

# Christian Religious Education Paradigm: Learning Efforts for Gifted Students in Schools

*by Marthen Mau*

---

**Submission date:** 12-May-2024 07:11AM (UTC+0700)

**Submission ID:** 2376990791

**File name:** hen\_Mau\_Internasional-Marthen\_Mau\_et.all\_2024\_AutoRecovered.pdf (275.41K)

**Word count:** 4818

**Character count:** 26652



## Christian Religious Education Paradigm: Learning Efforts for Gifted Students in Schools

Marthen Mau<sup>1</sup>, Suarman Zai<sup>2</sup>, Edwin Goklas Silalahi<sup>3</sup>, Suardin Zai<sup>4</sup>, Saenom<sup>5</sup>

<sup>1,5</sup>Sekolah Tinggi Teologi Injili Arastamar (SETIA) Ngabang

<sup>2,3,4</sup>Sekolah Tinggi Teologi Ekumene (STTE) Jakarta

Email : [marthenluthermam@gmail.com](mailto:marthenluthermam@gmail.com)<sup>1</sup>, [harapanfamily@stekumene.ac.id](mailto:harapanfamily@stekumene.ac.id)<sup>2</sup>, [edwin@stekumene.ac.id](mailto:edwin@stekumene.ac.id)<sup>3</sup>, [suardin@stekumene.ac.id](mailto:suardin@stekumene.ac.id)<sup>4</sup>, [sainomjani@gmail.com](mailto:sainomjani@gmail.com)<sup>5</sup>

Correspondences Author: [marthenluthermam@gmail.com](mailto:marthenluthermam@gmail.com)

**Abstract:** In general, students studying at school have varied talents; There are some students who are academically talented and there are some who are non-academic. The talents that students have can be experienced from birth and can also be experienced through education at school. The aim of writing this article is to provide knowledge or insight into a new paradigm to readers, observers, academics and educational practitioners so that they can understand how to obtain the best solution in developing the education of gifted children with different service models based on Christianity. religious education paradigm. The research method in writing this article is a qualitative descriptive approach using a literature study approach such as books, journal articles and websites on social media as references. The research results show that the contribution of Christian religious education is very influential in developing the potential of talented children. The aspects that are part of the education of gifted children in the Christian religious education paradigm are providing understanding in the form of recognizing talent as a gift from God, moral and ethical development, service and devotion, and spiritual education.

**Keywords:** Gifted children, gifted children's education, Christian religious education paradigm

## INTRODUCTION

Students are humans created by God in His image, so they are called unique creatures when viewed from their personality (Mau 2020). The personalities of students are different and even the characteristics inherent in students. Talented students are students who are unique or different from other students in general. It is said that students are talented because students have high ability, intelligence, expertise, skills and skills in working on, analyzing and observing and understanding events that occur around them.

According to David Smith (Ulfa and Aridhona, 2022) that talented students are individuals who have superior competencies which can be seen from creativity, intellectual, artistic, leadership qualities or academic aspects that need guidance to develop their capacity (Ulfa & Aridhona, 2022). To get talented students, one way is through education at school because education plays an important role in intellectual, emotional and social development (Budiayana 2011). The field of science that educates students in their spiritual growth and development, so that they are able to improve the talents they have received from birth is Christian religious education.

Furthermore, Hawadi (Yusdiana, 2023) defines that talented students are divided into 2 parts, namely academically talented students and non-academic talented students.

Received April 30, 2024; Accepted May 12, 2024; Published May 31, 2024

\* Marthen Mau, [marthenluthermam@gmail.com](mailto:marthenluthermam@gmail.com)

Academically talented students are students who are able to demonstrate intelligence by achieving achievements and implementing their intellectual abilities in the academic field. Meanwhile, non-academic talented students can be seen from the ability of students who can only express their intellectual abilities by obtaining high performance in general, then in academic terms this cannot be realized because students cannot express their abilities at school (Yusdiana, 2023).

According to Laela et al, an individual's talent is influenced by family background, student environment and economic status. A student's skills will be formed if the surrounding situation has a conducive environment. Conversely, if the situation around the student is not conducive, then the student's potential will not be formed (Laela et al., 2023). Moreover, Magdalena describes the factors that influence students' talents as: from internal factors including factors from birth in personality. Meanwhile, external factors include family, school and social conditions.

In this case, there are also several indicators that limit students from developing their talents, such as limited facilities, feeling inferior to peers who have talents, and parents who do not allow it or are worried (Magdalena et al., 2020). The results of Mr and Ruslan's research stated that from all corners of Indonesia it was found that 50% of children were classified as gifted who had high skills and intellectual abilities for each student, however the facilities and knowledge found were still relatively low and less than optimal (Mr & Ruslan, 2022). King (in Maliha, 2022) revealed that the obstacle for students in developing their talents is because students are in conditions that are not conducive to themselves, it looks like students are being disturbed but on the other hand they look like individuals with amazing uniqueness and specialties (Maliha, 2022).

The role of media is very important in the learning of gifted students considering that media can be useful in helping convey information from students to teaching subjects effectively (Ginting et al., 2023). There is a need for special accompanying teachers to facilitate and guide students who have special talents. Apart from that, there is also a need to make adjustments to the curriculum, learning models and assessments in the learning process for gifted students even if these students study together with other students in the same class (Amanda et al., 2023). Students who have the potential for intelligence and special talents are students who have an IQ of 140 or more than children their age. The learning model is carried out in the form of enrichment and improvement grouping. Parents play a very important role in increasing the achievement of gifted children (Permatasari et al., 2023). Looking at several

studies that have been conducted, the research highlights how the study of gifted students and education is based on the Christian religious education paradigm.

The education of gifted students in the Christian religious education paradigm is based on the principle that every student is a unique creation of God and has talents given by God. Several main principles in the education of gifted students from a Christian perspective recognize talent as a gift from God. In Matthew 25:14-30, Jesus taught about talents that must be used and developed. Talent is seen as a gift from God that must be managed well. Christian education emphasizes the holistic development of students, including intellectual, emotional, spiritual and physical aspects (Luke 2:52). Talent must be developed in balance with character and spirituality. Talents are given not only for personal gain, but also to serve others (1 Pet. 4:10). Talented students are encouraged to use their talents for the glory of God and the good of others. Christian education emphasizes the importance of a community of believers who support and encourage each other in developing talents (Heb. 10:24-25). Even though they are talented, students are taught to remain humble and realize that everything comes from God's grace (1 Cor. 4:7). In practice, Christian-based education for gifted students can include curriculum enrichment programs, vocation-based career guidance, opportunities to serve in the church/community, and an emphasis on forming Christian character. The goal is to help students develop fully according to God's plan. Based on the explanation above, the aim of this study is to provide new knowledge or paradigm insights to readers, observers, academics and educational practitioners in order to understand how to obtain the best solution in developing the education of talented students with different service models based on the Christian religious education paradigm.

## RESEARCH METHOD

The research method in writing this article is a qualitative method with a descriptive approach and literature study. According to Zaluchu, qualitative research is applied to understand and make sense of the events experienced which are then directed at tracing events related to the problem being studied and then producing a new idea in terms of solving the problem (Zaluchu, 2020). The aim of qualitative research to describe words in writing must be scientific in nature (Marthen Mau, Junio Richson Sirait, Markus Amid, Yohanes Kotte 2023). The literature study approach is a series of activities carried out to obtain data from literature sources that are relevant to the topic being studied (Mau 2023). The aim of literature study is to obtain the data the author needs from various sources, for example through books, journal articles (Amid et al. 2022), and websites on social media as references. The aim of writing this

article is to obtain the best solution in developing the education of gifted children with different service models.

## **RESULTS AND DISCUSSION**

### **Talented Students**

The term "gifted" used in this article is the equivalent of the English term "gifted." The definition of giftedness in its development has undergone various changes. And now the definition of giftedness also includes high intellectual abilities. Also leads to creative abilities. In fact, creativity is the highest expression of talent. Giftedness is influenced by various cultural elements, even for some experts the characteristics of gifted children are "culture bound" (limited by cultural freedom). Thus, there are two key clues in observing and understanding giftedness, namely: First, giftedness is a special and extraordinary universal characteristic that is innate from birth or is the result of the interaction of environmental influences. Second, giftedness is determined by the needs and tendencies of the culture in which a talented person lives (Hasan et al., 2023).

Giftedness is constructive mental management of one's life which aims to have three basic elements, namely: adapting oneself to the environment, choosing a new environment, and shaping the environment (Komariah et al., 2024). The basic psychological key to intellectual giftedness is found in insight skills which include the main processes, including: 1) Separating relevant information from irrelevant information; 2) Combining unrelated pieces of information into one integrated whole; 3) Improving newly obtained information with information that was difficult to obtain previously (Habsy et al., 2024).

Characteristics of gifted students in terms of academic, social and emotional, and physical/strength. First, academic characteristics. Pramatha et al identified the characteristics of gifted students in terms of academics, having great perseverance and curiosity, reading skills, enjoying school and learning. Students who are said to be talented students must be students who are diligent and have no laziness in their lives, and these students can also look for or come up with new things that people cannot find (Pramatha et al., 2023). Meanwhile, Djailani stated that the characteristics of talented students in the academic field are that they have long attention to a specific academic field, have a very advanced understanding of academics, and are able to apply the academic field of study as a self-concept in activities in other fields (Djailani, 2023).

Second, social and emotional characteristics. There are several characteristics of individuals who have social talents and emotional ties, namely: 1) Accepted by the majority of

their peers and adults, 2) Their involvement in various social activities, they make positive and constructive contributions, 3) The tendency to be a separator in disputes who takes policy from his peers, 4) Has a belief in the equality of all people and is honest, 5) His behavior is not differentiated and has tolerance, 6) Free from emotional pressure and able to control emotional expressions so that they are relevant to the situation, 7 ) Able to maintain lasting relationships with peers and adults (Syafwan et al., 2023).

Third, physical characteristics/health. In terms of physicality, talented students show (1) have an attractive and neat appearance, (2) their health is better or above average (Putri, 2023). Individuals are said to be intellectually gifted if they have high intelligence. Meanwhile, creativity is the ability to create something new, provide new ideas, the ability to see new relationships between existing elements. The same applies to binding oneself to a task. This is what encourages individuals to be diligent and tenacious despite experiencing various obstacles and obstacles because they have committed themselves to tasks of their own free will.

Students' talents can be influenced by 2 factors, namely: Internal factors (interest, motivation, courage or risk, tenacity in facing challenges, and persistence in overcoming difficulties that arise). Meanwhile, external factors (maximum opportunity for developing oneself, facilities and infrastructure, support and encouragement from parents and family, and the living environment) (Ramadhani & Nurhastuti, 2023). A student's talent is influenced by 2 factors, namely genetic factors (heredity) and environmental factors, and both support each other. Gifted students have special needs, including characteristics such as extraordinary learning speed accompanied by high creativity, great curiosity, love of challenges and various other special characteristics (Uno & Umar, 2023). Therefore, special education services are a good right for gifted children, so it is necessary to ensure their availability.

### **Education of gifted students**

Education of gifted students involves an approach specifically designed to maximize the potential and development of students who have talents or tendencies to excel in certain fields. The aim of educating gifted students is to provide challenging learning experiences, facilitate growth and development of potential, and assist in achieving high achievement in areas of interest (Amelinda et al., 2023).

Some approaches commonly used in the education of gifted students include: First, talent assessment: the initial step in the education of gifted students is identifying the students' talents and interests through the use of various evaluation tools such as intelligence tests, special skills tests, and behavioral observations. This helps understand students' strengths and weaknesses and determine the right educational focus. Second, adapted curriculum: gifted learners often

need a curriculum that is faster, deeper, and more content-rich than their peers. The curriculum must be designed in such a way that it allows students to explore topics that challenge and interest them.

Third, project-based learning: project-based learning methods provide opportunities for talented students to explore certain topics in a deep and practical way. Students can engage in research projects, scientific experiments, or more complex works of art according to their interests and skills. Fourth, flexibility in learning: gifted students often need freedom and flexibility in learning styles. In the education of gifted students, it is important to provide opportunities to learn independently, explore interests, and complete assignments according to their individual pace and learning style.

Fifth, providing social and emotional support: gifted students may face unique social and emotional challenges. It is important for students to get support from parents, teachers and communities who understand their needs. This may include mentoring, discussion groups, or participation in a gifted community. Sixth, collaboration with parents: the role of parents is very important in the education of gifted students. It requires active involvement in supporting children, communicating with schools, and seeking learning opportunities outside the school environment that can enrich children's educational experiences. Seventh, holistic skills development: apart from focusing on excellence in certain fields, education of gifted students must also pay attention to holistic skills development, such as social skills and problem solving skills.

Academically talented students have abilities that are present from birth, such as intelligence and academic talent, giftedness is the result of differences in experiences experienced by individuals. Affection is the result of functional interactions between innate factors and experiences from the surrounding environment. In this context, education plays a very strategic role. Education is tasked with facilitating functional interactions between talents present from birth by creating conducive environmental conditions (Zai et al., 2024). Through appropriate education, talented children can achieve optimal achievements in developing students' potential.

### **Based on the Christian Religious Education Paradigm**

The study of gifted students in the context of the Christian religious education paradigm emphasizes the recognition that every student is a unique creation of God and is blessed with talents and potential given by Him. Education in this paradigm does not only focus on academic development or intellectual talent, but also pays attention to the spiritual, moral and character aspects of students. The following are several aspects that are part of the education of gifted

students in the Christian religious education paradigm: first. Recognition of Talent as a Gift from God. In Christian religious education, students' talents are considered as gifts from God that must be recognized, appreciated and developed with full responsibility. Students are taught to appreciate and use talents as a form of service to God and others. In the Bible, there are several verses that support the view that talent is a gift from God that must be recognized, appreciated and developed with full responsibility.

The basic word that is relevant to students' talents is that each of you should use the gifts you have received to serve one another, as good stewards of God's various kinds of grace (1 Pet. 4:10). In this parable, Jesus describes how a master gave talents (talents/abilities) to his servants in different amounts. Servants who develop their talents well are praised, while servants who do not use their talents are criticized (Matt. 25:14-30). There are various gifts, but one Spirit. And there are various ministries, but one God. And there are various wonderful works, but God is the source of them all, who works them all in everyone (1 Cor. 12:4-6). For every human being is His creation, having been created in Christ Jesus to do good works which God has previously prepared, so that we may live in them (Eph. 2:10). Thus, the Bible teaches that talent is a gift from God that must be appreciated, developed, and used to serve God and fellow humans with full responsibility.

Second. Moral and Ethics Development. Apart from developing academic talents, education of gifted students in the Christian paradigm also emphasizes strong moral and ethical development. Students are taught to develop character in accordance with the teachings of Christianity, such as love, humility, honesty and patience. In the Bible, there are many verses that emphasize the importance of moral and ethical development, especially in relation to student education. Educate a young person in the way that is right for him, and when he is old he will not deviate from that way (Proverbs 22:6). And you, fathers, do not stir up anger in the hearts of your children, but educate them in the teachings and counsel of the Lord (Eph. 6:4). But the fruit of the Spirit is: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control. There is no law against such things (Gal. 5:22-23). In this way, let your light shine before men, so that they may see your good deeds and glorify your Father in heaven (Matt. 5:16). Don't let anyone think lowly of you because you are still young. Be an example to believers, in your words, in your behavior, in your love, in your faithfulness and in your purity (1 Tim. 4:12). Thus, the Bible places a strong emphasis on moral and ethical formation in student education, so that students can develop character in accordance with the teachings of the Christian religion.

Third. Service and Devotion. Gifted students are encouraged to use their talents as a tool to serve and dedicate themselves to others, both within the church and in society. Students are taught to utilize their talents to provide service and positive contributions to the world around them. In the Bible, many verses encourage the use of talents to serve and dedicate oneself to others, both in the church and in society. Just as the Son of Man came not to be served, but to serve and to give His life as a ransom for many (Matt. 20:28). Serve one another, according to the gift each person has received as a good steward of God's grace (1 Pet. 4:10). In this way, let your light shine before men, so that they may see your good deeds and glorify your Father in heaven (Matt. 5:16). Therefore, as much as we can, let us do good to everyone, but especially to our fellow believers (Gal. 6:10). So, it is clear that the Bible teaches that one's talents should be used to serve, serve, and make positive contributions to the church and surrounding community as a form of service to God and others.

Fourth. Spiritual Education The education of gifted students in the Christian religious paradigm also includes in-depth spiritual education, which includes an introduction to the teachings and values of the Christian religion, prayer practices, reading the Holy Bible, and spiritual experiences that strengthen faith. The Bible places important emphasis on spiritual education for children, including gifted students. What I command you today you must pay attention to, it must be embedded in your heart and you must teach it many times to your children and talk about it when you sit in your house, when you are in the middle of the road, when you lie down and when you get up ( Deut. 6:6-7). And you, fathers, do not stir up anger in the hearts of your children, but educate them in the teachings and counsel of the Lord (Eph. 6:4). And that from childhood you have known the Holy Scriptures which can give you wisdom and lead you to salvation through faith in Christ Jesus (2 Tim. 3:15). And He said: 'Truly I say to you, unless you repent and become as little children, you will never enter the kingdom of heaven (Matt. 18:3). How does a young person maintain his cleanliness? By obeying Your word (Ps. 119:9).

So, the Bible emphasizes the importance of spiritual education which includes an introduction to the teachings and values of the Christian religion, the practice of prayer, Bible reading, and spiritual experiences that strengthen faith for students, including gifted students. This approach to educating gifted students in the Christian religious paradigm emphasizes integration between academic, spiritual and moral development, as well as service and dedication to God and others. The aim is to form individuals who are spiritually, morally and intellectually complete, who are ready to make meaningful contributions to society in accordance with God's plan for students' lives.

## ACKNOWLEDGEMENT

I would like to convey an unforgettable statement of thanks to all the co-authors who have provided their support, so that the results of the research and writing went smoothly and can be concluded, so that finally this article can be published.

## CONCLUSION

Gifted students are students who are different from their peers. It is said to be different because talented students have advantages, skills, abilities and privileges that other students do not have. To find out whether students have talents or not, namely by looking for information about talents, observing the characteristics of students as early as possible, explaining the impact of talents on everyday life. Students need special education services to develop their talents. Special education services are a good right for talented students, so efforts need to be made to ensure their availability. The study of gifted students in the context of the Christian religious education paradigm emphasizes the recognition that every student is a unique creation of God and is blessed with talents and potential given by Him.

## REFERENCES

- Amanda, P. R., Nasution, N., & Ramadhania, A. N. (2023). Education of Gifted or Gifted Children with Special Needs. *Dewantara: Journal of Social Humanities Education*, 2(3), 200–210. <https://doi.org/10.30640/dewantara.v2i3.1372>
- Amelinda, D., Asbari, M., & Hadisah. (2023). Transforming PAUD Education and Equity: Accelerating Improvement and Funding. *Journal of Information Systems and Management (JISMA)*, 2(6), Article 6. <https://doi.org/10.4444/jisma.v2i6.635>
- Amid, Markus, Marthen Mau, Henni Somantik, and Eliantri Putralin. 2022. 2 International Journal of Education, Social Studies, And Management (IJESSM) Benefits Of Health Protocol And Covid-19 Vaccination For Indonesian People. <http://lppppublishing.com/index.php/ijessm>.
- Budiyana, Hardi. 2011. Basics of Christian Religious Education. (Solo: STT Live Seminary News.
- Djailani, A. (2023). Introduction to Learning Supervision: Theory and Implementation. Nas Media Library.
- Ginting, R. L., Sinurat, E. B., Pasaribu, K. B., Chan, M., Gulo, N. F., Altiaz, R. Z., & Putri, W. A. (2023). Analysis of Handling Specially Intelligent Children and Specific Learning Disabilities (Dyscalculia, Dysgraphia, Dyslexia). *Journal of Educational Motivation and Language*, 1(4), 138–149. <https://doi.org/10.59581/jmpb-widyakarya.v1i4.1988>
- Habsy, B. A., Lena, A. M., Aryanti, D. W., & Asfinda, H. (2024). Developing Students' Talents and Interests in an Educational Context. *TSAQOFAH*, 4(1), 440–451. <https://doi.org/10.58578/tsaqofah.v4i1.2199>
- Hasan, M., Harahap, T. K., Inanna, I., Khasanah, U., Rifati, B., Musyaffa, A. A., Susanti, S.,

- Hasyim, S. H., Nuraisyiah, N., Fuadi, A., Suranto, M., Fakhurrazi, F., Arisah, N., Zaki, A., & Setyawan, C. E. (2023). FOUNDATIONS OF EDUCATION. Throne Media Publishers. <https://tahtamedia.co.id/index.php/issj/article/view/495>
- Komariah, N., M.Pd, D. I. S., S.M, A. H., S. Pd I., M.Si, R. N. F. A. R. S., S. P., M.M, D. S., S. E., M.E, A. S. A., S. E. I., CHt, D. S., S. Pd., M. M., CHRMP, D. H. M. A., Lc, M. M., M. Sc, M.Si, I. H., & C. Ed, I., S. ST., M. K. M. (2024). HUMAN RESOURCE MANAGEMENT. CV Rey Media Graphics.
- 28 Laela, F. N., Abidati, A. A., Ariesta, D., Rahmayani, D., & Azzahrah, F. N. (2023). Concept Analysis of Basic Counseling Service Skills in Robert Carkhuff's The Art of Helping. *Journal of Islamic Guidance and Counseling*, 13(2), Article 2. <https://doi.org/10.29080/jbki.2023.13.2.165-178>
- 25 Magdalena, I., Septina, Y., Az-zahra, R., & Pratiwi, A. D. (2020). HOW TO DEVELOP STUDENTS' TALENTS. 2.
- Maliha, S. (2022). INTERVENTION STUDY FOR TEACHERS IN INDONESIA TO HANDLE CHILDREN WITH MULTIPLE EXTRAORDS (TWE) IN THE CLASS. *Borneo Journal of Guidance and Counseling*, 4(2), Article 2. <https://doi.org/10.35334/jbkb.v4i2.3262>
- 17 Mr, M. G., & Ruslan, U. (2022). Analysis of Gifted Children's Education through the Acceleration Program in Islamic Religious Education Learning. *Tambusai Education Journal*, 6(2), 9160–9164. <https://doi.org/10.31004/jptam.v6i2.3860>
- 15 Marthen Mau, Junio Richson Sirait, Markus Amid, Yohanes Kotte, and Hasahatan Hutahaeen. 2023. "The Role of Christian Educators in Guiding the Spiritual Growth of GKSI People in Sanggau West Kalimantan." *Pharos Journal of Theology* 104(5). <http://www.pharosjot.com>.
- 3 Yes, Marthen. 2020. "The Importance of Integrity of Christian Religious Education Teachers in Guiding Students' Personalities." *SIKIP: Christian Religious Education* 1(2).
- . 2023. "Capacity of Christian Educators in the Age of Community 5.0." *International Journal of Integrative Sciences (IJIS)* 2(5).
- Permatasari, V. D., Yuhansa, P. L., Alamsyah, W. R., Putri, L. A., & Maruti, E. S. (2023). Understanding Special Intelligent and Gifted Children and Application of Learning Models. *NATIONAL SEMINAR ON SOCIAL, SCIENCE, EDUCATION, HUMANITIES (SENASSDRA)*, 2(2), Article 2.
- Pramartha, I. P. A., Dantes, N., & Gunamantha, I. M. (2023). The Influence of the Numbered Heads Together Cooperative Learning Model on Science Learning Outcomes in terms of Academic Ability in Class V Elementary School Students. *Scientific Journal of Education and Learning*, 7(2), Article 2. <https://doi.org/10.23887/jipp.v7i2.61576>
- 24 Putri, F. T. (2023). THE EFFECT OF DEMONSTRATION LEARNING METHODS ON MATHEMATICS LEARNING ACHIEVEMENT OF ELEMENTARY SCHOOL STUDENTS. *DIRASATUL IBTIDAIYAH*, 3(2), Article 2. <https://doi.org/10.24952/ibtidaiyah.v3i2.7756>
- Ramadhani, C., & Nurhastuti, N. (2023). Profile of Talented Children in Badminton at SMA Negeri 4 Padang. *Tambusai Education Journal*, 7(2), 17556–17560. <https://doi.org/10.31004/jptam.v7i2.9146>
- Syafwan, A. L., Anjelina, A., Khairani, D., & Khairani, S. (2023). THEORIES AND

CONCEPTS OF GIFTED CHILDREN. ITTIHAD, 5(1), Article 1. <https://ejournal-ittihad.alittihadiyahsumut.or.id/index.php/ittihad/article/view/113>

- Ulfa, M., & Aridhona, J. (2022). Psychology of Gifted Children. Syiah Kuala University Press.
- Uno, H. B., & Umar, M. K. (2023). Managing Intelligence in Learning: An Intelligence-Based Learning Concept. Literary Earth.
- Yusdiana. (2023). FEAR OF FAILURE: IN ACADEMICLY GIFTED CHILDREN. IAIN Pontianak Press (IKAPI Member) Jl. Lt. Gen. Soeprapto No. 19 Pontianak.
- Zai, S., Kawatu, L. P., & Sunardi, P. (2024). Professionalism of Christian PAUD Teachers in Forming Early Childhood Character. Indo Green Journal, 2(2), Article 2. <https://doi.org/10.31004/green.v2i2.58>
- Zaluchu, S. E. (2020). Qualitative and Quantitative Research Strategies in Religion Research. Evangelical: Journal of Evangelical Theology and Community Development, 4(1), 28. <https://doi.org/10.46445/ejti.v4i1.167>

# Christian Religious Education Paradigm: Learning Efforts for Gifted Students in Schools

## ORIGINALITY REPORT

16%	15%	5%	4%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

1	tahtamedia.co.id	1%
	Internet Source	
2	isshmic.radenfatah.ac.id	1%
	Internet Source	
3	www.pharosjot.com	1%
	Internet Source	
4	ejournal.yasin-alsys.org	1%
	Internet Source	
5	Submitted to Southwestern Baptist Theological Seminary	1%
	Student Paper	
6	www.crosswalk.com	1%
	Internet Source	
7	www.onebodymanywounds.com	1%
	Internet Source	
8	Submitted to Greenville College	<1%
	Student Paper	

community.vanguardngr.com

9	Internet Source	<1 %
10	ftc.co Internet Source	<1 %
11	bpkpenabur.or.id Internet Source	<1 %
12	carolinamessenger.wordpress.com Internet Source	<1 %
13	journal.widyakarya.ac.id Internet Source	<1 %
14	daten-quadrat.de Internet Source	<1 %
15	doaj.org Internet Source	<1 %
16	www.whatisgoionon.com Internet Source	<1 %
17	jurnal.ucy.ac.id Internet Source	<1 %
18	ejournal.undiksha.ac.id Internet Source	<1 %
19	journal-center.litpam.com Internet Source	<1 %
20	Submitted to Wesley Biblical Seminary Student Paper	<1 %

21	discovery.researcher.life Internet Source	<1 %
22	www.eliezercall.com Internet Source	<1 %
23	journal.formosapublisher.org Internet Source	<1 %
24	jurnal.iain-padangsidimpuan.ac.id Internet Source	<1 %
25	www.atlantis-press.com Internet Source	<1 %
26	media.neliti.com Internet Source	<1 %
27	www.ctsfw.net Internet Source	<1 %
28	jurnalfdk.uinsby.ac.id Internet Source	<1 %
29	Paul Kidson. "Towards a Christian Praxis Education: Some Possibilities for Christian Schools", Journal of Education and Christian Belief, 2016 Publication	<1 %
30	www.flightpaths.org Internet Source	<1 %
31	www.360mn.org Internet Source	<1 %

32	jurnaluniv45sby.ac.id Internet Source	<1 %
33	stakdiaspora.ac.id Internet Source	<1 %
34	www.researchgate.net Internet Source	<1 %
35	jiip.stkipyapisdompu.ac.id Internet Source	<1 %
36	1library.net Internet Source	<1 %
37	journal.citradharma.org Internet Source	<1 %
38	jurnal.polgan.ac.id Internet Source	<1 %
39	Y Hendawati, S Pratomo, S Suhaedah, N A Lestari, T Ridwan, N W A Majid. "Contextual teaching and learning of physics at elementary school", Journal of Physics: Conference Series, 2019 Publication	<1 %
40	stak-pesat.ac.id Internet Source	<1 %
41	Salpina Salpina, Dwi Adhinda Junaidi Putri. "IMPLEMENTATION OF THE PULL OUT LEARNING MODEL IN INCLUSIVE EDUCATION	<1 %

PROGRAMS TO OPTIMIZE THE  
DEVELOPMENT OF CHILDREN WITH SPECIAL  
NEEDS AT PELANGI ANAK NEGERI  
YOGYAKARTA ISLAMIC KINDERGARTEN", Early  
Childhood Research Journal (ECRJ), 2023

Publication

---

42

Mahfud Mahfud, Nugroho Susanto, Riztika  
Widyasari, Fadli Firdaus, Rinesti Witasari.  
"Traditional Games as A Learning Strategy to  
Develop Students' Self-Control", QALAMUNA:  
Jurnal Pendidikan, Sosial, dan Agama, 2023

Publication

---

<1 %

---

Exclude quotes Off

Exclude matches Off

Exclude bibliography Off

# Christian Religious Education Paradigm: Learning Efforts for Gifted Students in Schools

## GRADEMARK REPORT

FINAL GRADE

GENERAL COMMENTS

/0

PAGE 1

PAGE 2

PAGE 3

PAGE 4

PAGE 5

PAGE 6

PAGE 7

PAGE 8

PAGE 9

PAGE 10

PAGE 11