

## Multicultural Education

Research Article

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## DEVELOPING THE CURRICULUM MODEL OF THEOLOGY AND RELIGIOUS STUDIES BASED ON MULTI-POTENTIAL SKILLS

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### ABSTRACT

This study aims to develop a suitable curriculum model based on multi-potency skills for all theology departments derived from conventional curriculum to avoid the probability of unemployed alumnaes when they compete the study to become professionals in society. This study used qualitative and quantitative data since this research belongs to mixed-method research. The qualitative method used desk research for data analysis and then enriched with quantitative data using SPSS. This research found that the Department of Theology at Tarutung State Christian Institute of Indonesia has a problem regarding the graduates only becoming pastors or priests. Meanwhile, the number of churches was not increased annually as the place to work. The product of this research is a guidebook for the lecturers and learners of theology departments on how to develop a model of curriculum that conducts practical studies based on student needs. The benefits mostly are for students, especially a curriculum that can upskill students to not just become a pastor or priest, but will have an opportunity to become teachers, counsellor, missionaries, and other professions.

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## 1. INTRODUCTION

Education development in Indonesia often undergoes changes and improvements to the curriculum, as it is designed by the central government to be implemented in every institution. Such conditions impact the effectiveness and efficiency of curriculum implementation, which does not work under other supporting aspects that allow the curriculum to be implemented. The primary foundation in the preparation or the making of the Christian religious education curriculum based on The Holy Bible, Mark 12:29-31 states that “You shall love the Lord your God with all your heart, and with all your soul, and with all your mind, and with all your strength” and the second is “You shall love your neighbor as yourself. There is no other commandment greater than these”. It can be concluded that a Christian education curriculum must bring students to be in the right relationship with God and with others. This is the basis aspects for considering the preparation of the curriculum which are; (1) the psychological aspect comes from the soul and the heart; (2) the knowledge aspect comes from the mind; (3) the psychomotor aspect comes from the strength, (4) sociological aspect comes from fellows and other human beings (Budiyana 2021).

According to Zais (1976) as a curriculum design expert, there are three categories used to prepare curriculum goals instructional goals or objectives and attitude. Skills; the ability to do something, including processes such as reading, critical thinking, Etc. In detail of the higher education curriculum developed by each university in National Higher Education Standards for each department study or program include the development of intellectual intelligence, noble character, and skills (Rusdiana and Nasihudin 2018). The

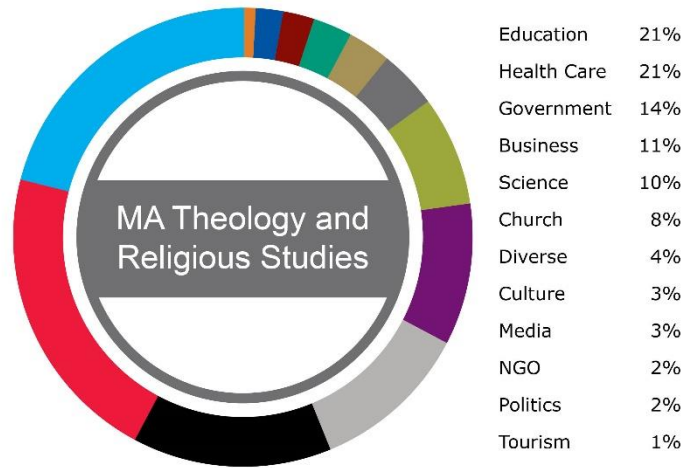
national legal basis for developing a study program curriculum for higher education as follows:

- (1) Constitution Law Number 20 of 2003 Concerning the National Education System 2003
- (2) Constitution Law Number 12 of 2012 Concerning Higher Education
- (3) Other laws such as; Constitution Law Number 20 of 2013 Concerning Medical Education, and et cetera.
- (4) Regulation of the President of the Republic of Indonesia Number 8 of 2012 Concerning Indonesian National Qualification Framework
- (5) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 49 of 2014 Concerning National Higher Education Standards 2014
- (6) Ministry of Education and Culture Republic of Indonesia 2013
- (7) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 50 of 2014 Concerning Higher Education Quality Assurance System
- (8) Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 81 of 2014 Concerning Diplomas, Certificates of Competence and Professional Certificates of Higher Education 2014

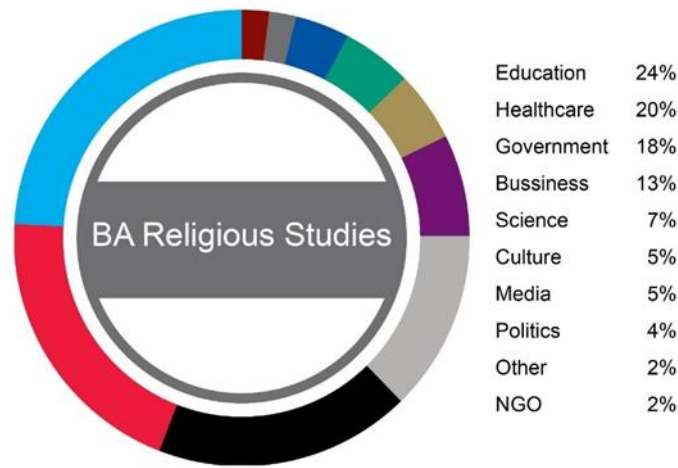
The curriculum model is a media of learning designed by an educator to help the learners grab the learning content to become meaningful learning and perform the learner's personality of being qualified inner and outer sides (Joyce et al. 2011). Furthermore, Arends (1997) states that the model of curriculum has some characteristics that they cannot be found in strategy and method such as: (1) there is a rationale theoretical logic which is designed by the developer or the designer, (2) there is a fundamental thinking of what and how to learn, (3) behavior of instruction that needs in the model, (4) selected learning environment that support gaining the goals of learning. From those ideas, it can be strained that a model of curriculum is a well-designed strategy by the educators in the form of learning kits and scenario to help the students gain the target. In this case, they equalize that the learning model is the same as a model for instruction, in which the educator helps the learners to gain information, ideas, skill, value, and ways of thinking, how to actualize themselves, the way to learn how to learn. It is also in the same line with Sihombing and Legi (2022) states that it is crucial to design and improve the model of curriculum of the department itself based on multi-potencies to gain the target, specifically for their readiness to encounter every challenge they encounter in every change of era of industrial revolution.

The theology Department at Tarutung State Christian Institute was established 20 years ago. As long as it exists, the main output of this department is to shape the students into priests or pastors and referred. In this modern era, being a priest or a pastor in social life is hard to earn or gain money for family needs. This condition causes so many theology graduates are unemployed in society. Therefore, the theology Department at Tarutung State Christian Institute change its output goal based on the transforming era demanding multi-life skills generation. Henceforth, the department of theology from now needs to improve the quality of the output not only to produce career output as priests or pastors but also to sharpen their ability to be multi-potential skills; for instance, theology graduates go on to further academic study or pursue a wide variety of careers, including education, government and the public sector such as healthcare, commerce, finance and business, charitable organizations, and religious ministry.

In comparison between the outputs or graduates from theology and religious studies departments at other universities, this research takes an example from the outputs or graduates from University of Groningen and University of Notre Dame in Netherlands, as follows; (1) University of Groningen, outputs or graduates from Faculty of Theology and Religious Studies at the University of Groningen produce graduates who work in areas according to the following percentages (Faculty of Theology and Religious Studies, University of Groningen, 2022).

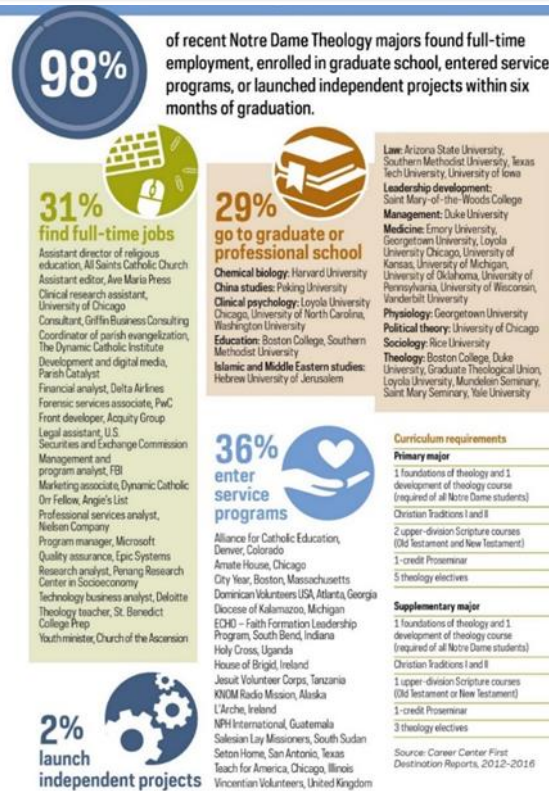


**Figure 1.** Bachelor Degree or Undergraduate Program  
Source: Faculty of Theology and Religious Studies, University of Groningen



**Figure 2.** Master Degree or Graduate Program  
Source: Faculty of Theology and Religious Studies, University of Groningen

(2) University of Notre Dame, in teaching soft skills and to enrich multi-potential skills students in Department of Theology at the University of Notre Dame are taught; (2a) the ability to articulate complex thoughts and theories, (2b) effective oral communication, (2c) strong writing, (2d) teamwork, (2e) critical thinking and analytical reasoning, (2f) ability to apply knowledge to real-world setting (2g) ethical judgment and decision making (Department of Theology, University of Notre Dame, n.d.). Graduates or outputs from the Department of Theology at the University of Notre Dame produce graduates who work in areas according to the following percentages.



**Figure 3. Graduates or Outputs Percentage**

Source: Department of Theology, University of Notre Dame

There are three similar core previous research topics relevant to this study. Sihombing and Legi (2022) study shows that; (1) generally educators or lecturers had not understood how to implement a new developed model that has potential to create stagnance, (2) strategies to empower educators are implemented through training, workshop, and assistance on designing and implementing the model, (3) educators and researcher colleagues expect that the guidebook contains concepts of authentic assessment to measure language competence, uses simple language, is easy to follow, and provides concrete examples, and (4) the guidebook can accommodate the expectations. Also, Bhakti, Kusairi, and Muhandjito (2013) used the method model of development based on Gall and Borg (1989), whereas in this study, the development of theology department curriculum is based on R2D2 model. Moreover, the instrument used was a questionnaire for respondents to gain data for analysis and for testing the product's practicality, namely a developed model of curriculum. For data analysis, this study applied a qualitative method embedded with quantitative data to enrich the found data. Moreover, Zhou, Jiang and Yao (2015) states that dealing with the method of research, namely mixed method research, proves the product's validity and reliability. They used a validity test and reliability test instrumentation also similar to this research. The difference between these two kinds of research deals with the informant and the scope. The informant of this research is the theology lecturers and the alumnae of 6 theology departments in various provinces of Indonesia.

## 2. LITERATURE REVIEW

### Curriculum

According to Bobbitt (2018), curriculum is an idea that has Latin roots Rare Source, which means curriculum as “action subjects” and experienced by children until they become adults, so that they will be successful in society when they are adults. Taba and Spalding (1962) states that curriculum is a lesson plan. According to Inlow (1966), curriculum is a comprehensive effort designed by the institution to guide students to obtain predetermined learning outcomes. Kerr (1968) explains curriculum as a learning tool designed and implemented individually or in groups, both at institution and outside of institution. According to Beauchamp

(1975), curriculum is a written document containing the contents of subjects taught to students through various subjects, choice of disciplines, and formulation of problems in everyday life. More explanation about curriculum is all experiences designed and proposed by the institution (Neagley and Evans 1967).

In a broad sense, Caswell and Campbell (1937) said that the curriculum is the child's entire experience under the educator's supervision. Murray and Lee (1950) illustrated curriculum as experiences of the child which the institution in any way utilizes to influence. Edward A. Krug (1957) concludes that curriculum consists of the means used to achieve or implement the goals given in the institution. Engkoswara and Komariah (2010) explains that curriculum is a number of subjects, activities and everything that affects the personal formation of students in accordance with educational goals that have been set by the government or institution (Murray and Lee 1950).

### **Traditional Curriculum**

According to Hutchins (1938), curriculum should include grammar, theory, logic, reading, edition, and mathematics at the secondary level to introduce the great books of the western world. According to the traditional sense, the curriculum is a number of subjects or knowledge that must be taken, studied, and mastered by students to reach a certain level, get a diploma, or achieve the learning objectives (Good 1959). In traditional curriculum, the main orientation is on subject matters, knowledge in traditional curriculum is gained only to be known, not to be used for real (Azhar 1967). According to Caswell and Foshay (1950), the traditional curriculum is a planned experience conducted by colleges to help students achieve learning outcomes to the best of their abilities. Traditional curriculum tends to limit student activities and is only limited to activities in the classroom, because the activities conducted in the classroom are still in line with the setting of traditional community needs that are still simple (Dikli 2003). The traditional curriculum that prioritizes listening and following the educator with high obedience will only obstruct the critical thinking of students and retard their growth and development (Eldiva and Azizah 2019). Traditional education still uses conventional learning and teaching systems that take a long time. In the process, students are required to write down the teaching materials on the board and usually up to many pages and books. This classical learning model is becoming less effective in modern times (Boumová 2008).

### **Modern Curriculum**

Bahri (2017) concludes that the curriculum in the modern view is an educational program provided by the institutions, not limited to the field of study and learning activities, but includes everything that can affect the personal development and formation of students compatible with educational goals which are expected to improve the quality of life not only at institution, but also outside of institution. Daradjat (2017) explained that the modern curriculum includes all activities provided for learning by the institution, or it can be said that it includes all student experiences for which the institution will be responsible. The knowledge gained in the modern curriculum is more tangible because it is used in real terms to solve existing problems. In addition, the orientation of the modern curriculum is student-centered (Asri 2017). The modern curriculum is the institution's effort to stimulate students to learn, both in the classroom and at the institution as well as outside the classroom (Nasution 1989). According to Kovačević and Matijašević (2017), the advantage of the modern curriculum; the educator is not only an educator but also a facilitator; students are also educational actors; with the latest developments in educational technology, it can be utilized properly such as online learning or distance learning through media platforms such as zoom meetings or google meetings so students can learn from anywhere, not only in the classroom; there will be no corporal or physical punishment to students. From the theories above, the researcher concludes that the project becomes a part of the program in which the learners are engaged totally in adjusting the content of the curriculum and they have opportunities to create and actualize knowledge they have earned while they take meaningful learning classes.

### **Research Methods**

This research used a mixed research method that belongs to R&D. The researchers used a development research design, namely: Recursive, Reflective, Design and Development model or abbreviated as R2D2 (Willis 2009). Some aspects of the R2D2 model are reduced, added or modified, or adapted to development goals (Bonk and Zhang 2006). This model is not oriented toward sequential and procedural development steps but towards the focus of development of the curriculum model, and product practicality and efficacy. In other words, the

qualitative feasibility test is mostly needed.

R2D2 model has four principles: (1) recursion, (2) reflection, (3) design, and (4) development. Each of them is a solid orchestrated activity tied to one other and runs automatically in a specific chain of demands. Henceforth, one principle may consist of more than three activities, enhancing from the starting point to the edge of the activities and returning to fulfill the demands (Sihombing and Legi 2022). In the preliminary study, the researchers gathered the data by distributing the questionnaire to the selected respondents, using a purposive sampling technique, besides conducting interviews and observation against the theology department. The table below shows the procedures of model development briefly;

**Table 1.** Guiding Syntax of R2D2 Model.

Component	Things to do
Recursive	Identifying and analyzing the institution's circumstances
	Finding any problems, filtering, and focusing on the crucial one Lecturers and students need an analysis
Reflection	Discussing the preliminary data from Recursive with the theology lecturers, validators and any related stakeholders. Collecting all the inputs from related resources Selecting proper approaches, methods, strategies and technique
Design	Designing a new model or the prototype of Theology curriculum
Development	(1) Developing the prototype of the model (2) Trying it out; (3) revising and trying out (4) complimenting and implementing Disseminating the new product, analyzing the raw data.

Sources: (Leedy and Ormrod 2010)

This study used qualitative and quantitative data since this research belongs to mixed-method research. For data analysis, the qualitative method used desk research and then enriching with quantitative data used SPSS. The data is enriched by the triangulation technique using (1) interview; giving 25 statements for 30 theology lecturers and alumnaes. Each of the statements is allocated to measure the designed model; (2) questionnaire; the questionnaire prepared in the form of closed and open responses to gather data for analysis, and the other one to gather data of the developed model of curriculum practically by using Likert Scale, (3) observation and documentation were done to widen and complete the collected data (Buchanan 1981).

### Validity of The Instrument

There are three ways to look at the validity of a test: content validity, construct validity, and criterion-related validity. In this study, we used content validity. It is a type of validity that shows how well the questionnaire's content, the format of items, or the way of using the right words in each of the items about which conclusion is drawn (Taherdoost 2016), after consulted to the experts or validators of the theology curriculum.

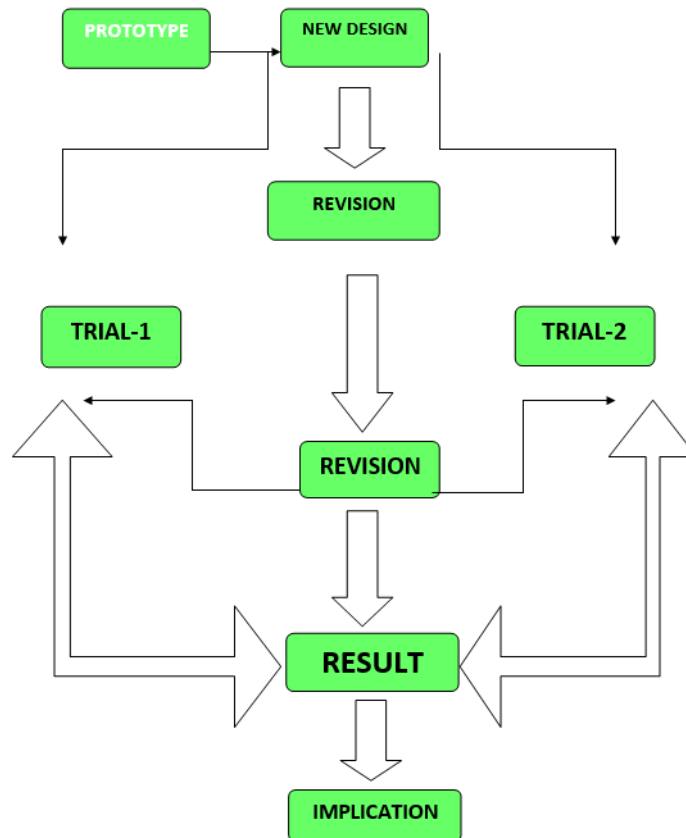
### Reliability of The Instruments

The researchers apply the external test to measure the instrument's reliability to measure the stability test by using Cronbach's Alpha formula. The result from SPSS version 20 seems that the reliability of the instrument is strong enough. Then, in the data collection phase, the data are gathered by concurrent embedded strategy, starting with qualitative data, then completed by the quantitative one, and finally by finding integration as the result of the mixed research applied in this research, as suggested by Prof. Muri Yusuf (2016).

To answer alumnae needs, researchers initiated to develop a valid, reliable, practical, and applicable model of theology curriculum which can help the stakeholders to simplify and modify the conventional curriculum

pretension or requirements. The steps taken to develop the model of theology curriculum; (1) recursive phase, based on the needs analysis data, proved that 91 % of the respondents said that the theology department needs to improve the quality of the theology department output/graduates and develop the conventional curriculum. In such data, the researchers intend to design a prototype of curriculum model development; (2) reflection phase, the foremost important thing to do was to verify the data of the preliminary study after selecting some model developments of learning, then the researcher chose the R2D2 model by Willis (2009) as the proper steps to curriculum development since the syntax was terminally organized in a chain.

The researcher began to develop a new model by designing a new format developed from the prototype model. The traditional curriculum oriented on the graduates job is being a priest or pastor. The following chart shows the model's creation process from the first design, revision, trial-1, revision, trial-2, revision, and final complete design.



**Figure 4.** Cycle of design

### 3. RESULTS AND DISCUSSION

In this study, the expert is identical to the three validators chosen by the team of researchers, indicating mastering curriculum design and mastering the curriculum content for the theology department as lecturers. The researchers consulted the developed model range starting from the first design as the prototype before having trial-1 and trial-2. After consulting, the researcher had revisions to gain a complete plan, discussing with the three validators for good results.

To see the practicality of the product, the first step is to consult the result of the correlation between 3 variables included in the questionnaire, they are: 1) New Developed Model (NDM) is more up-to-date, 2) New Developed Model (NDM) is more practical, 3) NDM is more contextual, then proving the correlation between one to the other two variables and finally interpreting the result from SPSS version; 20 and distinguish the strength between and mention what each result means, regarding the practicality of the research product, as the

following. The questionnaire result with 22 of 30 respondents said that the developed curriculum model, which is based on multi-potencies, is a good curriculum design to improve the readiness and quality of the gradutors for earning jobs other than as a pastor or priest, as well as the accountability of the theology department itself.

**Table 2.** Trial 1 Model Summary Pre-Development (Traditional Curriculum)

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.270 <sup>a</sup>	.073	.040	1.179

a. Predictors: (Constant), Curriculum Pre-development

**Table 3.** Coefficients Pre-Development  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.723	9.261		2.238	.033
	Curriculum Development	-.146	.098	-.270	-1.482	.149

a. Dependent Variable: Pre-Development

Based on data testing, the traditional curriculum only impacts 7.3% in supporting graduates. This means that 92.7% need to do curriculum development. Based on the t-test, the traditional curriculum also did not significantly impact supporting graduates (sig. 0.149 > 0.05).

**Table 4.** Trial 2 Model Summary Post-Development (Modern Curriculum)

<b>Model Summary</b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.921 <sup>a</sup>	.848	.842	.508

Predictors: (Constant), Post-development



**Table 5.** Coefficients Post-Development  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-41.930	3.990		-10.510	.000
	Curriculum Development	.528	.042	.921	12.485	.000

a. Dependent Variable: Post-development

After the curriculum development was carried out, it was proven that the curriculum that has been developed had an impact in supporting graduates by 92.1%. The curriculum that has been developed also significantly impacts on support (sig. 0.000 < 0.05). In this case, the conventional curriculum model in the theology department is relatively weak and uninteresting.

Qualitatively, the description of need analysis throughout the questionnaire is as follows: Based on data, only 9% of the respondents thought that the traditional curriculum is still eligible and supports the graduates. About 91% of respondents said the conventional one needs to develop. Therefore, the researchers developed a new model of theology curriculum to improve the quality of the graduates from the theology department. The weakness of the conventional model became a problem and dilemma for the alumnae and the lecturers; they run the traditional curriculum system as the essential part of education, which is proper to the old era of revolution. Still, they live in an industrial process of 4.0 and a shortcoming 5.0 that needs extra struggle from humans to live such a reason, minding the researchers to develop the curriculum model for the theology department.

After trial-1, the researcher gathered and administered the data to enhance the design of the prototype model; therefore, it is more suitable to implicate by the users. The model has been revised by all the practical issues sourcing from the properly engaged person as stated above; therefore, the form is slightly different from the prototype model. To gain a qualified model, the researcher conducted trial-2 to prove whether this post-model meets the user's needs of the developed curriculum. They were given a set of questionnaires to answer—all the responses as raw data to prove the quality and accountability of the product of this research. Interviews and documentation are triangulation techniques for enhancing data trustfulness.

The result of trial-2, all data that has been collected was analyzed to produce a sharpened and bold purposive scoring rubric model which is valid, reliable, and practical to use by the stakeholders of the theology department. The conclusion of the questionnaire result was 90% or similar, with 27 of 30 respondents saying that the completed developed curriculum model. Based on multi-potencies, it is a perfect curriculum design to improve the readiness and quality of the graduates for earning a job other than as a pastor and the accountability of the theology department. Furthermore, after the second trial with the respondents, the result was revised and consulted with the validators to complete the curriculum-developed model at the theology department. Finally, it completely changed; the research product is displayed in the form of a handbook for lecturers, the chair of the department, and the students as well, being a guiding book to start to change the mindset and the conventional system of learning in the theology department.

## 4. CONCLUSION

Concerning the Theology lecturer's responses against the researchers observed as the preliminary study said that the conventional curriculum of theology is relatively narrow and stagnant, and the target of the outcome is only to be a pastor/priest in Protestant churches (not in catholic). Henceforth, Tarutung State Christian Institute produces the effects annually, especially in the theology department. It can be imagined what happened to them when they sought a job; they found a problem in which their competitors (pastors) increased. In contrast, the church's number is constantly staying still. Therefore, the developed curriculum for theology can enhance the learners and the lecturers and improve the alumnae multi-potency skills to prepare them become steady alumnae to seek a job in society and then avoid unemployed undergraduates. Nevertheless, if there is no periodical coaching and support from the rector and the team. In that case, the developed curriculum will lessen

the function, or it can still be the only text on the paper without action. To gain a perfect accountable developed curriculum needs much more time to prolong the research 2-3 years. Therefore, it is reasonable to take this research as an ex-post facto research for the following year.

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