life society , nation and state . Religion is believed as reference formation attitude , morals, character , spirituality , thinking , and acting in accordance belief his faith . Various hope the can achieved through the internalization process religious values in life personal , family , society , and the Indonesian nation . Moderation values religious implemented in attitude

openness , freedom think , be aware will limitations , humility heart , and think For humanity . Christian teachings in nuance moderation religion is very much needed For internalize character tolerant , open , humanist , full Christianity true love and peace . Circumstances This side by side with objective education nationally directed at the development of potential participant educate to become a man of faith and piety to God Almighty, have morals noble , healthy , knowledgeable , capable , creative , independent , and become democratic citizen as well as responsible answer .

Moderation religious is receptacle For grow tolerant in life social , for the realization of " Trikerukunan" Religious communities in Indonesia, namely : harmony within the community religious , harmony interfaith religion and harmony between people religious with the boss command . Values moderation religious always become attitude important for people religious carry out task calling in interaction with fellow . All the existence of believers called and sent carry out work God's way in the world. Components essential personality man is values and virtues . Conditions This is base development life human beings who have civilization , goodness , and happiness individually and social . Service Christian religious education as extension hand a functioning church as dissolution faith christian , development maturity spirituality , and become perpetrator word (James 1:22) and produce fruit (John 16:16).

Christian Religious Education and Character Education served in form eye lessons for all path , type and level education that refers to to achievement learning that has been determined by the Government Compilation achievement learning eye Christian Religious Education and Character Education lessons based on two elements , namely the Triune God and values Christian . Two elements the still very common and not yet can describe substance Christian Religious Education learning specific . In specific , both two elements explained become four elements , namely God's work , humans and values christian , church and society compound , nature and environment life that can accommodate all over substance Christian Religious Education and Character Education learning at the elementary school /Package A Program, junior high school/Package B Program, and senior high school/Package C Program levels. Each element and sub-element is a pillar in development achievement learning and materials learning .

Character Education Subjects

The Objectives of the Subject of Christian Religious Education and Character Education is For help participant educate in know and believe in God who created natural the universe and humans , and understand safety eternal through work rescue Jesus Christ . Participants educate pushed For thank God for his work through The Holy Spirit as helper and reformer live , and realize faith they in action daily Good in interaction with fellow and also in guard environment alive . They invited For understand rights and obligations as inhabitant church and state and grow Love homeland . This lesson is also purposeful For build Indonesian people who are capable live it up faith in a way responsible responsible and moral noble , and apply principle moderation religious in diverse society . Participants educate expected become Christian children and youth who have maturity think , speak , and act in accordance with Christian character , as well as behave open in realize harmony good among people religious Alone and also with government . In addition , there is emphasis on development creativity in think and act based on the word of God, and role real they in life family , school , church , and diverse Indonesian society .

Characteristics of Christian Religious Education and Character Education Subjects

Christian Religious Education is efforts made in a way teren cana and sustainable in frame develop ability participant educate so that with help The Holy Spirit can understand and appreciate the love of God in Jesus Christ revealed in life daily to fellow human beings and the environment . Everyone involved in the PAK learning process has calling For realize truth and signs of the Kingdom of God within life private and also as part from community in context public pluralistic Indonesian society viewed as God's blessings are in context understanding Christian faith is Medan service for Christians to build life together in a fair and equal manner . Call the faith of these Christians in a way historical has built since proclamation Indonesian Independence . Therefore that , the characteristics of contextual Christian Religious Education must confirm role life of a believer in realize not quite enough the answer build the Indonesian nation is God-fearing , united , equal and just , and value plurality in Indonesian society and nation .

Christian Religious Education must capable respond to development of the times so that participant educate capable complete and answer all the problems faced . With Thus , Christian Religious Education must own load learning contextual , meaning The material contained in Christian Religious Education is always associated with situations and contexts in order to explain cases experienced in life real . The facts obtained from study for Christian education programs , namely : 1) Actors has given gift Spirit ; 2) Purposeful to mature umal who serves ; 3) Produces connection harmonious ; 4) Has a nature truth theological ; 5) Full love gifts and truth ; 6) Helping each other to develop in a way harmonious .

Christian Religious Education in Indonesia is ongoing in family church , and institutions formal education , Implementation of Christian Religious Education in institutions formal education becomes not quite enough answer main Directorate General Christian Community Guidance , Ministry of Religion. Ministry of Education and Culture , and the church . Therefore that , work same synergy between institutions the need Keep going built .

Based on Characteristics , Christian Religious Education and Character Education arranged in four binding elements achievement learning and materials in One complete unity in all level . In terms of holistic . achievement learning and scope material refers to four element that which is always integrated with Bible .

Elements and Description of Christian Religious Education and Character Education

No.	Elemen	Deskripsi
1.	Allah Berkarya	Pada elemen Allah berkarya, peserta didik belajar untuk memahami Allah yang dimaninya sebagai pencipta, pemelihara, penyelamat, dan penebus. Manusia diciptakan menurut gambar Allah yang diberi mandat untuk membangun, memanfaatkan, dan memelihara ciptaan Allah bagi kesejahteraan manusia. Allah memelihara manusia dengan menciptakan flora dan fauna bagi keseimbangan ekosistem dan kebutuhan manusia. Allah hadir dalam berbagai peristiwa kehidupan. Allah melengkapi manusia dengan kemampuan berpikir, berkarya dan mengembangkan ilmu pengetahuan, teknologi, dan seni. Manusia diselamatkan melalui pengorbanan Yesus Kristus. Manusia menjalani kehidupan sebagai makhluk sosial yang berbudaya, mengembangkan demokrasi, dan hak asasi manusia. Allah membarui manusia melalui karya Roh Kudus.
2.	Manusia dan Nilai-Nilai Kristiani	Pada elemen manusia dan nilai-nilai kristiani, peserta didik belajar tentang hakikat manusia sebagai ciptaan Allah yang terbatas. Dalam keterbatasannya, manusia diberi hak dan tanggung jawab. Memahami dan menerapkan nilai-nilai kristiani dalam kehidupan sehari-hari, melalui sikap rendah hati, peduli terhadap sesama, menerapkan kasih, setia, dan keadilan dalam kehidupan. Penwujudan nilai-nilai kristiani juga tampak melalui sikap kritis terhadap berbagai bentuk diskriminasi, menghargai perbedaan, rukun, toleran serta menerapkan disiplin hidup dalam masyarakat majemuk.

3.	Genoa dan Masyarakat Majemuk	Pada elemen genoa dan masyarakat majemuk, peserta didik belajar tentang hidup beragama dan bermasyarakat: serta memahami tanggung jawab terhadap genoa, bangsa, dan segala. Peserta didik memahami nilai-nilai: genoa bagi umat Kristen dan dunia serta mengimani, beribadah sesuai keyakinan genoa. Mempelajari keragaman: ras, budaya bangsa, dan agama sebagai anugerah Allah. Mengembangkan kehidupan harmonis dalam keberagaman bangsa melalui sikap terbuka, toleran, dan saling menghargai sesama dalam masyarakat majemuk. Memahami model-model dialog dan kerja sama antar umat beragama dalam rangka modernisasi bangsa.
4.	Alam dan Lingkungan Hidup	Pada elemen alam dan lingkungan hidup, peserta didik belajar membangun hubungan yang harmonis dengan alam, memelihara dan melestarikan alam sebagai wujud syukur kepada Allah. Pada elemen ini, peserta didik mempelajari bahwa Allah melakukakan hadir melalui alam ciptaanNya. Masyarakat bahwa manusia diberi tugas oleh Allah untuk mengelola dan memelihara alam dengan menghormati hak-hak manusia yang memusat: alam dan menggunakan sikap apatis.

Tierren dan Subelemen Pendidikan Agama Kristen dan Budi Pekerti

No	Elemen	Subelemen
1.	Allah Berkarya	Allah Pencipta
		Allah Pemelihara
		Allah Penyelamat
		Allah Penebus
2.	Manusia dan Nilai-Nilai Kristiani	Hakikat Manusia Nilai-Nilai Kristiani
3.	Genoa dan Masyarakat Majemuk	Tugas Pengimani Genoa Masyarakat Majemuk
4.	Alam dan Lingkungan Hidup	Alam Ciptaan Allah Tanggung Jawab Manusia terhadap Alam

Reasoning process implementation elements and subelements above sourced from the Holy Scriptures . Participants educate Study read and meditate on the Holy Bible which contains teaching Christian faith as reference in life .

Achievements Learning the Subjects of Christian Religious Education and Character Education Every Phase

Achievements learning (CP) is placed in phases according to age and level grouped education in class start from phase A to phase F.

Fase A Berdasarkan Elemen dan Subelemen

Elemen	Subelemen	Capaian Fase A
1. Allah Berkarya	Allah Pencipta	Memahami bahwa Allah menciptakan dirinya sebagai pribadi yang istimewa dalam hubungannya dengan keluarga, teman, dan guru sebagai orang-orang terdekat serta menanggapi tindakan yang baik melalui tindakan sederhana.
	Allah Pemelihara	Memahami bahwa pemeliharaan Allah kepada dirinya melalui kehadiran orang tua, keluarga, teman, dan guru serta melakukan tindakan nyata sebagai wujud rasa syukur.
	Allah Penyelamat	Memahami karya Allah dalam keselamatan dirinya yang beresasa melalui pengorbanan Yesus Kristus di atas kayu salib.
	Tanggung Jawab Manusia Terhadap Alam	Melakukan tindakan sederhana dalam upaya pertanggungjawaban terhadap alam dan lingkungan sekitarnya.
2. Manusia dan Nilai-Nilai Kristiani	Hakikat Manusia	Memahami bahwa dirinya yang memiliki berbagai anggota tubuh dan bermanfaat untuk tujuan mulia, serta bersyukur kepada Allah melalui tindakan nyata dengan memelihara tubuhnya.
	Nilai-Nilai Kristiani	Berbuat dengan semua orang, menghargai perbedaan, serta menjaga kerukunan di rumah dan di sekolah.
3. Gereja dan Masyarakat Majemuk	Tugas Panggilan Gereja	Menerima tugas panggilan gereja untuk bersekutu, bersaksi, dan melayani.
	Masyarakat Majemuk	Menyukuri keragaman suku, budaya, bangsa, dan agama sebagai anugerah Allah.
4. Alam dan Lingkungan Hidup	Alam Ciptaan Allah	Menyukuri Allah hadir dalam seluruh alam ciptaan.

Phase A (generally For Grades I and II of Elementary School/ Package A Program)

Participant educate understand God's love through existence his special self as well as thank you love to God with method nurse body , maintain environment surrounding , guarding harmony in the house mah and school , and tolerant with different fellow with himself . It is expected participant educate capable understand God's love through existence himself in family , school and environment closest . In class beginning Elementary School Level /Package A Program. Knowledge participant educate about God still Enough abstract . Therefore , participants educate need visualization or embodiment from something that can show who is God . They will more easy understand who is God with see existence himself . With Thus , Allah they know it is God who created humans and all member body For used with Correct in accordance with its function is For objective glorious .

Fase B Berdasarkan Elemen dan Subelemen

Elemen	Subelemen	Capaian Fase B
1. Allah Berkarya	Allah Pencipta	Memahami bahwa Allah menciptakan manusia (perempuan dan laki-laki), flora dan fauna, dan melakukan tindakan nyata sebagai wujud rasa syukur.
	Allah Pemelihara	Memahami tentang pemeliharaan Allah kepada manusia secara umum dan dirinya melalui kehadiran orang tua, keluarga, dan guru serta melakukan tindakan nyata sebagai wujud rasa syukur.
	Allah Penyelamat	Memahami karya Allah dalam keselamatan dirinya yang beresasa melalui pengorbanan Yesus Kristus di atas kayu salib.
	Allah Pembaru	Memahami karya Allah sebagai pribadi dirinya secara terus menerus melalui panggilan dirinya beresasa sehingga memampukannya dirinya menanggapi dan melayani Allah.
2. Manusia dan Nilai-Nilai Kristiani	Hakikat Manusia	Memahami bahwa dirinya memiliki berbagai anggota tubuh yang bermanfaat serta menyadari tugas bertanggung jawab menjaga tubuh untuk tetap sehat.
	Nilai-Nilai Kristiani	Menghargai dan berbuat dengan semua orang, menghargai perbedaan, menjaga kerukunan, dan memertahakan hidup di rumah dan di sekolah.
3. Gereja dan Masyarakat Majemuk	Tugas Panggilan Gereja	Menerima tugas panggilan gereja untuk bersekutu, bersaksi, dan melayani.
	Masyarakat Majemuk	Menyukuri keragaman suku, budaya, bangsa, dan agama sebagai anugerah Allah.
4. Alam dan Lingkungan Hidup	Alam Ciptaan Allah	Menyukuri Allah hadir dalam seluruh alam ciptaan dan berbagai fenomena alam.
	Tanggung Jawab Manusia terhadap Alam	Melakukan tindakan sederhana dalam upaya pertanggungjawaban terhadap alam dan lingkungan sekitarnya.

Phase B (generally For Grade III and IV of Elementary School/ Package A Program)

After learn know the Almighty God who works in himself personal , family , school and environment social the closest community with him , participants educate also learn know God's work through creation others . Humans and all creation of nature need God's providence . Heaven and earth along with its contents are

in plants , animals pets , animals that are free in nature , objects sky at the moment day and night , various symptom natural like weather , events day and night , wind , rain , lightning all in God's providence . With learn all the greatness of God , participants educate should own attitude love fellow , maintain environment , submit , submit , and obey the power of God as well believe to Him.

Fase C Berdasarkan Elemen dan Subelemen

Elemen	Subelemen	Capaian Fase C
1. Allah Berkarya	Allah Pencipta	Memahami Allah Pencipta berkarya dalam kehidupan keluarga, sekolah, dan masyarakat.
	Allah Pemelihara	Memahami Allah memelihara seluruh umat manusia termasuk mereka yang membutuhkan khusus, serta menyukuri pemeliharaan Allah dalam hidup manusia.
	Allah Penyelamat	Memahami Allah menyelamatkan manusia dalam diri Yesus Kristus dan menyukuri keselamatan yang sudah diterimanya.
	Allah Pemburu	Memahami Allah membarui hidup manusia dan mempraktikkan sikap hidup manusia baru.
2. Manusia dan Nilai-Nilai Kristiani	Hakikat Manusia	Memahami bahwa manusia berbasu sehingga membutuhkan pertobatan.
	Nilai-Nilai Kristiani	Memahami nilai-nilai kristiani dalam interaksi antar manusia serta bersikap kritis terhadap berbagai bentuk diskriminasi.

Phase C (generally For Grade IV and V of Elementary School/Package A Program)

Participant educate confess the omnipotence of God is present through various incident in his life . With confess omnipotence of God, participants educate understand Allah Almighty forgive and save man through Jesus Christ . Understanding to salvation given by God to man Motivate participant educate For understand the meaning of repentance and life in repentance . Living in repentance shown through friendly with everyone , be compassionate, help each other without to discriminate ethnic group nation , culture , and religion as well look after nature and environment .

Next in the phase this , participants educate understand that God is the Creator present in life society . Understanding That diwu judge with to practice attitude care to fellow . Participants educate also learn from example figures Related Bibles with repentance and becoming man new . In the light man new participant educate apply Christian in interaction with fellow For build sensitivity to forms injustice , including in it injustice to those in need special as well as injustice to nature and environment Life This Phase is phase end education in elementary school/ Package A Program. In the phase this , participants educate prepare self For enter to junior high school level /Package B Program. Due to this karma , participants educate equipped with understanding fundamental about God who is not Once roll call from life human . Understanding This give reinforcement for participants educate For more delve deeper God's love in their life . Later when they are in high school/Package C Program they can grow become mature human in a way holistic

3. Gereja dan Masyarakat Majemuk	Tugas Panggilan Gereja	Memahami makna pelayanan terhadap sesama sebagai tanggung jawab orang beriman dan mempraktikkannya dalam kehidupan.
	Masyarakat Majemuk	Memahami keberagaman suku bangsa, budaya, dan agama dalam masyarakat majemuk.
4. Alam dan Lingkungan Hidup	Alam Ciptaan Allah	Memahami dan menyukuri kemahakusaan Allah dalam berbagai fenomena alam.
	Tanggung Jawab Manusia terhadap Alam	Melakukan tindakan nyata dalam memelihara alam dan lingkungan sekitar sebagai wujud tanggung jawab orang beriman.

Tools in the Independent Curriculum

Teaching tools are book texts and teaching modules that help teachers in implement Independent Curriculum . Through teaching tools , teachers are expected can organizing an increasingly learning process meaning in harmony with principles that prioritize learning in accordance stages and needs participant educate .

tools in the Independent Curriculum can accessed through print media and online . Print media , where books text will provided Ministry of Education, Culture, Research and Technology online and in print with procedure distribution appropriate regulation applies . Online, where teaching modules can be accessed and used on the Merdeka Mengajar platform with follow steps the instructions .

Teaching Module

The teaching module is document containing goals , steps , and means learning , as well as assessment required in one unit/ topk based on channel objective learning .

Teaching modules are compiled For guide educator / teacher in carry out the learning process . The components in Teaching modules are determined by educators in accordance needs . Here component teaching module .

- General information containing : identity writer , competence beginning Profile Pancasila students , facilities and infrastructure , target participants education , and learning models .
- Core components contain : objectives learning , assessment , understanding meaning , question igniter , activity learning , and reflection participant educate and educator .
- Attachments contain : LKS, enrichment and remedial materials reading students and teachers, glossary , and bibliography .

On the components Independent Curriculum teaching module , there is three important terms , namely : **first** , understanding meaningful . Sentence a statement that describes the learning process that is not just memorize concepts or fact fact merely , but is activity connect concept-con - sep For build complete understanding so that concepts learned will understood in a way good and form behavior . In language English often called as Enduring Understanding, Conceptual Understanding Big Idea, Central Idea, or Statement of Inquiry. **Second** , the question lighter . Sentence questions used For sparking curiosity know , start discussion , and start study Question lighter should in form open by using question words like why , how , or What only . **Third** , Study sheets . Sheets that can used as sheet reflection . sheet chart organization , sheet work , and question .

Components the No must listed in teaching modules developed by teachers, teachers are given freedom For develop component in Independent Curriculum teaching module .

Government provide examples teaching modules that can made into inspiration For unit education . Unit education and educators can develop appropriate teaching module with need Study participant educate . modify , and or use provided modules Government in accordance with characteristics area , unit educators , and participants educate . Therefore that , educators who use teaching modules provided Government No need Again compile planning learning /RPP / teaching modules overall .

For planning learning , teachers have freedom For make yourself , choose , and modify available teaching modules in accordance with context , characteristics , and need participant educate .

The teaching module is basically is planning learning in a way complete arranged based on Topic in scope class . While that , ATP is planning learning For term time more long in scope unit education . Syllabus can

developed with use or adapting ATP provided by the government and also channel objective developed learning in a way independent .

Teaching modules can accessed via the Merdeka Mengajar platform via " Kemdikbud Teacher " page or through "Independent Teaching" application .

Teaching Module Sheet

General Information

Module name	Christian Religious Education
Writer module	Dra. Lina Waty TDS
Phase	A
Element	God is at work
Sub Elemen	God the Creator
Theme	Lesson 1 – I Am Special
Pancasila Profile (according to material reading Bible)	Faithful , Independent
Time Allocation	1. 2x35 minutes 2. Teaching Module for 2 meetings
Class	1
Component (taken from textbook)	Modified Components (teacher who made)
Learning objectives based on CP 1.1 Explaining that he is God's creation 1.2 Showing his special qualities 1.3 Mentioning the parts of the body 1.4 Mention the functions of body parts 1.5 Show gratitude to God with prayer and praise	Learning objectives based on CP 1.1 Explaining that he is God's creation 1.2 Show gratitude to God with prayer and praise 1.3

1st meeting

Students are able to state that they are God's creations.

Students are able to mention their special qualities as God's creation by completing a picture of their body.

Students are able to name their body parts

2nd meeting

Students are able to mention the uses of their body parts.

Students are able to show gratitude to God through prayer and praise.

Students are able to mention examples of using body parts well through pictures.

Keywords : creation, isrimewa, grateful

Competencies required owned participant educate before learn Topic This :

Knowledge of God as creator, communication skills and observing oneself and others.

Core Questions :

Who is my creator ?

Why I special ?

How I give thanks ?

Main Learning Activities

Student settings : individual, watching via Youtube

Method : storytelling, question and answer

Learning Model : direct, scientific and contextual learning

Assessment

Evaluation individual in video format

Type of assessment : performance through videos and photos (formative)

Meeting 1

Opening Activity (5 minutes)

The teacher greets the students and creates a situation as if they are meeting face to face with the students before starting the lesson.

The teacher invites students to pray together.

The teacher checks student attendance (students respond via WA if they have watched YouTube)

The teacher invites students to sing the hymn “Children, praise the name of the Lord”

The teacher carries out apperception by playing a game of guessing pictures of body parts.

Activities (20 minutes)

Students observe themselves and name their body parts.

Students are asked to complete the picture of the eyes, nose, mouth, ears, and hair and then color it. The teacher asks that when it has been colored, it be sent via photo to WA.

Students are guided to understand that God created men and women, each person created differently. This activity aims to show the various differences between humans created by God. All are different, but all are special.

The teacher asks students to observe their special bodies and mention them. The teacher guides students to admit that they are special.

Students explore the existence of people with disabilities through stories told by teachers using puppets/comics, for example people who do not have hands, feet, or other body parts, but all have special features. The teacher emphasizes that people with disabilities are also special. Students are invited to appreciate the existence of people with disabilities as special creations of God.

Students acknowledge God's greatness in creating humans by singing the song "Who made flowers"

Activity closing (5 minutes)

The teacher gives a brief review of the material taught today. It can also invite students to mention what they have learned today.

The teacher then concludes the lesson.

Closing prayer by the teacher.

Meeting 2

Opening Activity (5 minutes)

The teacher greets students before starting the lesson.

The teacher invites students to pray together.

The teacher checks the students' attendance (calling their names to show the teacher cares even though it is only a one-way interaction)

The teacher asks questions about the learning in the previous meeting to remind students.

Activities (20 minutes)

The teacher plays a game of guessing the body parts according to the picture shown by the teacher and notes and sends photos.

Students show their gratitude to God who created their bodies by singing and praying. (showing a video of children singing)

Students make puppets

will provide some short questions related to last week's meeting. These questions will stimulate students' memories of last week's material explanation, with the hope that students already understand well the meaning and examples of activities carried out in Sunday School.

The teacher will show again the video about the Lord Jesus blessing and receiving the children (animated video based on Mark 10:13-16).

The teacher will re-explain the reading material of Mark 10:13-16 and its relation to the attitude of diligently attending Sunday School services. The material explained will be related to the second TP that must be achieved, namely how students can carry out acts of "love" to their friends while in Sunday School.

After the connection between the reading material of God's Word and the material, students will be asked to do the activities on page 125 in the textbook.

Activity closing (10 minutes)

The teacher gives a brief review of the material taught today. It can also invite students to mention what they have learned today.

The teacher then concludes the lesson.

Closing prayer by the teacher.

Conclusion

Conclusion from study This show that learning strategy important For make it easier student reach objective effective and efficient learning . In the context of learning distance Far during COVID-19 pandemic , the strategy must covers planning interactive and customized with internal and external conditions students . Inhibiting factors like limitations internet quota , disruption signal , as well as skills teacher and student technology must overcome with support means adequate infrastructure . The implementation of appropriate strategies , such as blended learning, plays a role important in increase performance student during learning distance Far .

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