ELECTRONIC-BASED BIBLICAL LEARNING AND ONLINE RESOURCES: EFFORTS TO IMPROVE THE QUALITY AND CREATIVITY OF BIBLE INTERPRETATION LEARNING

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Abstract

Biblical learning based on electronics and online resources are very much needed in an effort to improve the quality and creativity of interpretation learning. Researchers as part of the interpretation teacher experience firsthand the problems faced by these interpreter learners, where they still tend not to know that there are various forms of electronic applications to help them, and there are also internet resources that can be used. If any of them know, they are not necessarily able to use it properly because the application is mostly available in English, so a guide is needed to use or access it. Through qualitative methods with a library research approach and surveys conducted on participants, significant data were obtained regarding the importance of using guidebooks or manuals for electronic-based biblical learning and online resources. The author's purpose in conducting this research is to explain that the use of various electronic-based interpretation learning applications and internet resources can improve the quality and creativity of interpretation learners at theological universities where the author conducts research.
Keywords: electronic-based; biblical learning; online resources; quality and creativity; bible interpretation

PRELIMINARY

It is common knowledge that in this era of globalization requires one to be active and creative, including biblical learning. The era of globalization is characterized by the rapid use of digital and the speed with which information is obtained. People also need to be aware of the importance of education in general, and except for those who are involved in the field of theology.

The resources that are so abundant on the internet and also available in electronic form are actually very helpful in learning including the biblical field. But in reality, biblical learners and Christian education have not made maximum use of these sources, so the quality output of the scientific work produced also seems not optimal. The reluctance to use e-resources and various digital sources is indeed motivated by various factors. As a result of interviews conducted with students that they have difficulty using e-learning-based learning resources or the internet because they must be available in English, and they are aware of the limitations or inability to speak English.

Learners tend to rely only on conventional books sond seem less updated, while the demands of scientific work should use research results and updated books. This condition indicates that learners are less creative in using learning resources. According to the author's observations in the teaching experience so far, students do not really understand the use of

various biblical software such as Bible work, Pradis, PC Study Bible 5, and the like, so that the existing resource cannot be utilized optimally. The solution offered so far, the subject lecturer provides an oral explanation, but there is no manual in writing.

Students as learners also still use basic learning resources, namely in the form of conventional books that are in the library and are still lacking in utilizing various learning resources such as computer-based tools and equipment. Lecturers are still considered as the main source of learning even though learning resources are very varied (Mulyasa, 2021). Various learning resources can be accessed, because they have been supported by sophisticated technology. Electronic and internet-based learning resources are the needs of learners and each needs to prepare themselves to be able to access them.

Furthermore, Yunus Abidin stated that in an effort to improve the quality of education in Indonesia, which has entered an emergency period due to various problems about the low quality of Indonesian students, it is increasingly being reported, both based on the results of surveys of international institutions and based on domestic research. In addition to the problem of renewable curricula, changing times and science of technology and information add to the complexity of educational problems in this country (Abidin, 2021). The low quality of learners must be addressed immediately, and one way is to improve the quality of learning and learners are prepared to be able to use various learning resources so that they can hone themselves better. Indeed, this is not an easy task, it requires synergy between lecturers and students, between teachers and students as well. Students need tools that help them to learn new things (Arnaout, Mohammad., Hkaled Chanine., 2022).

The learner's lack of knowledge or understanding in information or access to learning resources is indeed an obstacle that is often encountered. Meanwhile, teachers must play a role in regulating the student e-Learning process related to higher education (Popovici dan Mironov, 2020). On the other hand, it seems that biblical learners lack access to electronic sources or the internet. This is due to the lack of knowledge on how to access these various sources, from which it is necessary to have a guide or pocket book to access these various sources. Interest or love for biblical texts is also an issue in theological colleges. Not all students have a great interest in studying biblical texts because they are considered too difficult. As the results of the author's interview with students in class regarding what course is the most difficult and they mentioned the interpretation course.

The next issue is the ignorance and inability of biblical learners with regard to existing electronic and internet (with regard to biblical sources). From that, it is necessary to have data regarding these various sources. Teachers should have been better prepared in terms of having e-resources and internet-based learning resources and in their use is also familiar to interpretation science teachers. It's just that the learners are still very difficult in this matter so they need to be helped. Electronic-based and internet-based learning resources are usually available in English, while the ability of interpreters in English is also inadequate. The need for this guidebook is undeniable because of the problems in the field faced by interpretive learners.

THEORETICAL FRAMEWORK

Research methods

The method used in this study is a qualitative method with a library research approach and by conducting a survey of students as participants in this research. As Creswell explained, qualitative methods are an appropriate method used for research in the field of social science studies including theological studies. The richness of theological science really needs to be explored and used in scientific development (Creswell, 2019). The participants who took part in the survey were theology students from the two collaborating institutions, namely Tarutung

State Institute for Christian Studies and STT Injili Indonesia Medan.

Results and Discussion

Biblical learning is an integral part of both theology and Christian education. Biblical learning became the basis (foundation) for theological learning as well as Christian education.

The Importance of Biblical Learning

True biblical learning will result in correct concepts of theology as well as Christian education, and vice versa. It is not uncommon for various concepts of theology and Christian education to be wrong because they are not based on correct biblical teaching. Therefore, biblical learning plays a very important role in the world of Christian education.

As Henry C. Thiessen wrote, biblical theology is a very important branch of theology and is connected to the other three branches of theology, namely systematic theology, historic theology and practical theology. Biblical theology is an in-depth study of the Bible in its original language both the Old and New Testaments, which helped build the subsequent development of theology (Thiessen, 2021).

Types of Biblical Learning

Biblical learning has a lot to do with various sciences in Christian education. In understanding Scripture, the biblical passage becomes an important thing to understand. Starting with the introduction of various books, exegesis, and proper application of hermeneutics will result in biblical theology to practical theology. Included in biblical learning include: introduction of books both OT and NT, exegeses (interpretation OT and NT), hermeneutics, and biblical theology (OT and NT). So it is very clear that biblical learning is closely related to various branches of theology as well as Christian education.

E-Learning and the Internet

E-learning or electronic learning is a learning concept that is carried out through electronic media networks. The development of highly developed technology in the modern era and globalization allows various activities to be carried out quickly and efficiently. The development of technology has influenced our way of life, one of which is in the field of education with the use of e-Learning in learning activities in schools, colleges, places and even communities – online communities have begun to use concepts like this. Along with the development of information technology and the demands of globalization of education and distance learning, various concepts have been developed to replace traditional learning methods, one of which is the concept of e-learning. E-learning can be used as an alternative to problems in the field of education, both as an addition, complement or substitute for existing learning activities (Putri, 2020).

The Internet was born during the cold war in 1969 and was first used for United States military purposes. This invention of the internet is considered a major invention that changes the image of the world and is local to global. Through the internet, distance and time factors are no longer a problem, communication and information dissemination are getting faster. The source of the world's information resources can be immediately accessed by anyone and anywhere through the internet network (Setiawardhani, 2021).

Regarding the meaning of the concept of e-Learning (electronic learning) there are several expert opinions. Shepherd says: e-Learning is when we use a computer and the networks connected to it in some way support the learning process (Shepherd, 2019). E-Learning is a form of learning that is carried out through the internet, intranet, network, or CD-ROM. Successful eLearning courses are interactive, energetic, dynamic, and appealing to

hearing, visual, and tactile sensory learners (Arshavskiy, 2020). E-Learning is an effective learning process produced by combining digital material delivery consisting of support and services in learning (Setiawardhani, 2021).

The author has tried to find out about similar research conducted, but it turns out that until now there has been no research like this in the context of Indonesian, even though this product will be very helpful for learners and indeed become their need. Therefore, researchers strive so that this research can be successful and electronic and internet-based learning resources can be used easily when there is a guidebook for its use.

In more detail, Setiawardhani categorizes e-Learning in three basic criteria, namely (Setiawardhani, 2021):

1. E-Learning is networked, which makes it able to quickly repair, store or resurface, distribute and share learning and information. This criterion is so important in e-learning, that Rosenberg calls it an absolute requirement.

2. E-Learning is delivered to users through computer technology using internet technology standards.

3. E-Learning is focused on the broadest view of learning, learning solutions that outperform traditional paradigms in learning.

Electronic learning or e-Learning has started in the 1970s various terms used to express opinions/ideas about electronic learning, including: on-line learning, internet-enabled learning, virtual learning, or web-based learning (Ariawan, 2022).

Based on these various understandings, it can be concluded that e-Learning is an instruction or learning process that involves the use of electronic equipment in creating, assisting development, conveying, assessing and facilitating a teaching and learning process where students are the center and are carried out interactively anytime and anywhere. Learners use their laptops or smartphones to support their learning success when they really need a connection to the internet or take part in electronic-based learning (Vahedi, 2019).

There are at least three functions of electronic learning for classroom instruction, namely as a supplement that is optional, complementary, or substitute (Setiawardhani, 2021).

1. Supplements (Supplemental).

It is said to serve as a supplement (additional), if the learner has the freedom to choose, whether to use electronic learning materials or not. In this case, there is no obligation/necessity for learners to access electronic learning materials. Even if it is optional, learners who take advantage of it will certainly have additional knowledge or insight.

2. Complement (Complementary).

It is said to function as a complement if the electronic learning material is programmed to complement the learning material received by the learner in the classroom. As a complement, it means that electronic learning materials are programmed to become reinforcement or remedial material for learners in participating in conventional learning activities.

Electronic learning materials are said to be enrichment, if learners who can quickly master/understand the subject matter delivered by teachers face-to-face (fast learners) are given the opportunity to access electronic learning materials that are specifically developed for them. The goal is to further strengthen the level of learner mastery of the subject matter presented by the teacher in the classroom. Electronic-based learning will be increasingly needed by students, where during the Covid pandemic the field of education is the party that is directly affected and is required to carry out online or virtual learning (Abotaleb, 2022).

It is said to be a remedial program, if learners who have difficulty understanding the subject matter presented by the teacher face-to-face in the classroom (slow learners) are given the opportunity to take advantage of electronic learning materials that are specifically designed for them. The goal is to make it easier for learners to understand the subject matter presented by the teacher in class.

3. Substitution

Some universities in developed countries provide some alternative models of learning activities to their learners. The goal is that learners can flexibly manage learning activities according to the time and other daily activities of the learner. There are 3 alternative models of learning activities that learners can choose from, namely: a) Fully face-to-face (conventional); b) Some face-to-face and some through interne; and entirely over the internet.

Whichever alternative learning model the learner will choose is not a problem in the assessment. Because the three models of presenting learning materials get the same recognition or assessment. If the learner can complete his or her learning program and graduate through conventional means or entirely through the internet, or even through the fusion of these two models, then the institution providing education will give equal recognition. This very flexible situation is considered very helpful for learners to accelerate the completion of their learning. Even learning via the internet or electronically is believed to increase motivation, strengthen the willingness to dig even more (Munawaroh, 2022).

E-Learning facilitates interaction between learners and materials or subject matter. Likewise, interaction between learners and teachers and between fellow learners. Learners can share information or opinions with each other on various matters related to learning or the learner's self-development needs.

Teachers or instructors can place learning materials and tasks that learners have to work on in a specific place on the web for learners to access. According to needs, teachers/instructors can also provide opportunities for learners to access certain learning materials and exam questions that can only be accessed by learners once and within a certain time span (Setiawardhani, 2021).

In more detail, the benefits of e-Learning can be seen from 2 angles, namely from the perspective of learners and teachers:

1. From a Learner's Point of View

With e-Learning activities, it is possible to develop high learning flexibility. This means that learners can access learning materials at any time and over and over again. Learners can also communicate with the teacher at any time. With such conditions, learners can further strengthen their mastery of learning materials. The use of e-learning or electronic-based learning makes the classroom interactive and reading have a good impact on education itself, especially in the creativity of both parties (Rani, 2022).

2. From a Teacher's Point of View

With e-Learning activities, some of the benefits obtained by teachers include that teachers can (Setiawardhani, 2021):

a. It is easier to update the learning materials that are his responsibility in accordance with the demands of scientific development that occurs,

b. Develop yourself or do research to increase their insight because the free time they have is relatively more,

c. Control the learning activities of learners. Even the teacher can also find out when the learner learned, what topic was studied, how long a topic was studied, as well as how many

times a particular topic was relearned,

d. Check whether the learner has done the practice questions after studying a particular topic, and

e. Check the learner's answers and tell the learner the results.

From the predetermined sample, the following results were obtained: First, 3.1% stated that they had never known of bible works applications, 15.3% stated that they knew little about bible works applications, 63.9% stated that they knew bible works applications and 13.9% stated that they knew bible works applications very well.

Second, 44.4% stated that they had never known of the PC Study Bible application, 31.9% stated that they knew little about the PC Study Bible application, 16.7% stated that they knew the PC Study Bible application and 3% stated that they knew the PC Study Bible application very well.

Third, 20.8% stated that they had never known of the Sabda application, 29.4% stated that they knew little about the Sabda application, 41.7% stated that they knew the Sabda application and 11.1% stated that they knew the Sabda application very well.

Fourth, 7% stated that it is very difficult to use this electronic-based biblical learning application, 47.% stated that it is not difficult to use, as many as 45.8% stated that it is difficult to use.

Fifth, 50% stated that they had never known how to access internet resources, 37.5% stated that they knew little, 11.1% stated that they knew and as many as 1.4% stated that they knew very well.

Sixth, 54.2% said they needed guidance to use electronic-based biblical learning applications such as BW, PC Study Bible and Sabda, and 45.8% said they needed it most.

Seventh, 62.5% felt confident that the guidance provided could make it easier for them to learn the interpretation they followed, 36.1% felt unsure and 1.4% felt very sure.

Eighth, 48.6% stated that the use of BW helped them improve their mastery of interpretation, 51.4% stated that they were greatly helped.

Ninth, 75% stated that the use of the Word helped them improve their interpretation, 20.8% said it was very helpful.

Tenth, 5.6% stated that it was not helpful, while 75% stated that PC 5 helped them and as many as 19.4% stated that the use of this application was very helpful.

Electronic sources (biblical software) that are often used in interpreting the Bible include BibleWorks 10, PC Study Bible 5 and also SABDA. Meanwhile, internet resources for biblical learning can use the various websites that will be included in this section.

BibleWorks is an excellent software package that provides many Bible study tools at our fingertips. His abilities far exceed those of the average priest-theologian. That is, we will be constantly amazed at the new and diverse tasks that can be done in an effort to achieve a better understanding of the Scriptures. BibleWorks does not replace direct knowledge of Hebrew, Aramaic, and Greek. But it made the analysis and meditation of Scripture in its original language easier and therefore it was more likely that the busy priest-theologian would maintain his familiarity with the Hebrew and Greek that he studied so much in seminary.

BibleWorks contains several original language texts, many modern language versions of the Bible, lexicons, grammar, photographs (with high resolution) of the original manuscripts of the OT and NT, Hebrew and Greek review tools, satellite maps (bible atlases), a word processing editor that allows typing in English, Hebrew, and Greek. You will also find audio

forms of the complete Greek NT and various English versions. In addition, it includes the early church fathers, the Apocrypha, the Syrian Targum, the Pseudepigrapha, and other reference works. Additional reference works are available for purchase.

There is a various list of resource examples available. The breadth of tools available at BibleWorks is astounding. But the whole point of BibleWorks is what it can do. We can do a simple and complex search for resources. We can do instant analysis by simply pointing and clicking. In BibleWorks can also be searched for various constructions in the original language. You can make a diagram of the Greek passage. BibleWorks 10 is now the most complete version, and it is very rich in features or tools that are very helpful in learning interpretation.

BibleWorks 10 is a powerful tool that will help in studying God's Word. Rather than surrounding oneself with piles of native language text, lexicon, and grammar, it can now have these same references work at fingertips with much smaller traces. This raises another point: BibleWorks 10 would be a great resource for missionaries who are unable to transport their libraries halfway around the world. Whether serving at home or abroad, BibleWorks 10 will be a toolbox that will be able to be used repeatedly.

CONCLUSION

From the explanation above, it can be concluded that: first, electronic-based learning and internet resources among students as interpretation learners are still very much needed. The limitations of students in recognizing and using existing applications are undeniable. Meanwhile, interpretation learning continues to be given to students. That is why this instruction manual for use is needed.

Second, students experience difficulties or obstacles in learning applications containing interpretation learning, for example BibleWorks, PC Study Bible and Sabda. These difficulties have been helped by the existence of practical guidebooks for electronic-based biblical learning and internet resources.

Third, a special design is needed in the form of a practical guidebook to help students so that the resulting design is in the form of an electronic-based biblical use manual and internet resources can be produced through a long research procedure. This practical instruction design has been a good contribution to the learning of interpretation in both existing institutions.

RECOMMENDATION

The advice that can be given is for lecturers of interpretation courses to continue to try to find ways how to explain to students (interpretation learners) as simply as possible to access various existing biblical sources, considering that permanent complete guidance is not yet available. Furthermore, students should continue to look for information and exercises in using existing software and not be afraid to try and be creative in using existing sources. For the next researcher, they can develop and continue the research that has been done.

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