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EFFECTIVENESS OF THE HOOK, BOOK, LOOK, AND TOOK (HBLT) TEACHING METHOD ON THE SPIRITUAL GROWTH OF EARLY CHILDHOOD STUDENTS AT PAUD RUMAH BELAJAR BABA

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Abstrak

Penelitian ini bertujuan untuk mengevaluasi efektivitas metode *Hook, Book, Look, And Took* (HBLT) terhadap pertumbuhan spiritual siswa pendidikan anak usia dini (PAUD) di Rumah Belajar Baba. Penelitian ini menggunakan pendekatan kualitatif melalui metodologi studi kasus, yang menggabungkan pengamatan menyeluruh dan analisis dokumen yang relevan. Data dikumpulkan melalui pengamatan langsung terhadap kegiatan pembelajaran, interaksi antara pendidik dan peserta didik, serta umpan balik dari peserta didik dan orang tua mengenai proses pembelajaran HBLT. Hasil penelitian menunjukkan bahwa metode HBLT secara signifikan berkontribusi pada pertumbuhan spiritual siswa, yang dibuktikan dengan peningkatan pemahaman tentang nilai-nilai spiritual, keterlibatan emosional, dan praktik keagamaan sehari-hari. Diskusi mengungkapkan bahwa integrasi teknologi dalam pembelajaran memberikan pengalaman yang lebih interaktif dan personal, memperkuat hubungan antara siswa dan konten spiritual. Namun, tantangan dalam implementasi, seperti keterbatasan dalam pelatihan, pendampingan, dan kesenjangan akses, perlu diatasi untuk meningkatkan efektivitas metode ini. Studi ini merekomendasikan pemanfaatan yang lebih luas dari *Hook, Book, Look, And Took* (HBLT) dengan penyesuaian untuk mengatasi hambatan yang ada dan peningkatan pelatihan bagi pendidik untuk memaksimalkan potensi metode ini dalam konteks pendidikan spiritual.

Kata Kunci: HBLT, Metode Pengajaran, Pertumbuhan Spiritual, dan Siswa

Abstract

This study aims to evaluate the effectiveness of the *Hook, Book, Look, And Took* (HBLT) method on the spiritual growth of early childhood education (PAUD) students at Rumah Belajar Baba. The study utilizes a qualitative approach through a case study methodology, incorporating thorough observations and analysis of relevant documents. Data were collected through direct observation of learning



activities, interactions between educators and students, and feedback from students and parents regarding the HBLT learning process. The results indicate that the HBLT method significantly contributes to the spiritual growth of students, as evidenced by an enhanced understanding of spiritual values, emotional engagement, and daily religious practices. The discussion reveals that the integration of technology in learning provides a more interactive and personalized experience, strengthening the connection between students and spiritual content. However, challenges in implementation, such as limitations in training, mentoring, and disparities in access, need to be addressed to improve the effectiveness of this method. The study recommends broader utilization of the Hook, Book, Look, And Took (HBLT) with adjustments to overcome existing obstacles and enhanced training for educators to maximize the potential of this method in the context of spiritual education.

Keywords: HBLT, Teaching Method, Spiritual Growth, and Students

INTRODUCTION

In the era of modern education, which continues to evolve, innovative approaches in teaching methods are crucial to addressing increasingly complex challenges and needs. One important aspect of early childhood education is the harmonious development of spirituality. Spiritual development not only shapes character but also impacts children's emotional and social intelligence. Therefore, educators need to find effective methods to support students' spiritual growth.

Early childhood education (ECE) is essential for establishing a strong foundation for children's development, addressing their cognitive, social, and emotional needs, encompassing cognitive, social, and spiritual aspects. At an early age, children are at a susceptible developmental stage and can absorb values and learn quickly (Patel, 2023). Thus, it is important to integrate various approaches that not only stimulate intellectual aspects but also support the spiritual growth of children.

Spiritual growth in early childhood includes the development of understanding values, morals, and relationships with oneself and the surrounding environment. An effective method for achieving this should make the learning

process enjoyable, relevant, and meaningful. One method that offers a systematic and holistic approach is the HBLT (Hook, Book, Look, and Took) method.

The HBLT method, which stands for Hook, Book, Look, and Took, provides a structured approach to the learning process, aimed at enhancing engagement and understanding (Ping & Tedjaatmadja, 2013). The method involves four main steps: Hook, which captures the children's attention in an engaging and relevant way; Book, which introduces the learning material systematically; Look, which involves observing and exploring the material to gain a deeper understanding; and Took, which focuses on applying the lessons learned to everyday life. The HBLT method is designed to connect learning material with real-life experiences, helping children understand concepts through observation and reflection, and providing opportunities to apply what they have learned.

Rumah Belajar Baba, as an early childhood education institution, is committed to integrating spiritual development into its curriculum. In this context, the application of the HBLT method could be key to enhancing the effectiveness of the learning process, especially in terms of the spiritual growth of students. By implementing this method, it is hoped that students will not only gain knowledge but also experience significant spiritual development. At Rumah Belajar Baba, the HBLT method is adopted to provide a structured approach to teaching that not only focuses on academic aspects but also supports the spiritual development of students. Using this method, Rumah Belajar Baba aims to create a holistic learning experience that helps children understand and internalize spiritual values.

The application of the HBLT method at Rumah Belajar Baba is expected to offer various benefits, including increased student engagement in the learning process, a deeper understanding of spirituality through direct experience, and facilitating the application of spiritual values in children's daily lives. Many studies on the HBLT method or similar methods have not provided specific tools to evaluate the impact on children's spiritual growth.

Existing research often focuses on academic outcomes and general engagement, without incorporating relevant measures for spiritual aspects. It is

important to create and use evaluation tools that can accurately assess spiritual growth resulting from the application of the HBLT method. Patel (2019)(Patel, 2023) discusses how story-based and reflective approaches can support children's spiritual growth. Although not directly using the HBLT method, this study supports the principle that approaches involving reflection and application of values have the potential to support children's spiritual development.

This article aims to evaluate the effectiveness of the HBLT method in supporting the spiritual growth of students at Rumah Belajar Baba. The research will explore how each step in the HBLT method—Hook (Engaging Attention), Book (Introducing Material), Look (Observing and Exploring), and Took (Applying Lessons)—contributes to the spiritual development of children. Through this analysis, it is hoped to provide valuable insights for educators and educational institutions in their efforts to integrate spiritual aspects into early childhood education. Therefore, based on the background and objectives outlined, the title of this article is, "Effectiveness of the HBLT (Hook, Book, Look, and Took) Method on the Spiritual Growth of Early Childhood Students at Rumah Belajar Baba."

LITERATUR REVIEW

The Hook, Book, Look, and Took (HBLT) Learning Method

The Hook, Book, Look, and Took (HBLT) method, introduced by Lawrence Richards in 1998, is a developmental learning approach that follows a four-step lesson planning process. The method's name reflects these four steps. First, "Hook" involves stimulating learners to engage in the learning experience. Richards and Gary Bredfeldt suggest that an effective hook should accomplish four things: first, capture learners' attention; second, surface needs or desires; third, set a direction for the class or session; and fourth, lead naturally into the lesson content.

"Hook" is the first step designed to grab students' attention and spark their interest in the lesson topic. This concept is rooted in motivational and attentional theories in education, which emphasize the importance of engaging students at the beginning of the lesson to enhance their involvement (Quinn, 2017). The "hook"

method may include the use of engaging stories, provocative questions, or activities relevant to students' daily lives. For example, in a Bible teaching context, a "hook" could be an inspirational story or a question that directly addresses an issue relevant to the text being studied.

The second step, "Book," involves handling the lesson content and explaining the meaning, theories, or principles being taught. Richards and Bredfeldt suggest several effective teaching methods for this step, including student-focused methods (such as group discussions) or teacher-centered methods (like lectures). The primary goal of this step is to help students better understand the material. At this stage, teachers might use various teaching methods such as lectures, group discussions, or case studies to elucidate the content. This approach ensures that students grasp the core of the lesson material (Ping, n.d.).

The third step, "Look," relates to the implications of the material being studied. Here, teachers help students make connections between the learned material and their everyday lives (Tedjaatmadja & Renandya, 2012). This step transitions students from ordinary cognitive learning to higher-order thinking, practical application, and transformation. "Look" involves understanding and applying the material in real-life contexts. Activities in this stage may include simulations, role-playing, or case analyses. In Bible teaching, this might involve discussing how principles from a specific text can be applied to everyday situations (Richards & Bredfeldt, 2020).

The fourth and final step, "Took," encourages learners to respond to the lesson. As Richards and Bredfeldt suggest, this often occurs outside the classroom or immediate learning environment. However, during the class experience, teachers can encourage students to consider how they might apply the material outside the learning environment. Challenging students to use what they have learned can be an effective way to help them take the lesson beyond the classroom setting.

The "Took" step focuses on the practical application of the lesson material after the learning session ends. The goal is to ensure that students can integrate and apply the knowledge gained in their daily lives. At this stage, teachers may assign tasks, projects, or challenges that encourage students to apply the learned principles. This could include out-of-class activities that require reflection and practical application of the lesson material.

In Christian education, the HBLT method can be particularly impactful. The method aligns with the process of discipleship and sanctification, offering space for creativity and intentionality in teaching and transformation, which are central goals of Christian education. Using this method can be beneficial for Bible study in both large and small groups, special programs, and church mentoring.

The four steps of the HBLT method (Hook, Book, Look, Took) provide a straightforward pathway for teachers to design lessons or presentations for expository Bible teaching, focusing on presenting the main ideas of the text while allowing for dialogue a component that supports Bible teaching rather than preaching. The HBLT method offers one way for teachers to achieve this goal. Thus, the first step is "Hook" (engaging) the audience.

The method can be simply understood as emphasizing introduction (Hook), content (Book and Look), and conclusion (Took). Various opinions about this method have been beneficial to many Christian educators over the years, especially those working with young students. Unique to this model is its emphasis on Bible study, which is often overlooked in secular models. Nevertheless, it is worthwhile to consider some secular models that highlight additional aspects of learning not as emphasized in the "Hook, Book, Look, and Took" method.

The Hook, Book, Look, and Took (HBLT) Method and Its Impact on Spiritual Growth

The Hook, Book, Look, and Took (HBLT) method can be a highly effective approach to facilitating students' spiritual growth, especially in religious education contexts. This method, consisting of four main steps—"hook," "book," "look," and

"took"—can be adapted to support spiritual development in various integrated ways.

Hook. The purpose of the "hook" is to capture students' attention and stimulate their interest in the lesson material. In the context of spiritual growth, this step may involve using inspirational stories, religious quotes, or questions that provoke spiritual reflection. By linking the lesson topic to students' personal experiences or values, the "hook" can prepare them emotionally and intellectually for deeper engagement. Just as public speaking guides often suggest that audiences decide within the first 10-30 seconds whether to listen, teachers should consider how to engage their listeners to enhance their understanding and receptivity to the message.

Thus, relevant quotes, stories, statistics, questions, or even appropriate humor can be useful for capturing the audience's interest. Effectively "hooking" listeners ensures they want to hear what will be said, recognize the need to listen attentively, and accept the content that follows. Teachers should carefully design the hook to ensure it engages their students (Harless, 2012).

Book. This phase involves presenting and discussing the lesson content related to spiritual principles. In this context, it may include studying religious texts, moral teachings, or ethical principles. During this phase, teaching should focus on a deep understanding of spiritual teachings and how these teachings are relevant to students' everyday lives. The method emphasizes approaches that allow students to reflect on the meaning and application of teachings in their lives. In the "book" phase, teachers and learners engage in an in-depth study of the specific text identified in the hook. Teachers should design this part based on observation, interpretation, and generalization steps, guiding learners through the text, verse by verse. The methods preferred for expository teaching vary according to different philosophies of exegesis. The "book" phase should focus on the core truth of the passage or story, rather than on chronological, historical, or geographical details. It should concentrate on the essence or message of the text. Teachers need to master the lesson material and understand three main elements:

repeatedly reading and comprehending the text, presenting context for the students, and building understanding of the text to be studied (Lee, 2000).

Look. This step encourages students to apply spiritual lessons in practical ways. This might involve challenges or projects related to applying spiritual teachings in daily life, such as performing acts of kindness, leading a more ethical life, or contributing to the community. The aim is to ensure that spiritual understanding is not only theoretical but also reflected in concrete actions that embody the principles learned.

This phase also encourages students to relate the spiritual material they have learned to their life contexts. It involves deep reflection on how spiritual principles can be applied to various everyday situations. This step is crucial for prompting students to think critically and introspectively about how spiritual teachings influence their actions and decisions. By doing so, students can internalize spiritual values and observe their impact on their lives.

While the primary goal of the "book" phase is to teach the meaning of the text as intended by the original author, the "look" phase encourages teachers and students to consider how biblical texts apply to contemporary life. To prepare for this phase, teachers should reflect on the inductive application process. Suggestions for applying specific passages should be reviewed as teachers design ways for listeners to "look" into their own lives and understand the timeless principles of the text.

The "look" phase involves a three-step process formulated by Duvall and Hays: first, observe how principles in the text address the original situation; second, identify parallel situations in contemporary contexts; and third, make the application specific. This method involves detailed observation and analysis of key elements in the topic being studied. In practice, the "look" phase often includes activities such as closely examining texts, analyzing images or graphs, or making direct observations of objects or phenomena (Richards & Bredfeldt, 2020). The goal is to ensure that students not only skim or glance at information but truly understand and remember important details. Focusing on thorough observation

and analysis enhances students critical thinking skills and improves their grasp of the subject matter.

During the "look" phase, teachers can use teaching time to discuss parallel situations that listeners might experience, relevant to the Bible. For example, 1 Corinthians 8 addresses Paul's instructions to the Corinthian church regarding food offered to idols in pagan temples. Although most contemporary believers in Western societies do not come from cultural backgrounds involving eating meat offered to idols, the timeless principle of 1 Corinthians 8 has significant implications for how Christians love and interact with fellow believers.

Took. The "took" method provides students with a concrete lesson or action to carry out in the coming week after the meeting. This teaching method aims to go beyond theoretical understanding and application, offering concrete steps or practices for daily life.(Ham, 2012) It encourages learners to actively integrate the insights gained from the lesson into their personal experiences. The "took" phase may involve challenging students to apply the principles discussed in the lesson, prompting reflection on personal behavior, or suggesting specific actions aligned with the teachings. It serves as a bridge between the learning environment and real-world application, fostering a deeper integration of the lesson into students' lives. By providing a clear and actionable "took" method, the teaching approach aims to promote not only understanding and application but also transformation in learners' lives, making the learning experience more meaningful and impactful.

In summary, the Hook, Book, Look, and Took (HBLT) method is an effective approach for planning and implementing lessons that emphasize engagement, deep understanding, practical application, and reflection (Tolbert, 2000). The first step, "hook," captures students' attention and stimulates their interest in the lesson through engaging techniques such as stories or provocative questions. The second step, "book," provides a deep understanding of the lesson content using various teaching methods to clearly explain theories or principles. The third step, "look," encourages students to relate the material to their daily lives and apply learned concepts in practical contexts. Finally, the "took" step motivates students

to integrate and apply knowledge in real actions, reinforcing understanding and ensuring that the lesson material has an impact on their lives.

Overall, the HBLT method provides a systematic and integrated framework for learning, enabling students to not only understand the material cognitively but also connect it with their life experiences and apply it in real-world contexts. By facilitating active engagement, deep understanding, and practical application, HBLT makes the learning process more comprehensive and meaningful, potentially leading to significant improvements in learning outcomes and behavioral changes.

RESEARCH METHOD

The research method used in this study is a qualitative approach with descriptive analysis as the employed analytical method. Descriptive research is aimed at describing phenomena, events, or occurrences that are currently happening and are worth investigating. This method focuses on solutions or problem-solving as identified during the research process (Somantri, 2005). The research was conducted from August 18-21, 2024, at Yayasan Rumah Belajar Baba, Ds. Kabasiran, Kec. Parung Panjang, Kab. Bogor.

The data sources in this study are the subjects from whom the data is obtained, including sources such as key informants, participants, and other relevant entities (Waruwu, 2023). In this study, data sources were obtained through purposive sampling. Purposive sampling aims to gather accurate data, not randomly, with a research approach that selects sources based on specific objectives and chooses informants who possess the necessary knowledge or information.

This research ensures validity through data triangulation from various sources and by involving feedback from participants to confirm the accuracy of interpretations. The authenticity of the data is also checked by re-examination by the researcher to ensure consistency and accuracy in the analysis. The researcher adheres to ethical principles by obtaining permission from the educational

institution and consent from parents, as well as maintaining the confidentiality of participant information.

With this approach, qualitative research aims to provide in-depth insights into how the HBLT method is implemented at PAUD Rumah Belajar Baba and to what extent this method contributes to the spiritual growth of the students, as well as the challenges and successes encountered during the implementation process.

RESULTS AND DISCUSSION

The analysis of the Hook, Book, Look, and Took (HBLT) learning method at PAUD Rumah Belajar Baba will be described through field research results using data collection tools as follows:

Description of Observations of the HBLT Learning Method at PAUD Rumah Belajar Baba

The observation results of the implementation of the Hook, Book, Look, and Took (HBLT) learning method at PAUD Rumah Belajar Baba indicate the effectiveness of this method in enhancing student engagement and spiritual growth. Observations were conducted over several learning sessions with a focus on the four main stages of the HBLT method. The following is a description of the observations at each stage:

Hook In the "Hook" stage, observations revealed that teachers used various techniques to capture the children's attention. Activities included picture stories, interactive games, and provocative questions relevant to the day's spiritual theme. For example, when discussing the value of sharing, the teacher began with an animated story that piqued the children's curiosity. As a result, the children appeared enthusiastic and actively engaged, with many showing high interest and asking questions about the story or activity just presented. These activities successfully created a positive atmosphere and prepared the children to focus on the next learning material.

Book. In the "Book" stage, observations showed that teachers effectively conveyed the core spiritual teachings simply and understandably. The use of visual aids such as pictures and puppets greatly helped in explaining abstract concepts. The children seemed to grasp the material well, as evidenced by their ability to explain the values learned in their own words. Small group discussions also indicated that children could interact and share their understanding of the taught topic. For instance, when discussing affection, the children were able to identify examples of affection from their daily lives, demonstrating a good understanding of the teachings.

Look. In the "Look" stage, observations showed that teachers successfully helped the children connect spiritual teachings with their everyday lives. Activities designed to apply the learned values, such as role-playing or tasks involving sharing toys, appeared effective in helping the children see the relevance of the teachings (Schultz, 2021). The children demonstrated a deeper understanding of how these values could be applied in real-life situations. Observations also indicated that children were more proactive in participating in group activities and showed improved attitudes of sharing and helping each other during the learning sessions.

Took. In the "Took" stage, observations revealed that children were allowed to apply the learned values in concrete actions. Activities such as group projects involving sharing or homework tasks to perform acts of kindness seemed effective in encouraging the children to take action based on the spiritual teachings. The children showed enthusiasm in completing these tasks and reported their experiences during reflection sessions. For example, after the toy-sharing task, the children shared stories about how they applied the value of sharing at home or school, demonstrating that they not only understood but also internalized the teachings.

Overall, the observations indicate that the implementation of the HBLT method at PAUD Rumah Belajar Baba successfully enhanced the engagement and understanding of the children regarding spiritual values. The method not only captured the children's interest but also facilitated a deep understanding and practical application of spiritual teachings in their daily lives. The application of the HBLT method shows significant potential for supporting positive spiritual growth at an early age, with consistent and beneficial results in the learning process at PAUD Rumah Belajar Baba.

Obstacles and Challenges of the Hook, Book, Look, and Took (HBLT) Learning Method at PAUD Rumah Belajar Baba

This section reports the results of observations conducted regarding the factors that hinder the effective implementation of the Hook, Book, Look, and Took (HBLT) learning method at PAUD Rumah Belajar Baba. The observations revealed several obstacles to the HBLT method, as follows:

1. **Lack of Experience Among Teachers:** The Sunday school teachers at PAUD Rumah Belajar Baba have limited experience in applying the Hook, Book, Look, and Took learning method.
2. **Insufficient Understanding and Training:** There is a lack of understanding among the PAUD Rumah Belajar Baba teachers regarding the HBLT method. Training and support for these teachers have been inadequate.
3. **Busy Schedule:** The tight schedule at PAUD makes it difficult to allocate sufficient time for each stage of the HBLT method, particularly for in-depth reflection and practical application.
4. **Inadequate Training:** Teachers at PAUD Rumah Belajar Baba have not received adequate training on the HBLT method. Without a deep understanding, they may struggle to implement the method effectively.

Based on the four factors mentioned above, the obstacles to the effective implementation of the Hook, Book, Look, and Took learning method can be

categorized into two groups: internal and external factors. Internal factors include the lack of experience and understanding in applying the HBLT method. External factors include insufficient training and a busy schedule.

From the field research, it was found that the HBLT method has started to be implemented, but its effectiveness is still lacking. The method appears to be somewhat monotonous and overly centered on the PAUD Rumah Belajar Baba teachers, resulting in less interaction from the PAUD Rumah Belajar Baba community.

The observations concluded that the HBLT method is still a work in progress and not very effective in its current implementation. However, overall, the method is recognized and understood by both the PAUD Rumah Belajar Baba teachers and the students. Achieving effectiveness in the implementation of the HBLT method requires time.

During the observations, it was evident that PAUD Rumah Belajar Baba teachers need to prepare thoroughly. They need to prepare teaching materials and deliver them effectively using the HBLT method to ensure that the students at PAUD Rumah Belajar Baba understand the content.

Implementation of the Hook, Book, Look, and Took (HBLT) Learning Method on the Spiritual Growth of Students at PAUD Rumah Belajar Baba

The Hook, Book, Look, and Took (HBLT) learning method can significantly influence the spiritual growth of students at PAUD Rumah Belajar Baba through a holistic approach focused on experience. This method is designed to foster an understanding and appreciation of spiritual values from an early age in a fun and age-appropriate manner.

Hook. The first step of the HBLT method, "Hook," aims to capture the children's attention and prepare them for the spiritual learning process. At PAUD Rumah Belajar Baba, this can be achieved using inspirational stories, creative activities, or interactive games relevant to the spiritual theme being taught. For

example, if the day's theme is sharing, the teacher might start with a story about a character who demonstrates kindness and shares with others. This activity is designed to spark curiosity and interest in the topic, preparing the children to understand and reflect on the spiritual values to be taught.

Book. After engaging the children's attention, the next step is "Book," where the focus is on conveying the core spiritual teachings. At PAUD Rumah Belajar Baba, this involves teaching through stories from sacred texts or moral principles in a way that is suitable for their age. This method can include reading stories, simple discussions, and using visual aids such as pictures or puppets. The goal of this stage is for the children to understand the meaning and values of the spiritual teachings in a manner aligned with their cognitive development. For instance, the teacher can guide the children to recognize values such as love, humility, or responsibility through stories and activities that help them understand and remember the teachings.

Look. The third step, "Look," aims to help children connect spiritual teachings to their daily lives. At PAUD Rumah Belajar Baba, the teacher can facilitate discussions or activities that show how the values learned can be applied in everyday situations. For example, after learning about the value of sharing, the teacher might encourage the children to share toys or help their friends during playtime. By involving children in relevant activities, the teacher helps them see and experience the application of spiritual values in their context, thereby reinforcing their understanding and experience of the teachings.

Took. The final step, "Took," focuses on encouraging children to take concrete actions based on what they have learned. At PAUD Rumah Belajar Baba, this might involve activities or tasks that prompt the children to apply spiritual values in their daily lives. For example, the teacher could set a simple challenge for the children to perform one act of kindness each week or create group projects involving sharing and helping others. This step aims to ensure that spiritual teachings are not only understood but also applied in their lives, fostering habits and character that align with the taught values.

Through the implementation of the HBLT method, PAUD Rumah Belajar Baba can develop a systematic and comprehensive approach to support the spiritual growth of students. This method facilitates learning that involves attention, understanding, application, and practical action, all contributing to the children's spiritual development in a manner appropriate to their age. This approach not only deepens their understanding of spiritual values but also encourages them to integrate these teachings into their daily lives, making their learning experience more meaningful and transformative.

CONCLUSION

The implementation of the Hook, Book, Look, and Took (HBLT) learning method at PAUD Rumah Belajar Baba has demonstrated significant effectiveness in supporting the spiritual growth of students. Observations reveal that every stage of this method—Hook, Book, Look, and Took—significantly contributes to the children's learning experience. The "Hook" stage successfully captures the children's attention with engaging activities such as stories and games, creating a positive learning environment. In the "Book" stage, the delivery of spiritual teachings with visual aids helps children understand and remember the values being taught. The "Look" stage effectively assists children in relating spiritual values to their daily lives through practical activities. Finally, the "Took" stage encourages the application of these values in concrete actions, reinforcing the internalization of the teachings.

However, factors such as a lack of teacher experience, limited understanding, and a busy schedule have hindered the effectiveness of this method. To improve outcomes, further training, and better time management are needed. Overall, the HBLT method offers a comprehensive approach that can effectively foster the spiritual growth of children when implemented optimally.

RECOMMENDATIONS

Based on the findings regarding PAUD Rumah Belajar Baba, to enhance the effectiveness of the Hook, Book, Look, and Took (HBLT) method, the following steps should be considered:

1. **Teacher Training:** Conduct regular training sessions for PAUD teachers to help them understand and implement the HBLT method more effectively. The training should cover specific strategies for each stage of the method and address potential challenges that may arise.
2. **Development of Teaching Materials:** Provide age-appropriate teaching materials and visual aids tailored to the needs of the children. Developing creative and relevant materials can facilitate the delivery of spiritual teachings and increase children's engagement.
3. **Time Management:** Optimize the learning schedule to ensure each stage of the HBLT method receives adequate time. Ensure that each session allows enough time for reflection and practical application without being rushed.
4. **Collaboration and Support:** Encourage collaboration between teachers and parents to support the application of spiritual values outside the classroom. Parents can play an active role in reinforcing the teachings that children receive at home.

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