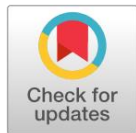


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Faith in Flux: A Narrative Approach to Transformational Curriculum Management in Christian Education Amidst Digital Disruption

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ABSTRACT

Background: Global disruption and the acceleration of digitalization have significantly transformed the educational landscape, including Christian education, which has traditionally managed its curriculum in an administrative and procedural manner. This condition poses serious challenges to the relevance of the curriculum in addressing the demands of twenty-first-century competencies while simultaneously maintaining Christian faith values.

Purpose: This study aims to analyze the limitations of the administrative curriculum management model in Christian education and to formulate a transformational curriculum management model that is responsive to global disruption and the digitalization of education.

Method: The research employs a qualitative approach using a literature review method and conceptual analysis of relevant international and national scholarly works.

Results: The findings indicate that a transformational curriculum management model is capable of holistically integrating digital innovation, visionary leadership, and Christian values within the processes of curriculum planning, implementation, and evaluation. The discussion underscores the importance of shifting the curriculum management paradigm from an administrative function toward a strategic and adaptive function.

Conclusion: This study concludes that the transformational model represents a relevant and sustainable approach for the development of Christian education in the era of global disruption.

KEYWORDS

Curriculum Management, Christian Education, Digitalization of Education, Educational Transformation, Global Disruption

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INTRODUCTION

Global changes and the acceleration of digitalization have become major forces reshaping the face of education. Global disruption, defined as fundamental changes in social and technological structures including in education requires institutions not merely to preserve traditional educational practices but also to adopt management innovations capable of addressing the complexities of the times. Digital technologies such as online learning systems, learning management systems, augmented reality, and artificial intelligence have shifted the curriculum from being merely an administrative document to becoming a



strategic instrument that must be responsive to the learning needs of the twenty-first century. International research indicates that curriculum transformation in the era of fully digital technology is an essential educational innovation in order to align policies with more adaptive and innovative learning practices within the context of global change and the digitalization of education (Azwar Lubis et al., 2022). On the other hand, various studies in the Indonesian context and within religious institutions indicate that the integration of technology and responsive curriculum management has not yet been optimal. Christian education, in particular, faces the challenge of balancing the preservation of Christian faith values with the effective utilization of digital technology.

Research reports on Christian education that is responsive to disruption emphasize that technology should be used “as a tool to deepen moral and spiritual teachings”; however, teacher readiness and the integration of values into the digital curriculum remain significant obstacles that must be addressed (Boiliu & Kia, 2025). This is reinforced by findings showing that traditional Christian education management still focuses on administrative tasks and has not yet systematically transformed the curriculum to address the challenges of globalization and the digitalization of education (Sulifertia Saekoko et al., 2026).

The existing problems indicate that many Christian educational institutions still implement an administrative model of curriculum management, in which the primary focus lies on compliance with procedures, documentation, and operational routines, making them less responsive to the dynamic changes brought about by digital disruption and global demands. This administrative approach often results in a static curriculum that is not easily adaptable to developments in educational technology and is less capable of facilitating twenty-first-century competencies among students, such as digital literacy, critical thinking, collaboration, and creativity. Furthermore, although the general literature on curriculum management has extensively explored curriculum transformation within the context of general education, studies that specifically integrate Christian curriculum management with the challenges of global digitalization remain relatively limited. As a result, both theoretical knowledge and empirical practice regarding transformational curriculum models in this context have not yet been adequately developed. In the realm of international research, curriculum transformation is no longer viewed merely as a change in content or instructional methods, but as a strategic innovation encompassing changes in management structures, technology integration, and the overall organizational culture of educational institute (McCarthy et al., 2023). Therefore, there is a strong need for research that not only examines the phenomenon of digital disruption in Christian education, but also develops a transformational curriculum management model one that holistically and contextually integrates digital technology, pedagogical innovation, and Christian values.

The theoretical gap in this study arises from the mismatch between the demands of rapid change in the era of global disruption and curriculum management practices in Christian education that still rely on traditional administrative approaches. This gap is not only practical but also theoretical in nature. Practically, Christian schools and educational institutions remain focused on the administrative aspects of the curriculum, are less responsive to digital technology, and have not sufficiently developed adaptive curriculum strategies in response to global dynamics. Theoretically, although numerous studies have addressed the integration of technology in education and curriculum transformation in general, the literature that unites the transformational concept of curriculum management within the context of religious values particularly Christian values remains limited. For example, articles on the transformation of Christian Religious Education curricula emphasize the need for technology integration and character development, yet they do not provide sufficient detail regarding a transformational curriculum management model (Franklin Franklin &

Dyulius Thomas Bilo, 2024). This gap indicates that although digital disruption is a global phenomenon, Christian education has not yet found a model of curriculum management capable of transforming its administrative function into a strategic change agent that is responsive to contemporary contexts.

In the context of the research objectives, this study is designed to address both the practical and theoretical gaps by developing a model of Christian education curriculum management that is not merely administrative in nature, but transformational and responsive to global dynamics and the digitalization of education. The first objective is to describe in detail how current curriculum management practices in Christian schools or institutions still tend to be administrative and less responsive to the demands of digitalization. The next objective is to identify the key factors that influence the ability of Christian educational organizations to integrate digital technology and innovative strategies into their curricula while at the same time maintaining the integrity of Christian values in the learning process.

RESEARCH METHODOLOGY

The research method used in this study is a qualitative approach employing a narrative synthesis model and conceptual analysis. This approach is carried out through the collection, review, evaluation, and interpretation of various scholarly literature sources, such as academic journals, research articles, books, educational policy documents, and previous studies related to curriculum management, educational transformation, and the impact of digitalization in education (Sugyono, 2013). Through narrative synthesis, the researcher not only summarizes previous findings, but also integrates various ideas, theories, and research results to build a comprehensive understanding of the direction of curriculum change in the digital era.

This approach is consistent with literature-based studies used to examine curriculum transformation through the reconstruction of theories and practices of digital curriculum development by reviewing scholarly journals, policy documents, and academic books (Arini Damayanti et al., 2025). In addition, this method is also supported by studies on digital curriculum management that place academic sources as the primary basis for describing trends, challenges, and innovations in curriculum transformation in the digital era (Alya Ashari & Arismunandar, 2025).

Through this qualitative approach based on narrative synthesis, the researcher also gains space to interpret in depth the relationship between curriculum management, educational technology, and Christian values, which constitute the main focus of the study. Therefore, this method not only describes the existing literature, but also constructs a new conceptual narrative regarding the development of adaptive Christian education curriculum management amid changing times.

RESULT AND DISCUSSION

The Paradigm of Christian Education Curriculum Management: From Administrative to Transformational

The paradigm of curriculum management in Christian education has undergone a significant shift from an administrative orientation toward a more transformational approach. In the administrative model, the curriculum is primarily understood as a technical instrument related to formal planning, organizing, implementation, and evaluation, with a stronger emphasis on compliance with standards, procedures, and bureaucratic regulations. This approach tends to prioritize efficiency, accuracy, and operational routines within the educational process. Although it plays an important role in maintaining consistency in educational delivery, the administrative approach has limitations in addressing dynamic, contextual, and multidimensional learning needs

particularly when confronted with the demands of globalization, digitalization, and rapid social change.

The transformation of the curriculum management paradigm is driven by the increasingly complex demands of the times. Christian education is not merely concerned with delivering cognitive content to students, but also with fostering character formation, spirituality, and critical thinking skills that are aligned with faith values. According to the study by Mawikere and Hura, the development of a Christian curriculum must be rooted in a strong theological foundation namely Christology so that the curriculum becomes a holistic medium integrating faith, knowledge, and socio-cultural context. The article emphasizes that a curriculum grounded in Christology can produce an adaptive and meaningful framework, rather than one that simply follows technical and administrative patterns (Marde Christian Stenly Mawikere, Sudiria Hura, 2025).

This transformational approach encompasses not only the dimension of instruction, but also a management framework that empowers all stakeholders in Christian education. This paradigm promotes holistic values that go beyond traditional management mechanisms, which tend to be procedural and mechanistic. A transformational curriculum management approach emphasizes the active involvement of teachers, students, parents, and the broader community in formulating, implementing, and evaluating the curriculum. This perspective is consistent with the findings of Nofita Rudiani Asbanu and Hendrik A.E. Lao, who argue that holistic-transformative Christian education management aims not only at academic achievement, but also at the spiritual growth and character formation of students, in which all components of the school collaborate to create a comprehensive ecosystem for faith formation (Nofita Rudiani Asbanu & Hendrik A.E. Lao, 2025).

The paradigm shift from administrative to transformational also aligns with the evolving demands of the educational world in general. In a society that is increasingly digitally and globally interconnected, the need for educational models that are responsive to social and technological change has become crucial. The digital transformation sweeping across education requires curriculum management that is adaptive and innovative. A concrete example can be seen in studies on the digitalization of curriculum in Christian education, where the integration of teachers' digital competencies, digital learning media, and technology-based strategies becomes a key element of the transformational model. For instance, one study explains that teachers' competencies play a vital role in the implementation of a digital curriculum, ensuring that Christian values remain integrated within technology-based learning (Wohon et al., 2025). This article demonstrates that the Christian education curriculum cannot be separated from digital integration, yet it must continue to prioritize faith values as its normative foundation.

The transformational paradigm also emphasizes the importance of empowering teachers as agents of change. Teachers are no longer merely implementers of an administrative curriculum, but also facilitators, mentors, and spiritual role models for students. Within this framework, transformational leadership becomes a crucial factor in Christian education curriculum management. Transformational leadership is capable of inspiring and empowering teachers and staff to develop initiatives, innovate in the learning process, and view change as an opportunity to enrich students' faith experiences. A study indicates that transformational leadership embodies a strong spirit of change agency, in which Christian educational leaders serve as examples in giving meaning, enabling, and empowering the entire educational community to produce outcomes aligned with the mission of Christ (Gianluigi Maulana Dhielfitri & Yohamintin, 2025).

The consequence of this paradigm shift is a change in the focus of curriculum management from mere administrative regulation to a broader strategic orientation. The transformational paradigm views the curriculum as a strategic instrument for shaping students' character so that they

become faithful, moral, and capable of facing the challenges of the times. The integration of faith values into the curriculum and the adoption of management strategies that are responsive to technological disruption are concrete examples of this paradigm. Even in studies on Outcome-Based Education (OBE), a transformational approach is proposed as an adaptive model capable of addressing the challenges of the algorithmic era, with an emphasis on measurable learning outcomes, Christian digital ethics, and the role of teachers as reflective and contextual facilitators (Telaumbanua et al., 2025). This study demonstrates an approach to curriculum management that is not merely administrative, but also transformational and strategic in guiding students to face global and digital challenges.

Global Disruption and Digitalization as Structural and Theological Challenges

Global disruption and the acceleration of digitalization constitute structural phenomena that fundamentally reshape social, cultural, economic, and educational systems worldwide. The Industrial Revolution 4.0 and digital transformation have generated new learning patterns that are increasingly connected to information and communication technologies. These changes require Christian education curricula to adapt not only by responding to technological advancements, but also by reaffirming the theological identity of the Christian faith within a context of rapid change. Christian education, particularly that which is oriented toward character formation and students' spirituality, faces structural demands to integrate digital technology into the learning process in order to remain relevant in this era of disruption. Digital disruption presents significant opportunities for religious education to expand its reach through digital media such as online platforms, interactive applications, and religious digital content that can enrich faith-based learning experiences. Research indicates that digital technologies such as online platforms and interactive media can enhance learning experiences, deepen understanding of Christian teachings, and support character formation through devotional and discussion features. However, teacher readiness and adequate infrastructure remain major challenges that must be addressed in managing a Christian curriculum grounded in faith values in the digital era (Dandi Saputra & Irene Sihombing, 2025). This indicates that the use of technological media in learning can enrich and effectively enhance the educational process.

At the structural level, changes in learning patterns caused by technological disruption are closely related to unequal digital access. The digital divide between generations, between urban and rural areas, and among educational institutions remains a critical issue in implementing a curriculum that is responsive to technology. This inequality in access can result in disparities in learning experiences and faith understanding, where some students benefit from rich digital learning environments while others fall behind due to limited infrastructure and digital literacy. Furthermore, studies on the impact of digitalization on Christian education and spiritual practices indicate that although digitalization enhances the accessibility of Christian education and increases student engagement, there are significant challenges in maintaining the depth of theological reflection and the authenticity of students' spiritual experiences when learning occurs predominantly in virtual settings rather than through face-to-face interaction (Ruhut Parningotan Tambunan & Reni Triposa, 2025). This condition is important to consider in curriculum design, because a Christian curriculum does not merely transfer knowledge, but also shapes character, spirituality, and a deep commitment of faith.

In addition to structural challenges related to technology, Christian education also faces theological challenges in the form of secularization and educational pragmatism. Cultural globalization and digitalization often carry pragmatic and secular values that may conflict with the

teachings of the Christian faith. Digital secularization can emerge when digital media, online content, and social networking algorithms diminish the spiritual dimension of human experience or relegate it to a secondary position behind information and entertainment. Research conducted by Bingaman in studies on religion in the digital era highlights that digitalization has become an inevitable process that shapes the religious and spiritual experiences of digital-native generations; therefore, faith communities need to develop theological strategies to remain relevant and meaningful amid the powerful currents of digital information (Bingaman, 2023). The Christian education curriculum needs to respond by strengthening content that cultivates spiritual integrity, theological critical thinking, and the ability to discern and evaluate digital content based on principles of faith.

In the context of Christian education, young people particularly generation Z face challenges particularly because they are growing up in a digital world saturated with information, often without a strong theological filter. Research by Gulo shows that the development of digital technology has changed the way Generation Z learns and interacts, and although this opens opportunities to strengthen spiritual understanding through digital media, it also brings risks of misinformation, secularization, and dependence on a shallow digital culture (N. Gulo, 2025). Therefore, the Christian education curriculum must incorporate responsible digital literacy, which not only emphasizes technical skills but also instills ethical and spiritual values in the use of technology.

The next structural challenge is the need for a balanced integration of technological innovation and Christian faith in the learning process. According to Palangde, adapting to digital transformation requires a framework that balances technological innovation with spiritual values, where collaboration between the church and schools becomes a key factor in developing contextual Christian education in the digital era (Sriwinda Palangde, 2024a). Without this synergy, the Christian curriculum risks becoming a shallow technological adaptation that neglects the deeper context of faith. Awareness that Christian education has a specific mission in preserving faith and shaping character necessitates strategic efforts to transform pedagogical practices so they meet digital challenges without losing the essence of Christian values.

Theologically, the development of a curriculum that is responsive to global disruption also requires clear reflection on the mission of Christian education itself. The theological dimension demands that a Christian curriculum is not merely a reaction to changing times, but remains rooted in the Word of God as the ultimate source of truth and life. In this regard, curriculum content must equip students with an understanding that the Christian faith retains relevance in a rapidly changing world, including a critical awareness of secular values often promoted through digital media. This strategy includes strengthening an adaptive and relevant Christian educational philosophy, so that it does not fall into a duality between technology and faith, but instead harmoniously integrates both. Research indicates that contextualizing the philosophy of Christian education in the digital era is essential to ensure that learning remains adaptive and relevant without compromising the moral and spiritual principles at the core of Christian education (R. P. Gulo & Zai, 2025).

Global disruption and digitalization constitute structural challenges that cannot be ignored in the management of Christian education curricula. These challenges include shifts in learning patterns, inequalities in access to technology, the need to integrate technology into the curriculum, as well as the threats of secularization and value pragmatism in education. At the same time, these challenges also present opportunities to enrich learning experiences, expand access to faith-based instruction, and develop innovative pedagogical strategies. Christian education curricula must be built upon a strong theological foundation, deep digital literacy, and teachers who are pedagogically and technologically competent. In this way, Christian education can face global disruption without

losing its faith identity; instead, it can leverage digital opportunities to broaden the impact of Christian faith education within an increasingly complex and digitally connected society.

The Integration of Christian Theological Values in Transformational Curriculum Management

The integration of Christian theological values into transformational curriculum management represents an educational approach that places faith and theological principles as the primary foundation in the planning, implementation, and evaluation of educational curricula. Rather than viewing the curriculum merely as a collection of subjects or a series of technical instructional activities, the transformational approach calls Christian educational institutions to design the curriculum as a theological praxis that shapes the whole person cognitively, affectively, socially, and spiritually. This perspective aligns with the understanding that Christian education does not merely transfer knowledge, but also instills essential values such as *imago Dei* (the dignity of every individual as created by God), vocation (the call to service), love, justice, and discipleship in the lives of learners. These theological values serve as the foundation throughout every phase of curriculum management, ensuring that Christian education becomes a means of personal and social transformation that is contextual and relevant in an ever-changing era.

The understanding of *imago Dei* is an inseparable starting point for theological integration in curriculum management. Christian theology views every human being as created in the image and likeness of God, which means possessing inherent dignity and irreplaceable worth. This concept is not merely theological rhetoric, but serves as a normative foundation for education to respect and develop the potential of every learner. Research by Paembonan and Ronda affirms that revitalizing the value of *imago Dei* in character formation among children in the digital era can counter the negative impacts of materialistic and individualistic cultures, while strengthening students' capacity to reflect God's love, truth, and justice within the context of the modern world (Paembonan & Ronda, 2024). This demonstrates that *imago Dei* is not merely an abstract theological principle, but has practical implications for curriculum design that fosters strong spiritual character.

Furthermore, the integration of the call to service (vocation) and love within the Christian education curriculum responds to students' fundamental need to understand service as the embodiment of faith in everyday life, rather than merely as a formal church duty. The values of love and service encourage students to internalize Christ's mission in all aspects of life both academic and social so that the curriculum is not perceived as a series of instructional materials detached from lived experience, but as a calling to serve others. Such integration is viewed as a form of education that unites faith and life practice, making the curriculum a means of living out the Gospel contextually. In the context of modern educational management, the values of love and service also serve as the foundation for cultivating a supportive and collaborative school culture, in which every component teachers, students, staff, and parents participates in shared service for the spiritual and social growth of learners. Top of Form

In the realm of curriculum structure, transformational management requires that curriculum planning be oriented not only toward academic outcomes, but also toward theological goals that reflect a comprehensive Christian worldview. This means that learning objectives must include spiritual and character dimensions, not merely cognitive competencies. Integrating theological values into curriculum planning calls for deep theological reflection, so that every competency developed within the curriculum explicitly reflects the Christian calling such as the call to become agents of love and justice in society. Studies by Sitepu and Munthe indicate that a curriculum integrating Christian values into the learning process can shape students' character holistically,

where values such as love, responsibility, and respect for others remain central to every learning activity (Elisabeth Sitepu & Sharon Salsalina G. Munthe, 2025). Transformational curriculum moves education beyond the pursuit of mere academic achievement toward the formation of spiritual integrity.

The implementation of a curriculum grounded in theological values must also take into account transformative pedagogical strategies. This involves the use of learning methods that facilitate discipleship and spiritual mentoring, strengthening students' faith and encouraging sustained spiritual growth. Ideal Christian education does not merely transfer information; it also creates learning experiences that open space for personal theological reflection, dialogue among students, the application of love in teamwork, and active involvement in tangible service within the community.

Such integration aligns with a Christian pedagogical perspective that regards emotional, ethical, and spiritual engagement as integral components of the learning process. This approach is consistent with the idea of integrating Christian strategies with innovative learning, emphasizing that spirituality and technology can work in synergy to enhance the quality of education while maintaining a clear theological focus in the formation of students (Meike Irmawati Tompira et al., 2025).

Curriculum evaluation within the context of transformational management must also be directed toward measuring students' spiritual and character development, not merely cognitive outcomes. A holistic evaluation includes observing changes in students' lives, their involvement in service, their moral awareness, and their ability to apply the values of love and justice in real-life situations. Such assessment enables Christian educational institutions to determine the extent to which the curriculum truly transforms students' lives in a comprehensive way. Developing these kinds of evaluation indicators requires a strong understanding of the theological values to be achieved, as well as the evaluative skills of teachers and school leaders in discerning the dynamics of students' faith development.

Transformational curriculum management rooted in Christian theology also emphasizes the importance of involving the entire educational community in the processes of planning and evaluation. Christian educational leadership must be able to align theological vision with professional managerial practices. The integration of spirituality into the management of educational institutions is part of a broader strategy to ensure that Christian theological values are not merely stated in curriculum documents, but are truly embodied in the culture of the school. Studies on the integration of spirituality and professionalism in Christian education management indicate that the alignment between faith values and managerial practice is essential for developing a holistic, contextual, and biblically grounded model of Christian education management (Novianti Puntu, et al., 2025).

The Narrative of Change in Curriculum Management: Teachers' and Students' Experiences in the Digital Era

In the context of digital disruption, educational curriculum management can no longer be narrowly understood as merely the arrangement of structures, documents, or administrative procedures; rather, it must be viewed as a dynamic space that encompasses the lived experiences of educational actors, particularly teachers and students. The "narrative of change" approach becomes important because it allows the curriculum to be understood as a living process in which individuals construct meaning from the changes they experience. In this regard, teachers and students are not only objects of curriculum implementation but also subjects who actively interpret, respond to, and shape the direction of educational change. Research shows that narrative approaches in education,

such as storytelling, can foster self-reflection, identity formation, as well as emotional and ethical engagement in the learning process (Martins et al., 2025). Thus, the curriculum is no longer static but becomes a space for dialogue between personal experiences and the demands of the times.

The shift from traditional values to the digital era brings about unavoidable tensions in educational practice. Teachers, who once served as the primary source of knowledge, must now adapt to a reality in which information is widely accessible through digital technology. In this process, teachers' professional identities undergo significant reconstruction. Studies on the development of teacher identity through digital storytelling show that technology functions not only as a learning tool but also as a medium for reflection that enables teachers to express their experiences, values, and professional identities (Kim et al., 2021). On the other hand, students as a digital-native generation develop learning styles that are more interactive, visual, and collaborative, often differing from traditional text-based and authority-driven approaches. In this context, the narrative of change becomes a bridge that connects these two worlds traditional and digital through ongoing processes of reflection and dialogue.

The narrative of change also shows that learning experiences are no longer confined to formal classroom settings but extend into various dimensions of students' lives, including the digital world they inhabit daily. Research indicates that digital storytelling approaches are able to integrate learning experiences, personal life, and students' social interactions into a holistic learning ecosystem (Bryant, 2023). This indicates that the curriculum needs to be designed in a flexible and contextual manner, enabling it to accommodate students' real-life experiences. Therefore, transformational curriculum management must provide space for narrative practices that allow both students and teachers to reflect on their experiences in facing change and to construct meanings that are relevant to their life contexts.

Christian Values as an Anchor: Integrating the Grand Narrative into Curriculum Management

Amid the waves of digital disruption that bring rapid and often unstructured change, Christian education has the responsibility to remain rooted in firm faith values. In this context, the Grand Narrative of the Christian faith encompassing creation, fall, redemption, and restoration serves as an essential theological foundation for the development of curriculum management. This narrative not only provides a framework for understanding reality but also becomes a source of meaning that guides the direction of education. In an increasingly digitalized world, where values are often relative and pragmatic, the presence of this Grand Narrative serves as an anchor that preserves the identity and purpose of Christian education in alignment with the will of God.

The integration of Christian values in curriculum management does not mean rejecting technology; rather, it involves directing the use of technology in the light of faith. Technology is understood as part of the human cultural mandate that must be managed responsibly. From a theological perspective, technology can serve as a means to develop human potential as God's creation, but it also carries the risk of negative impacts if not used wisely. Therefore, Christian education curricula need to develop digital literacy that is not only technical but also ethical and spiritual. Studies indicate that the use of technology in education should be accompanied by critical reflection on the values it carries, enabling learners to use technology in a responsible and meaningful way (Smeda et al., 2014).

The Grand Narrative of the Christian faith provides a framework for understanding change as part of God's work in history. Change is not seen as a threat, but as an opportunity to experience deeper transformation. In this context, transformational curriculum management must be able to connect the experiences of change encountered by teachers and students with the larger narrative of

faith. This can be achieved through a reflective learning approach, where students are encouraged to interpret their experiences in the light of Christian faith. Thus, education is not only focused on academic achievement, but also on the formation of character and spirituality.

Furthermore, the integration of the Grand Narrative into the curriculum requires the role of teachers as mediators of faith who are able to connect text, context, and students' lived experiences. Teachers function not only as instructors but also as mentors who help students understand the meaning of life from a Christian faith perspective. In this regard, a narrative approach becomes highly relevant, as it enables teachers to convey faith values through stories, experiences, and contextual reflection. Research shows that narrative approaches in education can deepen students' ethical and spiritual understanding, as well as enhance their engagement in the learning process (Pentina & Kuznetsova, 2024).

A Responsive and Contextual Christian Education Curriculum Management Model

A responsive and contextual model of Christian education curriculum management represents a strategic approach to curriculum governance that integrates responses to global and digital dynamics with foundational Christian faith values. A globally responsive curriculum requires adaptation to technological developments, social challenges, and the needs of twenty-first-century learners, without compromising the theological and spiritual principles of Christian education. In this context, curriculum management is not merely the preparation of administrative documents, but is formulated as a holistic process that combines flexibility, relevance of learning content, and an orientation toward the formation of students' character and competencies rooted in the values of love, integrity, and service. Studies on digital contexts and adaptive learning emphasize that technology integration must be carried out critically and contextually, taking into account its impact on students' spiritual and moral development, while fostering responsible digital literacy (R. P. Gulo & Zai, 2025). This paradigm provides a critical framework for thinking in the implementation of learning.

The fundamental principles of this model include openness to pedagogical innovation, inclusivity in responding to the diverse needs of learners, and an emphasis on student-centered learning that is responsive to both local and global contexts. Research on adaptive and innovative curriculum development management highlights the importance of collaboration among stakeholders such as teachers, principals, parents, churches, and the broader educational community to create a curriculum that is not only academically relevant but also spiritually and socially meaningful (Muhammad Hidayat, et al., 2025). This collaboration strengthens the capacity of Christian institutions to anticipate external changes and to maintain the continuity of their faith identity in every curricular strategy.

The role of transformational leadership in Christian curriculum management is crucial, as Christian educational leaders must be able to integrate theological vision with digital competence and inspire stakeholders to work together in bringing about meaningful change. Transformative leaders do not merely direct administrative reforms; they also motivate and empower teachers and staff to adopt technology wisely, cultivate a positive digital culture, and uphold the integrity of Christian values in educational practice. Such leadership in the context of Christian education is viewed as a calling that unites spiritual ministry with pedagogical innovation in order to form empowered and faithful learning communities.

The collaboration of stakeholders becomes another essential foundation in this model, as achieving responsive and contextual Christian education requires synergy among the church, schools, parents, and the broader community. This synergy ensures that every element of Christian education works together to align the curriculum with the real-life context of learners, while

simultaneously strengthening the integration of Christian values in every curricular decision (Sriwinda Palangde, 2024). This collaborative effort also serves as a strategic response to the challenges of digital disruption and globalization, by positioning the needs of the community as the starting point for developing a curriculum that is both relevant and deeply rooted in faith.

In its implementation, contextual and sustainable curriculum management strategies include adaptive planning, continuous professional development for educators, data-informed evaluation combined with theological reflection, and the critical use of technology to enrich the learning experience. A responsive Christian curriculum does not merely adopt the latest technologies, but also integrates Christian faith values into every aspect of digital learning, so that students are not only competent, but also steadfast in their faith amid the changes of the times.

Integration of the Narrative of Change and the Grand Narrative of Christianity in Digital Curriculum Management

The integration of the narrative of change and the Grand Narrative of Christianity in digital curriculum management is an approach that places educational transformation not merely in changes of devices, platforms, or learning structures, but in the process of how teachers and students interpret those changes in the light of the Christian faith. The digital era has shifted learning patterns from conventional classrooms toward flexible, interactive, and technology-based learning ecosystems. This shift requires Christian schools not only to adapt technically, but also to help members of the learning community reflect on their experiences as they move from traditional culture to digital culture. Research by Lindsey Wilkerson emphasizes that an effective Christian curriculum must be designed to promote Christlike transformation through meaningful learning experiences, rather than merely the transfer of academic information (Wilkerson, 2022).

In this context, teachers and students need to be facilitated to view the changes of the times as opportunities for growth rather than threats to identity. The narrative of change emerges when learners come to understand the challenges of social media, the speed of information, instant culture, and artificial intelligence, and then place them within the framework of Christian wisdom. Therefore, the digital curriculum must provide space for dialogue, reflection, and the formation of critical awareness so that students do not merely become users of technology, but individuals who are spiritually and intellectually mature. Studies on digital transformation in education show that technology will be effective when accompanied by pedagogical support, value reflection, and a balance between innovation and traditional methods (Loso Judijanto et al., 2025).

Christian values must serve as the foundation for curriculum decision-making. The Grand Narrative of the Christian faith beginning with creation, fall, redemption, and restoration provides a philosophical direction for every educational policy. Technology is viewed as part of the cultural mandate to steward creation, yet it must also be recognized that sin can misuse it through manipulation, digital addiction, and the loss of personal relationships. Therefore, the Christian curriculum must direct the use of technology toward redemptive purposes: building character, love, justice, service, and life calling. Research on Christian education in the digital era shows that the primary challenges are not merely technical, but also the erosion of spiritual values and interpersonal relationships in faith-based learning (Hellen Lae, 2025).

Technology is not the ultimate goal, but rather a means of faith formation. Digital platforms can be used for interactive Bible learning, ministry collaboration, online mentoring, and the development of theological literacy. However, all of these innovations must continue to preserve the identity of Christian education amid the demands of global disruption. Christian schools need to lead change while remaining faithful to the Gospel, so that the digital curriculum does not lose its spiritual essence. When the narrative of change is integrated with the Grand Narrative of

Christianity, curriculum management becomes both adaptive and rooted, progressive yet still faithful to the truth of God's Word.

CONCLUSION

Based on the findings and discussion, it can be concluded that the paradigm of Christian education curriculum management has undergone a fundamental shift from a procedural administrative approach to a transformational model that is strategic, theological, and contextual in responding to global and digital disruption. This transformation affirms that the curriculum is no longer understood merely as a bureaucratic technical instrument, but as a theological praxis that holistically shapes students' faith, character, digital literacy, and contextual competencies through the integration of the values of the imago Dei, love, vocation of service, and transformational leadership. This study aims to formulate a framework for Christian education curriculum management that is responsive to contemporary changes while remaining rooted in a solid Christian theological foundation. It emphasizes the importance of stakeholder collaboration, strengthening teacher competencies, critical integration of technology, and holistic and sustainable evaluation. Therefore, future research is recommended to conduct empirical studies across various Christian educational institutions to examine the effectiveness of this transformational model in practice, to develop measurable instruments for evaluating spiritual growth, and to explore more specific contextual strategies for addressing digital inequality and the challenges of secularization in the global era.

DECLARATION OF AI AND AI ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the author used ChatGPT to assist in improving grammar, enhancing the quality of language, and increasing the overall readability of the text. After using this tool, the author carefully reviewed and edited the entire manuscript as necessary and assumes full responsibility for the substance and content of the publication.

AUTHORS' CONTRIBUTION

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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