



The use of visual media in christian religious education learning activities at sunday school niha keriso church protestant Indonesia denninger consultation

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Abstract

This study aims to describe the use of visual media in Christian religious education learning activities at Sunday School, the Indonesian Protestant Niha Keriso Church, Denninger Congregation, Gunungsitoli City. This type of research is descriptive research, which describes or describes in clear, detailed, and decomposed words. This research is more on qualitative descriptive research. Qualitative data is scored (scoring) on a measurement scale. Descriptive research is conducted to discover and describe several variables' characteristics in a situation. The purpose of descriptive research is to make systematic, factual, and accurate predictions about the facts and characteristics of a particular population or area. Alternatively, to describe the properties (characteristics) of a situation. The population and sample in this study were teachers or Christian religious education coaches at the Sunday School of the Indonesian Protestant Niha Keriso Church of the Denninger Congregation in Gunungsitoli City. The sampling technique used in this study was purposive sampling, meaning that the sample was taken according to the research objectives. It is hoped that in further research that there will be a national education development and development pilot project for teacher education and training or Sunday School Supervisors that are innovative and digital-based in order to welcome the era of the industrial revolution 4.0, even the era of the educational revolution 5.0 from stakeholders, and also to land the Independent Curriculum, namely the Education Unit Operational Curriculum (KOSP) starting in 2022.

Keywords: visual media, learning activities, christian religious education, sunday schools

Introduction

Today the rapid development of science and technology has led to the emergence of various social phenomena and changes in society, this requires self-preparedness from human resources. In order to anticipate this, a quality coaching and education program is needed, which provides a variety of knowledge and skills to produce substantial, independent, responsible human resources in facing future challenges. For this reason, a teacher of Christian Religious Education is needed to increase the effectiveness and efficiency of the teaching process for Sunday School children, both at the junior and senior levels. In carrying out their duties, a Christian Religious Education teacher is expected to be able to use tools or materials to support the learning process, from simple tools to sophisticated tools, following the developments and demands of the times.

Media is a component of Sunday School children's teaching activities, one of which is Visual Media (pictures). This media plays an essential role in the teaching process for Sunday School children, which can facilitate understanding and strengthen memory, can also foster the interest of the target children, and can provide a relationship between the content of coaching material and the natural world (Azhar Arsyad, 2008) ^[1]. Visual media (pictures) is a common language that can be understood and enjoyed everywhere. However, in reality, teaching media still needs to be addressed. It does not need to happen if every teacher of Christian Religious Education is open to changing times and has good will in equipping himself with various knowledge and skills regarding the use of digital (IT)-based coaching or learning media.

Visual media has considerable potential if used as learning media, especially in teaching Sunday School children,

because it allows each child to observe directly objects, the process of an event or change, differences, and movements, accompanied by sound. This potential, if described, includes: Providing concrete foundations for thinking, Making lessons more interesting, Allowing learning outcomes to last longer, Providing real experiences, Providing order and continuity of thinking, Providing experiences that make learning activities more efficient and diverse, and Visual media can be done repeatedly.

Choosing one of the best media to teach Sunday School children is challenging. The selection of media is also based on several interrelated factors in addition to being carried out by considering the factors of relevance, feasibility, and convenience. The actual situation and background that needs to be imitated in teaching, Procurement of media that can be accounted for one teaching, media selected according to needs and children's interests, and the value of materials or learning materials in the teaching process for Sunday School children is commensurate with the cost of procuring media, primarily visual media.

Visual media as an educational aid in the teaching process of Sunday School children has the following characteristics: Able to increase perception, Able to increase understanding, Able to increase the transfer of learning, Able to provide reinforcement or knowledge of the results achieved, and Able increase retention of memory. With this media, children can better absorb and remember the material presented and apply it in everyday life. It is necessary to know how the process of thinking and learning of children so that the best media can be found to convey spiritual education through teaching activities for Sunday School children.

In teaching Sunday School children, a child's five senses and abilities must be stimulated, used, and involved so that the child knows and can use and do what is learned. The five senses most commonly used in teaching and learning is hearing. Through listening, children follow event after event and feel what is conveyed. As if the ear got the eye. Children see something from what is told, so optimizing the use of media, especially Visual Media, can be an answer to this problem. Because Visual Media can facilitate understanding and strengthen memory, it is hoped that, in the end, it will positively affect the abilities and potential of Sunday School children.

The author agrees with Hamalik's view in Sitompul (2011)^[12] that: "Media as a communication tool to make the teaching and learning process more effective, the function of the media in order to achieve educational goals, the relationship between teaching methods and the media used, the value or benefits of media in learning, various types learning media tools and techniques and innovation efforts in procuring learning media." Therefore, teachers or coaches must have sufficient knowledge and understanding of media in learning or fostering school children, especially Sunday school children. The Lord Jesus is a teacher who sets an example for His students. He can arouse great curiosity in His students^[2]. It is in line with what John M. Nainggolan expressed in Sitompul (2011)^[12] that: "In teaching, Jesus aroused great curiosity so that he encouraged his students to find out every Word he taught. Jesus' teaching created a deep thirst for His listeners to find the real truth"^[3]. Further emphasized by James *et al.* in Sitompul that: "Jesus asked clear, direct, purposeful questions that made his teaching stimulating, spirited, and soul searching, his queries aroused interest, provoked thought, requested information, elicited the response, clarified issues, applied trust, and silenced critics^[4]."

The Bible teaches that God has also played a role as a teacher to guide or develop people, especially Sunday school children. God communicates with humans in various ways and ways (Hebrews 1:1-2, Job 36:22, Psalm 94:10). Jesus, in carrying out His teaching, used methods that always varied, depending on the purpose, material, and situation of the listeners and the environment. Jesus used many illustrations, stories, showed objects, and parables as media in conveying the truth to His listeners. For example, presenting a small child (Matthew 18: 2), a fig tree (Mark 11:12-14), or a story about the good Samaritan (Luke 10:25-37). The Lord Jesus is a very creative teacher, even though He lived in the past, but Jesus has used the right learning strategies and teaching methods. His teachings are still relevant today. Therefore, learning media incredibly Visual Media (images) is needed to make a tool in the learning or coaching process.

The use of teaching media, especially Visual Media (images) as an absolute requirement in the teaching process, has yet to receive a severe or enthusiastic response from teachers, especially teachers (counselors) of Christian Religious Education. This reality is supported by the results of direct observations made by the author in several Sunday Schools around the author's residence, where the tendency of Christian Religious Education Teachers is still at the level of telling stories, singing, and playing. The author's observations reveal that visual media needs good use in coaching or learning. This statement became the basis for the author to raise the title: "Descriptive Study of the Use of

Visual Media in Christian Religious Education Learning Activities at the Sunday School of the Indonesian Protestant Niha Keriso Church of the Denninger Congregation, Gunungsitoli City".

Literature Review

Etymologically, media comes from Latin: Medius (plural words) or Medium (single word), meaning: middle, intermediary, and introduction. Medoe (Verb) means intermediary or delivery of messages from the sender to the recipient of the message^[5]. Gagne (1970): Media are various components in the student's environment that can stimulate them to learn^[6]. Briggs (1970): Media are all physical devices that can present messages and stimulate students to learn^[7]. Gerlach and Ely (1971): Media is human, material, or events that build conditions that enable students to acquire knowledge, skills, or attitudes^[8]. Fleming (1987): Media is a cause or tool that intervenes in two parties and reconciles them (regulates an effective relationship between student learning processes and lesson content)^[9]. Heinrich *et al.* (1982): Media is an intermediary that delivers information between sources and recipients (Communication/learning Media)^[10]. Hamalik (1986): Media is the maximum communication relationship, using tools (communication media)^[11]. Hamidjojo (1993): Media are all forms of intermediaries used by humans to convey or spread ideas, ideas, or opinions so that the ideas, ideas, or opinions expressed reach the intended recipient^[12].

Gerlach and Ely (1971) put forward the characteristics of the media, namely: Fixative Properties are characteristics that describe the ability of the media to record, store, preserve, and reconstruct/reproduce an event or object, for example, Photography, videotapes, audio tapes, computer disks, and films. Manipulative property is a feature that describes the ability of the media to manipulate events or objects by editing the recording results (only important results are displayed for a short time). The distributive property is a feature that describes the ability of the media to transport or distribute an event or object to all corners of the place simultaneously, or to be used repeatedly in one place^[13].

Media of any kind always aims: To clarify the presentation of the message so that it is not too verbalistic. To overcome the passive attitude of students (or to generate enthusiasm for learning, allow direct interaction with the environment, and allow independent learning according to their abilities and interests). To overcome different student experiences/environments or to provide the same stimulus, equate experience, and generate the same perception^[14]. Several experts argue that media has functions in the learning process, including: According to Levie and Lentz's (1982) suggests media functions, namely: Attentional Function: Media functions to attract and direct students' attention to concentrate on the content of the lesson being received. Affective Function: Media functions to arouse students' emotions and attitudes so that students enjoy the lessons being received. Cognitive Function: Media functions to facilitate understanding and improve students' memory of the lesson being received. Compensatory Function: Media functions to help (accommodate) students who are weak and slow to accept or understand lesson content, so that they have the ability to organize (process) information/messages/lesson content received and finally be able to recall it^[15]. According to Kemp and Dayton (1985) put

forward the functions of Educational/Learning Media, namely: Function Motivates interest or action: Media functions to generate interest and motivate/stimulate students or listeners to act (take responsibility, serve voluntarily, or make a contribution material). The achievement of this goal will affect attitudes, values, and emotions. Function Presenting information: The function of the media is to present information in front of a group of students. The content and form of presentation of the information referred to are very general in nature, as an introduction, report summary, or background knowledge. Presentations can also take the form of entertainment, drama, or motivational techniques. When listening to or watching information materials, students are indeed passive. However, the participation expected of students is only limited to their approval or disapproval mentally or to feelings of displeasure/unpleasure. The function of giving instructions: The media provides practical instructions to involve students both mentally and in the form of actual activities so that the learning presented can provide an enjoyable experience and meet the learning needs of each student ^[16].

Besides media having functions, it also has benefits or uses in learning. It was also stated by several experts, including: According to Kemp and Dayton (1985): Learning becomes more standardized, learning can be more engaging, learning becomes more interactive, learning becomes shorter time, learning becomes more qualified, learning can be given when and anywhere, learning can increase students' positive attitudes, learning can increase the positive role of the teacher ^[17]. According to Edgar Dale (1969): Increasing mutual understanding and sympathy in the classroom, Producing significant (important, significant) changes in student behavior, Showing the relationship between subjects and the needs and interests of students, by increasing student learning motivation, Bringing freshness and variety to student learning experiences, Making learning outcomes more meaningful for various student abilities, Encouraging meaningful use of subjects, by involving imagination and active participation resulting in increased learning outcomes, Providing necessary feedback that can help students find out how much they have learned, Complete a rich experience with meaningful concepts that can be developed, Broaden students' insights and experiences that reflect non-verbalistic (written) learning and make appropriate generalizations, Convince themselves that the sequence and clarity of thoughts students need when building structures meaningful concepts and systems of ideas ^[18]. According to Sudjana and Rivai (1992): Learning will attract more students' attention, so it can foster learning motivation. Learning materials become clearer in meaning, so students can better understand (master and achieve goals); Teaching methods become more varied, so students do not get bored and teachers do not run out of steam; Students can do more learning activities because they do not only listen to the teacher's description but also other activities such as observing, doing, demonstrating, playing ^[19].

The term Sunday School is a concept that wants to explain (as well as the bridge) how space or containers or opportunities are organized, which are managed with an activity that is useful to help individuals or groups of people who want to develop their understanding of human relations with humans and man with God. The term Sunday School in

the Catholic Church in the current context is called the Missionary Children's Pontifical Union is a forum for Catholic Youths to gather to build faith in Jesus Christ as a friend, idol, and savior, and missionary person ^[20].

Within the scope of the Christian Church, the term Sunday School is a term that describes or describes how individuals (children) experience the joy of life (social life and faith life) as the pinnacle of living together. Therefore, Sunday School should be an arena that can make everyone involved in it happy. So it is hard to imagine if the participants in coaching activities were not able to follow the flow or dynamics of that excitement. If that happens, the coach is responsible for making the child happy according to the potential he has. Happy people do not have to laugh. Even smiling people already feel happy. Therefore, Sunday School is a form of the Church's Basic Community in which preaching activities occur ^[21].

Most Sunday School coaches need to familiarize themselves with how the first Sunday School service was held. If we trace it back to the Old Testament, the Bible actually pays serious attention to the spiritual development of children. At that time the spiritual formation of children was fully carried out in the family (cf. Deuteronomy 6:4-7). Since before the age of 5 years, children have been educated by their parents to know Yahweh God. During the exile in Babylon (500 BC), when God moved Ezra and the scribes to revive the love of the Israelites for God's Torah, the Sinanoga place of worship was opened where they could study God's Word again, including young children. Parents are required to send their children under the age of 5 to school in Sinanoga. There they were educated by volunteer tutors who were proficient in the Torah. Children are grouped with a maximum of 25 people and are guided to actively think and ask questions, while the coach is a facilitator who is always ready to answer their questions. When the Jews who were exiled in Babylon were allowed to return to Palestine, they continued the tradition of opening this Sinanoga place of worship in Palestine until the time of the New Testament. Jesus when he was little, just like other Jewish children, received Torah teaching at Sinanoga.

Furthermore, at the age of 12, Jesus was able to ask and answer questions with the scribes in the temple. The tradition of strictly educating children continued until the time of the apostles (cf. 1 Timothy 3:15) and the Early Church. However, the place to educate them was slowly no longer centered on Sinanoga but at home, where the early congregation gathered.

However, in the Middle Ages, the Church no longer maintained the custom of upbringing children as it had in previous centuries. Even adults are no longer appropriately taught the Word of God. Only during the Reformation period was the movement to return to teaching the Bible revived, and education for children began to be encouraged again, primarily through the Catechism class. For this reason, only Church officers are allowed to be involved in coaching. However, the few people trained to teach this Catechism class caused this children's ministry to decline. Even slowly, it is no longer the primary concern of the Church and is held only as a prerequisite for children who will receive baptism. Only in the 18th century, a British journalist named Robert Raikes, driven by a love for children, made a movement that eventually led to the birth of the Sunday School ministry.

At first, the Church did not recognize the presence of this Sunday School movement started by Robert Raikes. However, because of his persistence in writing for various publications and sharing the vision of children's ministry to the Christian community in England, and for the help of John Wesley (founder of the Methodist Church), eventually other Protestant Churches also contributed to the ministry for Sunday School children. The Sunday School Movement, which started in England, eventually spread to various places worldwide, including other European countries and America. Moreover, from missionaries who went to serve in Asian countries, finally, children's ministry through Sunday School was also present in Indonesia.

Sunday School is an activity of fostering a life of faith for Christian children. Fundamentally, this activity is included in the Church's missionary work. In Matthew 28: 19, Jesus said: "Go into all the world, preach the Gospel to every creature. Make disciples of all nations and teach them to do everything I have commanded you." In the mandate of the Great Mission of Jesus and in the power of the guidance of the Holy Spirit, we are called to carry out evangelization work in the form of Sunday School. We will invite our children, as the psalmist said: "Come on children, listen to me, I will teach you the fear of the Lord!" (Psalm 34:12). And we also follow the example of Jesus who lovingly embraced and hugged and blessed children (cf. Mark 10:13-16). Jesus said: "Let the children come to Me, do not hinder them, for such people belong to the Kingdom of God" (Mark 10:14) (22).

The purpose of Sunday School activities is to help Christian families create an environment that can grow their children's faith. Parents, first and foremost faith educators, often need help carrying out their functions properly. The reasons include inadequate educational background, busy earning a living, or because of a messy family life situation. In addition, Sunday School activities are also intended to complement Christian Religious Education in schools, which in reality are limited by many things, such as curriculum, study hours, the pressure that is very knowledge-oriented (memorization), and children's motivation to learn. Get the highest score.

On the other hand, in Sunday School activities, the main concern is not memorization or report card grades but developing a Christian faith attitude. Apart from that, Sunday School aims to be a means that God can use to gather children and preach His Word to them, to become a means for children to be sprinkled with God's love through fellowships held, and to become a means for children to be disciplined and become a tool for the expansion of His kingdom. "When there is no revelation, the people run wild" (Proverbs 19:18). Question: what is the underlying purpose of establishing a Sunday School where you serve? Sunday School was not founded because of human desire alone. God moves the people He loves to have a longing to reach "small" souls for His kingdom. Sunday School's vision is to look far ahead to God's desire to fellowship with humans, among them young children, so that through them, God's love and power will be manifested [23].

What do you want to do and do Sunday School where you serve? Through Sunday School activities, we want children to freely come to the Lord Jesus and accept Him as their personal savior.

A coach is a person who fosters, guides, and directs a group of people entrusted to him. A coach is a person who can

move and influence the people he coaches to follow what he says and does. A coach must be able to evoke a feeling of being responsible for the work being considered and carried out within the scope of his coaching. A coach is expected to be able to move, guide, lead, provide facilities and examples, and have enthusiasm for work. From this understanding, the coach is someone who moves early, walks in front, takes the first step, acts first, takes the lead, directs the thoughts and, opinions, and actions of others through his influence. In addition, a coach must have the ability, skills, and creativity to influence, invite, collect, and mobilize other people in dealing with problems at certain times. A coach must also be able to protect, work together, adapt, and be willing to sacrifice. With that in mind, Ivy Beckwith said: With so many people in this country pouring their lives and hearts into shaping children's spirituality, why don't we see excellent results? Why don't we capture our children's imagination about God's kingdom? [24]

In the context of this study, coaches are people who develop the faith of Sunday school children in the form of face-to-face encounters. Therefore, Sunday School coaches are expected to be qualified to handle children's faith formation. In other words, Sunday School coaches are adult Christians who are called to do evangelization work in ministry to children [25]. A Sunday School coach must have spirituality in his ministry. What is meant by this spirituality? Spirituality comes from the Latin Spiritus, which means breath, life, spirit, attitude, self-awareness, and courage. The verb is spirit, which means to blow, blow, or be excited [26]. In a Christian view, spirituality shows a journey according to the spirit, living in and being guided by the Holy Spirit (Romans 8: 4-9): a lifestyle, a way of being and acting that the Holy Spirit moves. Inner attitude is a typical spirit that influences or animates the lifestyle of a Christian, a follower of Christ. Living according to the guidance of the Holy Spirit will require us to be open and faithful to listen to the spirit's promptings and be responsible and faithful to God [27].

Research Method

The research method used in this research is the library research method. In this method, researchers collect and read books that can be the first and main source of information (reference) to answer the problems that have been formulated. To confirm the veracity of this information, the researcher also conducted interviews with several Sunday School supervisors at the Indonesian Protestant Niha Keriso Church of the Denninger Congregation in Gunungsitoli City, as well as carried out a Try Out of the Sunday School Development Activity Preparation Plan (RPKP) at the Indonesian Protestant Niha Keriso Church, Denninger City of Gunungsitoli. This type of research is descriptive research, meaning research that describes or describes in clear, detailed, and decomposed words. This research is more on qualitative descriptive research. Descriptive research is conducted to discover and describe several variables' characteristics in a situation [29]. The population and sample in this study were teachers or coaches of Christian religious education at the Sunday School of the Indonesian Protestant Niha Keriso Church of the Denninger Congregation in Gunungsitoli City as many as eight respondents. The sampling technique used in this study was purposive sampling, meaning that the sample was taken according to the research objectives. According to

Sugiyono (2003) [13]: Population is a generalization area consisting of objects with specific qualities and characteristics presented by researchers to be studied and then conclusions drawn [32]. Meanwhile, Arikunto (2003) [2]: says that "in determining a research sample with a population of over one hundred respondents, then it may be taken 10%, 15%, 20%. If the subject is less than one hundred, it is better to take all of them so that the research is a population study" [33]. The source of data in this research is secondary data. This study's secondary data collection process used a questionnaire (10 items), with a Likert scale with multiple choice of 4 options.

Result and Discussion

From the birth of Banua Niha Keriso Protestant-Indonesia (BNKP-I), until it changed its name to the Protestant Niha Keriso-Indonesian Church (GNKP-I), since then, the Denninger Congregation GNKP-Indonesian Sunday School was also born. We should know several elements about the existence of the Denninger Congregational Denninger GNKP-Indonesia Sunday School in its current condition (in 2013), namely: Classification of Sunday School Children, Sunday School Administrators, and Trustees; Sunday School Development Activities.

Classification of Sunday School Children. Generally, the GNKP-Indonesia Sunday School Children of the Denninger Congregation are divided into several groups. Current conditions (2013), Sunday school children are grouped into three groups, namely: *PAUD* group is a group of Sunday school children aged 2-7 years; The *PRATAMA* group is a group of Sunday school children aged 7-8 years; The *MADYA* group is a group of Sunday school children aged nine years and over.

Sunday School Administrator and Administrator. How the Sunday School is programmed effectively and efficiently takes personnel who manage and coordinate the Sunday School in all its activities. This personnel is called "Managers". In addition to the Board of Directors, personnel is also needed to carry out Sunday School activities every Sunday. The personnel referred to are called "Counselors."

Sunday School Development Activities. Every Sunday School certainly has coaching activities. These coaching activities primarily aim to grow and develop children in faith, hope, and love to lead Sunday School children to Jesus Christ. In addition to this primary goal, there are still other goals to be achieved, namely to build togetherness in children's lives and create an atmosphere of joy or excitement in children so that the Kingdom of God can be experienced or enjoyed. The Sunday School of the GNKP-Indonesia also has these coaching activities. Guidance activities at the Denninger Congregation's Sunday School GNKP-Indonesia are held every Sunday. The activities are worship or collective service; and Lessons in Groups.

Basis of Sunday School Development, namely: Basis according to Socio-Psychology. In general, children are weak humans who need to be guided, directed, and trained, both physically and psychologically. Therefore, children in various ways cannot be allowed to walk/develop by themselves, they need guidance and assistance as well as guidance from adults. In general, child development is influenced by two factors: congenital (hereditary) factors and experience (environmental) factors. Next, the basis according to the Bible. Sunday School Children

Development according to the views of the Old Testament Scriptures and the New Testament Scriptures.

View of the Old Testament Scriptures. God always uses props in visual media to communicate with His people. He spoke, and His message is documented in the Bible. Examples in the Old Testament mostly say that God delivered a message to His people using Visual media. He wants His people, without hesitation, to know who He is and how they can walk with Him. While the View of the New Testament Scriptures. Careful analysis of the Bible reveals that Jesus freely used Visual media to illustrate and reinforce the message God gave Him. "Look at the birds in the air," He commanded, pointing to the birds flying overhead to emphasize that anxiety is pointless. "Consider the lilies that grow in the field," He added to emphasize the same concept (Matthew 6:26.28). The parables are mainly used to take pictures of everyday life and convey abstract truths. "A sower goes out to sow," He begins by providing an illustration that allows for a response. Anyone who wants to spend time reading the Bible can find many more visual examples that Jesus used in teaching. Those above are just a few examples of the many teaching tools He used to convey abstract ideas.

The coach makes a Coaching Activity Plan with the implementation steps, then implements it using Visual media. After struggling with the implementation, and finally conducting an assessment (Evaluation of Coaching Activities) in the form of a research questionnaire: a) According to your observations, do coaches often use visual media or media that use the sense of sight when teaching Sunday school children?; b) According to your observations, do the instructors use Visual Media Images more often when teaching Sunday School children?; c) Why do coaches often use Visual Media in Sunday School?; d) According to your observations, do the children feel interested and happy with the Visual media that the researcher presents?; e) According to your observations, is the material referred to in Visual media often provided by the researchers?; f) According to your observations, do children often attend Sunday School activities led by researchers, with teaching using Visual Media?; g) According to your observations, do researchers often ask their assisted children when teaching them to color or play with Visual Media Pictures?; h) According to your observations or assessments, do children find it easier to understand, appreciate, and work on coaching materials when researchers teach using Visual Media?; i) According to your observations, do researchers often face challenges in using visual media when teaching Sunday school?; and j) In your opinion, should the researcher expect the availability of Visual Media materials as one of the coaching materials to be provided by the Sunday School Board or Church leaders?

Table 1: Try-Out Evaluation Results of Coaching Activities

Informant	Answer Item Number										Total Score			
	1	2	3	4	5	6	7	8	9	10	A	B	C	D
1	a	a	a	a	a	a	a	a	a	a	10	-	-	-
2	a	a	a	a	a	a	b	b	c	b	6	3	1	-
3	b	b	d	a	b	b	b	b	b	b	1	8	-	1
4	b	b	d	b	b	b	c	b	c	b	-	7	2	1
5	b	b	a	b	c	b	c	b	d	d	1	5	2	2
6	b	b	b	a	b	b	b	b	c	a	2	7	1	-
7	a	a	a	b	b	b	b	b	b	a	4	6	-	-
8	b	b	a	a	b	b	b	a	d	a	4	5	-	1

Observing the description of the results of the try-out evaluation of the coaching activities mentioned above, it is evident that coaching activities using Visual Media are at the level of practical and fun or very effective and fun. A Chinese proverb credits that with saying that a picture speaks more than a thousand words. It means that Picture Media or Visual Media is a common language that Sunday School children can (easily) understand and enjoy. Telling stories with pictures, playing with pictures, and coloring pictures help Sunday School children grow and develop in their faith and lead Sunday School children to meet the Lord Jesus, their best friend.

Conclusion

First, Visual Media (images) are essential in coaching Sunday School children. Visual media (pictures) is a common language that can be understood and enjoyed everywhere. However, in reality, the use of coaching media still needs to be addressed. It does not need to happen if every Sunday school teacher or coach is open to changing times and has good will in equipping himself with various knowledge and skills regarding the use of coaching media. Second, within the scope of the Christian Church, the term Sunday School is a term that describes or describes how individuals (children) experience the joy of life (social life and faith life) as the pinnacle of living together. Therefore, Sunday School should be an arena that can make everyone involved happy. So it is hard to imagine if the participants in coaching activities could not follow the flow or dynamics of that excitement. If that happens, the coach is responsible for making the child happy according to his potential. Happy people do not have to laugh. Even smiling people already feel happy. Therefore, Sunday School is a form of the Church's Basic Community, where preaching activities occur. Third, the results of the try-out evaluation of coaching activities prove that coaching activities using Visual Media are at a practical and fun level or very effective and fun. A Chinese proverb credits that with saying that a picture speaks more than a thousand words. It means that Picture Media or Visual Media is a common language that Sunday School children can (easily) understand and enjoy. Telling stories with pictures, playing with pictures, and coloring pictures help Sunday School children grow and develop in their faith and lead Sunday School children to meet the Lord Jesus, their best friend.

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