

Christian Religious Education Strategy In Overcoming Youth Problems

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Abstract. adolescence are assets for families, churches, schools to realize the ideals of the nation. Adolescents are the next generation to come, therefore families, churches and schools providing good education will produce quality personality. Because, the quality of present will determine the quality of the future. However, in facts there are many problems that occur in adolescents. It refers to a phenomenon that occurs in all levels of society, namely men and women, in cities and villages, from high and low socioeconomic circles. Problems in adolescents are serious problems and must be considered by family, church and school institutions. Therefore, this study aims to review strategies for dealing with adolescence problems in the context of Christian education in families, churches and schools. This study uses the method of literature review or literature study which refers to theories in books and journals related to the discussion in this study. The results of this study will describe Christian religious education strategies in families, schools and churches as efforts and solutions in overcoming adolescent problems.

Keywords: Adolescent Problems, Christian Education Strategy.

1. Introduction

Facing digital Era at this time, when learning Christian Education in schools teachers of course have many problems related to students, such as student's behavior, learning outcomes, and motivation. Many factors cause problems for students, such as selffactors, family factors, environmental factors, peer factors, even the teacher's induction factor. In addition, the teacher does not understand the very complex task of leading their students, does not understand the potential of their students even though the teacher is less skilled in leading the class. This very complex problem will certainly have an impact on Christian religious education learning outcomes[1], for example, student learning outcomes are low, students do not have motivation to learn and student behavior is not good. This means that students experience difficulties in learning Christian religious education at school. Lestari Seranganin-angin[2] found several problems experienced by students in the current era, namely: (a) children become more angry and hysterical, especially if they are disturbed or stopped while using *gadget* (b) at internet quota *ongadget* runs out, the child goes to the internet cafe without remembering the time, even in the early hours of the morning, (c) the child skips school to satisfy the desire to play the internet, because some schools still apply regulations that prohibit students from bringing *cellphone* to school (d) children's activities become disorderly, undisciplined, even forget to eat and sleep late (e) children become spoiled enjoying the fun of entertainment presented by various

applications *ingadget*, do not like to work hard, are lazy to study, (f) children behave impolitely towards parents, (g) children view pornographic content that enters their social media accounts, (h) children are no longer obedient and diligent in worship, (i) people parents are increasingly burdened with the cost of buying internet quota and children's behavior is getting worse.

Seeing the many possibilities for student disgraceful actions, for example the attitude of not respecting the teacher when teaching or advising students, the attitude of not caring and not paying attention to the subjects delivered by the teacher, and disrespectful behavior towards teachers and friends with harsh and harsh words[3]. As Azizah said when she was a teenager, she is very vulnerable to various kinds of problems such as self/dissatisfaction with her, games or peers/disputes, parents/rebellious behavior against rules, the community environment/don't want to participate in community activities, school/violating school rules, religious norms/violating religious rules, law/breaking the law)[4]. For Aniti Diananda, teenagers in this phase as the realization of self-identity is very visible, thinking becomes increasingly logical, abstract and idealistic. This episode of puberty (adolescence) is the period during which the skeleton matures or the physical body, such as body proportions, weight, and height experience. Changes in sexual activity and maturation occur very quickly during early adolescence[5]. It can be understood that the problems that occur in adolescents can be caused by several factors, namely: a) weak personality factors such as adolescents who are unable to be assertive, b) weak self-control, c) lack of support and attention from family, d) children accept what parents do as an effective model, e) the influence of peers who experience problems, f) academic stress, g) low self-concept [6]. These factors can be identified as the cause of problems for adolescents.

Based on the Indonesian Child Protection Commission (KPAI) in 2018, there were 202 cases of student brawls in the city of Jakarta in the last 2 years where 74 used sharp weapons and 1 student died [7]. Another problem from the results of a study at the Blitar City Child Correctional Institution (LPKA) in 2018, it was found that out of 60 teenagers in LPKA, the 5 most types of delinquency were obtained, namely substance use (26.7%), robbery or theft (25%), fights or brawls or acts of violence (20%), then sexual abuse (13.3%) and murder (13.3%) (Anjaswarni et al., 2020). Thus, it can be understood that youth problems are a problem that continues to increase in people's lives in Indonesia.

Related to this problem refers to several studies conducted by several researchers on juvenile issues, namely the research of Rifana Rizki Septiawan, Sugiyo, Awalya, the results of the study showed that the effect of emotional regulation on juvenile delinquency was ($R=0.581$, $F(3.209)=35.514$, $p < 0.05$). The effect of social adjustment on juvenile delinquency is ($R=0.065$, $F(4.205)=14.567$, $p < 0.05$). The effect of emotional regulation and social adjustment on juvenile delinquency is ($R=0.646$, $F(7.205)=20.947$, $p < 0.05$). It can be concluded that there is a significant influence between emotional regulation and social adjustment on juvenile delinquency [8]. In Annisa Rahmadanita's research, the research results show that there are three elements that must play an important role in overcoming adolescent problems, namely the family, the community and the government (Rahmadanita, 2022). Agreeing with this, Pohan et al's research describes several strategies for dealing with adolescent bad behavior, namely: a) from within adolescents to increase self-actualization. b) The role of parents is to be more considerate, compassionate, not to rush at work, but there is time to be with children and give advice rather than get angry. There are also rules not to limit children's playing time outside the home until late at night. c) The role of the school is to provide a clear and detailed understanding

of religion, especially related to religion. d) good social friends, namely friends who can show the way and do not support bad behavior[9].

Research by Ira Ayu Maryuti et al. The results showed that most of the respondents were males aged 13-14 years (77.5%) (67.5%) with moderate levels of juvenile delinquency (47.5%). Smoking, dramatizing problems and brawls/fights have been shown to have a significant effect on juvenile delinquency ($p=0.000$). These three issues are the strongest predictors of juvenile delinquency in this population[10]. Mutiara Jasmisari, Ari Ganjar Herdiansah, from the results of the study it can explain that adolescent problems can be caused by family social status and family economic factors. In this case, economic factors affect family life according to the physical and psychological environment of adolescents, while the socio-economic status of the family as measured by the level of education, household income and parental employment can influence the lives of adolescents positively or negatively [11]. Referring to previous research related to youth problems, discussion and results can be found covering family, government and society. But the general explanation, therefore this research is certainly different from previous research, namely this research explains specifically in the context of Christian religious education. What strategies exist in Christian religious education in families, schools and churches to solve the problems of adolescents? The purpose of this research is to describe the strategy of Christian religious education as family, church and school education to solve the problems of youth in society. In addition, families, churches and schools must be given an understanding and awareness that these three institutions play a very important role in solving the problems of adolescents.

2. Method

In this study, the authors used the literature study method. The author collects information through journals, books, and so on that is related to the topic of discussion. Then the author examines information from journals, books related to the existing discussion, examines the relevant data as much as possible. The author determines the theory, finds literature, then analyzes the data found relating to the topic of discussion. Type this research is descriptive, namely a research that functions to describe an event or phenomenon either naturally or artificially which includes activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another[12]. In this study the authors will describe the learning strategies of Christian Religious Education in dealing with troubled youth.

3. Results And Discussion

3.1 Problematic Adolescent Behavior

Adolescence is referred to as a transitional stage between childhood and adulthood, or when a person shows certain behaviors, such as puberty generally starting with the child's sexual maturity and ending with adulthood [13]. However, research on changes in behavior, attitudes, and values in adolescence not only shows that these changes occur more quickly in early adolescence than in late adolescence, but also shows that behavior, attitudes, and values are different in early adolescence such as delayed puberty. Therefore, adolescence is generally divided into two parts, namely early and late adolescence. Early adolescence lasts around 13-16-17 years and late puberty from 16-17 years to 18 years, the legal age of adulthood.

Puberty takes place between the ages of 12 and 21 in girls and between 13 and 22 years in boys. This adolescent age group can be divided into two parts, namely 12/13 to 17/18 is early adolescence and 17/18 to 21/22 is late adolescence. Adolescence is the age when individuals integrate into adult society, the age when children do not feel they are below the level of their parents, but feel equal or at least equal[14]. Adolescence, so the term, is the transition from childhood to adulthood.

Specifically regarding the development of adolescents, it must be understood that adolescence is a unique and complex developmental phase. Understanding adolescent development is very important considering that adolescence is a period of transition, a period of asking questions, then openness and decision making[15]. Physically, young people are in puberty or adolescence. Of course, this has an effect on the development of a new body awareness in young people. Then the teenager mixes things that are biological and spiritual, mixes the physical with the spiritual[16]. Of course, young people are in the official action phase. Ego, he is in a situation where he wants a personal identity, but also wants to put aside his obscure identity. Emotionally, adolescents experience personality development, which often exposes them to what is called trials and tribulations. Their emotional faults are also very strong and can get physically involved. Teenagers rebel when restrained, rebel against family authority because they want to be independent, teen moods change violently and dramatically for adults or parents to see. as something that is not natural, but it indicates the development of a teenager. Socially, adolescents also experience social changes during adolescence, for example. Teenagers have a great need for independence. This is why peer groups and cliques are such important groups for young people. Both acted as a bridge to independence. Friends or friends are very valuable for teenagers who deserve to be defended more than their beliefs.

3.2 Christian Religious Education Learning Strategy

Christian Religious Education is a form of learning that has a foundation of Christian faith. Christian Religious Education has Christian values as the basis of its performance and goals and what is written in the Bible becomes the basis for teaching Christian Religious Education [17]. christian religious education is an effort made deliberately by the church in guiding Christians and passing down the Christian faith through the values of truth written in the Bible so that students are accustomed to living in accordance with Christian values. Christian Religious Education aims to make people aware and confident about Christian beliefs and then apply them in real life [18]. This shows that Christian Religious Education is very important and upholds the heritage of Christian cultural values.

Christian religious education is education that is carried out consciously to draw people closer to Jesus Christ, God's providence, a form of inclusion and service that can be guided and equipped by the Holy Spirit. Christian Religious Education is an important thing to teach someone to live under the guidance of the Holy Spirit. Christian religious education is Bible-based learning, centered on Christ and joined with the Holy Spirit to guide each individual in the growth process towards understanding and practicing God's plan and will through Christ in various areas of life. can equip them to serve well. who made Jesus Christ a great teacher [19]. The goal of christian religious education is for people to experience their lives as a response to God's kingdom in Jesus Christ"[20]. In Indonesia, the national education system says that the aim of christian religious education is to develop faith. and Strengthen and develop students'

abilities to understand and experience God's love in Jesus Christ which is manifested in everyday life [21].

Like education in general, Christian education requires strategies to achieve goals. To achieve this goal, methods and resources are needed as well as cooperation between the church, parents and Christian religious education teachers in schools. The objectives of teaching and learning activities are divided into three areas, namely: a) Cognitive objectives are directed at the ability to "think", which includes simple intellectual skills, namely the ability to remember the solution to a problem, which requires combining and connecting the ideas and methods learned. In addition, cognitive aims for knowledge, understanding, application, analysis, synthesis, evaluation. b) Affective goals refer to "feelings", "feelings", "value systems" and attitudes that show acceptance or rejection of something. The simplest affective goal is to draw attention to the phenomenon. Although goals are complex are internal human factors such as personality and conscience such as recognition, response, appreciation, organization, training. c) Psychomotor goals are arranged into five levels, namely: imitation, manipulation, likeness/accuracy, precision, habit [22].

3.3 Parents' Christian religious education Strategy

The family is the smallest and most important part of the church. The family is a phenomenal and universal institution[23]. Family is the smallest association consisting of father, mother and children. The family was formed by God in human life to fill the earth. Adam and Eve were commanded by God to form a family and obey God's commands (Gen. 2:24). The family is a mirror of Christ, in which there is harmony, harmony, family integrity, and a sense of togetherness in spiritual life, and life reflects the character of Christ. So that every parent understands how to build a family through the example of Jesus who has received education from his parents, Christian religious education is very important and cannot be separated from family life. parents have the duty and responsibility to educate children in growing maturity, thinking and spiritual growth.

Christian religious education in the context of the family is classified as non-formal education, because it does not use the Christian religious education curriculum in formal education. Christian religious education in the family is the responsibility of parents towards their children. In Deut. 6:4-9 which is the scheme for the Israelite family is the responsibility of the parents. Christian religious education in the middle of the family succeeds through the example of their parents. Exemplary is the most effective faith education throughout life. Christian religious education in the family in practice is when there is fellowship in the family and there is worship. If in the midst of the family there is no prayer, worship, and reading of the Word, it will be difficult for someone in the family to become someone who obeys and loves God.

Related to the Christian religious education strategy that must be carried out by parents in dealing with problematic adolescent behavior, according to Daniel Agustin, introducing God and worship to children so that they know God is the creator who has power over human life. To introduce children to worship, parents must guide, direct, motivate children to be diligent in worship and involved in church services[24]. Simatupang said that the Christian religious education strategy carried out by parents was through behavior or example. Because, parents' behavior reflected in everyday life will have a good impact on children's lives. That is, what is reflected from the parents is not immediately reflected in the child at that time but will be

recorded in the child because the child will learn what is seen, what is heard, and what is felt from the parents and then imitates it [25]. In this case, parental example is a powerful strategy or method in educating children to have good spiritual, moral or behavior. This is in the context of the family Christian religious education in the Bible, namely Abraham, Isaac and Jacob educate children only through exemplary life. This example of life is only done by parents in everyday life so that it becomes a habit in children [26].

The Christian religious education strategy in the family is an event carried out by parents to educate, foster, accompany children in today's digital era. It is understood that parents are the first and foremost educators for children, therefore, parents are required to have the right strategy in educating children[27]. This means that the strategy carried out by Abraham, Ishak and Jacob is still relevant in today's digital era. Thus, it can be understood that parental example is the right strategy in overcoming problematic adolescent behavior in the current era. Kalis Stevanus and Dwiati Yulianingsih said Christian religious education strategy in overcoming problems was always directed at getting to know God, love, prayer and solving problems in a Christian manner as a counterbalance to scientific solutions[28].

3.4 The Church's Christian religious education Strategy

One of the strategies carried out by church management is to involve active Sunday School teachers and continuously teach Sunday School through Sunday School teachers. Sunday School teachers are called to receive, preach and declare the love and salvation of the Lord Jesus Christ to children. The church's task is to equip Sunday School teachers, provide facilities to support worship and teaching in accordance with the teaching methods used.

The first step in determining the object of study in the formation of a teaching is to think about the Christian religious education learning method in the church. In the 21st century, the trend for skilled learning and the best application must also be adjusted, one of which is *blended learning* namely the way of learning in integrating the use of technology that enables appropriate learning for students. "*Blended learning* allows reflection on learning"[29]. Model *blended learning* is basically a combination of face-to-face learning with virtual material. model *blended learning* at church you can use the zoom application, *gmeet*, *google classroom* as a learning medium, also using social networks such as *facebook* and *twitter* to interact with the congregation

The increasing availability of information technology and the Internet is challenging our understanding of how Christian religious education is organized and delivered, creating new teaching environments. One of the characteristics of teenagers in the digital era is that they will be productive if they stay connected to the internet and social media. Therefore the church must include good character values in utilizing this technology as a medium for teaching Christian religious education so that youth remain productive in technology while maintaining Christian character values. The use of technology through social media must still be developed by the church but with supervision. Because today's youth tend to be active on social media, the church is also open to utilizing social media as a place for learning and teaching Christian religious education.

3.5 Christian religious education strategy done by the teacher

Christian religious education learning strategies are steps or stages that must be carried out by Christian religious education educators to overcome students with learning difficulties and problematic behavior in order to create effective, efficient Christian religious education learning, and increase student-student interaction. That is, the strategy in Christian religious education learning is a plan of a series of activities designed to achieve the goals that have been set. According to Sayful, the learning strategy must be two-way, namely teaching is carried out by the teacher as a teacher and learning by students as learners [30]. In line with this, Uno said that a learning strategy is an activity chosen to facilitate or assist students in achieving predetermined learning goals [31]. Sayful Lagi, 2012 conceptualizes learning strategies in various parts, namely (a) establishing standards and qualifications to change learning behavior (b) establishing choices related to approaches to teaching and learning problems (c) choosing teaching and learning processes, methods and techniques (d) rules and criteria for the success of teaching and learning processes, processes. From the description above it can be understood that the Christian religious education strategy is based on the use of an approach so that it can identify techniques that are considered relevant to the method to achieve the expected goals.

In Christian religious education learning, it is necessary to define the elements of a strategy to expedite the teaching and learning process. Therefore, to achieve the objectives of Christian religious education learning, it is necessary to design and implement an effective strategy by considering the key elements and stages of the strategy. Syaiful Bahri Djamarah, 2010 suggests various strategies[32], namely (a) determining qualifications to change student behavior, (b) choosing the right learning approach according to the situations and conditions of students, (c) selecting and establishing learning methods, techniques and procedures. Slameto, suggests that the learning strategy includes 8 planning elements regarding: (a) the learning system is prepared by the teacher and students both in class, groups and individuals who will be involved in teaching and learning activities [33](b) implementation of the schedule, form and length of learning is determined by the teacher. c) learning tasks to be learned and identified, (d) learning materials, learning tools and visual aids prepared and organized, (e) data and student characteristics collected identified, (f) preservation materials designed, ((g) methods and techniques the selected presentation, for example lectures, discussions and so on, and (h) the media used Supriyadi, 2013 suggests several things as strategic teacher actions,[34] namely: (a) selection and operationalization of learning objectives (b) selection and definition of learning context (c) management of teaching materials (d) time allocation (e) determination of learning formats, learning activities (f) technical methods and learning processes (g) use of learning media (h) application of learning principles (i) application of standard approaches to learning activities (j) development learning climate (k) the choice of implementing development and evaluation. Thus, Christian religious education learning strategies that must be considered by Christian religious education teachers are planning, implementing and evaluating learning. In addition, the implementation of methods, techniques, learning procedures and operational tactics in using media and learning resources.

3.6 Strategies to Overcome Teen Problems

3.6.1 Expository learning strategies

The expository learning strategy is one of the strategies that can be applied in Christian religious education learning. This learning strategy emphasizes the process of delivering material orally by the teacher to a group of students with the aim that students master the lesson optimally.

According to Safriadi, expository learning is a learning strategy where the teacher in delivering learning material plays a very dominant role in a structured way so that students can understand and master the learning presented[35]. This is in line with what Chalish said that the expository method is the method preceded by explaining the definitions, principles and concepts of learning materials in various forms ranging from lectures, demonstrations, questions and answers to assignments using various examples in problem solving. For Chalish, the expository method must lead to the delivery of lesson content to students directly[36]. Thus, it can be understood that the expository learning strategy in Christian religious education is a learning strategy that emphasizes the process of giving verbal learning by the teacher to a group of students so that they are able to master the learning material optimally. For example, to solve problems in Christian religious education learning with lectures, demonstrations, questions and answers and assignments. In addition, the application of expository strategies in Christian religious education learning, for example: Christian religious education teachers prepare students to receive learning, prepare Christian religious education learning materials that are easy for students to digest or understand, and connect Christian religious education learning materials with student experiences.

3.6.2 Inquiry learning strategy

The inquiry-based Christian religious education learning strategy is a learning activity that emphasizes how students think critically and analytically to seek and find answers to problems. This inquiry-based Christian religious education learning strategy shows where students learn how to look for and find answers or problems on their own. For example, the teacher gives a topic of discussion and then students solve the topic both individually and in groups. Lahadisi put forward several principles in learning strategies *inquiry*, namely: (a) learning principles are oriented towards intellectual development (b) learning principles emphasize interaction between students and students and students and teachers (c) learning principles emphasize discussion, namely the teacher asks students and students have the ability to answer (d) learning principles emphasize thinking in which students are stimulated to think (e) learning principles emphasize openness, namely the teacher gives space to students to develop their opinions[37]. In line with this, Sanjaya formulated the steps of an inquiry-based learning strategy, namely (a) orientation (b) formulating the problem (c) submitting a hypothesis (d) collecting data (e) testing the hypothesis (f) formulating conclusions[38]. Thus, it can be understood that the inquiry-based Christian religious education learning strategy is a series of learning activities that emphasize the process of students thinking critically and analytically to seek and find answers to a question.

3.6.3 Cooperative learning strategy

The application of cooperative strategies in Christian religious education learning is a learning model that directs students to build cooperation in small groups or help each other, for example by grouping students who are unable and able. This learning model aims to develop students' cognitive, affective and psychomotor aspects. Jauhar Fuad said the cooperative learning strategy is a strategy that uses a learning model using a grouping system that has different backgrounds, abilities, gender, tastes or ethnicity[39]. According to Kusen through cooperative learning strategies in the teaching and learning process will provide motivation to students and cooperative learning is carried out in groups with a total of 4 to 6 students to work together[40]. In line with this, Dewi Agustriani Triani put forward several concepts in cooperative learning strategies, namely: (a) the formulation of student learning objectives must be clear (b) student

acceptance of the overall learning objectives (c) positive dependence (d) open interaction (e) individual responsibility (f) heterogeneous groups (g) positive interaction of social attitudes and behavior (n) participation (i) satisfaction in learning[41]. It can be concluded that the application of cooperative learning strategies in christian religious education aims to develop students' self-quality in cognitive, affective and psychomotor aspects.

3.6.4 Direct learning strategies

The application of direct learning in christian religious education is a teacher-centered learning model, but it does not mean that the teacher gives lectures from the beginning to the end of the lesson, but here the teacher only provides information to students. Providing information in christian religious education learning referred to here, for example from the start of learning, the teacher conveys the discussion topics to be discussed, directs students to form groups and provides directions to students for group discussions Septiana Sri Wisudawati, Pradnyo Wijayanti said the direct teaching strategy is a focuses on lecture methods, teaching questions, explicit teaching, exercises and demonstrations [42]. In agreement with this, Abdul Hakim et al said the direct learning strategy is teacher-directed learning to gradually build information and skills[43]. Nurli Rosmi said that there are several stages in the implementation of this direct learning strategy that must be considered by the teacher, namely: (a) conveying goals and preparing students, (b) demonstrating knowledge and skills, (c) guiding students, (d) checking understanding and providing student feedback (e) providing opportunities for students to apply the skills they have acquired [44]. Thus it can be understood that the application of the direct learning model in christian religious education teachers only act as facilitators, mediators and motivators. This means that during the Christian Religious Education learning process, students will be more active.

3.6.5 Indirect learning strategies

The application of direct learning strategies in Christian religious education as an approach that seeks to instill the basics of scientific thinking in students, accustoms students to more independent learning, directs students to develop creativity in problem solving. Therefore, in implementing this strategy the teacher must pay attention to several things, namely: (a) students involved in learning must investigate, describe by providing conclusions or providing hypotheses (b) in the learning process the teacher only acts as a facilitator and motivator (c) full student-centered learning (d) the teacher evaluates student learning outcomes by giving appreciation[45]. That is, this indirect learning strategy is a completely learner-centered approach. This method takes the form of class discussions, small group discussions, or group teaching assignments and student collaboration with messages. Idris said that interactive learning is student-centered learning, and the teacher only plays a role in exploring questions from students. The teacher prepares interactive media by providing opportunities to write, ask questions and provide feedback[46]. In line with this, Sumiyati said that by using an interactive learning model students will be more active because the learning atmosphere leads to student focus so that it is easy to understand teaching material because it is supported by several learning media[47]. Thus it can be understood that the application of the direct learning model in Christian religious education learning, in the teaching and learning process in the classroom *full learning* will be student centered. The teacher only directs and controls students during the learning process. In addition, Christian religious education teachers will provide an assessment

of student learning outcomes in Christian religious education to find out whether they have achieved their goals or not.

3.6.6 Self-learning strategy

The application of independent learning strategies in Christian religious education aims to familiarize students so that they are ready to have an attitude of initiative and without the help of anyone who has a desire to learn. Abdul Majid said the independent learning strategy is a learning strategy aimed at building and developing individual initiative, independence and self-improvement[48]. Agreeing with this, Oishi said that independent learning is the readiness of students to study independently as a way to improve skills in the learning process needed to obtain good and maximum learning outcomes[49]. Sihotang et al said that independent learning is an active learning activity that is driven by students' intentions or motivation to master learning and be able to solve all problems in learning[50]. Independent learning strategies also aim to develop students' metacognition so that they have the ability to control aspects of memory, understanding, analysis, application, synthesis and evaluation[51]. The benefit of independent learning is that students learn according to their own wishes, hopes and motivations. This means that through independent learning students can increase curiosity, critical thinking skills, how to make decisions, be innovative and confident. Oishi, 2020 explains several ways for students to learn independently[52], namely (a) defining initial activities as a learning process, (b) creating a positive learning environment, (c) developing lesson plans, (d) identifying appropriate learning activities, (e) implementing learning and monitoring activities, (f) evaluating individual learning outcomes to identify weaknesses and areas that need improvement.

4. Conclusion

Christian religious education for troubled teenagers is not something easy, because a teenager is always looking to *berole model* for other teenagers. Adolescent Christian religious education is Christian religious education which must start from the real and concrete needs and interests of adolescents to answer the different needs of adolescents. Youth Christian religious education is Christian religious education that specifically addresses the general needs of youth, so that these youth are able to become inheritors of God's reign. Youth Christian religious education can function to direct youth to become a person who fears God in everyday life. Churches, schools and families must join hands in developing Christian religious education learning strategies for youth, especially in the digital era. The church opens itself to technological advances and empowers youth to hone and cultivate their digital potential in every church activity. In the family, parents set a good example in forming the character and spirituality of youth through every aspect of life and activities carried out by the family.

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