

The Effectiveness of Teaching Module in Sunday School Pre-Teen Class (Age 10 To 12) at The First Baptist Church in Mogoyungung

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Abstract

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This study aims to analyse the effectiveness of a specially designed Teaching Module for Sunday School Pre-Teen Class (Age 10 to 12) at the First Baptist Church in Mogoyungung. Using a quantitative research methodology, a Pre-Test and Post-Test were performed to several Sunday School teachers as the primary users of the Teaching Module. The result of the Pre-Test that was conducted before the Teaching Module was given, showing an average score of 60,0 points. Then the Teaching Modules were given to the teachers, and the Post-Test was performed, and the average score round up to be 81,3 points. After collecting the data from the Pre-Test and Post-Test and calculating the average score, a T-Test using SPSS statistic software was conducted to statistically measure and evaluate the impact of the Teaching Module. The T-Test result indicated that a significant improvement in the teachers' comprehension and knowledge, with a T-value of -8.000 and significance level of 0.008, which is below the 5% threshold ($\alpha = 0.05$). These findings affirm that the Teaching Module significantly enhances the teachers' pedagogical competencies and instructional effectiveness.

Keywords: *Effectiveness, Sunday School, Teaching Module, T-Test, Non-Formal Education*

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INTRODUCTION

According to the regulation of Minister of Education, Culture, Research and Technology of the Republic of Indonesia Number 16 of 2022 regarding education standards in early childhood, elementary and secondary education levels, on article nine are outlined regarding the implementation of learning which has to be held within an interactive, inspiring, fun, and challenging learning environment in order to motivate the students to actively participate and to promotes student's initiative, creativity and independence in accordance with their talents, interests and physical and psychological development (Standar Proses Pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, Dan Jenjang Pendidikan Menengah, 2022). This regulation should have not just applied to formal education in formal schools, but also on Church's Sunday School as the non-formal education provider within the Church environment.

Sunday School is a non-formal educational institution within the Church's environment. Historically, Sunday School was started in Europe in the 16th century by Archbishop Charles Borromeo to teach your people in Italy about the faith to Jesus Christ (Swezey, 2008). On 1751 in Dursley, Gloucestershire, Robert Raikes, a journalist in Gloucester Journal, initiated a Sunday School movement in the midst

of economic crisis that was happened in England that many children had to work in factories doing manual labours; those children get their pay check and holiday on every Sunday but the downside was they spent all their earnings on alcohol, gambling and some kinds of criminal conducts. This was the main reason for Raikes to begin a small Sunday School class in a small kitchen owned by a woman named Meredith in the town of Scooty Alley. Those children were taught to read, using the Bible as a reading guide, and to write and eventually developed into Bible study session (*Robert Raikes, 1736-1811, Sunday School Movement, 2003*).

Furthermore, Sunday School has increased number, variety also progressing as an organization that provide non-formal education within the Church's environment. The First Baptist Church in Mogoyunggung, East Dumoga district, in Bolaang Mongondow Regency, as the pioneer of Baptist Church in North Sulawesi is also providing a Sunday School education, which using the Baptist's Philosophy of Sunday School which stated that Sunday School should be able to cover all-ages education, from cradle to grave. This principal was stated by Henrietta Cornelia Mears, a Christian Educator, Missionary and writer that had a significant role in modern day Mission (Kennedy, 2024).

Therefore, the First Baptist Church in Mogoyunggung dividing Sunday School based on age level. There are six classes: *Asuhan* (for babies and toddlers ages 0 to 5), *Indria* (ages 6 to 7), *Pratama* (ages 8 to 9), *Madya* (ages 10 to 12) and *Tunas Muda* (ages 13 to 15). Aside from studying the Bible, Sunday School nowadays is also plays a major role to provide the foundation principles of Christian values in order to shape the character, to develop faith and provide an accurate teachings about Christian faith (Sopakua et al., 2024). Sunday School is also expected to guide and to equip the students in an understanding to serve God even from such a young age (Fatu et al., 2023).

With this very important role, Sunday School is expected to be able to implement the distinct regulations of an educational institution – in order to be able to achieve the goals and objectives; such as integrating management functions such as: planning (to plan vision, mission, curriculum, learning plan and teaching methods), organizing and controlling (to manage regulations and task divisions) and evaluation (to evaluate the whole process of Sunday School education, to analyse deficiencies and to look for more improvements) (Wakila, 2021).

However, Sunday School students, specifically on the Madya/Pre-Teen Class (age 10 to 12) tend to lose interest in Sunday School learning. This happens because on the age 10 to 12, children are experiencing major changes in their lives. It is transitional phase from kids to adolescent, where many things change, from the psychological aspects, biological and even social and any emotional relations that happens during this stage of life is determining their next life development in years to come (Godor et al., 2024). On age 10 to 12, puberty is also happening both on girl and boy. Puberty results in a swift somatic growth, brain development sexual maturation and attainment of reproductive capacity (Viner et al., 2017) and puberty also increase the vulnerability of kids in this phase to experience mental illness (Kretzer et al., 2024).

This marks the urgency of Sunday School to be able to provide a fun, engaging, age-appropriate and safe place for kids in this challenging phase. Without a proper planning children would not have any interest in learning in Sunday

School. Therefore, in order to increase their interest and to enhance education quality, a proper management system is needed, that is including a proper planning as one of the management functions to make sure that the probability of the education objectives to be achieved (Sumadi & Ma'ruf, 2020). As a part of the planning process, Teaching Module plays a significant role in the whole Sunday School education process. Teaching Module is a part of learning tools which based on the established curriculum within the education institution and helps teachers in planning the entire learning activity (Salsabilla et al., 2023). Teaching Module is a learning device which aims to achieve the competency standards also plays a major role in supporting teachers in designing the whole learning activity, to develop teacher's thinking skills and pedagogic competences, also to develop teaching techniques (Kadek, 2022).

At The First Baptist Church Mogoyunggung's Sunday School, to be exact in the Pre-Teen Class (Age 10 to 12), a Teaching Module had been developed to increase teachers' knowledge, teaching ability and gives variety in teaching techniques to increase student's interest in Sunday School. Therefore, this research specifically conducted to analyse the effectiveness of Sunday School Teaching Module for Pre-Teen Class (age 10 to 12), to perceive the effectiveness of the Teaching Module to enhance teachers' knowledge, teaching ability in planning learning activities.

METHODS

This research uses a quantitative methodology focusing on understanding a social phenomenon through measurable variables and numerical data (Lim, 2024). Quantitative research focuses on measuring and quantifying aspects of a study, asking questions like "how long," "how many," or "to what extent." Its goal is to quantify data and generalize the findings from a sample to broader context. This approach involves gathering, analysing and interpreting numerical data to test hypotheses formulated within a specified study (Ghanad, 2023).

Within this research to gather the data, a Pre-Test and a Post-Test were performed. This Pre-Test and Post-Test design uses purposeful sampling enables the evaluation of particular individuals who represent a targeted population, though it does not provide a comprehensive assessment of the entire population (Stratton, 2019). The Pre-Test and Post-Test both are performed with the same group of participants to measure the difference between before using the Teaching Module and after using the Teaching Module.

This research also incorporated a T-Test to measure the effectiveness of the Teaching Module, using the SPSS statistic software to statistically calculate the gathered data. T-Test is used to determine whether two samples com from the same population with equal means, to determine whether the difference in means is factual differences or merely a coincidence (Waluyo edy, 2024).

RESULT AND DISSCUSSION

The effectiveness of the Sunday School Teaching Module in Pre-Teen Class (Age 10 to 12) at the First Baptist Church Mogoyunggung, was measured by conducting a pre-test and post-test to three Sunday School Teachers – which will be mentioned as R (respondent) 1, R2 and R3 in the future explanation of this

research; that teach in the Pre-Teen class, who are the primary users of the Teaching Module. The Pre-test was conducted before the Module was given, then, after the Teachers completed the Teaching Module, a post-test was given to compare the result and assess the teachers' understanding of the material before and after using the Teaching Module. The questions used for the pre-test and the post-test consisted of 25 multiple choices questions based on the material in the Teaching Module and each question worth 4 points which comes in total of 100 points for all the correct answers.

Table 1.1 – Pre-Test Summary

Num ber of Question	Corr ect Answer	Num ber of Question	Corr ect Answer	Num ber of Question	Corr ect Answer
1	2/3	11	2/3	21	3/3
2	3/3	12	1/3	22	3/3
3	0/3	13	1/3	23	0/3
4	1/3	14	3/3	24	3/3
5	0/3	15	1/3	25	0/3
6	3/3	16	3/3		
7	3/3	17	3/3		
8	3/3	18	1/3		
9	1/3	19	2/3		
10	3/3	20	0/3		

From the summary of the pre-test result implicates that there were some questions that can be answered correctly by all the respondents even without the module (questions number 2, 6, 7, 8, 10, 16,17, 21, 22 and 24), some questions only have two respondents that was able to give a correct answer (question number 1, 11, and 19), some questions can only be answered correctly by one respondent (question number 4, 9, 12, 13, 15, and 18) and some questions had no correct answers at all (questions number 3, 5, 20, 23 and 25).

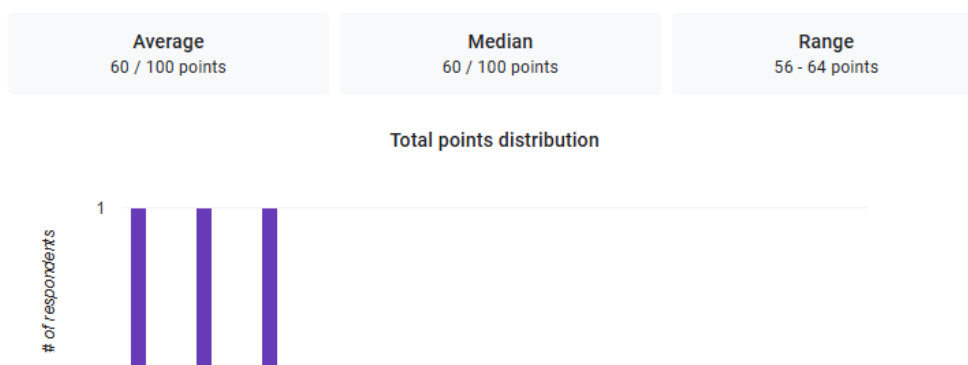


Figure 1.1 – Pre-Test Result

On the pre-test, each respondent got different points, R1 got 60 points which implies answered 15 questions correctly, R2 got 56 points which implies answered

14 questions correctly, and R3 got 64 points which implies answered 16 questions correctly, which bring the average score of the Pre-Test to 60,0 points.

After conducting the pre-test, the Teaching Module was given to the three respondents, and they were given some time to study the Module and then the Post-Test was conducted with the same questions and scoring level.

Table 1.2 – Post-Test Summary

Num ber of Question	Corr ect Answer	Num ber of Question	Corr ect Answer	Num ber of Question	Corr ect Answer
1	3/3	11	3/3	21	3/3
2	3/3	12	3/3	22	3/3
3	1/3	13	3/3	23	0/3
4	3/3	14	3/3	24	3/3
5	0/3	15	3/3	25	3/3
6	3/3	16	3/3		
7	3/3	17	3/3		
8	3/3	18	3/3		
9	0/3	19	3/3		
10	3/3	20	0/3		

From the summary of the pre-test result implicates that there were some questions that can be answered correctly by all the respondents (questions number 1, 2, to 8, 10, 11 to 19, 21, 22, 24 and 25), one questions can only be answered correctly by one respondent (question number 3) and some questions remained have no correct answers at all (questions number 5, 9, 20 and 23)

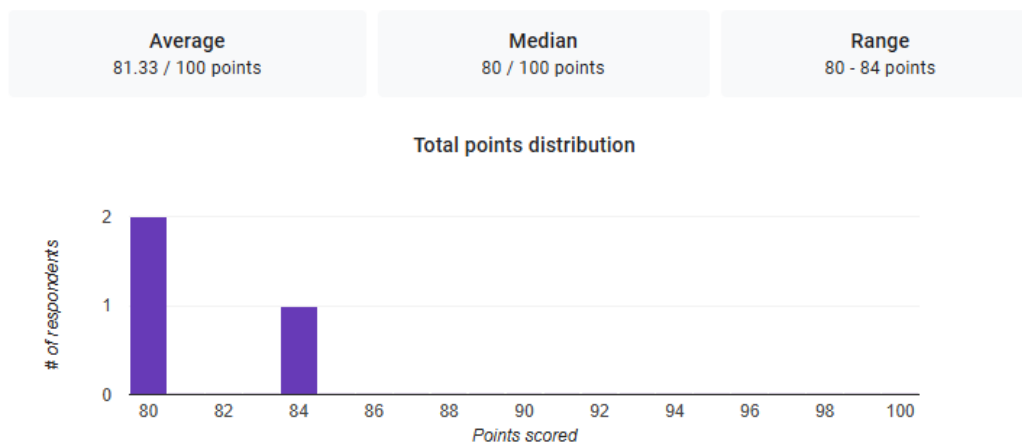


Figure 1.2 – Post-Test Result

On the pre-test, two respondents got the same score, R2 and R3 got 80 points, which implies answered 20 questions correctly, R1 got 84 points which implies answered 21 questions correctly, and this Post-Test result bring the average score of 81,3 points.

Table 1.3 – Pre-Test and Post-Test Result Comparison

Questions	Pre-Test Result	Post-Test Result	Questions	Pre-Test Result	Post-Test Result	Questions	Pre-Test Result	Post-Test Result
1	2/3	3/3	11	2/3	3/3	21	3/3	3/3
2	3/3	3/3	12	1/3	3/3	22	3/3	3/3
3	0/3	1/3	13	1/3	3/3	23	0/3	0/3
4	1/3	3/3	14	3/3	3/3	24	3/3	3/3
5	0/3	0/3	15	1/3	3/3	25	0/3	0/3
6	3/3	3/3	16	3/3	3/3			
7	3/3	3/3	17	3/3	3/3			
8	3/3	3/3	18	1/3	3/3			
9	1/3	0/3	19	2/3	3/3			
10	3/3	3/3	20	0/3	0/3			

According to the Pre-Test and Post-Test result comparison, there are some questions that previously on the pre-test were only answered correctly by one respondents but on the Post-Test can be answered correctly by all the respondents (question number 4, 12, 13, 15, and 18), some questions that were only answered correctly by two respondents on the Pre-Test in the Post-Test proven to be answered correctly by all the respondents (question number 1, 11 and 19). But even after the module had been given, on the Post-Test there are one question (question number 9) that previously had been answered correctly by one respondent on the Pre-Test but did not get a correct answer from all the respondents on the Post-Test, also a few questions from the Pre-Test that were not answered correctly by all the respondents remained the same on the Post-Test (question number 3, 5, 20, 23 and 25).

After conducting the Pre-Test and Post-Test, calculating the average score and comparing the result, the next step is to conduct the T-Test, a statistical method used to determine whether there is a significant difference between the means of two groups (Kim, 2015). The results of this significance test are presented as probability, indicating how closely the data align with the stated claim (Al-Kassab & Majeed, 2022).

On this research, the SPSS software was used to perform the T-Test to measure the effectiveness of the Teaching Module. The first step was to collect the Pre-Test and Post-Test scores from the same group of participants and then using the SPSS software's options,

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 sebelum diberikan modul	60.0000	3	4.00000	2.30940

Paired Samples Correlations

		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	sebelum diberikan modul - setelah diberikan modul	-21.33333	4.61880	2.66667	-32.80707	-9.85959	-8.000	2	.008	.015

Figure 1.3 – T-Test Result on the SPSS Software

The T-Test result indicates that there is a significant improvement and difference in teachers' understanding of the material of the Teaching Module, as measured by the Pre-Test before using the Teaching Module and the Post-Test after using the Module. The T-Test analysis showed a significant difference, with a significance level of 0.05. The obtained T-value is -8.000 with one side significance of 0.008. Since the T-value is less than 5% significance threshold α 5%, it can be concluded that there was an improvement and a significant difference between the Pre-Test result before the Teaching Module was given and the Post-Test result after the module was given.

CONCLUSION

The research findings confirm that the implementation of the Teaching Module for the Pre-Teen Class in Sunday School at the First Baptist Church in Mogoyunggung significantly improved the teachers' understanding and instructional skills. The average test scores rose from 60,0 in the Pre-Test to 81,3 in the Post-Test, this all indicating a measurable enhancement in content mastery and teaching readiness. Furthermore, the statistical analysis through the T-Test revealed a significant difference between the Pre-Test and the Post-Test intervention results, validating the effectiveness of the Teaching Module. This module not only supports the teachers in delivering age-appropriate, engaging and structured learning, but also contributes to broader the goal of fostering meaningful Christian education for children during a critical stage of their development.

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