

CHARACTER EDUCATION IN FORMING STUDENT BEHAVIOR: A Viewpoint of Christian Religious Education Learning

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Abstract

Educational institutions become a central place to shape children's character to be better than before through character education. It is a process of forming students into persons with good character intact in the dimensions of reason, thinking, healthy, physically, spirituality, and the human heart. Character education carves students' morals through knowing goodness, loving-kindness, and practicing goodness. The process involves cognitive, emotional, and physical aspects so that noble character can be realized and carved into mind, heart, and daily habits: people who have a knowledge and knowledge orientation based on faith in Jesus Christ. A teacher carries out character education learning in the teaching and learning process by making students formulate questions actively, find learning resources, collect information, reconstruct facts, and present the results of reconstruction or improvement. Teachers must carry out character education by planning, implementing, and evaluating Christian religious education. They are not only encouraged to provide information or knowledge to their students but also are expected to guide and set good examples for students so that they can imitate and indirectly shape the children's character. In this paper, the author uses the literature study method to solve the problems in this research. This paper aims to discover how character education shapes students' behavior through learning Christian religious education. The research results are in building character. Christian Religious Education content must place Jesus Christ as the center of life and become the perfect role model for the character in their lives.

Keywords: character education, behavior, learning, Christian religious education

Abstrak

Lembaga pendidikan menjadi tempat sentral untuk membentuk karakter anak yang lebih baik dari sebelumnya melalui pendidikan karakter. Pendidikan karakter merupakan proses membentuk peserta didik menjadi manusia yang berkarakter baik utuh dalam dimensi akal, budi pekerti berpikir, sehat jasmani, rohani, dan berhati manusia. Pendidikan karakter mengukir akhlak peserta didik melalui proses mengetahui kebaikan, mencintai kebaikan, dan mengamalkan kebaikan. Proses tersebut melibatkan aspek kognitif, emosional dan fisik, sehingga akhlak mulia dapat terwujud mengukir menjadi kebiasaan pikiran, hati, dan tangan. Orang yang memiliki orientasi ilmu dan pengetahuan yang dilandasi dengan iman kepada Yesus Kristus. Seorang guru melaksanakan pembelajaran pendidikan karakter dalam proses belajar mengajar dengan cara: membuat peserta didik merumuskan pertanyaan secara aktif,

menemukan sumber belajar, mengumpulkan informasi, merekonstruksi fakta, dan menyajikan hasil rekonstruksi atau perbaikan. Pembelajaran pendidikan karakter harus dilakukan oleh guru dari perencanaan, pelaksanaan, dan evaluasi. Guru pendidikan agama Kristen tidak hanya memberikan informasi atau pengetahuan saja kepada anak didiknya akan tetapi guru pendidikan agama Kristen diharapkan mampu untuk membimbing dan memberikan contoh yang baik kepada anak didik sehingga mereka dapat meneladani dan secara tidak langsung membentuk karakter anak. Dalam tulisan ini penulis menggunakan metode studi pustaka untuk memecahkan permasalahan dalam penelitian ini. Hal ini bertujuan untuk mengetahui bagaimana pendidikan karakter membentuk perilaku peserta didik melalui pembelajaran pendidikan agama Kristen. Hasil penelitian adalah dalam membangun karakter, konten Pendidikan Agama Kristen harus menempatkan Yesus Kristus sebagai pusat kehidupan dan menjadi panutan yang sempurna bagi karakter dalam kehidupan mereka.

Kata Kunci: pendidikan karakter, perilaku, pembelajaran, pendidikan agama kristen



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INTRODUCTION

In education, character education is needed and developed both at home, at school, and in the community. The current education system emphasizes character education, hoping it can produce graduates who are good in quality, education in behavior, or character. Character education is a vital key to shaping a better human being. Character education is essential in the world of education to be used as a process in shaping students' behavior so that they become good students, especially if we look at today's many students who ignore the importance of education.¹

¹ Mehmet Ali Cicekci and Fatma Sadik, "Teachers' and Students' Opinions About Students' Attention Problems During the Lesson,"

Therefore, character education is needed today. Character education aims to develop the ability of students to become independent and creative human beings.

In today's era, education is not only fixated on the intellectual factors that a person has while studying but also must be integrated with other factors such as attitudes, behavior, and character (morals).² In this case, the character needs to be instilled in students early on so that something that has been shaped from an

Journal of Education and Learning 8, no. 6 (October 24, 2019): 15–30, <http://www.ccsenet.org/journal/index.php/jel/article/view/0/41080>.

² Sri Wahyuni and Yan Kristianus Kadang, "Mendidik Anak," *QUAERENS: Journal of Theology and Christianity Studies* 1, no. 2 (2019): 122–143.

early age can be accustomed from childhood to adulthood which will determine the attitude and future of children, starting from small things to big things.³

Education is a process of changing the identity of students to be more advanced. The values of education itself are a precise and accurate meaning and measure that affect the existence of education itself, among the values in national character education, which consists of several elements.⁴ Starting from kindergarten, schools to universities have an essential role in spreading positive character to the nation's culture. In this case, there is no denying the importance of character and culture, but what is far more critical is how we can develop the character itself for students.

The Father of Indonesian Education, Ki Hajar Dewantara, stated that education is an effort to cultivate character, thoughts and children's growth so that children can

grow ideally.⁵ Thus, character education is an integral part that is very important in education, so it should not be separated from the content of our education. Character, according to Thomas Lickona is a person's innate nature in responding to situations morally. Character education, for him, is education to shape one's personality through character education, the results of which can be seen in one's actual actions, namely good behavior, honesty, responsibility, respecting the rights of others, and hard work.⁶

Character education is a system of inculcating character values, including knowledge, awareness or willingness, and actions to implement these values both towards God Almighty, oneself, the environment, and nationality. Character education in elementary schools should get more attention to form a strong foundation of noble character for students. The aim is for students to have an awareness of the importance of good values and have a commitment to always do good in further education and daily life, in line with Rohendi's⁷ opinion that "Character

³ Sriwadi Banu and Novida Dwici Yuanri Manik, "Pengaruh Pendidikan Karakter Anak Usia Dini Pada Keluarga Yang Tidak Memiliki Ayah," *Didache: Jurnal Teologi dan Pendidikan Kristen* 3, no. 1 (2021): 73–83.

⁴ Yan Suhendra and Susanti Embong Bulan, "Kasih Allah Akan Dunia Ini: Panggilan Umat Kristen Untuk Mengasihi Indonesia (God's Love For This World: Christians Call To Love Indonesia)," *QUAERENS: Journal of Theology and Christianity Studies* 3, no. 1 (June 22, 2021): 51–71, <https://jurnal.widyaagape.ac.id/index.php/quaerens/article/view/34>.

⁵ Muchlas Samani and Hariyanto, *Konsep Dan Model Pendidikan Karakter* (Bandung: Remaja Rosdakarya, 2012), 33.

⁶ Thomas Lickona, *Educating For Character: How Our School Can Teach Respect and Responsibility* (New York: Bantam Books, 1991), 22.

⁷ Edi Rohendi, "Pendidikan Karakter Di Sekolah," *EduHumaniora: Jurnal Pendidikan Dasar Kampus Cibiru* 3, no. 1 (August 1, 2016): 2,

education must start at the elementary school level because if the character is not formed early, it will be difficult to change one's character."

To realize the cultivation of these character values, the teacher plays a crucial role in this regard. The embodiment of character values, predominantly Christian character, can be carried out in Christian Religious Education subjects in schools. Christian religious education is learning in which it not only contains cognitive aspects but is also applicable. In the points of learning, there are many things whose goals can be applied in daily life, namely the values of Christian character.⁸ By acquiring intellectual knowledge of Christian Religious Education, students are expected to be able to apply it and build a spiritual life for each student. Seeing the above, the purpose of this research is how character education through Christian religious education forms students' behavior.

The research method in this study uses the literature study method to solve the problems in this study.⁹ Literature

<http://ejournal.upi.edu/index.php/eduhumaniora/article/view/2795>.

⁸ Sutrisno et al., "Christian Religious Education Toward The Teenagers Character Building," *Evangelical: Jurnal Teologi Injili dan Pembinaan Warga Jemaat* 5, no. 2 (2021): 202–212.

⁹ J. David Creswell and John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Newbury Park,

California: SAGE Publications, 2017); Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (November 2019): 333–339, <https://linkinghub.elsevier.com/retrieve/pii/S0148296319304564>.

DISCUSSION

The form of character education in shaping the behavior or attitudes of students will shape the character and nature of the child himself. The child's behavior or attitude in his personality is the result of the upbringing given by the parents in the family. If the parents provide good guidance, they will also have a good personality. Parents have a primary obligation at home, namely to make an atmosphere where children learn to be comfortable.¹¹ The value of Christian

California: SAGE Publications, 2017); Hannah Snyder, "Literature Review as a Research Methodology: An Overview and Guidelines," *Journal of Business Research* 104 (November 2019): 333–339, <https://linkinghub.elsevier.com/retrieve/pii/S0148296319304564>.

¹⁰ Farris Mahrool, *Research Methodology. A Guide for a Literature Review* (Bangi, Selangor: National University of Malaysia, 2020), <https://www.grin.com/document/947576>.

¹¹ Sutrisno and Christiani Hutabarat, "Orang Tua Dan Teman Bermain Terhadap Perkembangan

religious education is knowledge and teaching of God's word, which is taught to every believer, and this teaching starts from within the family, namely parents. The task of teaching and education or the values of Christian religious education can be in the form of teaching children to: live in fear of God, be diligent in prayer, be diligent in worshiping, loving parents and others, maintain attitudes and words, control the desires of the flesh or lust.¹²

The learning experience influences students' behavior where the changes that exist in students are generally manifested or manifested in the form of habits, skills, observations, associative thinking and memory, rational and critical thinking, appreciation, and effective behavior.¹³ The learning manifestations are:¹⁴ first, habit is

an act that has been mastered which is almost automatic, and the perpetrator is almost unaware of it. Second, skills are activities related to the nerves and muscles that are usually seen in physical activities such as writing, typing, sports, and so on. Third, observation is the process of knowing the outside world using the senses or receiving and giving meaning to incoming stimuli through sensing. Through correct observations, students will gain learning experiences that form the correct understanding. On the other hand, wrong observations will form wrong understandings.

The characteristics of changes that are typical of the characteristics of student learning behavior are:¹⁵ first, intentional changes in the sense that they are not experienced or practices that are carried out intentionally and consciously, or in other words, not by chance. Second, positive and active change in a good sense,

Sosial Anak," *QUAERENS: Journal of Theology and Christianity Studies* 1, no. 1 (2019): 28–55.

¹² Nahum Pinat, Ezra Tari, and Purnama Pasande, "Implementasi Pendidikan Agama Kristen Dalam Pembentukan Karakter Anak," *KAPATA: Jurnal Teologi dan Pendidikan Kristen* 1, no. 2 (December 30, 2020): 84, <https://jurnal-sttba.ac.id/index.php/KJTPK/article/view/8>.

¹³ F. Lotfi Kashani, A. Lotfi Azimi, and Sh. Vaziri, "Relationship between Emotional Intelligence and Educational Achievement," *Procedia - Social and Behavioral Sciences* 69 (December 2012): 1270–1275, <https://linkinghub.elsevier.com/retrieve/pii/S1877042812055218>.

¹⁴ Yusak Tanasyah and Antonius Missa, "Makna Teologis Dan Aplikasi Dari Strategi Pembelajaran Yahudi Untuk Pendidikan Agama Kristen Masa Kini," *Didache: Jurnal Teologi dan Pendidikan Kristiani* 2, no. 2 (June 28, 2021): 83–96, <https://jurnal.moriah.ac.id/index.php/didache/article/view/28>; Sophia Steibel and Martha S. Bergen, "The Body: Discipleship of Our Physicality,"

Christian Education Journal: Research on Educational Ministry 16, no. 1 (April 9, 2019): 95–111, <http://journals.sagepub.com/doi/10.1177/0739891318820332>; Richard Whittington, *What Is Strategy – and Does It Matter?* (London: Thomson Learning, 2011).

¹⁵ Steibel and Bergen, "The Body: Discipleship of Our Physicality"; Carinamis Halawa, Peni Nurdiana Hestiningrum, and Iswahyudi Iswahyudi, "Peran Guru Pendidikan Agama Kristen Dalam Pembentukan Karakter Peserta Didik Di Sekolah," *Didache: Jurnal Teologi dan Pendidikan Kristiani* 2, no. 2 (June 29, 2021): 133–145, <https://jurnal.moriah.ac.id/index.php/didache/article/view/44>.

practical, and following expectations. As for active change, it does not occur by itself, such as due to the maturity process, but because of the students' efforts. Third, practical and functional changes in the sense that these changes bring specific effects, meanings, and benefits for students. Changes in behavior in learning activities characterize students' learning behavior because learning is a change that occurs in students caused by experiences that can affect the behavior of these students.¹⁶ So, learning is a process of individual mental activity in interacting with their environment to produce positive behavioral changes, both changes in aspects of knowledge and psychomotor attitudes.

Learning behavior is related to changes in behavior because repeated experiences cause changes in a person's behavior in the learning process in situations and changes in behavior that cannot be explained based on a person's innate response tendencies, maturity, or temporary state. Student learning behavior is a behavior change, the change can lead to good behavior in the learning process,

¹⁶ Wina Sanjaya, *Kurikulum Dan Pembelajaran* (Jakarta: Kencana Prenada Media Group, 2013), 229; Pratiwi Eunike and Bobby Kurnia Putrawan, "Kajian Pedagogis Guru Pendidikan Agama Kristen Terhadap Motivasi Belajar Siswa Di Era Pandemi Covid 19 : Studi Kasus Siswa Smk Harapan Bagi Bangsa , Jakarta Utara" 6, no. 1 (2021): 32–44.

but there is also the possibility of leading to worse behavior in the learning process. This means that the success and failure of achieving educational goals depend on the learning process experienced by students, both at school and in the home environment or their families.¹⁷

Character Building

Character education is a human activity in which educational activity is intended for the next generation. The purpose of character education is to form continuous individual self-improvement and train self-ability to lead a better life.¹⁸ As explained above, successful education is education that can shape human behavior (students), not just by providing humans with knowledge and information but also with moral guidelines and values, which can be instilled through Christian character education. Each individual has a different character that is brought and formed since birth. A person's character can be formed from the family or

¹⁷ Alaster Gibson, "Meanings and Applications of Compassion in Teaching: A Practical Review of the Bible and Educational Literature," *Christian Education Journal: Research on Educational Ministry* 12, no. 1 (May 1, 2015): 8–25, <http://journals.sagepub.com/doi/10.1177/073989131501200102>.

¹⁸ Yusak Tanasyah et al., "Spiritual Formation Dalam Membangun Mahasiswa Menjadi Pemimpin Di Sekolah Tinggi Teologi," *REGULA FIDEI: Jurnal Pendidikan Agama Kristen* 6, no. 2 (2021), <http://christianeducation.id/e-journal/index.php/regulafidei/article/view/126>.

community environment where the individual lives. Good character will display good behavior, and destructive character will produce bad behavior.¹⁹ Thus, education can be understood as an effort to prepare students to grow and develop well and adapt to various situations and conditions they face in living their lives.

Character education can be applied from education in the family and schools. Character education aims to improve the morals and ethics of students to experience a life pleasing to God. Character education is vital today, given the importance of character for students to become individuals with noble character.²⁰

Forming Student Behavior

Forming students' character is an effort involving all parties, parents, schools, the school environment, and the wider community. The parties' combination, harmony, and continuity contribute directly to shaping one's character. In other words, without the

involvement of all parties, character education will be hobbled, slow and weak, and even threatened with failure. In general, everyone wants their students to have good character, be competent in their fields, and have good behavior.²¹

Walton said there are three ways to shape behavior into character, namely: first, conditioning (habituation); second, insight (understanding); third, modeling (exemplary).²² Meanwhile, Arismantoro stated that theoretically, shaping children's character starts from 1-8 years old. In this period, the child's character can still change and is very dependent on his life experiences.²³ This implies that shaping the character of children starts early. Therefore, character formation in children must be gradually, systematically, and continuously designed. Children are individuals who are curious and want to try something they like, which sometimes appears immediately. It encourages children to always imitate the behavior of adults without considering the good or bad.

¹⁹ Helena Gregor, "Theology of Parenting : Is Parenting in Crisis Today?," *Biblijski pogledi* 21, no. 1-2 (2013): 115-130, <https://hrcak.srce.hr/file/207556>.

²⁰ Sutrisno Sutrisno et al., "Penerapan Nilai Karakter Bagi Kaum Proletar Usia Remaja Di Yayasan Kemah Kasih," *Abdi: Jurnal Pengabdian dan Pemberdayaan Masyarakat* 3, no. 2 (August 27, 2021): 189-199, <http://abdi.ppj.unp.ac.id/index.php/abdi/article/view/123>.

²¹ Aisyah Ali, *Pendidikan Karakter: Konsep Dan Implementasinya* (Jakarta: Kencana Prenada Media Group, 2018), 28.

²² Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Fakultas Psikolog Universitas Gadjah Mada, 2010), 79.

²³ Arismantoro, *Tinjauan Berbagai Aspek Character Building Bagaimana Mendidik Anak Berkarakter* (Yogyakarta: Tiara Wacana, 2018), 124.

In shaping students' character, the teacher must be a good role model so that students can imitate what the teacher does. So that Christian religious education teachers must have good character that comes from Jesus Christ, the Great teacher. Christian religious education teachers must be role models to the community, school environment, and church.²⁴ So that other teachers and students can imitate the example of Christian religious education teachers.

Therefore, shaping students' character will not end because it is a lifelong learning process. Through character education, students will leave old bad habits and become different with better attitudes and characters.²⁵ Students' character formation can lead them to achieve their optimal potential. Forming students' character is one of the duties and responsibilities of Christian teachers.²⁶ Because Christian religious teachers must instill good character values to students, as many expect, instilling good characters

will minimize or prevent the occurrence of flawed characters.

Christian Religious Education

In the teaching and learning process, Christian religious education teachers have to encourage, guide, and provide learning facilities for students to achieve goals. Teachers have a responsibility in the classroom for the development process of students. In the whole educational process, the teacher is the main factor who serves as an educator.²⁷ In the learning process, Christian religious teachers must be able to bring students to understand and carry out the religious values they have learned by relying on high abilities and character and referring to the figure of Jesus as the Great teacher. As a teacher who teaches in the field of Christian Religious Education (CRE), you must be able to be the salt and light of the world (Matt. 5:13-16). Christian religious education teachers are one of the shapers of students' character through the learning process. Teachers help to shape students' character, including

²⁴ Sutrisno et al., "Christian Religious Education Toward The Teenagers Character Building."

²⁵ Halawa, Hestiningrum, and Iswahyudi, "Peran Guru Pendidikan Agama Kristen Dalam Pembentukan Karakter Peserta Didik Di Sekolah."

²⁶ Oktavianus Rangga and Bobby Kurnia Putrawan, "Peran Orangtua Dalam Mendidikan Anak Remaja: Suatu Perspektif Etika Kristen," *SERVIRE: Jurnal Pengabdian Kepada Masyarakat* 1, no. 2 (2021): 75–86, <https://www.widyaagape.ac.id/jurnal/index.php/seruire/article/view/94>.

²⁷ Santia Santia, Tarisih Naat, and Lionarto Erson Jayadi, "MENINGKATKAN KARAKTER MENGHORMATI ORANG TUA LEWAT PENDIDIKAN AGAMA KRISTEN UNTUK ANAK USIA SEKOLAH DASAR," *Didache: Jurnal Teologi dan Pendidikan Kristiani* 2, no. 2 (June 29, 2021): 123–132, <https://jurnal.moriah.ac.id/index.php/didache/article/view/45>.

Christian religious education teachers must make efforts or plans to help students.²⁸

Christian education is also seen as a process to restore the image of God that has been damaged. The Bible is a basis for Christian education, for it is a special revelation God gives. Through the Bible, humans gain knowledge of the true God.²⁹ According to Groom, Christian religious education aims to enable people to live as Christians and according to the Christian faith. So the primary purpose of Christian religious education is to lead people toward the Kingdom of God in Jesus Christ.³⁰ In this understanding, Christian schools are a place that should instill character values into students, both in training students themselves and in shaping student behavior following the character of Jesus Christ.

²⁸ Endah Sulistyowati, *Implementasi Kurikulum Pendidikan Karakter* (Yogyakarta: Citra Aji Parama, 2012), 127.

²⁹ Kiki Debora and Chandra Han, "Pentingnya Peranan Guru Kristen Dalam Membentuk Karakter Siswa Dalam Pendidikan Kristen: Sebuah Kajian Etika Kristen [The Significance of the Role of Christian Teachers in Building Students' Character in Christian Education: A Study of Christian Ethics]," *Diligentia: Journal of Theology and Christian Education* 2, no. 1 (January 31, 2020): 8, <https://ojs.uph.edu/index.php/DIL/article/view/2212>.

³⁰ Heriyanto, "Pendidikan Karakter: Teori Dan Praksis Dalam Pendidikan Kristen Di Indonesia," *Jurnal Teologi Stulos* 12, no. 1 (2013): 80, <https://fdokumen.com/document/pendidikan-karakter-teori-dan-praksis-dalam-pendidikan-a-kata-kunci.html>.

Learning that contains character education is a series of learning activities both inside and outside the classroom that try to make students not only master the competencies (materials) but also make students recognize, realize, or care, and internalize values and make their behavior.³¹ In learning Christian religious education, the quality of life of teachers has an essential role in determining the goals of Christian religious education itself because the teacher plays a significant role in the implementation of the learning process. The teacher's responsibilities are comprehensive in his position as a teacher in shaping, guiding, and equipping students.³² Good teaching is accompanied by the example of life and the faith of the educator (teacher) delivered through Christian religious education. The teacher's personality is a reflection of the truth that is conveyed to students. This means that the morals and character of Christian religious education teachers must be commensurate with what is being taught. So that the teaching carried out by Christian religious education teachers is

³¹ Sulistyowati, *Implementasi Kurikulum Pendidikan Karakter*, 127.

³² Noh Ibrahim Boiliu et al., "Mengajarkan Pendidikan Karakter Melalui Matius 5:6-12," *Kurios* 6, no. 1 (April 29, 2020): 6–12, <https://www.sttpb.ac.id/e-journal/index.php/kurios/article/view/128>.

successful.³³ Because it is based on the example of the great teacher Jesus Christ, thus, the character of a Christian religious education teacher must be a reflection that students can imitate.

A teacher must have good character to apply a Christian religious education lesson to students. Christian religious education teachers are believed to be able to help students experience an encounter with Jesus Christ, the Great teacher, through a life based on the Bible. Christian religious education teachers must experience being born again (having an intimate relationship with Jesus Christ). Thus, Christian religious education teachers succeed when they apply education that shapes students' character in a better direction.³⁴ Christian religious education teachers must apply Christian character values to students by being good examples, motivating students, and becoming their friends and parents.³⁵ so that students can feel accepted and loved, thus, students can learn from the example

given by Christian religious education teachers to become better.

Character Education in Christian Religious Education

Christian Religious Education contains materials about the truth value of the Christian faith. As Nico Syukur Dister points out, Christian Religious Education is "Education that is Christian-based, based and oriented..."³⁶ Christian religious education has a significant role in shaping the Christian character of students. As mentioned earlier, the Bible contains the Christian faith's actual values and values that both teachers and students must nurture.

In terms of planting these character values, teachers must understand that in carrying out the educational process, it is necessary to make repeated habits, especially in teaching character to students. So with this habituation, knowledge about the character that students receive can become a habit, and these habits become strong characters that shape their lives. Students are directed to be able to apply the character teachings that will shape their personality of

³³ Sutrisno et al., "Christian Religious Education Toward The Teenagers Character Building."

³⁴ Edim Bahabol and Youke Singal, "Education for Life Based on Christian Teacher Competence in Indonesia," *Quaerens* 2, no. 1 (2020): 62–85.

³⁵ Yoseti Gulo and Widjaja Sugiri, "Pengaruh Guru Pendidikan Agama Kristen Terhadap Pelayanan Remaja Dalam Konteks Gereja Di Indonesia," *QUAERENS: Journal of Theology and Christianity Studies* 2, no. 2 (2020): 86–101.

³⁶ Niko Syukur Dister, *Filsafat Agama Kristen* (Yogyakarta: Kanisius, 2015), 24.

students, namely having and living the Christian character values.³⁷

In building character, Christian Religious Education content must place Jesus Christ as the center of life and become the perfect role model for the character in their lives. Undeniably, the teacher is one real example that can be seen and imitated by students as part of developing this character. Students can see and find the example of Jesus from his teacher's life.³⁸ For this reason, CRE teachers must first have a good Christian character so that in their teaching, they not only teach theory but the teacher becomes a real example for their students. A student can be said to have a good Christian character if he has succeeded in having good values or norms in social life, and this becomes a moral strength and a vital characteristic of a character in his life.

³⁷ Yusak Tanasyah and Lasmaria Nami Simanungkalit, "Perumpamaan Sebagai Model Pembelajaran Yang Efektif Untuk Proses Belajar Mengajar Pendidikan Kristen," *Quaerens* 2, no. 1 (2020): 30–43, <https://jurnal.widyaagape.ac.id/index.php/quaerens/article/view/18>.

³⁸ Suhendra and Bulan, "Kasih Allah Akan Dunia Ini: Panggilan Umat Kristen Untuk Mengasihi Indonesia (God's Love For This World: Christians Call To Love Indonesia)"; Ayuk Ausaji Ayuk, "THEOLOGICAL HIGHER EDUCATION LEADERSHIP CHALLENGES AND SOLUTIONS AMIDST THE COVID 19 PANDEMIC," *MAHABBAH: Journal of Religion and Education* 3, no. 1 (February 16, 2022): 43–65, <https://mahabbah.org/e-journal/index.php/mjre/article/view/40>.

So, Christian character education will shape the personality of students who are good at sorting and choosing relationships, actions, and actions following applicable norms. It positively impacts future generations so that they are not easily influenced by external culture and an environment that is not good.

CONCLUSION

Character education is needed and developed both at home, at school, and in the community. In shaping students' character, the teacher must be a good role model so that students can imitate what the teacher does. So that Christian religious education teachers must have good character that comes from Jesus Christ, the Great teacher. Christian religious education teachers must be role models to the community, school environment, and church. So that other teachers and students can imitate the example of Christian religious education teachers.

Christian religious education teachers must be able to implement character education in the learning they have made. A teacher's success in implementing character education can be seen in the students he teaches to apply what has been taught to situations in the real world. Christian religious education teachers must experience being born again

(having an intimate relationship with Jesus Christ). So, when teachers implement education that shapes students' character in a better direction, it can be said that Christian religious education teachers have succeeded in becoming good teachers.

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