

## **Craft Making Learning Design for Sunday School Teachers in the Silindung Area**

**Jungjungan Simorangkir <sup>1</sup>, Emmi Silvia Herlina <sup>2</sup>, Warseto Freddy Sihombing <sup>3</sup>, Frainskoy Rio Naibaho <sup>4</sup>**

<sup>1</sup> Institut Agama Kristen Negeri Tarutung, Indonesia; jsimorangkir271@gmail.com

<sup>2</sup> Institut Agama Kristen Negeri Tarutung, Indonesia; emmisilvia@iakntarutung.ac.id

<sup>3</sup> Institut Agama Kristen Negeri Tarutung, Indonesia; warseto.freddysihombing@iakntarutung.ac.id

<sup>4</sup> Institut Agama Kristen Negeri Tarutung, Indonesia; frainskoy.rio.naibaho@gmail.com

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### **ABSTRACT**

This research aims to create a learning design for craft making. This research was conducted in the Silindung area, North Tapanuli Regency. This research is development research. The research subjects were GKPI Sunday school teachers throughout the Silindung area. The instrument used is a questionnaire with a Likert scale with four alternative answers. The instrument's validity was carried out by expert judgment with the Cronbach alpha method. Data analysis was carried out using quantitative descriptive techniques. This development research produces products in the form of learning media for making craft beads and guidelines for their use. The development of learning media refers to the ADDIE development model, which consists of (1) analysis, (2) planning, (3) development, (4) implementation, and (5) evaluation. The results showed that the usefulness value was 3.71 on a scale of 4. In short, it can be concluded that the usefulness aspect was categorized as very feasible. Meanwhile, the results of the effectiveness assessment by media experts were 3.44 on a scale of 4. So that the effectiveness aspect was categorized as very feasible.

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### **Corresponding Author:**

Emmi Silvia Herlina

Institut Agama Kristen Negeri Tarutung, Indonesia; emmisilvia@iakntarutung.ac.id

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## **1. INTRODUCTION**

The pandemic situation still has an impact on the church as an institution. In the past years, based on health protocols, the government urged all people to carry out worship activities in their respective homes (Regus, 2021). Currently, people are allowed to go back to church with certain restrictions. Therefore, the church as a religious institution must also take an attitude to change the old habitus about religious rituals. Since the coronavirus outbreak, worship has been carried out at home, and worship in churches has been cancelled to avoid crowds that pose a risk of contagion (Singarimbun, 2021). The

church has made many alternatives to answer this problem, one of which is online worship broadcast live from the church-by-church servants.

In addition to changing the conventional way of worship to online worship, the church must also handle the COVID-19 pandemic and overcome social problems that occur in society due to the impact of the pandemic. The church's call to be salt and light in a community must be carried out (Widyawati & Lon, 2020). So far, the church has focused on organizing worship. It is now appropriate for the church to help overcome the COVID-19 outbreak. There are many ways the church can handle the COVID-19 episode, including supporting the government's movement to provide vaccines to the community, following health protocols during worship, or meetings, providing water for washing hands, and so on (Dja'far, 2021). In addition, the church is also expected to play a role in overcoming economic problems that occur in the community due to the COVID-19 pandemic (Kurniawan et al., 2021). The church should think of an activity that can be used as an additional source of income for church members in particular and society in general.

GKPI is the Indonesian Protestant Christian Church is an ecclesiastical fellowship of people who believe that the Lord Jesus is the Son of God, Christ and Savior of the world (Pasaribu, 2021). GKPI is also the manifestation and reality of the body of Christ, is concretely united in and to the Lord Jesus Christ, where Christ is the head of the body, and believers (congregants) are members of the body (Eph. 4:15-16), all of the fellowship into one in Christ (Gal. 3:27) through baptism (Eph. 4:3-6). GKPI is an integral part of the fellowship of churches with the same vision and mission of ministry in serving this world. In its journey amid this world, GKPI is a religious community of believers that the Lord Jesus is the Son of God, the Christ and the Savior of the world.

A study about the contribution of the institutions under GKPI in maintaining learning activities and creativity during and after the pandemic was conducted by Panggabean et al. (2022). In their study, it was mentioned that students had positive perceptions when learning using hybrid modes during the Omicron pandemic spread. Similarly, Sinaga et al. (2022) also maintained online activities to boost students' speaking ability and revealed that students' learning interests increased significantly and therefore, their speaking competence also improved.

As one of the church members who play a role in conveying the teaching of the Christian faith to the children of the next generation of the church, the Sunday school teacher has also experienced the impact of COVID-19. Some Sunday school teachers are experiencing economic hardship during the pandemic. On the one hand, Sunday school teachers are young people who have a passion that needs to be motivated and guided to work in the church and society. The church must encourage young people and women to work to produce economic value products. Therefore, the researcher offers the research entitled "Development of Learning Guidebook and Tutorials in Technology-Based Craft Making in GKPI Sunday School Teachers in the Silindung Region." This research is designed as another contribution given by GKPI to encourage everyone to learn. If previous studies were concerned with maintaining students' activities and creativity, the gap with this current study is in focus, in which this study concerns teachers' activity and creativity.

## 2. METHODS

This research is a type of research and development (Research and Development). The development model used in this research is the ADDIE Model, one of the systematic learning design models. The ADDIE development model is a model that involves the stages of model development with five development steps, including Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations. The selection of this model was based on the consideration that this model was developed systematically and based on the theoretical foundation of learning design. The following is a step-by-step ADDIE research flowchart previously described.

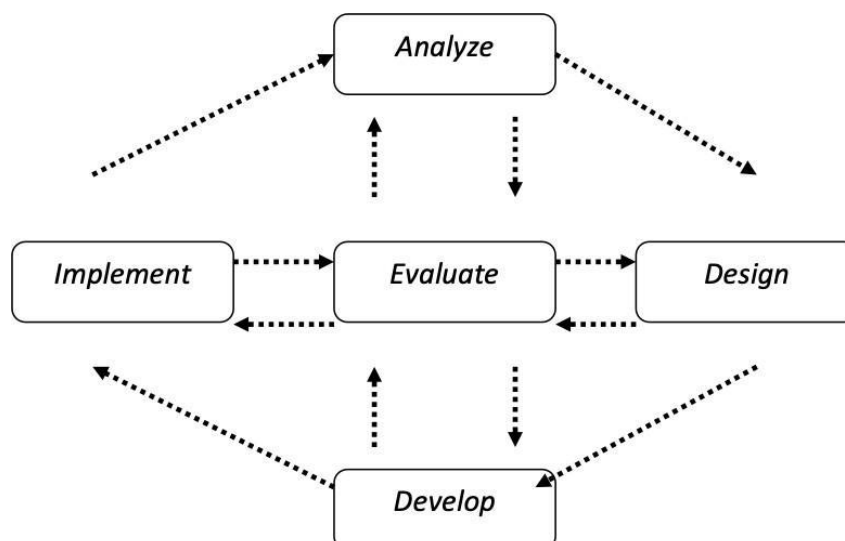


Figure 1 Stages of the ADDIE Model (Source: Anglada, 2007)

The research object is the development of learning media to make crafts from beads. The trial subjects of the study were GKPI Sunday school teachers in the Silindung area, North Tapanuli Regency. The implementation of research trials on learning media development to make crafts from beads was carried out from August to October 2021.

Data analysis techniques based on this study's type of data include qualitative and quantitative data. Qualitative data in this study is input, feedback, criticism, and suggestions obtained from the media assessment sheet based on the assessment of material experts, media experts, and users. The data analysis technique used for qualitative data in this research is the descriptive analysis technique. Meanwhile, the quantitative data in this study came from instruments in media/trainer assessment sheets from material experts, media experts, and users

### 3. FINDINGS AND DISCUSSION

After attending the training, the data that was distributed to GKPI Sunday school teachers in the Silindung area, Tarutung sub-district, was proceeded to obtain the final results of this research. Aspects were measured using the conversion formula for the average effectiveness scores. Research and development are carried out by producing video tutorials and guidebooks. The following are the stages carried out in the study.

#### 3.1. Analysis Stage

##### 3.1.1. Media Analysis

The display used in the development of video tutorials and guidebooks makes it easier for GKPI Sunday school teachers throughout the Silindung area to increase their creativity in making crafts with Christian nuances. The analysis was done in order to keep the process on track (Baharuddin, 2018).

##### 3.1.2. Content Analysis

Based on the Sunday school guidebook issued by the GKPI synod office, it is hoped that Sunday school teachers will be creative in implementing Christian-inspired crafts (Martin & Teixeira, 2021). Sunday school teachers can take the time to make beadwork and can share skills with other GKPI Sunday school teachers in Silindung.

##### 3.1.3. Usabilities Analysis

With the skills possessed by Sunday school teachers, it is hoped that they can provide economic benefits amid the COVID-19 pandemic. The interview results show that Sunday school teachers can have expertise with enthusiasm for participating in the training that has been carried out. This craft-making training is something that has never been done so far. With the skills to provide understanding, new experiences, and new enthusiasm for Sunday school teachers, it is hoped that teachers will be more

encouraged to do self-development (Nurullaeva, 2021). Thus, they will be able to manage their spirit in teaching and giving services.

#### 3.1.4. Church Support Analysis

The skill of making this craft is an effort to improve the skills of Sunday school teachers and, at the same time, increase the source of income for the needs of church services (Widianto et al., 2019). The results of making crafts certainly have a positive economic effect on the benefits of Sunday school teachers. Of course, the church provides a stimulus to Sunday school teachers to improve their ability to make crafts with a Christian nuance.

### 3.2. Planning Stage

This planning stage aims to design the form of video tutorials and guidebooks. This product planning consists of introduction, practical, and product results. The introduction contains the introduction of materials, tools used, and techniques used (Peterson, 2003). The materials used are four types of beads with a diameter of 6 millimetres, with red, white, black, and green colours. The denser the arrangement of the beads, the more expensive the selling value will be. The beads can be created into various forms of craft such as multiple forms of critical chains, diverse creativity in crosses, stars and tissue holders, flowers, places to collect offerings used in churches, and others. The craft results are in the form of a tissue holder, a key chain in the form of a cross, a star, and a place for offerings.

### 3.3. Development Stage

The development of guidebooks and video tutorials is based on experience in the field. Previously, researchers noticed the lack of creativity of GKPI Sunday school teachers throughout the Silindung area in terms of crafting. The developed guidebook is equipped with pictures and descriptions of each photograph. This is done to understand step by step to make crafting crafts. Video tutorials are provided with text as well as voices from crafting experts. This is done so that users can more easily practice crafting (Wells et al., 2012). The video tutorial also explains new terms and their meanings. Implementation Stage. Handbooks and video tutorials for making crafts were implemented for GKPI Sunday school teachers throughout the Silindung area, Tarutung sub-district. This implementation aims to apply manuals and video tutorials to increase users' creativity. The number of participants who took part in this implementation was 33 people.

### 3.4. Evaluation Stage

The feasibility of learning guidebooks and video tutorials is assessed based on the user, obtained from the test results data by filling out a questionnaire. User assessment questionnaires on learning guidebooks and tutorials based on media display, material content, usability, and church support.

#### 3.4.1. Media Display Aspect

The data for assessing the feasibility of media viewing in guidebooks and video tutorials are presented by GKPI Sunday school teachers throughout the Silindung area, Kec. Tarutung were shown in Table 1.

**Table 1. The results of the Sunday school teacher's assessment of the aspect of media display.**

MEDIA DISPLAY		
Categories	Respondents	Percentage
Very Eligible	22	65.66%
Eligible	11	34.34%
Fairly Eligible	0	0.00%
Less Eligible	0	0.00%
	33	100.00%

### 3.4.2. Content Aspect

Below is the data on the feasibility assessment of the material's content in the instructional guidebooks and video tutorials by GKPI Sunday school teachers throughout the Silindung area, Kec. Tarutung.

**Table 2. Sunday school teacher's assessment of content material aspects results**

MATERIAL CONTENTS		
Categories	Respondents	Percentage
Very Eligible	3	10.10%
Eligible	24	72.73%
Fairly Eligible	6	17.17%
Less Eligible	0	0.00%
	33	100.00%

### 3.4.3. Usefulness Aspect

Table 3 shows the data on the feasibility assessment of learning guidebooks and video tutorials from the aspect of usefulness by GKPI Sunday school teachers throughout the Silindung area, Kec. Tarutung.

**Table 3. The results of the Sunday school teacher's assessment of the usefulness aspect results**

USEFULNESS		
Categories	Respondents	Percentage
Very Eligible	24	71.72%
Eligible	9	28.28%
Fairly Eligible	0	0.00%
Less Eligible	0	0.00%
	33	100.00%

### 3.4.4. Church Support Aspects

Below is the data on the assessment of the feasibility of church support for learning guidebooks and video tutorials by GKPI Sunday school teachers throughout Silindung, Kec. Tarutung.

**Table 4. Sunday school teacher's assessment of church support aspects results.**

CHURCH SUPPORT		
Categories	Respondents	Percentage
Very Eligible	20	60.61%
Eligible	13	39.39%
Fairly Eligible	0	0.00%
Less Eligible	0	0.00%
	33	100.00%

The Questionnaire data that has been distributed to GKPI Sunday school teachers in the Silindung area, Tarutung sub-district, after attending the training, will be processed to obtain the final results of this research. Aspects will be measured using the conversion formula for the average score of effectiveness scores.

**Table 5. The results of the questionnaire calculation are based on aspects by looking for the average value of each question.**

<b>MEDIA DISPLAY</b>		
Language choice of media is very easy to understand	3.73	10.97
Very clear audio, picture and video quality on media	3.70	
Text legibility is very clear with the font selection on media	3.55	
<b>MATERIAL CONTENTS</b>		
The tutorial is very easy to practice	2.67	8.79
Tutor explanation is very easy to practice	3.09	
The guidebook is very helpful	3.03	
<b>USABILITIES</b>		
This material has a great impact on the community's economy	3.76	11.15
The craft model made is very useful for Sunday school learning	3.55	
Adding insight/ knowledge	3.85	
<b>CHURCH SUPPORT</b>		
This program can be supported by the church	3.70	7.21
This activity really supports the church program	3.52	

**Table 6. Conversion formula for the average score of effectiveness scores**

Value	Score	Criteria
A	$X > X_i + 1,8 S_{Bi}$	Very eligible
B	$X_i + 0,6 S_{Bi} < X < X_i + 1,8 S_{Bi}$	Eligible
C	$X_i - 0,6 S_{Bi} < X < X_i + 1,8 S_{Bi}$	Fairly Eligible
D	$X_i - 1,8 S_{Bi} < X < X_i - 0,6 S_{Bi}$	Less Eligible
E	$X < X_i + 1,8 S_{Bi}$	Very Ineligible

Nilai	Skor	Kriteria
A	$X > X_i + 1,8 S_{Bi}$	Sangat Layak
B	$X_i + 0,6 S_{Bi} < X \leq X_i + 1,8 S_{Bi}$	Layak
C	$X_i - 0,6 S_{Bi} < X \leq X_i + 0,6 S_{Bi}$	Cukup Layak
D	$X_i - 1,8 S_{Bi} < X \leq X_i - 0,6 S_{Bi}$	Kurang Layak
E	$X \leq X_i - 1,8 S_{Bi}$	Sangat Kurang Layak

**Description:**

Maximum Score = 4

Minimum Score = 1

Ideal Max Score = number of indicators x highest score

Min Ideal score = number of indicators x low score

 $\bar{X}$  = score obtained $X_i = \frac{1}{2} (\text{ideal max score} + \text{ideal min score})$ 

2

 $S_{Bi} (\text{ideal standard deviation}) = \frac{1}{2} (\text{ideal max score} - \text{ideal min score})$

### 1. Assessment of Media Display Aspects

The criteria for the validity of the media display aspect are based on the ideal score conversion table into a scale value of 5, the results obtained with the following calculations

Maximum Score = 4

Minimum Score = 1 Number of Indicators = 3

Ideal Max Score = number of indicators x highest score = 3 x 4 = 12

Ideal score = number of indicators x low score = 3 x 1 = 3

$\bar{X}$  = score obtained = 10,97

$X_i = \frac{1}{2} (\text{ideal max score} + \text{ideal min score}) = 7,5$

2

$S_{Bi}$  (ideal standard deviation) =  $\frac{1}{6} (\text{ideal max score} - \text{ideal min score}) = 1,5$

6

$X_i + 1,8 S_{Bi} = 10.20$

$X_i + 0,6 S_{Bi} = 8.40$

$X_i - 0,6 S_{Bi} = 6.60$

$X_i - 1,8 S_{Bi} = 4.80$

Product Quality Range Engineering Aspect

<b>Very Eligible</b>	<b>10.97 &gt; 10.2</b>
<b>Eligible</b>	8.4 < 10.97 <= 10.2
Fairly Eligible	6.6 < 10.97 <= 8.4
Less Eligible	4.8 < 10.97 <= 6.6
Poor	10.97 <= 4.8

### 2. Assessment of Material Content Aspects

The criteria for materials content aspect validity is based on the conversion table of the ideal score into a scale value of 5, the results obtained with the following calculations:

Maximum Score = 4 Minimum Score = 1 Number of Indicators = 3

Ideal Max Score = number of indicators x highest score = 3 x 4 = 12

Min Ideal score = number of indicators x low score = 3 x 1 = 3

$\bar{X}$  = score obtained = 8,79

$X_i = \frac{1}{2} (\text{ideal max score} + \text{ideal min score}) = 7,5$

2

$S_{Bi}$  (ideal standard deviation) =  $\frac{1}{6} (\text{ideal max score} - \text{ideal min score}) = 1,5$

6

$X_i + 1,8 S_{Bi} = 10.20$

$X_i + 0,6 S_{Bi} = 8.40$

$X_i - 0,6 S_{Bi} = 6.60$

$X_i - 1,8 S_{Bi} = 4.80$

Product Quality Range Engineering Aspect

Very Eligible	8.79 > 10.2
Eligible	<b>8.4 &lt; 8.79 &lt;= 10.2</b>
Fairly Eligible	6.6 < 8.79 <= 8.4
Less Eligible	4.8 < 8.79 <= 6.6
Poor	8.79 <= 4.8

### 3. Assessment of usability aspects

The criteria of usability aspect validity are based on the ideal score conversion table into a scale value of 5, the results obtained with the following calculations

Maximum Score = 4

Minimum Score = 1 Number of Indicators = 3

Ideal Max Score = number of indicators x highest score = 3 x 4 = 12

Min Ideal score = number of indicators x low score = 3 x 1 = 3

$\bar{X}$  = score obtained = 11,15

$X_i = \frac{1}{2} (\text{ideal max score} + \text{ideal min score}) = 7,5$

$S_{Bi} (\text{ideal standard deviation}) = \frac{1}{6} (\text{ideal max score} - \text{ideal min score}) = 1,5$

$X_i + 1,8 S_{Bi} = 10.20$

$X_i + 0,6 S_{Bi} = 8.40$

$X_i - 0,6 S_{Bi} = 6.60$

$X_i - 1,8 S_{Bi} = 4.80$

Product Quality Range Engineering Aspect

Very Eligible	<b>11.15 &gt; 10.2</b>
Eligible	8.4 < 11.15 <= 10.2
Fairly Eligible	6.6 < 11.15 <= 8.4
Less Eligible	4.8 < 11.15 <= 6.6
Poor	11.15 <= 4.8

### 4. Assessment of Church Support Aspects

The criteria of church support aspect validity are based on the conversion table of the ideal score into a scale value of 5, the results obtained are calculated as follows: Maximum Score = 4

Minimum Score = 1 Number of Indicators = 2

Ideal Max Score = number of indicators x highest score = 2 x 4 = 8

Min Ideal score = number of indicators x low score = 2 x 1 = 2

$\bar{X}$  = score obtained = 7,21

$X_i = \frac{1}{2} (\text{ideal max score} + \text{ideal min score}) = 7,5$

$S_{Bi} (\text{ideal standard deviation}) = \frac{1}{6} (\text{ideal max score} - \text{ideal min score}) = 1,5$

$X_i + 1,8 S_{Bi} = 6.80$

$X_i + 0,6 S_{Bi} = 5.60$

$X_i - 0,6 S_{Bi} = 4.40$



$\xi - 1,8 S_{Bi} = 3.20$

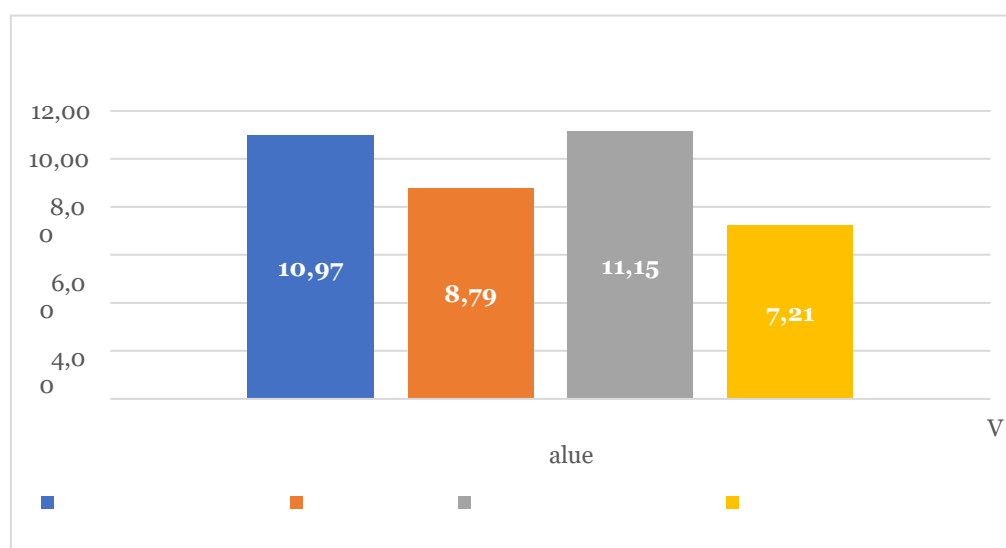
Product Quality Range Engineering Aspect

Very Eligible	11.15 > 6.80
Eligible	5.6 < 7.21 ≤ 10.2
Fairly Eligible	4.4 < 7.21 ≤ 5.6
Less Eligible	3.2 < 7.21 ≤ 4.4
Poor	7.21 ≤ 3.2

From the calculation results above, the results of the aspect validity criteria can be drawn as in table 7.

**Table 7. Results of aspect validity criteria**

Aspects	Value	Results
Media Display	10.97	Very Eligible
Contents Material	8.79	Eligible
Usabilities	11.15	Fairly Eligible
Church Support	7.21	Less Eligible



**Figure 1 shows a graph between the values of each aspect**

#### 4. CONCLUSION

As church members, Sunday school teachers who teach children (from early childhood to grade 6 elementary school) at GKPI in the Silindung area have also experienced the impact of Covid-19. Some of Sunday school teachers have experienced economic difficulties during the pandemic. On the one hand, Sunday school teachers are young people with a passion that needs to be motivated and guided to work amid the church and society. The church needs to continue encouraging Sunday school teachers, the majority of whom are young, to work to produce economic value products. The development of guidebooks and learning tutorials in making technology-based crafts for school teachers this week makes it easier for them to produce works in crafts made of beads. The results can also be marketed in tourist (spiritual) places in Tarutung, such as Cross of Love, Soda Water Baths, Hot

Water Baths, Situmandi Baths, and several other areas to increase personal income. Future research is suggested to expand more activities that can activate Sunday school teachers.

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