

CRE Learning in the Digital Age: An Inclusive Approach to Achieving Religious Moderation Amidst Diversity



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ABSTRACT

This article explores the implementation of Christian Religious Education (CRE) in the digital era, with a focus on inclusivism to promote religious moderation in the face of diversity. The background of this research is the increasing challenge of teaching CRE in religiously diverse environments. This study employs literature analysis to examine theories of religious education and religious moderation, as well as evaluate digital platforms used in CRE. This research aims to identify effective teaching strategies that promote inclusive and tolerant attitudes. The novelty of this research lies in its interdisciplinary approach, combining studies in education, technology, and theology. The findings indicate that the use of digital technology can enhance students' understanding of inclusivism and religious moderation values. In conclusion, the integration of technology in CRE has significant potential to strengthen inclusive attitudes in a pluralistic society.

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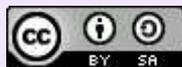
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Introduction

The digital age has brought significant changes in many aspects of life, including education. Technology is now an integral part of human life, and this change affects the way young people interact with the world around them. In the context of Indonesia, a multicultural nation, this transformation calls for a holistic approach to educating young people to appreciate diversity and uphold human values. Religious education, including Christian Religious Education (CRE), needs to adapt to these changes to equip young people with relevant knowledge and skills in the digital age.

Previous research has shown that there are serious challenges in the Indonesian educational context, particularly in terms of the spread of radicalism and exclusionary attitudes among students. Several studies have revealed that some schools and colleges use social media and other platforms to spread radicalism (Munip, 2012). Furthermore, the exclusionary attitudes of parents, teachers, and principals, who prohibit interaction with individuals of different faiths, exacerbate the situation (Sopakua and Hasugian, 2022). In this context, Christian education faces complex problems, particularly in terms of implementing an inclusive and contextual approach.

Therefore, the urgency of this research lies in the increasing trend of radicalism and exclusionary attitudes among students and the general public, which demands a rapid response from the Christian education system. Amid these rapid and complex changes, Christian

education needs to develop a more inclusive approach, which not only prioritizes cognitive aspects but also incorporates diaconal values and respect for diversity (Rumahuru, 2019). Thus, it is essential to understand how Christian education can adapt to the digital era context to shape moderate and inclusive attitudes among the younger generation.

In this context, Christian education learning plays a very essential role in educating. Inclusivism is an attitude or perspective that views other religions as valid paths to God, acknowledging that God may bless humans and offer salvation beyond Christianity. Still, true salvation is only in Jesus Christ; this perspective encourages acceptance and respect for differences in religion and belief (Jones, 2005). becoming the underlying foundation for learning Christian Religious Education in the digital era. Religious moderation is a further concept of inclusivism. In an era where information can spread quickly and widely, young people need to develop a profound understanding of their religion's teachings and beliefs, while also respecting the beliefs of others. Indicators of religious moderation have a constructive relationship with national commitment, tolerance, anti-radicalism, and violence, as well as accommodating attitudes towards local culture and wisdom (Sumarto, 2021). Religious moderation encourages individuals to avoid extreme and fanatical attitudes, contributing to the development of productive interfaith dialogue.

Building on the description above, this research aims to explore how an inclusive approach to learning Christian Religious Education can help shape the attitudes of the younger generation towards religious moderation. The article will also examine the role of technology in supporting inclusive CRE learning, as well as how this approach can serve as the foundation for creating a more tolerant and respectful society amidst diversity. According to in-depth research by Yance Rumahuru, Christian religious education has a significant influence on Indonesia's education system, as it possesses the strategy and potential to serve as a foundation that supports moderate attitudes towards pluralism (Rumahuru, 2021). Esti Boiliu also discusses CRE learning in a structured manner in the digital era, exploring the attitude of inclusivism in a pluralistic society through students (Boiliu, 2021). However, these two discussions focus more on theoretical aspects and policies, rather than practical elements and the application of technology in education. The novelty of this research lies in the integration of technology with an inclusive approach to CRE learning, which has not been widely explored in the Indonesian context. This research will also demonstrate how religious moderation can be shaped through education that is contextual and relevant to the challenges of the digital era, and how technology can be utilized as a tool to reinforce the values of inclusivism and religious moderation among students.

The results of this study will focus on several key questions: How can an inclusive approach to CRE learning shape moderate religious attitudes among young people? What is the role of technology in supporting this approach? To what extent has Christian education today adapted to the demands of the digital era to create more inclusive and moderate learning? These questions will serve as a foundation in understanding the dynamics of Christian education in the digital era and how this approach can be effectively implemented. This article offers a comprehensive overview of the importance of inclusive CRE learning and its role in promoting religious moderation in an increasingly complex and multicultural society. Through in-depth analysis, this research can offer practical solutions for Christian educators in facing the challenges, as well as provide new insights into the application of inclusive approaches in religious education in the digital era.

Research Method

This study employs a qualitative research method, utilizing a comprehensive library study approach to collect and analyze theological literature sources through systematic

documentation, which includes tracing primary and secondary sources (Sugiyono, 2013). Data analysis techniques are carried out critically and hermeneutically, using an inductive approach to explore the concept of inclusivism in Christian religious education, analyze its relevance in realizing religious moderation, and examine strategies for implementing inclusive values in learning (Karuntu, Saerang, and Maramis, 2022). Therefore, inclusive CRE learning can serve as a reference in promoting religious moderation amidst diversity, and the inevitability of diversity can be a tool in practicing Christian values among students.

In this study, the author presents a descriptive analysis of the main ideas of CRE for building religious moderation, focusing on the following key aspects: the application of CRE in the digital era, challenges in promoting inclusive attitudes in the use of technology, the principle of inclusivity in CRE, and the application of inclusive attitudes through CRE in the digital era. These ideas are illustrated in the research roadmap below.

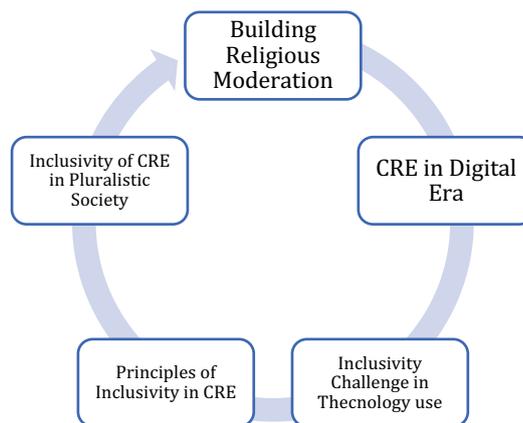


Fig. 1. Roadmap research of Building Religious Moderation

Results and Discussion

Christian Religious Education in the Digital Age

Education is a learning process that aims to develop human cognitive, affective, and psychomotor skills. The word “education” comes from the English word “education” and in Latin is “educare”, where “e” means “out” and “ducare” means “to lead” (Yang, 2018). Therefore, the meaning of education is “leading out”. From this understanding, it can be concluded that education is a process in which the educator becomes the primary figure in guiding students from not knowing to knowing. Christian education is an education centered on Jesus Christ. Christian education has a system that pivots on educators who have a goal or target of achievement, aiming to completely transform sinners into saints of God (Yang, 2018). Christian religious education is crucial in shaping students' character to reflect the likeness of Christ. Imitating Jesus Christ means following and imitating Christ, like the fruit of the Spirit in (Gal 5:22-23).

In the digital era, technology plays a central role in transforming Christian education and learning. The use of increasingly sophisticated technology can be a means of delivering Christian education materials to learners (Boiliu, 2020). The utilization of increasingly sophisticated technology has opened up interesting opportunities in the teaching of Christian religious education to learners. Through various technological tools and platforms, teachers can present Christian religious education materials more interactively and engagingly. For example, by

utilizing learning videos, webinars, and e-learning platforms, teachers can present lectures, talks, or learning materials in a more interesting and relevant manner. A research study by Yaaman Gulo et al. in this digital era reveals that strategies still relevant include participatory, inquiry-based, discovery learning, cooperative, and blended learning (Gulo, Tafonao, and Evimalinda, 2021). With this approach, learners can more easily understand and internalize the teachings of Christianity in the context of an increasingly digitally connected modern world. Thus, increasingly sophisticated technology has become an effective means to enhance learners' understanding and appreciation of Christian values. However, challenges arise in ensuring that these technologies not only provide access to specific groups but are also inclusive to various levels of society.

The digital age, as a new wave in the evolution of society, has a significant influence on various aspects of life, including education. This is even more significant when considering Generation Z, which is inescapably influenced by digital technology and social media, characterized by creativity, freedom, hyper-tolerance, multitasking, and other traits (Masinambow, 2022). Seeing this condition, Christian education is also undergoing a transformation that follows the flow of technological and social developments. This transformation is primarily reflected in the increasing use of sophisticated technology as a means of delivering Christian religious education materials to students. Thus, the most essential spotlight is on educators, who strive to integrate technology into Christian education. Christian education learning can also be a means of promoting interfaith dialogue. Learners can be invited to discuss the values shared by different religions and identify commonalities that can serve as the basis for interfaith cooperation and understanding. Through this dialogue, stereotypes and prejudices can be reduced while fostering a deeper understanding of religious differences.

Inclusive CRE learning fosters a deeper understanding of other religions. This involves examining the history, teachings, practices, and contributions of various religions to the development of society. With a deeper understanding, learners will be more likely to respect and appreciate differences. The plurality of religions and beliefs in the digital age presents both great potential and significant challenges. The challenges of pluralism and polarization underscore the need for an inclusive approach in CRE learning. Through learning that emphasizes understanding, dialogue, and respect for differences, CRE learning can be a force that promotes harmony and prevents conflict. As such, the digital age can be an age where religious diversity is respected and understood as a unifying cultural wealth. Technology has been a significant milestone in transforming the way Christian education is delivered in a digital format. The use of digital platforms, augmented reality (AR), and artificial intelligence (AI) provides a new dimension in delivering religious lessons in an interactive, immersive, and engaging way for the digital generation. Through mobile apps, educational websites, and technology-based learning platforms, learners can easily access a variety of learning resources. With AR and AI, abstract concepts in religious teachings can be illustrated with more tangible visuals, thereby facilitating a deeper understanding.

The Challenge of Inclusivity in Technology Use

While technology holds great potential for advancing Christian religious education, significant challenges must be overcome for this transformation to be truly inclusive. One of the main challenges is the technology access gap. Despite widespread access to technology, there are still groups of people who cannot afford the digital devices or internet connection required for online learning (Wakatobi-regency and Hadiyat, 2014). This can create inequalities in learning opportunities, hindering inclusivity.

Various facts are highlighted in the misuse of gadgets today. From small children to adults, they are also less careful in their use of social media platforms, including Facebook, TikTok, Twitter, Instagram, YouTube, and other information media. In it, there are lies and the spread of

untrue information, addiction to playing games, bullying, morally damaging content, and much more (Awang, Prayitno, and Engel, 2021). Referring to this, the spiritual deterioration that occurs among Christians is indeed a special concern. In Christian education, of course, it also affects the spirituality and behavior of students. Therefore, addictions that damage the paradigm and morals of students become obstacles in implementing the actual values of Christianity.

The challenge of plurality and polarization shows the urgency of an inclusive approach to learning Christian education in the digital era. Christian education learning should not only teach religious doctrines and rituals, but should also encourage a deep understanding of the human values that exist in various religions and beliefs (Kemendikbud, 2020). This inclusive attitude in learning will help overcome stereotypes, prejudices, and ignorance that can be the root of conflict. Educators should be aware that learners come from diverse religious backgrounds and beliefs. Recognizing this diversity is the first step in creating an inclusive learning environment (Mangopo, 2022). By understanding each learner's views and beliefs, educators can avoid content that may be controversial or demeaning to specific religions.

Referring to the description above, the author provides a suggestion so that the transformation of Christian religious education learning in the digital era is genuinely inclusive, several necessary steps need to be considered coherently, namely as follows: First, Equitable Technology Infrastructure: The government and educational institutions should work together to ensure that technological infrastructure, such as internet access and digital devices, is available and affordable for all levels of society. Second, Teacher Training: Christian education teachers need to be trained in the use of technology for learning. They should be able to effectively integrate technology into learning, allowing materials to be delivered efficiently and tailored to the needs of learners. Third, Inclusive Content Development: Learning content that is developed by considering the diverse religious backgrounds and beliefs of learners. Materials should encompass an understanding of various religious traditions, cultures, and customs, without prioritizing any particular group. Fourth, Flexible Approach: Although technology is used as the main tool, the learning approach is also flexible. Learners who do not have access to technology still get the opportunity to learn through conventional methods. Fifth, Keeping Technology in Harmony with Religious Values: In addition to the challenge of inclusivity, it is also necessary to consider how technology in Christian education aligns with religious values. Technology is used wisely to support a deep understanding of religious teachings, rather than replacing direct interaction with teachers or classmates. It is essential to strike a balance between technological advancements and spiritual values.

The transformation of Christian education learning in the digital age promises significant opportunities to enhance learners' understanding of religion and belief. The use of technology in learning can make materials more engaging and interactive. However, inclusivity should remain the primary focus, ensuring that all learners have equal access to education. In carrying out this transformation, it is essential to remember that technology is merely a tool, and religious values remain the primary guide for the learning process.

Principles of Inclusivity in Christian Religious Education Learning

Christian education is a teaching that cannot be separated from an inclusive attitude. Christian values are already part of being inclusive. Jesus Christ has been a great teacher for all Christians, teaching us love. The love that most refers to pluralism is a necessity for Christians to love their neighbors, not just their enemies. This is essential and a very noble act. When teaching students, the attitude that needs to be adopted prioritizes diversity. In this regard, an inclusive principle is necessary that can be applied by attending to the diverse needs of students, including those with special needs and those from different backgrounds. This aligns with the

teachings of Jesus, who instructed us to love others and attend to their needs (Sumiati and Triposa, 2021). The principles integrated by the author in several aspects are as follows:

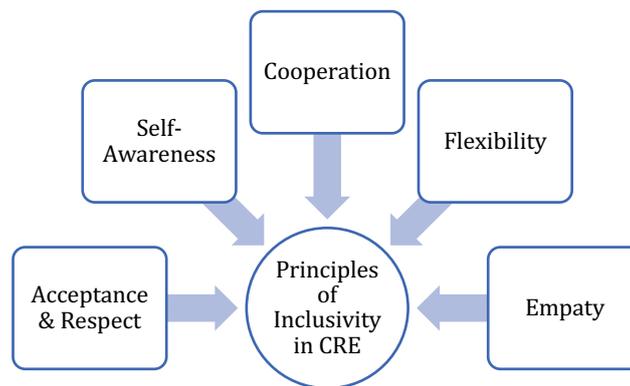


Fig.2. Principles of Inclusivity in CRE

Acceptance and Respect: This principle teaches to accept and respect all individuals, regardless of their background, abilities, or needs. One of the Bible verses that supports the inclusive principle in Christian Religious Education learning is Galatians 3:28, which reads, “There is no longer Jew or Greek, there is no longer enslaved person or free, there is no longer male or female, for you are all one in Christ Jesus (Wijaya, 2015).” This verse teaches that all people are equal before God and no distinction should separate them. This verse affirms that in Christ, no difference distinguishes us based on race, social status, or gender. All people are respected and accepted as brothers and sisters in the faith.

Self-Awareness: This principle encourages individuals to understand their own identity and beliefs, as well as appreciate the differences and diversity within Christian religious beliefs. The scripture that reflects the principle of self-awareness and respect for differences in beliefs is Romans 14:22-23. This verse emphasizes the importance of self-awareness in our beliefs and highlights the need to refrain from judging others based on their beliefs. (Mawikere, 2019). It teaches us to respect differences in Christian religious beliefs and to take responsibility for our own beliefs before God.

Cooperation: This principle promotes collaboration between individuals with different backgrounds and beliefs to create an inclusive learning environment (Marshall, 2016). A scripture that reflects the principle of partnership between individuals with different backgrounds and beliefs is 1 Corinthians 12:12. This verse illustrates the concept of how the various members of the body work together in unity to achieve a greater goal. In the context of the principle of cooperation, this verse teaches that although we are diverse in background and beliefs, we are one body in Christ, and we should work together to create an inclusive and harmonious environment. This is a form of wholeness in achieving group goals, where we see Christ as the head of the church and ourselves as His united congregation.

Flexibility: This principle emphasizes the importance of flexibility in Christian teaching methods to meet the needs of diverse students (Manga’pan, 2022). While the Bible directly addresses the principle of flexibility in Christian teaching methods, there are principles in the Bible that emphasize the importance of adapting to the needs of diverse individuals and tailoring ministry to their specific needs. One of these principles is found in 1 Corinthians 9:22, which emphasizes the importance of Paul adapting his ministry to reach a diverse range of individuals. This reflects the principle of flexibility in Christian ministry and teaching, which aims to meet the diverse needs of students and individuals with varying backgrounds.

Empathy: This principle teaches us to empathize with the experiences and perspectives of others, thereby reinforcing an inclusive attitude in Christian religious education. Although not explicitly stated in the Bible, these principles are emphasized in many Christian teachings that emphasize love, care, and concern for others. One verse that reflects this principle is Philippians 2:4. This verse emphasizes the importance of considering the interests and needs of others, which is a key aspect of empathy (Adinda, 2021). In the context of Christian religious education, empathy plays a crucial role in fostering an inclusive environment that respects and values the diverse experiences and perspectives of others.

Implementing Inclusive Christian Religious Education Learning of a Pluralistic Society in the Digital Era

Religious and belief diversity in the digital age has the potential to cause conflict and polarization. This challenge highlights the urgency of an inclusive approach to Christian religious education (Ells, 2020). Educators need to understand that students come from diverse religious and belief backgrounds, and an inclusive attitude is necessary to prevent conflict and develop a better understanding. Religious and belief diversity can trigger potential conflict if not managed properly. Amidst the rapid flow of easily accessible information, narrow-mindedness or misunderstanding of religious teachings can exacerbate the situation. Conflicts can arise at both the individual and societal levels. Additionally, polarization between religious groups can threaten social harmony and diminish compassion for others.

The digital age has made religious and belief diversity an inevitability in everyday life. However, how can this diversity be integrated into a unified whole without causing divisions within specific communities? In general, inclusive religious education is an instrument for building and developing a model of religious education. The Rumahuru concept emphasizes that inclusive religious education should be able to accommodate diversity and strengthen tolerance between individuals and groups (Rumahuru, 2019). In line with this, there is a growing understanding among Christian educators to implement an inclusive attitude in the classroom and the social environment as a manifestation of the love inherited from Jesus Christ, the Great Teacher. It is clear that the Great Commission, mandated to believers in Matthew 28:19-20, "make disciples of all nations," serves as the reference point for implementing the concept of inclusivity. Jesus Christ, in His teachings, did not view geographical or other differences as reasons to deny the same grace; instead, He saw all as equal in His love and salvation. This serves as a reflective concept for Christian educators to reconsider the context of their existing educational practices.

Amid rapid changes brought about by digital technology, Christian religious education in a diverse society must adapt to provide relevant and inclusive benefits for all. Christian religious education is a means of understanding the values, beliefs, and principles that shape the spiritual and moral well-being of individuals in a society. In the digital age, the implementation of inclusive Christian education plays a crucial role in fostering mutual respect among individuals from diverse religious and cultural backgrounds. One of the main aspects of implementing inclusive Christian education is the use of digital technology. The internet and mobile devices provide access to Christian educational resources from around the world. This enables students to explore and understand various religious traditions and beliefs without the need to travel or face physical limitations. Thus, Christian education becomes more inclusive, removing geographical, social, and economic barriers that may hinder access to religious knowledge.

Additionally, the digital age facilitates dialogue among individuals from different backgrounds. Social media platforms and online forums enable open and tolerant discussions about religious issues and beliefs. This allows positive exchanges of views and fosters a more profound understanding among members of a diverse community. In Christian education classrooms, teachers and educators play a crucial role in fostering an inclusive environment.

They must understand the religious and cultural diversity in their classrooms and strive to integrate diverse perspectives into the Christian education curriculum. This will ensure that every student feels recognized and valued in their Christian education learning. Providing Christian educational materials that are relevant to the digital context is also crucial. This includes understanding digital ethics, the use of technology in worship, and overcoming ethical challenges that may arise in the virtual world (Kusumastuti, 2021). It is essential to remember that an inclusive approach to Christian education in the digital age encompasses not only students who hold specific religious beliefs, but also those who do not. It also includes students who may not have any religious beliefs or convictions. Inclusive Christian education must acknowledge diversity in both belief and non-belief, and help foster tolerance and understanding among all individuals.

Therefore, the implementation of inclusive Christian education in a diverse society in the digital age is a crucial step toward fostering greater understanding and harmony among various religious and cultural groups. By leveraging digital technology, promoting open dialogue, and embracing diversity, we can foster a more inclusive and tolerant society where every individual is allowed to develop a profound understanding of the values and beliefs that shape their world. All the creativity possessed by students can be actualized appropriately under the supervision of teachers and parents. The challenge for Christian education to implement technology-based, inclusive learning is not an easy one. However, by revisiting the Great Commission entrusted to believers and gradually embracing the principles outlined above—acceptance and respect, self-awareness, cooperation, flexibility, empathy, differentiated learning, and appreciation for contributions—it becomes possible.

Conclusion

The conclusion of this article emphasizes that the integration of digital technology in Christian Religious Education (CRE) in the digital age has significant potential to strengthen attitudes of inclusiveness and religious moderation in the face of diversity. The use of this technology not only facilitates access to information but also enhances learning methods, enabling students to understand better and appreciate the diversity of religious and cultural perspectives. In this context, an inclusive attitude is crucial for fostering social cohesion and harmony within society. This study shows that an approach combining religious education theory, technology, and theological perspectives can enhance students' understanding of the importance of tolerance and moderation in spiritual practice. Therefore, the adoption of digital technology in CRE is not only relevant but also essential in addressing educational challenges in the era of globalization and digitalization.

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