



Articles

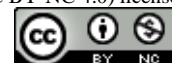
Theological knowledge internalization in man and sin doctrine learning

Eirene Mary, Samuel Uda, I Putu Ayub Darmawan*

Sekolah Tinggi Teologi Simpson Ungaran, Central Java, Indonesia

Article Information	Abstract
<p>Keywords: Dogmatics Teaching method Lecture Question and answer</p> <p>Received 6 November 2021 Received in revised form 4 February 2022 Accepted 7 March 2022 doi: 10.33750/ijhi.v5i1.130</p>	<p>The learning pattern of the Dogmatics course tends to be directed at mastering and memorizing Christian doctrines, and participants find it difficult to connect Christian doctrines learned to real-life realities. The course materials become things to memorize, not things to believe. In the Dogmatics learning process, a learning pattern that can improve understanding of course materials and be applied in everyday life is needed. This research aims to describe the application of the combined teaching method to improve participants' understanding of course materials and to be able to relate them to daily life. It is descriptive & qualitative research. The research was conducted at Simpson Theological Seminary Ungaran on the odd semester of 2020/2021 Academic Year. The objects of this research were 15 participants and lecturers of Christian Religious Education major participating in the Dogmatics I course. The results show that applying a combination of lecture and Q&A methods could improve participants' understanding of course material and connect lecture material to daily life. Evaluation of learning outcomes showed a good level of understanding of the course material, in which participants could connect the concepts in learning to everyday life.</p>

© 2022 The Author(s). This is an open access article under Attribution-NonCommercial 4.0 International (CC BY-NC 4.0) license.



1. Introduction

The teaching method is the way used by lecturers to administer learning materials. One of the teaching methods commonly used is a lecture. In using this method, lecturers give instructions to their participants orally (Gulo, 2002). Research by Amaliah et al. (2014) shows that the lecture method could improve cognitive academic achievement. Savira et al. (2018) show that the interactive lecture method can help participants relate course materials to real-life phenomena and further understand the materials, thus improving participants' interest in learning.

Question-and-answer method (Q&A) is a teaching method conducted employing questions and answers between lecturers and participants, between participants and lecturers, and between participants themselves. Sitohang (2017) writes that the Q&A method presents course materials in the form of questions needed to be answered, mainly from teachers to participants and from participants to other participants. Research by Rohmawati (2018) shows that using the Q&A

method can improve participants' academic achievement in Islamic Religious Education subjects. A lecturer needs to master various techniques of giving questions, since it is one of the basic skills needed to be owned by him/her. Sanjaya (2009) states that questions asked by the lecturer can have several motivations: checking attention, tracking understanding, developing abilities, or testing. In this manner, it is apparent that Q&A method is effective to be used in learning.

One of the required courses for theological seminary participants to master is Dogmatics. The word "Dogma" is used to state Word of God-inspired statements of faith, and therefore requires every person to believe them. Hence, Dogmatics is a system of statements of faith (Bavinck, 2011). Dogmatics course is a course of doctrines of the Christian faith. Kristiana (2019) stated that doctrine teaching is in nature an instruction of concepts based on the Bible, namely concepts on the Bible, God, Humanity, Christ, Holy Spirit, the Church, and the End of Time. This kind of instruction will seem hard if the right teaching pattern is not used.

* Corresponding author.

Email: putuayub.simpson@gmail.com

In Dogmatics learning, participants are expected to master several doctrinal foundations of the Christian faith. This mastery is extremely important since participants will become church leaders and Christian educators in the future. A profound mastery of the foundations of the Christian faith becomes an important matter for participants.

In reality, however, some participants still do not fully understand Dogmatics. Some of them do not yet have confidence in their belief. The researchers, alumni of theological seminaries, can understand these feelings. Much of the learning delivered is only in the form of theories needed to be memorized. The researchers at that time experienced that the doctrines taught by their lecturers were only in the form of theories or opinions on the doctrines. However, there are sharp and profound differences between the various doctrines. Participants were given the freedom to choose for themselves the doctrines they received. After the researchers become lecturers themselves, they believe that doctrinal teaching is theoretical and should also become the truth owned by a person. Lecturers should not only deliver various theories on doctrines but should also deliver the theories as truths held and believed by participants.

This concern is strengthened by the lack of satisfying answers by junior and senior participants when asked about the doctrines learned. They tend to answer based on their memorization of learned theories. The learning process should bring participants to connect things they learned to their daily lives. Ango (2007) writes that approaches to learning become invaluable if unable to answer questions on solving life's problems. This is in line with Hamzah (2019) that teachers are required to usher participants to have the ability to apply their knowledge into daily life. Research by Kristiana (2019) shows that teaching doctrines become boring due to their reintegration into daily life. Lebar (2006) stated that the dynamic integration between the Bible and daily life is rare. Hartono (2018) found that in Christian counseling, a person can apply the wisdom from the Bible to life's situations practically is needed.

The dogmatics learning process should become a valuable one in which participants can relate concepts they learn to daily life. In addition, the things learned should most importantly become values held by participants all their life. This refers to the affective realm learning result level, namely 'characterizing' ability. In line with Munthe (n.d.), this ability refers to the development of participants' internal ability to show something, e.g., confidence. The main emphasis is that behaviors exhibited in learning become participants' characters. The learning materials in the Dogmatics course should become truth held by participants, and this truth will then influence their paradigms of thinking and character.

One of the efforts conducted by lecturers to overcome this problem is by applying the lecture instructional method combined with the question-and-answer session (Q&A). Several research has been conducted to study the applications of lecture and Q&A teaching methods. Research by Savira et al. (2018) illustrates the use of lecture and Q&A teaching method combination. Even though the method used by the teacher was a lecture, in its delivery, Q&A was included to enliven the class, deliver the materials, and fulfill learning

targets. Research by Lestari et al. (2017) shows that combining the lecture and drill teaching method could improve participants' learning motivation. Mary & Darmawan (2018) states that the lecture method, which generally seems monotonous, can be improved to be more interesting if used effectively.

As aforementioned, several research has been conducted on the use of various learning methods in a learning process. The use of interactive lecture methods in learning has also been much researched. There has been no research that specifically illustrates the teaching method that can improve understanding in Dogmatics courses. Hence, the authors deem it necessary to research the application of lecture and Q&A teaching method combination in Dogmatics learning on participants of theological seminaries.

This research wants to answer the question of "How is the application of lecture and Q&A teaching method combination in Dogmatics course instruction?" by describing it. It is expected that this research can assist in developing the learning process at Simpson Theological Seminary Ungaran.

2. Method

This research is descriptive qualitative research. According to Hamzah (2019), descriptive research strives to illustrate by using words and numbers or problem profiles to answer the questions of who, when, was, and how for certain purposes and uses. The authors did not use the classroom action approach but used the lesson study approach in this research process. The authors conducted reflections with the course lecturer to solve problems found through this.

This research was conducted at Simpson Theological Seminary Ungaran, since the lecturer of Dogmatics I course on the odd semester of 2020/2021 academic year in this seminary strived to improve instruction of this course's material using lecture and Q&A teaching method. In observation, the authors observed the learning process conducted by the course lecturer under the Course Contract Agreement. Observation results were then discussed with the course lecturer, which reflected learning results. Data collection technique includes interviews with the course lecturer and participants, observation of the classroom learning process, and documentation, including photos, videos, observation notes, course lecturer's self-evaluation, scores, and participants' assignments.

The object of this research was the lecturer and participants of the Dogmatics I course of the Christian Religious Education study program for the odd semester of 2020/2021 academic year. Fifteen participants were participating in the course. Their identity was disguised in this research, and they were assigned anonymous names as A, B, C, D, E, F, G, H, I, J, K, L, M, N, and O. the research was conducted for approximately two months, starting from September to October 2020. This research used primary and secondary sources of data. Primary data were collected directly during research through an observation sheet. Secondary data were in documents like the Course Contract Agreement and Student Daily Score List. The results of observations, interviews, tests, and course lecturer reflection were then analyzed by grouping the data and presenting it

descriptively. The authors also conducted triangulation by comparing these results.

3. Results

3.1. Learning Process

In the Introduction, the authors found a problem with learning results in Theological Seminaries. Participants had weaknesses in understanding the material of doctrines which was only viewed as only something to be memorized, thus making it difficult to relate it to daily life. To solve this problem, the strategy used was to explain the course material by lecture combined with questions on it and practical examples. During the course learning session, the course lecturer asked questions in each step of the learning activity to ensure the level of participants' understanding. The ability of participants to give examples of course material application became an indicator of the success of the lecture and Q&A teaching method combination. The steps of the learning activity conducted during the research are presented in the following Table.

Table 1. Steps of learning activity

Steps	Course lecturer activity	Student activity
Introduction	The course lecturer asked questions about the lessons learned during the Morning Chapel fellowship.	Participants listened and answered their lecturer's questions.
	The course lecturer asked questions about the previous week's course material.	Participants listened and answered their lecturer's questions.
Presentation and correlation	The course lecturer delivered the course material. The lecturer asked questions to ensure participants understood the material presented in between presentations. The lecturer then gave some examples of course material application in daily life.	Participants heard, listened, and paid attention to their lecturer's material presentation. Participants answered questions asked by their lecturer.
Conclusion	The course lecturer concluded the course material presented.	Participants listened and paid attention to their lecturer's presentation.
Application	The course lecturer asked questions to participants about the practical applications of the course material learned.	Participants answered their lecturer's questions by giving examples of practical applications of the concepts learned during the learning activity.

In implementing the strategy to solve the problems above, the course lecturer asked questions after explaining a certain concept by following these processes: 1) participants heard, listened, and paid attention to their lecturer's material presentation; 2) participants answered questions asked by their lecturer; and 3) participants explained the practical applications of the concepts learned during a learning activity.

The learning steps above were under the application of an expository learning strategy. The lecture is the most frequently used method to apply this strategy (Sanjaya, 2009). The lecture method applied by the authors could be categorized as the interactive lecture method combined with Q&A method. In applying this combined method, the course lecturer also applied several approaches proposed by Munthe (n.d.) to improve lecture quality, such as proposing cases/questions, asking questions, giving examples and analogies, giving participants opportunities to provide examples and answer questions, and asking participants to paraphrase the course material learned in their own words. By applying these approaches, participants were actively involved in the learning process. When participants were asked to answer questions and give examples of the application of the material, they were considered to have understood the course material and have been able to relate it to daily life.

Based on the Contract Agreement of Dogmatics I course, participants participating in this course are expected to understand and be able to teach Biblical doctrines of Man, Sin, Angels, and Demons critically and contextually at church and community presently and in the future. This research is limited to the discussion on Man and Sin. The outline for doctrines of Man refers to the work by Matakupan (2015) on *Doktrin Manusia dan Dosa* (The Doctrines of Man and Sin).

The following data were collected as the results of observations and reflections by the authors. The course lecturer presented the material by using the things already known by participants to make them actively involved in the learning process. It was found that there were participants who were always actively interacting in the learning process by asking and answering questions to and from the lecturer. Even though the rest were not actively involved in asking or answering, they seemed to listen to their lecturer's presentation well. It was also found that all learning experiences planned could be executed and felt by participants. The course lecturer also held ice-breaking games to explain the concepts taught. The dominant learning experiences in the session were listening to the lecture and asking and answering questions. The learning experiences are presented in Figure 1 below.

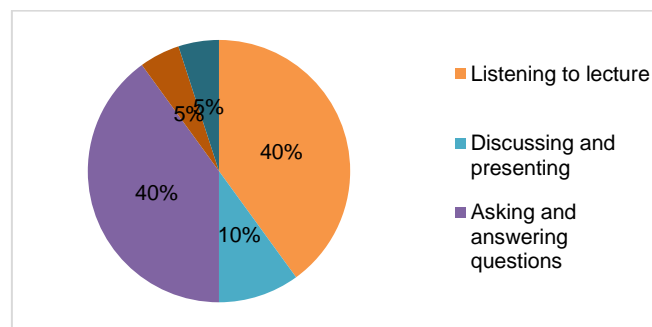


Figure 1. Students learning experiences

The use of lecture and Q&A teaching method combination was maximal. The course lecturer delivered the course material orally to participants, in line with Gulo (2002), who states that a lecture is orally delivered instruction

from lecturers to participants. In this combination, the lecturer asked questions to participants before and after explaining a certain concept. The lecturer also asked for concrete matters understood by participants to be connected to the course material.

In addition to the learning experiences above, participants were also asked to hold small-group discussions to discuss certain topics. After discussions were held, they were asked to present their results in front of the class. Another learning experience found in the learning activity observation was game playing. In terms of teaching methods/techniques, the course lecturer was found to have applied nearly all methods planned in the contract agreement, as shown in Figure 2.

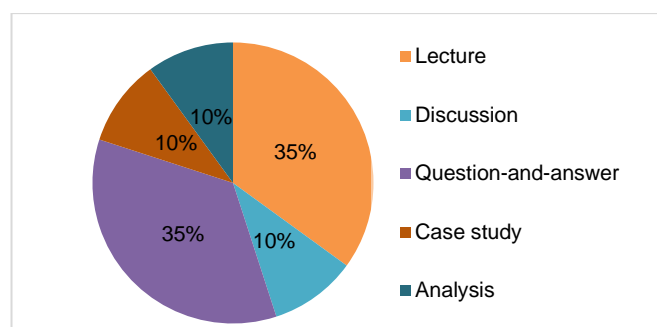


Figure 2. Teaching methods/techniques

As aforementioned, the course lecturer was found to apply lecture and Q&A combination more than other teaching methods. Munthe (n.d.) proposes several suggestions to improve lectures to be able to attract participants' interest, namely: 1) proposing cases or problems and asking questions, 2) giving examples and analogies to maximize understanding and memory, and 3) giving participants opportunities to provide examples and answer questions to involve participants in the learning activity. The course lecturer conducted these suggestions to improve the quality of the lecture. The lecturer still chose lecture as the primary teaching method in this course since doctrines – the course material – are important to deliver following the Biblical truth.

Based on the authors' observation and the course lecturer's self-reflection, the learning atmosphere became alive after applying the combined teaching method. Nearly all participants were actively involved in the learning process, and participants were given opportunities to give answers, ask questions, and respond to the taught concepts.

The lecturer conducted the learning material with the Q&A method during and at the end of the learning process. During the learning process, the course lecturer asked questions to participants about the concepts previously explained. Based on their answers, the lecturer could assess participants' understanding of the concepts asked. Research by Sukriyatun (2016) shows that Q&A activity can be utilized to diagnose learning difficulties during learning participation. When participants could give correct answers, the lecturer would not give follow-up questions. When participants' answers were incorrect, the lecturer would give directive follow-up questions to ensure their correct understanding of the material taught.

Another approach performed by the course lecturer in evaluating participants' understanding was by asking participants questions about the previous session's course material at the beginning of each meeting. These questions related to the concepts from the course material and their relation to daily life.

At the end of the discussion of the two-course materials, the lecturer would give an oral examination intended to ensure participants' understanding on the course materials directly. Sometimes, participants were limited in expressing their understanding by written means. This form of examination ensured the swift identification of misunderstandings to be corrected by the lecturer later on. The lecturer could also give additional questions to clarify the previous question if the participants' answers were incorrect. Sometimes, participants had got the correct understanding of the concepts under the concepts taught, but they had difficulties articulating this.

Participants' course material understanding was divided into three categories: Very Good, Good, and Adequate. The indicator for this assessment was their understanding of the material and ability to connect it to daily life.

Table2. Students understanding the assessment category

Categories	Indicators
Very good	Able to explain Man and Sin's concepts in a good and complete manner. Able to give examples of the materials' application in daily life.
Good	Able to explain some important concepts on Man and Sin.
Adequate	Able to explain some important concepts after directed by lecturer's questions.

Based on the categories, the results of the oral assessment of participants' understanding of the course material by the authors are presented in Figure 3.

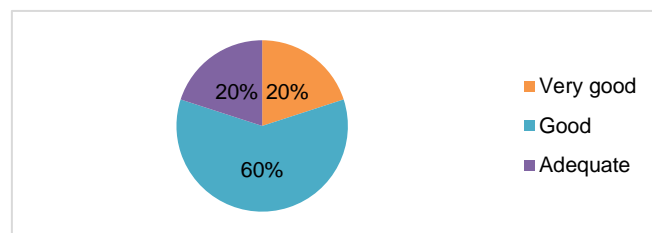


Figure 3. Student understanding of assessment results

The results above illustrate participants' position in the class, in line with Arikunto (2012), who states that summative test scores are used to determine participants' position, assuming that the learning achievements of a group of participants are illustrated in a normal curve. In this research, there were nine participants in Good category ("middle"), three participants in Very Good ("top") category, and three participants in Adequate ("bottom") category.

Based on the authors' observation of the whole learning activity conducted, participants grouped in the "bottom" category were found to be less actively involved in the learning process. They paid attention and listened to their lecturer's presentation, but when the lecturer asked questions,

they would not pick up the initiative to answer, only answering when specifically asked by the lecturer.

The nine participants grouped in the “middle” category were found to be actively involved in the learning process. They answered their lecturer’s questions and actively asked their lecturer for things they did not understand in the material. The three participants classified as “top” category were found to be able to articulate critical points to the problems asked by their lecturer and be actively involved in the learning process. They could relate the concepts learned beforehand to be able to answer their lecturer’s questions.

3.2. Results of Participants’ Self-reflection

In this research, participating participants were asked to write self-reflection on the things they had learned and the life values they got from Dogmatics I course. The self-reflections are presented in the following Table.

Table 3. Participants’ self-reflection on the doctrine of Man

Code	Self-reflection
Student B	<i>I’m grateful that humans are created in the image of God and become the noblest creatures given power over all other God’s creatures.</i>
Student C	<i>I’m grateful that I, along with other humans, are created in the image of God, and equal to each other. I believe that God created me with His purpose in my life. This means that I have to view myself according to God’s perspective: I am valuable, and I must account for this before God. I am grateful that God had given me wisdom, intelligence, justice, power, and knowledge. I believe that my soul comes from God.</i>
Student E	<i>I am grateful for the fact that I have learned much in learning about Man. This knowledge transformed me: I misunderstood this concept at first, and I got too trusting of others’ opinions, which made me feel unsure.</i>
Student J	<i>Humans are given ability by God. When others call me fat, dark, ugly, etc. I should not be offended anymore. Because no matter what others say of me, God viewed me as good. I need to be grateful for all His blessings, accept them, and nurture them.</i>
Student K	<i>After learning about Man, I understand that each of us is taught to love each other even though we have done others wrong. Now, I’m still in the process of learning patience and maturing in dealing with things that make people angry, disappointed, annoyed, etc.</i>
Student L	<i>I’m grateful that I can learn that humans are different, whether they’re ugly or charming. Most people view those with charming faces as good vice versa. After I learned this material, I found that humans are equal before God.</i>
Student M	<i>What I’m grateful of after learning this material is that men are created in the image of God. Men are the most perfect of God’s creature. They are entrusted with caring or preserving this earth. Humans have the characteristics God also has.</i>
Student N	<i>I’m now grateful and accept myself with all the events happening to me. I’m grateful that I can release my shameful burden. It becomes my motivation, since my father would not leave and forsake me.</i>

Firstly, participants’ understanding of the course material of Man is categorized Good. All topics discussed under this material were apparent in the self-reflections.

Table4. Participants’ self-reflection on the doctrine of Sin

Code	Self-reflections
Student A	<i>The thing I’m grateful about this is that all sins in the world, whether it is the original or actual sins, are forgiven by Christ. He died on the cross, and it redeems us.</i>
Student B	<i>A sin is a violation, disobedience against God, which caused humans to fall. Even though humans have fallen, God still forgives them. Human cannot save themselves without God.</i>
Student C	<i>What I’m grateful after learning about sin is that I was saved by God: I was once lost and now am found. No matter how great I sinned, the salvation God has given will never be lost. My past, present, and future sins are forgiven. However, it is important for me to confess each of my sin before Him. I’m very grateful, for by the abundant and immeasurable grace of God, I’m saved and will go to heaven.</i>
Student E	<i>There are many things that I can learn from this material. Before, I thought that there are great sins and small sins. However, now I learn that there’s no such thing. I’m grateful for it.</i>
Student F	<i>When I learned about sin, I understood that all things happening in life are inseparable from sin, but believers will not enjoy living in sin, even enslaved by it, since they have become the slave for truth and not for sin. I then understand that these all are because of God’s grace. Sin does not become a thing that let humans down, but since they feel like they have sinned [and unworthy of His grace], they always seek renewal each day.</i>
Student J	<i>I’m grateful to learn about this doctrine, since all of my sins are forgiven by God, even cast by Him to the depths of the sea and no one can take it again. All men have sinned, and none escapes it. So, when I see my surroundings sin, I think that they struggle with it and try to better themselves. When I sinned, I must ask God for His forgiveness and confess my sins (sic).</i>
Student K	<i>I’m grateful to have learned about sin, since I can understand that all men have sinned and cannot do no sin.</i>
Student M	<i>What I’m grateful after learning about sin is that there are two types of sin: original and actual. Original sin came from Adam and Eve while actual sins are those that we do ourselves. A sin is a very fatal violation or wrongdoing. Hence, we should point our gaze to God and ask His guidance so that we will sin no more. If we sin, we should ask God for His forgiveness and confess it before Him (sic).</i>
Student N	<i>Years have passed since I started living with hate, which frightens me so that I became a sinful human. After I understood it, I finally choose to commit myself to forgive, love, and even pray for people who offend me.</i>

Secondly, participants’ understanding of the course material on Sin could be categorized well. All topics on Sin discussed were visible on the participants’ self-reflection. Thirdly, affective competency achievement, in which participants can receive values taught in the course materials, could be categorized well, shown in the participants’ self-reflection on their commitments after participating in lessons on Man and Sin. The following Table presents the commitments written by the participants.

Table 5. Student commitment after lesson

Commitments	Descriptions
In the relation with themselves	a. Do not feel proud and humiliated with self-condition. b. Do not view oneself in the wrong way. c. Do not feel offended when mocked. d. Aspire to follow and obey God. e. Aspire to continue to be processed and renew self. f. Reflect the image of God in life. g. Confess sins and learn to self-correction. h. Do not keep thinking about the past and strive to stay away from sin. i. Dare to open up to God. j. Be a person who aspires to make peace with self. k. Be a careful person in doing something.
In the relation with others.	a. Understand others struggling with their sins. b. View others with respect. c. Love each other. d. Do not mock and belittle others. e. Do not judge others when they sin and understand that they are struggling. f. Continue to learn to love people who are used to being hated.

3.2 Participants' understanding, behavior, and activity analysis results

Based on the interview, participants' self-reflections, and observations, the authors found several information presented in the following Table.

Table 6. Understanding and values held by participants

Doctrinal knowledge	Understanding and values held by participants
Creation of Man	<ul style="list-style-type: none"> • Participants could restrain their anger when experiencing physical condition-related bullying. • Participants renewed their perspective on themselves. • Participants could build self-confidence. • Participants understood that they have to realize their purpose of life since they are created with God's purpose. • Participants committed not to elevate themselves and disparage others.
The Fall	<ul style="list-style-type: none"> • Participants realized that they are sinful. • Participants wrote personal commitments to leave their sins, both visible and invisible. • Participants realized that they need to be careful in living their lives to not fall again into their sinful ways.

Based on the reduced data shown in Table 6 above, it is apparent that participants could internalize doctrinal values learned in the course after participating in the lessons. Participants could develop self-awareness, new perspectives on themselves and sin, and attitudes towards others.

Results of the authors' observation related to participants' behavior and activity during learning sessions are summarized in the following Table.

Table 7. Participants' behavior and activity during learning sessions

Doctrinal knowledge	Participants' behavior and activity during learning sessions
Creation of Man	<ul style="list-style-type: none"> • Participants became more open to having an opinion. • Participants could give practical examples from the doctrinal lessons on the Self-Concept of Man. • Participants became more patient when others bullied them based on their physical appearances. • Participants were encouraged by their understanding of the concept of Man to become more active in the learning activity by showing a bold attitude in expressing their opinion even though it is incorrect.
The Fall	<ul style="list-style-type: none"> • Participants could tell their personal struggles with sin. • Participants realized their errors in understanding the concept of sin, which cause them to demean others. • Participants gave their responses on the issues of sin. • Participants could make peace with themselves and did not bury their problems after learning about Sin.

It is apparent that the values developed by participants had encouraged them to construct their behaviors in learning and towards others.

4. Discussion

The research findings above show that the combination of lecture and Q&A methods changed understanding and knowledge internalization. The main teaching method in this research was lecture and Q&A, which aimed to ensure participants' understanding of the concepts learned. Participants obtained good results after participating in the learning process using this method. Nearly all participants participating in the learning process could understand and relate the concepts in the course materials to real-life realities, and they could also write their commitments concerning the course materials they obtained.

Several factors encouraged these findings. First, lecture and Q&A methods encouraged participants' personal reflection. Theoretically, according to Saguni (2013) and Aminuddin (2018), the lecture method effectively improves understanding. However, this method needs combination in order not to seem monotonous. Research by Suryani (2020) supports this, showing that the lecture method combined with group discussion encourages improvement in understanding which impacts the behavior of the researched group.

The combination of lecture and Q&A methods used in Dogmatics course fostered participants' understanding. In addition, personal reflection by participants shows that the course material presented by using this method fostered the effort of knowledge internalization. Course materials became not only knowledge but also something meaningful for each student. This is in line with Aspiyah's (2008) research, which states that the lecture method effectively builds understanding

and knowledge internalization. Therefore, the combination of lecture and Q&A methods directed to personal reflection encouraged participants' understanding.

In the revised Bloom taxonomy, learning objectives at the levels of understanding and application are adults' relevant learning objectives. Darmawan and Sujoko (2013) refer to Bloom's notion, further developed by Anderson and Krathwohl (2010) which reveals that when learning objectives reach an understanding and application levels, the learning process occurring is a valuable learning experience (Anderson & Krathwohl, 2010; Darmawan & Sujoko, 2013; Krathwohl, 2002). Hence, the Dogmatics I course learning process with lecture and Q&A method combination, which produced self-reflection is a valuable learning experience. When participants were asked to relate the concepts learned to daily life, the knowledge internalization process was already happening, which built the participants' understanding. Consequently, the lecture and Q&A learning method combination were found to be more effective in building understanding and knowledge internalization when accompanied by self-reflection.

5. Conclusion

The learning strategy applied in learning proves it is one of the determining factors in achieving the predetermined learning objectives. Applying an active learning strategy through a combination of lecture and Q&A methods fostered the development of participants' understanding, which encouraged participants to be actively involved in the learning process. Personal reflections emerged from the questions asked in the form of concepts of learning topics and examples of real-life applications.

Based on these findings, the authors suggest that lecturers of doctrinal courses such as the Dogmatics course to ensure their participants' correct understanding of the course materials based on the Bible. Participants' understanding must then be able to be connected to real life. The application of the lecture method combined with reflective Q&A needs to be developed to foster understanding of knowledge. Therefore, the delivered knowledge becomes believed and applied to personal values.

References

- Amaliah, R. R., Fadhil, A., & Narulita, S. (2014). Penerapan Metode Ceramah dan Diskusi Dalam Meningkatkan Hasil Belajar PAI di SMA Negeri 44 Jakarta. In *Jurnal Studi Al-Qur'an* (Vol. 10, Issue 2). <http://ppim.or.id/en/menu/berita/detail.php?r=20121214083330-pengajaran-pendidikan-agama-islam-di-smp>
- Aminuddin, M. (2018). Efektifitas Metode Ceramah dan Metode Leaflet/Brosur Terhadap Tingkat Pemahaman Ibu-Ibu Post Partum Tentang Asi Eksklusif. *Jurnal Kesehatan Pasak Bumi Kalimantan*, 1(2), 96–103. <https://doi.org/10.30872/J.KES.PASMI.KAL.V1I2.3584>
- Anderson, L. W., & Krathwohl, D. R. (2010). *Kerangka landasan untuk pembelajaran, pengajaran dan asesmen: revisi taksonomi pendidikan Bloom*. Pustaka Pelajar.
- Ango, S. P. (2007). Lessons for Effective Christian Education in Golmo: An African Traditional Approach to Teaching and Learning. *Christian Education Journal: Research on Educational Ministry*, 4(1), 17–33. <https://doi.org/10.1177/073989130700400102>
- Arikunto, S. (2012). *Dasar-dasar Evaluasi Pendidikan* (2nd ed.). Bumi Aksara.
- Aspiyah. (2008). *Pengaruh metode ceramah terhadap motivasi belajar PAI siswa SMAN 1 Keronjo* [UIN Syarif Hidayatullah Jakarta: Fakultas Tarbiyah, 2008]. <https://repository.uinjkt.ac.id/dspace/handle/123456789/18624>
- Bavinck, H. (2011). *Dogmatika Reformed Jilid 1: Prolegomena*. Momentum.
- Darmawan, I. P. A., & Sujoko, E. (2013). Revisi Taksonomi Pembelajaran Benyamin S. Bloom. *Satya Widya*, 29(1), 30–39. <https://doi.org/10.24246/j.sw.2013.v29.i1.p30-39>
- Gulo, W. (2002). *Strategi Belajar Mengajar*. Grasindo.
- Hamzah, A. (2019). *Metode Penelitian Kualitatif*. Literasi Nusantara.
- Hartono, H. (2018). Kurikulum PAK yang Kontekstual Bagi Usia Lanjut dan Aktual. *KURIOS (Jurnal Teologi Dan Pendidikan Agama Kristen)*, 1(1), 11–21. <https://doi.org/10.30995/kur.v1i1.9>
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2
- Kristiana, P. H. (2019). Cara Mengajarkan Doktrin kepada Jemaat di Gereja. *Kharismata: Jurnal Teologi Pantekosta*, 1(2), 89–99. <https://doi.org/10.47167/kharis.v1i2.18>
- Lebar, L. E. (2006). *Education That Is Christian*. Gandum Mas.
- Lestari, T., Wujoso, H., & Suryani, N. (2017). Pengaruh Metode Pembelajaran Ceramah Plus dan Metode Drill terhadap Motivasi Belajar dan Hasil Belajar pada Kompetensi Dasar Efisiensi penggunaan Tempat Tidur Rumah Sakit. *Media Ilmu Keolahragaan*, 7(1), 16–23. <https://doi.org/10.15294/miki.v7i1.11134>
- Mary, E., & Darmawan, I. P. A. (2018). *Guru Agama Kristen Yang Profesional*. Satya Wacana University Press.
- Matakupan, T. J. (2015). *Doktrin Manusia dan Dosa*. Momentum.
- Munthe, B. (n.d.). *Desain Pembelajaran*. Pustaka Insan Madani.
- Rohmawati, S. (2018). Penerapan Metode Tanya Jawab untuk Meningkatkan Prestasi Belajar Pendidikan Agama Islam pada Siswa SMP. *Jurnal Pendidikan: Riset & Konseptual*, 2(1), 64. https://doi.org/10.28926/riset_konseptual.v1i1.29
- Saguni, F. (2013). Efektivitas Metode Problem Based Learning, Cooperative Learning Tipe Jigsaw, dan Ceramah Sebagai Problem Solving Dalam Matakuliah Perencanaan Pembelajaran. *Jurnal Cakrawala Pendidikan*, 0(2). <https://doi.org/10.21831/cp.v0i2.1478>
- Sanjaya, W. (2009). *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*. Kencana.
- Savira, A. N., Fatmawati, R., Rozin Z, M., & Eko S, M. (2018). Peningkatan Minat Belajar Siswa Dengan Menggunakan Metode Ceramah Interaktif. *Factor M*, 1(1). https://doi.org/10.30762/f_m.v1i1.963
- Sitohang, J. (2017). Penerapan Metode Tanya Jawab Untuk Meningkatkan Hasil Belajar Ipa Pada Siswa Sekolah Dasar. *SUARA GURU: Jurnal Pendidikan Sosial, Sains Dan Humaniora*, 3(4), 681–688. <https://doi.org/10.24014/SUARA.GURU.V3I4.4851>
- Sukriyatun, G. (2016). Penerapan Metode Tanya Jawab Untuk Meningkatkan Pemahaman Peserta Didik Pada Mata Pelajaran IPS (Sejarah) Di Kelas 9.1 Tentang Perang Dunia II, Di SMPN 16 Kota Bogor Tahun Pelajaran 2012 / 2013. *ISTORIA: Jurnal Pendidikan Dan Ilmu Sejarah*, 12(1). <https://doi.org/10.21831/istoria.v12i1.9545>
- Suryani, L. (2020). Efektivitas Metode Ceramah Dan Diskusi Kelompok Terhadap Kepatuhan Remaja Mengonsumsi Tablet Tambah Darah. *JOMIS (Journal of Midwifery Science)*, 4(1), 46–54. <https://doi.org/10.36341/jomis.v4i1.11110>