

Multi Methods of Teaching the Lord Jesus: A Strategy to Shape the Scientific Attitude of Students

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Abstract

Scientific attitude is a very important attitude to be possessed by every student in following the learning process. Therefore, this study aims to examine the teaching method of the Lord Jesus as a strategy in shaping the scientific attitude of students. Through a qualitative approach with literature review techniques, the author examines in depth the method of teaching Jesus as a strategy in shaping the scientific attitudes of students. The results of this study found that to shape the scientific attitude of students, it is necessary to be guided by the teaching methods of the Lord Jesus, such as discovery and inquiry methods, discussion methods, problem-based, and storytelling methods. Therefore, teachers of Christian religious education are required to always emulate the Lord Jesus and think creatively in shaping the scientific attitude of students in accordance with teaching conditions in the 21st century.

Keywords: The Method of Teaching the Lord Jesus, Learners, Scientific Attitude

INTRODUCTION

Scientific attitude includes several aspects such as curiosity, critical thinking, creative, open thinking, data-based, able to cooperate, have perseverance, and be sensitive to the surrounding environment (Mantoviana, 2021). This attitude is also used as a benchmark when carrying out scientific activities and assessing the quality of students during interaction with other students. According to Salam (Kurniawati, 2019), scientific attitude is a form of one's view of a way of thinking that is in accordance with scientific methods, causing a tendency to accept or reject ways of thinking that are in accordance with science. This understanding emphasizes the critical attitude that someone has with a scientific attitude so that they have their own stance and thoughts. Kurniawati further explained that scientific attitudes are formed

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through behavior captured by students through positive examples and followed up by supporting, nurturing, and developing so that students can have (Kurniawati, 2019). Coupled with the conditions of 21st century teaching and learning that have been conceptualized in such a way, namely the ease of access to information and communication that is increasingly open can make students experience information overload or excessive receipt of information (Shidiq & Yamtinah, 2019). Information received excessively without proper sorting can affect the learning attitude of students. With the development of technology and information in the 21st century, it can make it easier for everyone, including students, to share and receive information and learn about many things (Ardelia & Juanengsih, 2021).

But in fact, not all students have a scientific attitude like an academic. For example, the case occurred in South Korea where due to the obsession with good and prestigious schools, they were willing to falsify scientific work (Sopiah, 2022). This is triggered because of South Korean culture that requires its citizens to have high competitive power. While in Indonesia, the number of writing scientific papers is still minimal. According to Ronny, one of the professors of Bogor Agricultural University, said that there are many smart students who cannot write (Kristianti, 2022). According to him, in addition to sharpening creativity, writing scientific papers can train scientific attitudes such as critical thinking and problem solving. Therefore, it is important to cultivate the scientific attitude of learners from an early age.

Rizka in (Saputri, 2017) found that the cultivation of scientific attitudes can be done by teachers through examples of scientific attitudes, providing positive encouragement or appreciation to students who show scientific attitudes, and providing opportunities for them to show their scientific attitudes. Furthermore, research conducted by Evy Aldiyah (Aldiyah, 2021) explained that to improve the scientific attitude of students, it is necessary to do things such as; The application of problem-based learning methods and the role of teachers in innovating outside the teaching context, such as scientific competition guidance. The two studies above are related, namely the formation of students' scientific attitudes requires the role of a teacher who is creative, innovative, and able to be an example. Although the second study emphasizes more on the method used, namely the problem-based learning method. But so far, research on the formation of scientific attitudes through the application of the Lord Jesus' teaching methods has not been specifically studied.

According to Kenneth and Howard in (Tuju, 2021) said that the Lord Jesus did not use a standard and bound teaching method. The Lord Jesus used flexible and very gentle methods from known to unknown, ranging from simple to complex, and depictions of concrete things to abstract things so as to attract greater attention and promise life change. The effectiveness

of Jesus' method of teaching is seen in the number of people who were amazed by His way of teaching. In the synoptic gospels, it is clearly written evidence of people's amazement at Jesus' teaching, namely 5 times in the Gospel of Matthew, 7 times in Mark, and 6 times in the Gospel of Luke (Hadi Sahardjo, 2019). This is in line with what Daniel Nuhamara said that although the Lord Jesus was authoritative as a child of God, he also used various effective methods in teaching (Daniel Nuhamara, 2009).

This method requires teachers to better understand the context and learning situation as well as the level of understanding of the students taught. As the teaching method often used by the Lord Jesus was very effective for the formation of the moral and scientific attitude of His disciples. The moral formation of these students is part of God's commission to teachers, churches and parents to foster, train, guide, complete all the needs of children so that they can grow into figures who reflect the gospel in their lives. Similarly, the method of teaching Jesus can be applied in the learning process of Christian education to shape the scientific attitudes of students in the current era. Although the methods used by Jesus have been used for a long time, they are still effective and relevant enough to be applied today (Agung & Astika, 2011), especially in the formation of scientific attitudes of students. Therefore, this study aims to describe the methods of teaching Jesus in order to help Christian religious education teachers in shaping the scientific attitudes of students in the 21st century. Thus, learning Christian religious education is not only a medium for forming morals, but also the scientific attitude of students.

RESEARCH METHODS

The discussion in this research article uses a qualitative approach, which was chosen because of the probability in the analysis of an in-depth concept, especially regarding the multi-method of teaching the Lord Jesus as a strategy in shaping the scientific attitude of students. This approach also allows researchers to elaborate on a variety of individual meanings, perspectives, and experiences. In addition, the writing technique used in this study uses literature review or literature study. The literature review technique is a way of collecting data by surveying various scientific literature such as scientific articles, books, and other scientific sources (Wijaya et al., 2022). The reason for using literature study techniques is because the discussion in this article is a theoretical study, using scientific articles and relevant books as scientific references. In addition, because this paper is in the form of a theoretical study, the right way to describe and analyze in depth is to use argument descriptions based on scientific literature as reference material. Primary data or main data is obtained through literature

research, which consists of a collection of analyses from various texts, books, and scientific articles that are in accordance with the discussion. Meanwhile, secondary data obtained through journals, reliable news articles, encyclopedia dictionaries, and other sources, were used to support each statement written in this study. The process of writing stages begins with determining the problem through the formulation of the previous problem and then used as the main focus of research. Furthermore, the process of evaluating the sources of information used, including an in-depth study of the main focus of research that is still relevant. The results of this evaluation are then used in compiling a systematic and constructive summary based on the sources obtained for use in the literature review. So, in the end the author gets a conclusion or answer to the problem being studied.

RESEARCH RESULTS

The scientific attitude is a concept that refers to the individual's point of view towards thought processes governed by scientific methodology, which generates a tendency to accept or reject approaches that correspond to said scientific principles. This definition highlights a critical aspect of the scientific attitude, in which individuals are equipped with the ability to objectively evaluate existing information, as well as being able to form and defend independent views and thoughts. Based on data analysis using literature review or literature studies through data collection by surveying various scientific literature ⁴⁴ such as scientific articles, books, and other scientific sources, it was found ¹² that the method of teaching Jesus as a strategy in shaping the scientific attitudes of students was very effective and efficient. The Lord Jesus can be considered a teacher who had ¹² the ability to take advantage of opportunities to preach His teachings. In His teaching activities, the Lord Jesus used a variety of rhetorical tactics. This tactic ²⁵ is a communication strategy used ³⁶ to convey a message in a persuasive way to the listener. For example, when the Lord Jesus taught about worry (Matthew 6:25-34; Luke 12:22-3), Confidence ⁱⁿ God as a trustworthy Provider. The phrase "Do not worry" also has the potential to affect the emotional state of the listener, because the Lord Jesus had a deep understanding of the needs and conditions of faith of His followers. The Lord Jesus can be regarded as a teacher who showed creativity. The concept of creativity refers to the ability to create something new or display inventiveness. One of the characteristics of creative teaching methods is the ability to use various learning methods that suit your needs, as well as having flexibility in their application.

Educational learning in the 21st century is undergoing updates that involve technology in every learning process. The demand to master technology applies not only to teachers, but

also to learners. The challenge for educators in the 21st century is to develop effective strategies and methodologies for teaching skills relevant to this era. This includes the use of technology as a learning tool, as well as ensuring that students have sufficient understanding in operating and utilizing technology for educational and professional purposes in the future. In the 21st century, it is important to master a number of skills that include: 1) Life and career skills, which include flexibility and adaptability, initiative and self-regulation, social and cultural interaction skills, productivity and accountability, and leadership and responsibility. 2) Learning and innovation skills, which include critical thinking and problem-solving skills, communication and collaboration skills, and creativity and innovation. 3) Information media and technology skills, which consist of various skills such as information literacy, media literacy, and ICT literacy (Information and Communication Technology). Based on the explanation above, it can be understood that simulating the teaching method of the Lord Jesus with 21st century skills is able to shape the scientific attitude of students in competing in a productive academic world.

DISCUSSION

Scientific Attitudes and 21st Century Learning

In simple terms, attitude can be said to be a person's response to a certain object. Attitude is a way of judging or evaluative statements of a person towards an object, other person, and event that reflects feelings. Meanwhile, according to Anni, attitude is a combination of concepts, information, and emotions, resulting in a tendency to respond to certain people, groups of people, views, events, and objects pleasantly or unpleasantly (Ulfa, 2018). Scientific attitude is a condition that includes high curiosity, based on data or facts, cooperation, and concern for the surrounding environment (Annisa et al., 2022). A person who has a scientific attitude will be able to think critically and solve everyday problems well. Furthermore, Gagne suggested that attitude is an internal condition (mental) that affects choices in acting (Ulfa, 2018). In other words, attitude is the state of a person's feelings that influence his eventual decision to react or act. The right attitude helps a person a lot in achieving his goals. Similarly, in learning, the right learning attitude will affect the achievement of learning goals. The attitude expected in the learning process is called the scientific attitude.

According to Sutrisno (Sutrisno, 2018), a scientific attitude is an encouragement that comes from within a person in a scientific activity. This motivation is created if someone carries out a scientific activity in a patterned and carried out consistently. For example, in doing problem solving, systematic and continuous procedures are needed in order to get results or answers. Therefore, the scientific attitude is closely related to the thought process. While

Muslich in (Ulfa, 2018) firmly said that a scientific attitude is a must that exists and is owned by scientists, teachers, and students in dealing with scientific problems. Because the scientific attitude is born from a pattern that is carried out continuously, then someone who has this attitude tends to be consistent in every situation. Muslich further added that scientific attitudes vary, for example, can be curious, critical, open, objective, willing to appreciate the work of others, dare to defend the truth, and reach out to the future.

The acceleration of technology has increased very rapidly and directly affects the level of rapid development of knowledge as well. The educational learning process in the 21st century is undergoing updates that involve technology in every learning process. Eggen and Kauchak in their book entitled strategic and models or teachers: Teaching content and thinking skills, firmly say that the standard that must be achieved by 21st century schools or often known as the digital century for teachers and students is the expertise in using technology in every learning (EGGEN, 2012). So not only teachers are required to master the use of technology, but students are also required to be technologically literate. The challenge of teachers in the 21st century is to design the right ways and methods in teaching the skills needed in this century (Sole & Anggraeni, 2018). A number of skills that are required to be mastered in the 21st century are (Mountains, 2017): First, life and career skills, second, learning and innovation skills), and third, information media and technology skills. Life and career skills include flexibility and adaptability, initiative and self-regulation, social and cultural interaction, productivity and accountability and leadership and responsibility. Furthermore, learning and innovation skills or learning and innovation skills, including critical thinking and problem-solving skills, communication and collaboration, and creativity and innovation. Finally, information media and technology skills or skills to use technology and information media consist of various skills such as information literacy, media literacy, ICT literacy (Information and Communication Technology literacy).

The Method of Teaching the Lord Jesus

Method or method is a sequence of steps (procedures) used in achieving a goal. The general method is often used by teachers in delivering learning materials. Similarly, the Lord Jesus used various teaching methods that were very relevant when carrying out the learning process. According to Sadono in (Sahardjo, 2019), there are four main techniques commonly applied by the Lord Jesus in every teaching, namely: First, is opportunity. The Lord Jesus used every opportunity and created the opportunity itself to be used in delivering His teachings. The

Lord Jesus never wasted any time, but immediately used every moment to impart faith in His listeners and disciples and answer their spiritual needs. The second is the reference to Bible verses. Sadono argued that the Lord Jesus was a powerful translator of the Old Testament. In each of His teachings, the Lord Jesus always gave a fundamental foundation through the verses of the Old Testament books and also used that foundation in the growth of His soul. In addition, Old Testament verses are also used to answer every criticism as well as rebuke those who hear His teachings. Third, suggestion and expression. The Lord Jesus always used His expressions and feelings so as to influence people to think and dare to take steps to change for the better. Fourth, is the problem. Everyone must have problems in his life, and so the Lord Jesus used the usual problems His followers experienced. The problems raised can be practical problems, theoretical problems, and/or a combination of both. However, the Lord Jesus did not raise a problem randomly. He knows which ones can be discussed and which ones don't need to be discussed. For example, when the elders, priests, and scribes asked about His power, Jesus did not answer but threw the question back for them to answer for themselves (Matthew 21:23-27; Mark 11:27-33; Luke 20:1-8). Based on this explanation, it can be said that the Lord Jesus was a teacher who could manage and use every gap to convey His teachings. Furthermore, Deflit Dujerslaim Lilo explains that the Lord Jesus in teaching used rhetorical tactics. This tactic is a way of delivering a convincing message to the listener. For example, when the Lord Jesus spoke of worry (Matthew 6:25-34; Luke 12:22-3), the Lord Jesus plainly said "Do not worry" implying that God is a trustworthy figure in caring for man. The phrase "Don't worry" can also affect the emotional state of the listeners because the Lord Jesus knows the needs of life and the history of faith of His followers (Lilo, 2019). The Lord Jesus described his explanation in ways that could be trusted by a wide circle of listeners.

In addition, the Lord Jesus was a creative teacher. Creative means being able to create something new or having inventiveness. The hallmark of creative teaching methods is the use of each learning method that is appropriate and flexible. This is similar to the results of Rifky's research entitled "The Method of Teaching Jesus according to the Gospel of Mark", that the Lord Jesus' creative method in teaching can be in the form of storytelling, lecturing (Mark 13:1-24), discussion, question and answer, and being an example (Tuju, 2021). The Lord Jesus' ability to teach was great and amazed many people. The Bible also mentions the Lord Jesus' professionalism as a skilled teacher many times (Matthew 7:28-29; Mark 1:22, 27; 6:2; 11:18; Luke 4:32-36). Although there was a group of people who were not happy with the Lord Jesus' teaching, it was not because of the welcoming technique but the content of the message and advice that the Lord Jesus taught and saw the background of the Lord Jesus who was only a

carpenter's son (Matthew 13:55-58). In other words, it can be understood that the Lord Jesus' method of teaching is a reliable and creative method. The Lord Jesus was able to captivate the attention of many people with His own techniques or methods. Through a combination of various teaching techniques to use every opportunity appropriately, the Lord Jesus managed to convey His message and teachings very well. However, from the explanation above regarding the methods used by the Lord Jesus in teaching, there has been nothing to mention about methods that can be used directly by Christian education teachers in shaping the scientific attitudes of students. This is very important to do because it relates to the success of learning a student in the future. Coupled with the learning style of the 21st century that is increasingly dependent on technological developments.

Shaping the scientific attitude of students through the method of teaching Jesus

A Christian education teacher who strives to shape the scientific attitude of students in the learning process must be based on the Bible, Christian religious education teachers can use the methods that the Lord Jesus has applied when teaching His students. The Lord Jesus presented the image of God the Father through a contextual approach, using Himself (Philippians 2:5-11; John 3:16; John 1:29-34). Indirectly, the Lord Jesus required Himself to have the attributes of God the Father who was both loving and just. Christian religious education teachers can approach students in helping to shape the scientific attitudes of these students. The approach taken can use the Lord Jesus' method in teaching. The methods practiced by the Lord Jesus are as follows:

First, the discussion method; Discussion is one method that is often used in the learning process. This method allows students to interact with each other and share opinions on the topic being discussed. In its development, the discussion method was also often used by teachers and religious leaders, including by the Lord Jesus in his teaching to the disciples and those who followed Him. The method of discussion used by the Lord Jesus can be seen in the various stories and events recorded in the Gospels. For example, the Lord Jesus met His disciples in Caesarea Philippi and asked them, "... Who do people say is the Son of Man?" (Matthew 16:13). From this question, there was a discussion between Jesus and His disciples about the identity of the Lord Jesus. This shows that the Lord Jesus not only gave teachings, but also invited His disciples to think and discuss. In addition, the Lord Jesus also often used questions to provoke His disciples to discuss and understand His teachings. This can be seen in the parable told by the Lord Jesus in Matthew 13:1-9, the Lord Jesus asked His disciples questions about the parable of the seed that fell on good soil and the seed that fell on the ground that did not. These questions led to a deeper discussion and understanding of the Lord Jesus' teachings. Therefore,

as a teacher of Christian religious education can imitate the discussion learning method carried out by the Lord Jesus by starting to ask questions about the learning obstacles experienced by students during Christian religious education learning. According to Astuti in (Dita Rahmayanti et al., 2022), questions are one of the incentives that are proven to improve the way students think. Through questions in the discussion session, teachers indirectly provide opportunities for students to explore and find their own answers. This is in line with what was stated by Daniel S. Tjandra quoted from Bruner (Tjandra, 2020), that the teaching and learning process will run well and creatively if students are given the opportunity to find a concept, theory, rules, and examples they encounter in everyday life. Coupled with social challenges and 21st century learning that is full of the use of technology, it is expected that the process of forming scientific attitudes can be more varied and creative (Prasetyo & Trisyanti, 2018).

Second, discovery and inquiry methods; This method allows one to gain a deeper and personal understanding of religious teachings, rather than simply receiving information provided directly. The Lord Jesus often used this method in his teaching, especially through the use of parables or stories that contained moral messages. For example, in the parable of the "Good Samaritan" (Luke 10:25-37), the Lord Jesus wanted to teach about love and mercy, but did not directly convey the message. Instead, it allows its listeners to draw their own conclusions from the story. In addition, the Lord Jesus also used the method of discovery through questions asked to the disciples and those who listened to His teaching. In this way, the Lord Jesus not only taught religious concepts, but also encouraged people to think critically and consider seriously about the things he taught. For example, when a lawyer asked the Lord Jesus about the most important law, the Lord Jesus responded by asking back, "What is written in the law?" (Luke 10:26). Thus, the Lord Jesus encouraged people to ponder and find answers on their own, rather than just accepting answers given directly. While the inquiry method or inquiry method is a way to teach concepts or knowledge by asking people to ask questions and look for answers they need. In religious teaching, this method allows people to understand more about religious teachings and reflect on the meaning and implications of those teachings. The Lord Jesus often used this method through dialogue with the disciples and those who followed Him. For example, when His disciples asked about the meaning of the parable of the "Seed That Grew by Itself" (Mark 4:26-29), the Lord Jesus did not directly give an explanation, but asked them to ask and seek answers on their own. In addition, the Lord Jesus also used the Inquiry method through questions asked to challenge the understanding and beliefs of His disciples. In this way, the Lord Jesus not only taught new knowledge, but also challenged people to ponder and strengthen their faith. Thus, both discovery and inquiry methods can also

be used for students in exploring potential and shaping students' thinking. The advantage of this method for students is that the delivery of knowledge is carried out personally so that it can be understood by students and embedded in the mind, able to influence the high level of student learning motivation, provide opportunities for students to develop according to their respective abilities and interests, and finally able to strengthen and add confidence.

Third, ¹²problem-based learning methods; The ¹problem-based learning approach is a learning method ⁴⁰that allows learners to learn through the provision of problems that they must solve independently. In this method, teachers are expected to better direct ⁴²students to think critically and creatively in solving given problems. The main objective of this method is to promote active and learner-centered learning. One example of using problem-based learning methods in the Lord Jesus' teaching was when He taught His disciples about the Kingdom of God. The Lord Jesus not only gave teachings directly, but He also used parables or stories to reinforce the message to be conveyed. The problem-based approach used by the Lord Jesus is seen in the case of the healing of the blind man (John 9:1-7). When the disciples asked who ⁴⁰sinned so that the man was born blind, the Lord Jesus did not give a direct answer, but He used the opportunity to teach about God's love and power. Using this problem-based approach, the Lord Jesus taught His disciples that not all problems can be explained simply and that God has a greater plan for every event that occurs. In addition, the Lord Jesus also used a problem-based approach in teaching about spiritual life and ethics. For example, when He was taught about the law, the Lord Jesus used the case of a woman caught in adultery to teach about mercy and forgiveness (John 8:3-11). By addressing controversial issues, the Lord Jesus encouraged His disciples to think more deeply and understand that the law was not only about formal obedience, but also about a heart full of love and forgiveness. In taking a problem-based approach, the Lord Jesus also set a good example for today's teachers. This method can be used in a variety of learning contexts, both in schools and in religious settings. However, as teachers, we also need to understand that not all problems can be used as learning materials. We must choose problems that are relevant and in accordance with the learning objectives to be achieved. Thus, the problem-based learning method used by the Lord Jesus is one of the effective learning strategies and is able to promote ⁴²deep understanding in learners. By providing interesting and relevant problems, teachers ⁴²can improve students' critical and creative thinking skills, and encourage them to understand the teachings more deeply and apply them in everyday life. Students who will be taught are faced with one life problem which is then directed to find answers or solutions to these problems. The problem-solving process is entirely carried out by learners, and teachers as guides. This method is the same as the method

used by the Lord Jesus when feeding the five thousand people. The Lord Jesus as an instructor, set an example of problem solving by directing the disciples to feed a group of masses that had gathered by themselves (Warwer, 2023). Through this phenomenon, the Lord Jesus directly taught the disciples to be directly involved in finding solutions together, which certainly could not be separated from the direction of the Lord Jesus as their teacher.

Fourth, the method of storytelling; The storytelling method is one effective way to convey messages and values to listeners. This is because humans are easier to understand and remember the information conveyed through stories, compared to other teaching methods. The Lord Jesus, as an intelligent educator, used this method of storytelling in his teaching to attract the attention of listeners and convey important messages. One method of storytelling that Jesus often used was parables or parables. ⁴⁹ A parable is a short story that describes a situation or event in everyday life with the aim of conveying a moral message. The Lord Jesus often used parables to explain complex and elusive concepts, in order to make them easier for listeners to understand. One example of a parable used by the Lord Jesus is the parable of the seed falling on the ground (Matthew 13:1-23). In this parable, a seed that falls on good soil will grow and bear abundant fruit, while a seed that falls on bad soil will not grow and die. Using this parable, the Lord Jesus wanted to teach about the importance of choosing the right place to plant the seed of faith, so that it could grow and develop properly. In addition to parables, Jesus also used true stories or the life stories of others to illustrate important messages in his teaching. For example, the story of King David and the confession he committed to God (2 Samuel 12:1-13). ⁴⁵ In this story, Jesus wants to teach about the importance of confessing sin and repenting, as well as the gift of forgiveness from God. Furthermore, the Lord Jesus also often used rhetorical questions or analogies to convey important messages. In one of his sermons, Jesus used rhetorical questions to teach about love and mercy (Matthew 18:12-14). Using this rhetorical question, Jesus wanted to emphasize the importance of loving one another and being an example to others. In addition, the Lord Jesus also used various symbols and metaphors to illustrate his spiritual message. For example, Jesus referred to himself as the "bread of life" ⁷ (John 6:35), which is symbolic of our need for the love and hope that Jesus gives to man. ² The storytelling method is identical to teaching young children, but actually the storytelling method can also be used to teach various ages (Roesmijati, 2023). Similarly, it can be applied to students. A Christian religious education teacher can tell about the life stories of people with scientific thinking and negative impact if they do not have a scientific attitude. The goal is to motivate students to want to encourage themselves to behave like a student.

CONCLUSION

Based on the foregoing, it can be understood that the Lord Jesus was an intelligent, creative, and loving teacher. It utilizes various ways to convey messages that are important and relevant to human life. The Lord Jesus, as the central figure in Christianity, was known as a teacher who had a unique and interesting way of teaching. As for the teaching methods commonly practiced by the Lord Jesus such as; A combination of discussion, discovery and inquiry, problem-based, and storytelling methods. Therefore, as a teacher of Christian religious education, it is required to always emulate the Lord Jesus and think creatively in shaping the scientific attitude of students in accordance with teaching conditions in the 21st century.

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