

Development of an Evangelism-Based Missiology Course Curriculum

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Abstract

This research aims to produce teaching materials that follow the progress of the times. To produce teaching materials that suit the equipment needs of teachers as educators and evangelists. To increase the awareness of students who work as educators and evangelists. To determine the suitability of teaching materials to equip students to become evangelists and educators. The development research uses a questionnaire instrument with a Likert scale with five alternative answer choices. Data analysis was carried out using quantitative descriptive analysis techniques. This development research resulted in a new curriculum for the Missiology course in the PAK Study Program. Curriculum development refers to the 4 D model, namely the Define, Design, Development, and Disseminate Stage. However, this research shows a feasibility assessment only up to stage 3, namely the development stage. According to the Curriculum Expert, the result was 75%, so it was categorized as agreeing or feasible. The results of the curriculum feasibility assessment by the mission practitioner experts were

Keywords

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1. INTRODUCTION

Indonesia is based on a Constitution recognizing religion and belief in one Almighty God. In national education circles, it is regulated by Law No. 4 of 1950, which regulates the Basics of Education and Teaching. Article 20 states, "In state schools, religious lessons are held; The student's parents determine whether their child will take the lesson." More firmly regarding religious education in schools, it is regulated in Law No.2 of 1989 concerning the National Education System Chapter IX Curriculum article 39 that "The content of the curriculum types, paths and levels of education must include: 1. Pancasila education, 2. Religious education, and 3. Citizenship education. Based on Law No.20 of 2003, the curriculum is a set of plans and arrangements regarding objectives, content, learning material, and implementation methods. In implementing education in educational units, the curriculum must be prepared in a planned, programmed, and structured manner so that educational goals can be achieved and function as a compass that will determine the direction of achievement of educational implementation. Bearing in mind the nature of the curriculum, the needs and developments of the times, and the market share challenges, this allows the curriculum to be evaluated and revised so that it is always current, relevant, and contextual.

A Christian Religious Education teacher is very important because of his role in shaping children's



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character and inspiring them to live with high morality and have a fear of God. However, the presence of teachers alone is not enough. The curriculum must also be designed carefully to suit learning needs. In the curriculum, the aspect of missiology, which is the transmission of the good news or evangelism, should also be emphasized. Thus, materials related to messages of goodness and faith in the curriculum will help strengthen spiritual and moral values in forming students' character. The IAKN Tarutung Christian Religious Education Study Program is the formation of prospective religious teachers who are superior and have spiritual values in the vision of the PAK Study Program. One of the courses in the PAK Study Program is Missiology. Missiology is a science that studies the delivery of good news. However, in Greek, two words are related to sending (misio): Apostello.

Evangelism is a great commission mandated by God to humans throughout the earth. A religious teacher does not just give things but also gives knowledge to students. However, it must be able to go hand in hand with evangelizing. It could be said that a Christian teacher is likened to teaching with the left foot and evangelizing with the right foot. To balance knowledge about God with evangelism, which is God's mandate.

Evangelism in schools is given to elementary school, middle school, and high school children so that children are aware of God's love for extraordinary humans and do not forget that they are God's instruments to convey God's Gospel throughout the earth so that the whole earth can feel and realize God's extraordinary love is normal too. Evangelism is instilled in students to make them aware and make evangelism their healthy lifestyle. Evangelism in Christian religious education is also a means of forming students' character.

Christian religious education learning usually carried out in schools, only focuses on cognitive or knowledge, not affective and psychomotor, which makes children interested in implementing the knowledge gained from previous lessons. The existing material also supports knowledge about God alone. Still, without realizing it, apart from fulfilling knowledge, religious education is also the initial means to continue God's mandate to evangelize the world all over the earth. For this reason, material based on evangelism is needed to increase student's awareness and desire to proclaim the Gospel to the ends of the earth. In the Missiology course at the PAK IAKN Tarutung Study Program, several materials need to emphasize evangelism so that the Missiology course can be based on Evangelism.

2. METHODS

This research applies development research or Research and Development (R&D). The development research model carried out was the 4D model or Four-D Model proposed by Thiagarajan. Quoting Panggabean et al. (2020), the application of the 4D model aims to develop learning device products, where the basis for development is previous conditions or findings that show students' interest in learning. The 4D model in educational research allows researchers to analyze students' learning needs and immediately decide on the learning device design formats that are appropriate to students' needs (Prasmala & Tanggu, 2020).

3. FINDINGS AND DISCUSSIONS

Results

Define Stage (Definition)

At this initial stage, the researcher defines the scope, objectives, and parameters of the research to be carried out. At this stage, several things are done, including an understanding of the Problem, identification, and in-depth understanding of the problem to be solved or analyzed in research. In this case, the research aims to develop a missiology course curriculum focusing on evangelism.

Design Stage (Designing)

At the design stage, the researcher carried out a needs analysis as follows;

No.	Subject	Description
1	Definition of Mission in Mission Theology	This material discusses the definition of Mission in Mission Theology and outlines all existing definitions of Mission and mission divisions.
2	The basis, objectives, and essence of the Mission	This material discusses equipping students with the knowledge and ability to understand the basics, targets, and essence of the mission, and it is adapted to the vision and mission of the PAK Study Program.
3	History of Missiology	This material is designed to provide students with an understanding of the history of missiology in the world, Indonesia, and even the land of Batak, the icon of the IAKN campus.
4	God's mission and the Church's response	This course directs students to think critically about God's Mission and Church Response and integrates God's Mission in the OT and NT.
5	Church on Mission	This material guides students to understand the Church in which Jesus mandates a mission and to help implement it in the congregation's life.
6	Bible and Missions	This material is designed to equip students to understand and reflect on God's Word to implement it in their lives and adhere firmly to continuing the Great Commission of Jesus or carrying out missions.
7	Mission as Evangelism	This material is designed so that students understand the Mission of Evangelism as mandated by Jesus and make Evangelism a lifestyle to project Jesus within students.
8	Categorical Evangelism	This material is designed to equip students to understand the categories of evangelism in schools according to levels or phase divisions so that students can convey the Gospel according to phases or levels.
9	Evangelism Methods	This material discusses several methods that can be used in Evangelism so that the meaning of the Gospel can be conveyed through the interesting methods used.
10	The meaning and essence of Evangelical Theology	Students understand the meaning and essence of Evangelical theology to equip Christian Religious Education teachers to implement it in everyday life.
11	The Church is God's people in preaching the Gospel	Through this material, students are required to participate in the church to become pioneers in preaching the Gospel.
12	Mission Approach in Evangelism	This material equips students to carry out Mission approaches that can be used in Evangelism so that they can be implemented in everyday life.

Development Stage (Development)

Old Missiology Course Material Curriculum Table

Sunday	Expected Final Capabilities	Achievement Indicators	Study Materials	Learning Experiential Learning Method
1	Students understand their duties and responsibilities as students	Students obtain or have RPS and agree to the MK Missiology assignments	Tuition Contract RPS Tuition Contract	1. Studying 2. Discussion 3. Studying online and face to face 4. collaborative

2	Students understand the meaning, division, and objectives of the study of Missiology	Students can explain the meaning, division, and objectives of the study of Missiology	1. Understanding Missiology 2. Division of Missiology 3. Objectives of Missiological Studies	1. Studying 2. Discussion 3. Structured and independent online learning 4. collaborative
3-5	Students can understand the basics of carrying out evangelization missions according to the Bible.	Students can explain the basis for carrying out evangelization missions according to the Bible.	1. The living God is a missionary God, a God who has a mission. Gen. 12:1-3 2. God promised descendants (Ex 1:7; 1 Kings 3:8; Jer: 22. 3. Mission in the Synoptic Gospels 4. Paul 5. The participation of believers	1. Studying 2. Discussion 3. Structured and independent learning 4. Collaborative
6-7	Students can explore and preserve the historical values of evangelization.	Students can explore and preserve historical and evangelical values	1. Dr. IL Nommensen 2. King Amandari	1. Studying 2. Discussion 3. Collaborative Presentations
9-10	Students can carry out evangelistic services through discipleship in their own environment.	Students can carry out evangelistic services through discipleship in their own environment.	1. Introduction: Get to know human groups (Sanguine, Melancholic, Choleric, Phlegmatic) 2. Starting a friendship 3. Personal Testimony 4. Diagnostic Question: Do you believe that if you died today, you would go to heaven?	1. Studying 2. Discussion 3. Study 4. Independent 5. Collaborative
11-12	Students can implement evangelistic services through discipleship in their own environment	Students can practice evangelism through discipleship among themselves	Lesson: A. Grace and Man B. Allah C. Christ	1. Studying 2. Discussion 3. Learn to be independent 4. Practice
13-14	Students can implement evangelistic services through discipleship in their own environment	Students can practice evangelism through discipleship among themselves	Lesson: A. Faith B. Surrender C. Witnessing as a lifestyle	1. Studying 2. Discussion 3. Structured and independent learning 4. Collaborative

Mission Practitioner Validation Table

No.	Rated aspect	Percentage of Validators					
		1	2	3	4	5	6
Analysis of RPS Course Availability							
1	PAK Study Program Missiology Course in Semester VI	100	100	100	100	100	80
2	Missiology course weighs three credits in Semester VI	80	100	100	80	100	80
Aspects assessed: Material analysis of teaching materials							
1	Definition of Mission in Missiological Theology	100	100	100	80	100	80
2	Foundations, Goals, and Essence of Missiology	100	100	100	80	100	80
3	History of Missiology	100	100	100	80	100	80
4	God's mission and the Church's response	100	100	100	80	100	80
5	The Church in Missiology	100	100	100	80	100	80
6	Bible and Missiology	100	100	100	80	100	80
7	The term Missiology is evangelism	80	100	100	80	100	80
8	Categorical Evangelism	100	100	100	80	100	80
9	Evangelism Methods	100	100	100	80	100	80

Curriculum Expert Validation Table

No.	Rated aspect	Percentage of Validators								
		1	2	3	4	5	6	7	8	9
Analysis of RPS Course Availability										
1	PAK Study Program Missiology Course in Semester VI	100	100	100	100	100	80	80	100	100
2	Missiology course weighs three credits in Semester VI	80	80	80	80	100	80	80	100	80
Aspects assessed: Material analysis of teaching materials										
1	Definition of Mission in Missiological Theology	60	40	40	80	100	100	80	80	100
2	Foundations, Goals, and Essence of Missiology	40	40	40	80	40	100	40	100	100
3	History of Missiology	60	60	80	80	80	100	100	100	80
4	God's mission and the Church's response	60	40	80	80	100	100	100	100	100
5	The Church in Missiology	60	40	40	80	100	80	100	80	100

Research conducted and validated by 15 validators from curriculum experts and evangelism experts found that the Christian religious education curriculum needs to be based on evangelism to increase awareness and continue the great commission mandated by Jesus to humans.

From these results, it was found that 75% of curriculum experts and 93% of mission practitioner experts agreed that there was a need for curriculum development in Missiology courses based on Evangelism. The material that will be presented in the missiology course in the PAK study program is as follows:

No.	Domain/Element	Flow of Learning Achievements Per Semester	Learning objectives
		6th semester	
1	Mission Theology	Students can explain the definition of mission theology mission in mission theology and reconstruct the mission in mission theology in front of their chosen school class (elementary school, middle school, high school).	<ol style="list-style-type: none"> 1. Presents the definition of mission in mission theology 2. Presenting mission in mission theology 3. Rearranging the definition of mission in mission theology
2	Missions in the Bible	Students can understand and explain the mission's basis, goals, and essence. Students can explain the objectives of the Mission. Students are expected to apply the call of Missio Dei Allah at Bethel Silangkitang Church, GKPI Pagar Beringin, HKBP Pagar Beringin, and GPDI Perumnas.	<ol style="list-style-type: none"> 1. Understand and demonstrate the essence of the Mission 2. Explain the objectives of the Mission 3. Implementing the call of Mission Dei Allah
3	History of Missions in the Land of North Tapanuli	Through this material, students can describe and explain the history of missiology, respond to the history of missiology, and relate the history of missiology to the history of missions in Batak land. Explaining the mission carried out by missionaries in Batak land to the youth of the church	<ol style="list-style-type: none"> 1. Describe and explain the history of missiology 2. Responding to the History of Missiology 3. Relates the history of Missiology in the presentation
4	God's Mission in the Church	Students can define God's Mission and Church Response, and students integrate God's Mission in the NT and OT and discuss the church's response to God's mission.	<ol style="list-style-type: none"> 1. Defining God's Mission and the church's response 2. Integrating God's Mission 3. Discuss the church's response to God's Mission 4. Analyzing God's Mission and the church's response
5	The Church in the Missionary Movement	Students can declare the church in Mission, participate in realizing the Mission through the church, and perfect the church in Mission to Sunday School Children.	<ol style="list-style-type: none"> 1. Declare the Church in Mission 2. Participation realizes the Mission 3. Implementing the Church in Mission
6	Theology of Evangelism	Students can interpret the Bible and Missions. Students can combine themselves with the Bible in Missions and implement in daily life what is given to Church Youth/I	<ol style="list-style-type: none"> 1. Interpreting the Bible and Missions 2. Combining yourself with the Bible in Missions 3. Implement it in everyday life
7	Evangelism in the Bible	Students can explain Mission as Evangelism. Students can develop a Mission as Evangelism	<ol style="list-style-type: none"> 1. Explaining the Evangelical Mission

		and project it as a daily lifestyle for their families.	<ol style="list-style-type: none"> 2. Developing the term Evangelism 3. Provide suggestions for missions 4. Projecting Mission as Evangelism
8	Mission approach to evangelism	Students can classify the categories of Evangelism. Students can program Evangelism according to the categories (Elementary, Middle School, High School) and design an interesting activity according to the categories to create enthusiasm for Evangelism.	<ol style="list-style-type: none"> 1. Categorical Classification of Evangelism 2. Program Evangelism according to categories 3. Design activities according to categories
9	Evangelism method	Students can explain Evangelism methods. Students can position Evangelism methods in the form of implementation and operate them in Church Organizations (Sunday Schools, Youth, Ladies and Gentlemen, and the Elderly)	<ol style="list-style-type: none"> 1. Explain and perfect Evangelism methods 2. Positioning Evangelism methods 3. Operates to the entire congregation
10	Practice personal evangelism	Students can explain the meaning and essence of Evangelism. Students also prepare for Evangelism and can carry out Evangelism in the lives of middle/high school students.	<ol style="list-style-type: none"> 1. Explain the meaning and nature of Evangelism 2. Preparing for Evangelism 3. Implementing Evangelism in Everyday Life
11	Evangelism by school phase/Personal evangelism practice	Students can define the church as God's people when preaching the Gospel. Students can carry out Evangelism in the surrounding environment. Students can create a comfortable atmosphere to carry out an Evangelistic approach to elementary, middle, and high school children	<ol style="list-style-type: none"> 1. Defines the church as God's people in preaching the Gospel 2. Carrying out Evangelism 3. Create a comfortable atmosphere for making an approach
12	Holistic mission (holistic mission)	Students can develop their knowledge to take a mission approach to the Gospel targets. Students can build good relationships in the process of Evangelism. Students can carry out Evangelism according to the context of Youth, Elderly, or Men/Mothers.	<ol style="list-style-type: none"> 1. Developing knowledge to carry out a Mission approach 2. Build good relationships 3. Carrying out Evangelism according to context

Curriculum Expert Validation Data

No.	Rated aspect	Percentage (%)								
		Validator								
		1	2	3	4	5	6	7	8	9
Analysis of RPS availability for courses										
1	PAK Study Program Missiology course in semester VI	80	80	80	80	100	80	80	100	100

2	The Missiology course weighs three credits in semester VI	80	80	80	80	100	80	80	100	80
Aspects assessed: Analysis of teaching materials/materials										
1	Definition of Mission in Mission Theology	60	40	40	80	100	100	80	80	100
2	The basis, objectives, and essence of the Mission	40	40	40	80	40	100	40	100	100
3	History of Missiology	60	60	80	80	80	100	100	100	80
4	God's mission and the Church's response	60	40	80	80	100	100	100	100	100
5	Church on Mission	60	40	40	80	100	80	100	80	100
6	Bible and Missions	40	80	40	80	80	60	100	80	100
7	The term Mission as Evangelism	40	20	40	80	80	80	80	100	100
8	Categorical Evangelism	40	80	40	80	100	80	60	80	80
9	Evangelism Methods	40	100	40	80	80	100	40	100	100
10	The meaning and essence of Evangelical Theology	60	40	40	80	80	100	60	100	100
11	The Church is God's people in preaching the Gospel	40	40	80	80	100	100	80	100	100
12	Mission Approach in Evangelism	40	20	40	80	100	100	40	80	100
	Amount	740	760	760	1120	1240	1260	1040	1300	1340

Based on the Likert assessment scale criteria (5 = strongly agree, 4 = agree, 3 = doubtful, 2 = disagree, 1 = strongly disagree), the analysis technique used descriptive analysis techniques in reviewing the results of the preliminary study questionnaire and questionnaire study product validation. Descriptive analysis techniques are:

$$P = \frac{f}{N} \times 100 \%$$

Note:

P : Percentage

F : Total score obtained

N : Maximum Total Score

F = Total score obtained

$$= (740+760+760+1120+1240+1260+1040+1300+1340)$$

$$= 9560$$

N = Maximum total score

$$= (\text{Number of questions} \times 9 \text{ Validators} \times 100)$$

$$= (14 \times 9 \times 100)$$

$$= 12600$$

$$P = \frac{9560}{12600} \times 100 \%$$

$$P = 75\%$$

Achievement Level	Qualification	Information
81 – 100 %	Very Worth It	No need for revision
61 – 80 %	Worthy	No need for revision
41 – 60 %	Decent Enough	Revised
21 – 40 %	Not Worth It	Revised
0 – 20 %	Not feasible	Revised

The results of the validation by expert validators/lecturers in the field of curriculum regarding Curriculum Development for Missiology Courses based on Evangelism in the PAK Study Program to produce superior and spiritual religious teachers in the National Region in 2025 show that this material is included in the feasible aspects and does not need to be revised and can be used in the Christian Religious Education study program of the Tarutung State Christian Institute with a qualification level of 75%.

Data Results from Mission Practitioner Expert Validators

No.	Rated aspect	Percentage					
		Validator					
		1	2	3	4	5	6
Analysis of RPS availability for courses							
1	PAK Study Program Missiology course in semester VI	100	100	100	100	100	80
2	The Missiology course weighs three credits in semester VI	80	100	100	80	100	80
Aspects assessed: Analysis of teaching materials/materials							
1	Definition of Mission in Mission Theology	100	100	100	80	100	80
2	The basis, objectives, and essence of the Mission	100	100	100	80	100	80
3	History of Missiology	100	100	100	80	100	80
4	God's mission and the Church's response	100	100	100	80	100	80
5	Church on Mission	100	100	100	80	100	80
6	Bible and Missions	100	100	100	80	100	80
7	The term Mission as Evangelism	80	100	100	80	100	80
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9	Evangelism Methods	100	100	100	80	100	80
10	The meaning and essence of Evangelical Theology	100	100	100	80	100	80
11	The Church is God's people in preaching the Gospel	100	100	100	80	100	80
12	Mission Approach in Evangelism	100	100	100	80	100	80
Amount		1360	1400	1400	1140	1400	1120

Based on the Likert assessment scale criteria (5 = strongly agree, 4 = agree, 3 = doubtful, 2 = disagree, 1 = strongly disagree), the analysis technique used descriptive analysis techniques to review the results of the preliminary study questionnaire and questionnaire study product validation. Descriptive analysis techniques are:

$$P = \frac{f}{N} \times 100 \%$$

Note:

P : Percentage

F : Total score obtained

N : Maximum Total Score

$$\begin{aligned} f &= \text{Total score obtained} \\ &= (1360+1400+1400+1140+1400+1120) \\ &= 7820 \end{aligned}$$

$$\begin{aligned} N &= \text{Maximum total score} \\ &= (\text{Number of questions} \times 6 \text{ Validators} \times 100) \\ &= (14 \times 6 \times 100) \\ &= 8400 \end{aligned}$$

$$P = \frac{7820}{8400} \times 100 \%$$

$$P = 93\%$$

Achievement Level	Qualification	Information
81 – 100 %	Very Worth It	No need for revision
60 – 80 %	Worthy	No need for revision
41 – 60 %	Decent Enough	Revised
21 – 40 %	Not Worth It	Revised
0 – 20 %	Not feasible	Revised

The results of the validation by expert validators/lecturers in the field of curriculum regarding Curriculum Development for Missiology Courses based on Evangelism in the PAK Study Program to produce superior and spiritual religious teachers in the National Region in 2025 show that this material is included in the Very Appropriate aspect and does not need to be revised and can be used in the Tarutung State Christian Institute Christian Religious Education study program with a qualification level of 93%.

Through the description above, we can conclude that according to curriculum experts/mission experts, the development of the Curriculum for Missiology Courses based on evangelism for PAK study programs to produce students who are superior and have spirituality in the National Region in 2025 in this research is suitable for use in course learning. Missiology.

Even though the material above received the appropriate category, the researchers made several revisions to the material that had been validated so that it was perfect according to the directions and input from the Validators.

Validated material

No	Subject	Description
1	Definition of Mission in Mission Theology	This material discusses the definition of Mission in Mission Theology and outlines all existing definitions of Mission and mission divisions.
2	The basis, objectives, and essence of the Mission	This material discusses equipping students with the knowledge and ability to understand the basics, targets, and essence of the mission, and it is adapted to the vision and mission of the PAK Study Program.
3	History of Missiology	This material is designed to provide students with an understanding of the history of missiology in the world, Indonesia, and even the land of Batak, the icon of the IAKN campus.
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7	Mission as Evangelism	This material is designed so that students understand the Mission of Evangelism as mandated by Jesus and make Evangelism a lifestyle to project Jesus within students.
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10	The meaning and essence of Evangelical Theology	Students understand the meaning and essence of Evangelical theology to equip Christian Religious Education teachers to implement it in everyday life.
11	The Church is God's people in preaching the Gospel	Through this material, students are required to participate in the church to become pioneers in preaching the Gospel.
12	Mission Approach in Evangelism	This material equips students to carry out Mission approaches that can be used in Evangelism so that they can be implemented in everyday life.

Discussion

Development Curriculum is compiling and adapting the curriculum to the profession and community life needs, where each curriculum design will contain mutually binding and supportive

components. (Nasbi 2017), which is essentially the preparation of a plan regarding the content and materials of the lessons to be studied. The curriculum consists of various objectives and materials for learning activities, including a lesson schedule and an evaluation process. (Tubulau 2020)

Edmund Woga explained that missiology is taken from the Latin word *Missio*, a verb in the substantive form of the verb *mittere*, which means different, namely to hit, send, let, let go, and let flow (Oci 2019b). Meanwhile, in Greek, missiology is taken from the words *mission*, which means sending away, and *logos*, which means science. In general, missiology is the science of sending good news regarding God's gifts to humans.

A missiology-based curriculum is an educational effort to involve students in the great commission that Jesus conveyed to the disciples ("Initiating Missiology-Based Christian Religious Learning," 2022), which is now carried out by everyone, or it could be said that carrying out the great commission is carried out by anyone, not only the task of the pastor or the church but also the task of everyone who believes in Him.

Evangelism comes from the word "gospel" from the Greek noun *euangelion*, which means generally good or good news. Marulak Pasaribu explains the word *euangelion* in detail as follows: This word combines two words, namely, from the prefix *eu* and *angelia*; the word *eu* means good while *euangelion* means news. People who bring good news are called *aggelous* (messengers) (Benny 2021). According to JI Packer Evangelism is part of God's eternal plan recorded in the Bible (Damanik and Simanungkalit 2022), which is manifested in the revelation of Jesus Christ and His work to sinful humans as the only hope in this world and the world to come. JI Packer also explained evangelism according to Paul, "Evangelism is going in love, as an ambassador for Christ in the world, to teach the truth of the Gospel to sinners, to convert and save them" (J. 2009)

Evangelism itself comes from the word Gospel (Arabic), which, in the original language of the New Testament Bible, uses the word "Evangelion" (Greek). Historically, the term "euangelion" was originally used in the military field. Furthermore, the development of the meaning and use of the word "euangelion" is as follows: "euangelion" was a reward given to someone who brought news of victory from the battlefield. In its later development, the meaning of "euangelion" shifted to "news of victory" itself. When the meaning used for the word "euangelion" reached this second usage, Christianity borrowed the term to explain God's joy/good news about Jesus Christ and His redemptive work for the world. (Harinei 2021). Evangelism also means communicating joy. This effort conveys a positive message. It is hope that we offer to the world.

Christian religious education is one of the education provided in schools to students who embrace Christianity or Christianity. The curriculum used in Indonesia in 2023 is the Independent Curriculum, where Christian Religious Education is combined with morals to become Christian Religious Education and Moral Character.

Christian religious education is a character builder Christianity and morals to students from elementary school to tertiary level (Damanik et al. 2023). Christian religious education teaches Christian values, which lead to three aspects, namely knowledge (cognitive), attitudes (affective), and values and skills (psychomotor). (Mardiharto 2019)

Christian religious education teaches the value that good character is when we do good as believers in God. Ryan and Bollin say something about life, namely, the purpose of human life. According to them, the purpose of life is how the Creator intends to glorify God. It is realized through good deeds desired by God (Nuhamara 2018).

According to the author, the meaning of doing good as God desires is "love." We want to develop a character that fears God by loving fellow human beings as God desires.

Christian religious education is not only an intervention in a person's individual life in the spiritual

field but also influences their ways and attitudes in social life to implement the religious knowledge learned. It can be concluded that religious education originates from the Bible and is centered on Jesus Christ and the application of the character and figure of Jesus in everyday life, namely loving (Nuhamara 2020).

4. CONCLUSION

In the world of education, evangelism also needs to be used so that children can grow and develop in the direction God desires and by God. So that students are also prepared or given provisions regarding the good news or Gospel conveyed by God through Christian religious education subjects. With an evangelism-based curriculum, students are prepared to become evangelists and realize their awareness as Christians who fear God and proclaim good news to the whole earth. The research results show that the feasibility assessment by the Curriculum Expert obtained a result of 75%, so it was categorized as agreeing or feasible. The results of the curriculum feasibility assessment by the mission practitioner expert obtained a result of 93%, which was said to be very feasible so that it could be categorized as feasible.

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