Christian Religious Education Toward The Teenagers Character Building

Sutrisno,[1] Peni Hestiningrum,[2] Marthin Steven Lumingkewas,[3] Bobby Kurnia Putrawan[4*]

[1234]Sekolah Tinggi Teologi Moriah, Tangerang, Indonesia

Email: *bkputrawan@gmail.com

ABSTRACT: The purpose of this study was to analyze the influence of Christian Religious Education on changes in the character of teenagers at GBI Bukit Sion Kelapa Gading. This study uses a quantitative survey research methodology by using a statistical regression analysis technique. The data collection technique used a Likert scale with four answer choices distributed to 40 teenagers in this study. The data processing results show a correlation between the variables of Christian Religious Education and Teenagers Character Building of 0.486 or 48.6%. This means that Christian Religious Education has a positive role in changing the character building of teenagers at GBI Bukit Sion Kelapa Gading.

Keywords**:** Christian religious education, character, teenagers, church

ABSTRAK: Tujuan dari penelitian ini adalah untuk menganalisa pengaruh Pendidikan Agama Kristen terhadap perubahan karakter remaja di GBI Bukit Sion Kelapa Gading. Penelitian ini menggunakan metode penelitian kuantitatif survey dengan menggunakan teknik analisis statistika regresi. Teknik pengumpulan data menggunakan skala likert empat pilihan jawaban yang dibagikan kepada 40 remaja yang menjadi responden penelitian ini. Hasil pengolahan data menunjukkan ada korelasi antara variabel Pendidikan Agama Kristen terhadap Pembentukan Karakter Remaja sebesar 0,486 atau 48,6 %. Artinya bahwa Pendidikan Agama Kristen memiliki peran yang positif dalam perubahan pembentukan karakter remaja di GBI Bukit Sion Kelapa Gading.

Kata Kunci: pendidikan agama Kristen, karakter, remaja, gereja

INTRODUCTION

Implementing character education should involve all parties, whether the church, family, school, or broader community. Thus, the church, school, and family as an environment for character building and education must be more empowered. Character is the quality of being positive, caring, fair, honest, respectful of others, and responsible (Lewis, 2011; Utomo, 2017; Wahyuni, Sri; Kadang, 2019; Widjaja & Simanungkalit, 2020; Wiradimadja, 2019).

The church must be aware of one of its responsibilities in Christian religious education for teenagers. All family members are involved in service and mutual care by giving attention. Thus, the existence of Christian Religious Education will improve the spirituality of all family members, especially teenagers, so that the characters possessed by teenagers are good and are expected to be examples and role models for their environment and their peers (Widjaja & Simanungkalit, 2020).

Churches and schools have a great responsibility in producing a generation of character, culture, and morals (Widjaja et al., 2020). A good teacher is a significant factor in education because it is the teacher who guides students to learn, to know, to understand, and to face the world in which they are involved (the world of science and technology, faith, work, and the world of socio-culture) (Utomo, 2017).

To create generations with broad insight, honesty, and integrity, Christian religious education provided by the church, parents, and teachers in schools must have a significant role. It must be in line with the word of God. This is recorded in the book of Deuteronomy 6: 6-7, which reads:

What I command you this day you must pay attention, you must teach your children repeatedly and talk about it when you sit in your house, when you are on the way, when you lie down, and when you get up.

Gunarsa (2000) says that the importance of early childhood obtaining good basics so that they do not experience significant emotional or personality disorders later as an adult. Explicitly, it is explained here that the failure of early childhood education can force the coming of emotional and personality disorders. For children who are often educated in violence, it is not impossible whether this emotional attitude climbed out when there was a problem in the child itself.

Christian Religious Education is an education that focuses on the person of the Lord Jesus Christ and the Bible (the Word of God) as the basis or source of references (Smith, 2020). According to Luther, CRE is an education that involves members of the congregation to learn regularly and orderly to become more aware of their sin and joy in the liberating Word of Jesus Christ. In addition, CRE equips them with prayer experiences, the written Word of God (Bible), and various cultures so that they can serve others, including society and the State, and take part responsibly in Christian fellowship (Bahabol, Edim; Singal, 2020; Boehlke, 2015). Finally, the task of the CRE is to teach according to the commandments of the Lord Jesus Christ to His disciples before His ascension to heaven, that is, go, make all nations my disciples, baptize, and teach (Widjaja et al., 2020).

Education is a process that was aware of its goals, and the point is that education is carried out by predetermined goals (Metcalfe & Moulin-Stożek, 2020). John Dewey (in Wiradimadja, 2019) stated that education is: "One of the sustainable social endeavors. He says that adults' effort is an effort to guide children in their physical and spiritual development towards maturity." John Calvin argued that Christian Religious Education is an effort to educate the church generation to understand God's Word to be involved in serving and being responsible as people who have received salvation. Thus, Christian Religious Education is the process of learning God's Word to equip them in Christ-centered ministry (Metcalfe & Moulin-Stożek, 2020; Smith, 2020).

According to Luther, Christian religious education involves members of the congregation to study regularly and tertiary to realize their sin and the statement in the Word of Jesus Christ, making it liberating. In addition, Christian religious education equips them with prayer experiences, the Written Word (Bible), and various cultures to serve others, including society and the State, and take part responsibly in the Christian community (Boehlke, 2015). Meanwhile, according to Paulus Lili, Christian religious education focuses on the person of the Lord Jesus Christ and the Bible (the Word of God) as the basis or source of reference (Kristianto, 2016).

Graendorf (2010) said Christian Religious Education is a process of teaching and learning based on the Bible, Christ-centered, and the power of the Holy Spirit to knowing and experiencing God's plan and will. Through Christ in every aspect of life, and equips them for effective ministry centered on Christ the Great Teacher and the commandments that mature the disciples.

Based on the opinion of the experts above, it can be concluded that Christian Religious Education is a learning process that is deliberate and based on the Word of God so that they realize God's love expressed in Christ so that their faith becomes mature.

The role of Christian Religious Education is as follows:

To Teach the Word of God

Bringing children to reading and learning the Word of God from an early age is very important so that their teenage years do not become what the world says.

Spiritual education is an education that is directed at character building. Therefore, spiritual education must have a clear focus on having a Christlike character. And this requires a long process, and childhood is the most critical period, where parents begin to lay the foundation of noble ethical

values to have Christlike characters (Seán Henry, 2018; Hutabarat & Putrawan, 2021).

Maturing Faith

We often cannot discern and recognize the extent to which a teenager can be said to have excellent spiritual maturity. In this case, the author categorizes a teenager with maturity in faith; it can be seen from his daily attitudes and actions. In addition, he must have the following characteristics: love God, love others and love himself.

Boehlke said that: a teenager is a perfect time to plant the seeds of humanity in their hearts. Knowing our fellow human beings is the first work of the ever-stronger imagination. Therefore, this opportunity in puberty children must be used by teenager coaches or educators to educate children so that they can pay attention to the needs of others rather than the biological needs, which often flare up in teenagers (Boehlke, 2015).

A Means of Preaching the Gospel

One of the Christian religious education goals is that teenagers listen to the gospel of Christ and then preach the gospel. The principle is that people who have felt Christ's love in them will witness the goodness of God taking place in their lives. In Acts 4:20 it says, "For we cannot say what we have seen and what we have heard." (Henry, 2018)

The character initially meant a sign outlined at the milestone to inform who owned the land being delimited. In general, a character can be interpreted as a sign or stamp. But in particular, a character can be interpreted as a mask of a Greek showman that identifies his role (Smith, 2020; Wiradimadja, 2019). Thus, "character" shows the properties of the person being played. According to the language, characters are mental, moral, or virtues that distinguish a person from another; in other words, it is called behavior or habit. Meanwhile, according to psychologists, the character is a belief system and habits that direct the actions of an individual. This means that we can know a person's character through the individual's attitude (Richard M. Lerner, 2018).

Character is an attitude of life such as; steadfast and tenacious (not afraid of failure), active, honest, love or kindness, joy or gratitude, patient, generous, humble or not arrogant, diligent, orderly, obeying rules, neat, responsible in all things, and so on (Clement & Bollinger, 2017). Character as a noun comes from the word "Charasso," which means a notch, indentation, sharpening, scratching, or writing on a stone. Therefore, it can be obtained the meaning of "Character" is a particular sign that is influenced or formed by external and internal forces upon an individual (Lerner, 2018; Smith, 2020; Wiradimadja, 2019). Character is a strength, a foundation, a guarantee for success, and withstand the tough times in facing a hopeful future. Character is the original person who constantly influences our actions, feelings, and thoughts (Clement & Bollinger, 2017; Lerner, 2018; Wiradimadja, 2019).

Character is defined as a behavior, disposition, the properties of nature, morals, or virtues that distinguish a person from others (Henry, 2018; Metcalfe & Moulin-Stożek, 2020). Meanwhile, the teenager is a time when humans are in their dozens of years (teens). A person's teenage cannot be called adulthood but cannot be called children because teenage is a period where there is a transition from childhood to adulthood, between the ages of 11 years to 21 years (Taylor, 2019). Therefore, the teenager is called the transitional period between childhood and adulthood. Teenager lasts between 12 to 21 years for women and 13 years to 22 years for men.

Meanwhile, the definition of teenagers according to Zakiah. The period where a person experiences physical growth and development, as well as psychological development. They change their body shape and way of thinking or acting, but they are not mature adults (Henry, 2018).

From the definitions that have been described above, it can be concluded that the character building of teenagers is a deliberate effort in the educational

process to help someone understand, pay attention to and carry out good ethical values in everyday life.

The task or job of parents in educating and training can be carried out from the age of three years old, because at this time children's thinking is easiest to teach and the lessons given will be remembered, thus forming their character (Clement & Bollinger, 2017). Family is the first and foremost place for the educational process for children, both from a psychological and physical aspect. Families should return to being a school of love, a school for affection, or a place for learning full of true love and respect (Taylor, 2019; Utomo, 2017). The vital role of parents in educating their children is constructive in shaping children's character. Children's surface can be good, because there is good upbringing in their family environment, such as always giving rewards when children do something useful and constantly reprimanding (not scolding) when children do something detrimental to themselves or others and always giving advice or directions when they are having difficulty learning. Likewise, on the other hand, if the child's character is not good, the biggest possibility is due to the unsuccessful results of parental education for the child. Illustration violence describe the educational world did not succeed. For example, when a child makes a mistake, the parents will hit or scold with harsh words, of course this will be a mental pressure on the child (punishment) which affects the formation of character, in this case the norm of politeness to the child.

The family environment, especially parents, is essential as a "nursery" for seeds that will grow and develop further (Gunarsa, 2000). A child at first only sees, hears, pays attention to the attitudes and behaviors shown by parents in everyday life so that when they are teenagers, they will quickly imitate what they observe.

If school is a second home for students, then the teacher is considered as their students parent. It is the same as the role of parents at home, so is the role of a teacher at school. Hurlock argued that school is a determining factor for developing children's personalities, both in thinking, attitudes, and methods of behaving (Hurlock, 2012). Character education must also be provided through learning in schools. The burden of a teacher is hefty because he must also be an educator and a teacher. As a teacher, the teacher provides his knowledge to be helpful and can compete in global developments in the future. The teacher builds the character of discipline, courtesy, responsibility to form a great personality and is beneficial for himself and society. The school environment is an environment where children gain knowledge and develop their interests and talents. The role of the school environment for some people is very influential in the formation of character, especially in improving learning achievement.

The forms and learning methods provided by the teacher are also very influential in shaping children's character. A behavioristic learning method at school does seem monotonous and stiff, where the teacher gives compliments when students do things that are considered suitable and gives punishment to students when they are wrong. However, the positive side of this rigid learning method is that it can build the character of discipline and civility and also student responsibility. Although constructive learning seems optimistic where students are given the freedom to be creative, the negative side is that children seem "wild". Thus the two learning methods must be balanced and constantly adapted to conditions and places.

The social environment of the community is also one of the factors that play a role in shaping children's character. Children can develop their behavior and personality in the community environment. For in society, children associate with their peers and other people, both younger and older. From this association, children know and learn how other people behave.

It is natural for children to imitate what they see. In this entirely modern era, we are treated to various facilities that make it easier for us to obtain information, such as the internet and television. Recently, I have seen a lot of television shows that are not suitable for children to watch. During 1990-2005,

there were still many programs on television that presented educational programs such as arena 1,2,3, quizzes, and many more. There are still many special shows for children on Sundays. However, what about now? We see television shows a minimal portion of educational programs. Even on Sundays, there are almost no educational programs.

In contrast with children's songs. In the years around 1990-2002, we often heard children's songs such as rainbow, climbing to the top of the mountain, and many other children's songs. However, now we do not listen to songs like that anymore; we are now more served to listen to songs on the theme of love between adolescents, divorce, etc. This, of course, can be imitated by underage children because children often hear this love-themed song; they (children) consider things that were taboo or inappropriate to be worth listening to (due to the habit of listening to adult songs).

As good teachers and parents, we should supervise our children in choosing the appropriate shows for them. If necessary, assist them and provide relevant learning to understand what is right and what is not. Supervision does not limit children's creativity, but control here is to provide sound direction for children.

The research problem formulation is how do students understand the meaning and purpose of Christian Religious Education? How do teenagers experience character changes? How significant is the role of Christian religious education for the children's character building?

METHOD

The research used is quantitative research with surveys. Survey research takes a sample from one population and uses a questionnaire as a primary data collection tool (Singarimbun, Masri; Effendi, 2013). The purpose of the survey can be a simple data collection; it can also be further than that, that is, clarifying or explaining, namely, studying social phenomena by examining the relationship of research variables.

The population consisted of 62 respondents. Samples of respondents who filled out the questionnaire were 40 teenagers at GBI Bukit Sion Kelapa Gading. The analysis in this study namely to test the validity, normality, linearity, regression, correlation coefficient using the computer programs Microsoft Excel and *SPSS for Windows 25.*

RESULTS

Based on the data that has been collected from the Teenagers Character Building variable, the following calculation results are obtained. The theoretical score ranges from 0 to 100, while the empirical score was 45 to 80. The mean (average value) was obtained at 62.65; median (middle value) of 61.00; mode (frequently occurring value) of 56.00; standard deviation or standard deviation of 8,574.
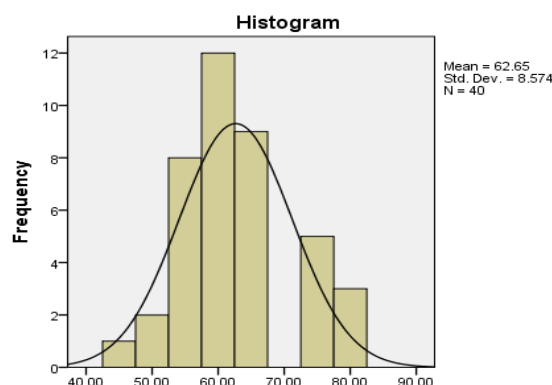
Picture 1. The Teenagers Character Building Score Histogram

From table 1 and figure 1, the research subjects got the average group score, namely seven people (17.5%), while the score was below the group average, namely four people (10%).

Based on the data that has been collected from the variable Influence of Christian Religious Education, the calculation results are as follows. The theoretical score ranges from 10 to 60, while the empirical score was obtained from 20 to 56. The mean (average value) was obtained at 37.50; median (middle value) of 37.00; mode (frequently occurring value), of 34.00; The standard deviation or standard deviation is 5,652.
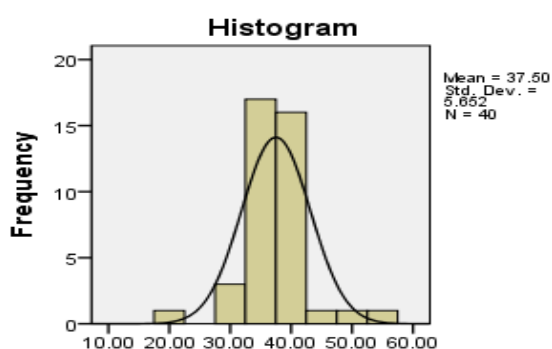
Picture 2. Histogram of the Score of the Influence of Christian Religious Education

From the table 1 and figure 1, 2, the research subjects with a score in the average group of 9 people or 22.5%, and those who score below the average are four people or 10.00%. At the same time, the research subjects who obtained scores were in the group above the average of 27 people or 69.5%. Thus, the influence of Christian Religious Education is good.

ANOVAª					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	676.343	1	676.343	11.7	.001ᵇ
Residual	2190.757	38	57.651		
Total	2867.100	39			

Table 1. Dependent Variable: Teenagers Character Building and Predictors: (Constant), Christian Religious Education

Hypothesis Test

The following is a discussion of the hypothesis testing of The role of Christian Religious Education teachers (X) with the Growth of Faith (Y) is as follows:

First Hypothesis Test

The first hypothesis reads: The influence of Christian Religious Education is in the medium category. To prove the influence of Christian Religious Education (X), the writers define three types, that are low, medium, high, using the data description table below:

Statistics

The Effect of CRE

N	Valid	40
	Missing	0
Mean		37.5000
Median		37.0000
Mode		34.00
Std. Deviation		5.65232
Variance		31.949
Range		36.00
Minimum		20.00
Maximum		56.00
Sum		1500.00

Table 2. First Hypothesis test

Based on the data, the calculation of the variable role of the Christian Religious Education teacher (X) is as follows:

The analysis of the interval is the range divided by categories, 36:3 = 12. To produce the three categories table above, it uses the formula:

$$i . k \geq R+1$$
$$12x3 \geq 36+1$$
$$36 \leq 37$$

Notes:

i = Class Intervals

r = Range (Maximum scores-Minimum scores)

k = The number of categories

Based on these findings, a class interval table for the Effect of Christian Religious Education (X) can be made.

Class Interval	Category	μ
40-42	Low	
43-66	Medium	43, 077-69,23
68-75	High	

Table 3. Variable Class Intervals The Effect of Christian Religious Education (X)

Based on the lower bound value of 43, 077-69.23, it can be concluded that the influence of

Christian Religious Education (X) is in the medium category. So the first hypothesis, which states that the effect of Christian Religious Education (X) in the medium or suitable type, is significantly proven in this study with a P-value of, 000 smaller than α<0,05.

Second Hypothesis test

The second hypothesis reads Teenagers Character Building in the medium category. To prove Teenagers Character Building, the writers define three types, that are low, medium, high, using the table of data described below:

Statistics

Teenagers Character Building

N	Valid	40
	Missing	0
Mean		62.6500
Median		61.0000
Mode		56.00
Std. Deviation		8.57411
Variance		73.515
Range		35.00
Minimum		45.00
Maximum		80.00
Sum		2506.00

Table 4. Second Hypothesis test

Based on these data, the calculation of the Teenagers Character Building (Y) variable is as follows:

The analysis of the interval is the range divided by categories, 35: 3 = 11.66 rounded to 12, using the formula:

$$i . k \geq R+1$$
$$12x3 \geq 35+1$$
$$36 \geq 36$$

Notes:

i = Class Intervals

r = Range (Maximum scores – Minimum scores)

k = The number of categories

A class interval table for the Teenagers Character Building (Y) can be made based on these findings.

Class Interval	Category	µ
46-48	Low	
49-56	Medium	49,90-55,39
57-62	High	

Table 5. Variable Class Intervals The Teenagers Character Building (Y)

Based on the lower bound value of 49.90-55.39, it can be concluded that the Relationship of the Teenagers Character Building (Y) is in the medium category. So, the second hypothesis, which states the effect of Teenagers Character Building (Y) in the medium or good category, is proven to be significant in this study with a P-value of, 000 smaller than α<0,05.

Third Hypothesis test

The hypothesis test reads: there is a positive and significant relationship between the influence of Christian religious education (X) on the teenager's character-building (Y).

After it is known that the regression equation $\hat{Y} = 35.022+ 0.737X$ is linear, then the regression significance test is carried out to determine whether the equation can be used for prediction. The results of the regression significance test for the Teenagers Character Building on the Effect of Christian Religious Education are as follows:

One-Sample Test

	Test Value = 40					
			Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	T	df			Lower	Upper
Teenagers Character Building	16.7	39	.000	22.65000	49.91	55.39

Table 6. The Results of Calculation and Significance Test of Regression Equations

From the results of the calculation, it is found that the F count is 11.732 with a P-value of 0.001 because the P-value is less than 0.01 (significance level), which means that the regression equation is very significant, it can be concluded that the regression equation $\hat{Y} = 35.022 + 0.737X$ is linear and meaningless. Because the regression equation is linear and meaningful, it can be used to predict that this regression means that if the average score of the Effect of Christian Religious Education increases by one unit, the average score for Teenagers Character Building will increase by 0.737 constant 35.022.

One-Sample Test

	Test Value = 40					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
The Effect of CRE	-2.797	39	.008	-2.50	-4.3	-.6923

Table 7. The Results of Calculation and Significance Test of Regression Equations

From the results of the calculation, it is found that the F count is 11.732 with a P-value of 0.001 because the P-value is less than 0.01 (significance level), which means that the regression equation is very significant, it can be concluded that the regression equation $\hat{Y} = 35.022 + 0.737X$ is linear and meaningless. Because the regression equation is linear and meaningful, it can be used to predict that this regression means that if the average score of the Effect of Christian Religious Education increases by one unit, the average score for Teenagers Character Building will increase by 0.737 constant 35.022.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.486[a]	.236	.216	7.59286
a. Predictors: (Constant), Effects of CRE				
b. Dependent Variable: Teenagers Character Building				

Table 8. Predictors: (Constant), Christian Religious Education and Dependent Variable: Teenagers Character Building

Based on the table above, the magnitude of the correlation coefficient is 0.486, indicating that the relationship between the influence of Christian religious education on the teenager's character building is moderate or sufficient. This is based on the following table 8.

The findings of the research show that it can be seen that the research subjects who have a score in the average group are nine people or 22.5% and the group who get a score below the average are four people or 10.00%. At the same time, the research subjects who obtained scores were in the group above the average of 27 people or 69.5%. Thus, the influence of Christian Religious Education is good.

Meanwhile, the research subjects who had a score in the average group were seven people or 17.5%, and the group who got a score below the average were four people or 10.0%. While the research subjects who obtained scores were in the group above the average of 29 people or 72.5%. Thus, Teenagers Character Building is good.

By looking at the value *P-value* of 0,001 smaller than 0,01, it can be concluded that the influence of Christian Religious Education on the Teenagers Character Building is very significant. To see the significance of the correlation coefficient and make generalizable conclusions to the population, the t-test was performed. The result of the t-test obtained a coefficient of 4.294 with *P–value* of 0,000. Because of *P-value* smaller than 0,01 then this means that the correlation coefficient is coefficient 0,486 or 48,6 % has a meaning.

These results indicate a positive and very significant relationship between the influence of Christian religious education on the teenager's character building. This means that the more decisive influence of Christian religious education will

improve the teenager's character building for the better. Therefore, to provide an optimal impact in pastoral services, leaders can conduct training for leadership education in implementing education management effectively and adequately.

DISCUSSION

After conducting an analytical test of the hypothesis: Christian Religious Education, has a significant simultaneous effect on the Formation of Youth Character in GBI Bukit Sion Kelapa Gading. Based on statistical tests, it is known that Christian Religious Education is having a simultaneous impact on the Formation of Youth Character in GBI Bukit Sion Kelapa Gading. Obtained the calculated F value of 1.937 with a significance level of 0.000 (p <0.05). The two variables have a significant effect of 23.6% in the Medium category, which means 23.6% of the variations that occur in the Christian Religious Education and Youth Character Building variables and the influence of other variables not examined in this study.

Christian Religious Education applied to adolescents correctly will positively impact youth character building at GBI Bukit Sion Kelapa Gading. This argument is supported by Wiradimadja (2019), which states that Christian Religious Education does not only have an impact on Character Building - it also has an effect that can be seen in its social behavior, both within the family and in society. Jason (2020) states that Christian Religious Education teachers have an important influence on youth character events. The essential effects that Jason meant were, among others, the teacher as a mentor who imagined himself as a role model worthy of being inspired in his thoughts and actions. Apart from being a mentor, Christian Religious Education teachers can exert influence in their capacity as leaders. In the mindset of millennial adolescents who are practical and respect all forms of leadership - the leadership they see from a teacher will shape their leadership character in the context of parenting. What is meant by nurturing here is ordering the character of

leadership through education and training processes; regardless of the ability of a person's nature leader.

For David (2020), education and religion require framing and mapping character building for youth and youth. Fort Smith, to get good framing and mapping skills, teenagers must do practice and feedback to improve the structure and quality of their framing and mapping. In addition, relational framing instruction improves the relational quality of concept maps for adolescents. With this, it can be concluded that education and religion are the primary tools in shaping adolescents' character in framing and mapping abilities carried out in measured practices and the feedback they carry out. Seán Henry (2018) and Wahyuni (2019) emphasize their opinion that "education needs to be characterized, based on and oriented towards Christian values." In other words, all forms of teaching and learning activities that occur inside and outside the classroom are manifested in the school, church, or family environment based on teaching on the principles of the Christian faith. In the Christian Religious Education learning process and providing teaching that is understanding the teachings of the Christian faith, it is also the responsibility of providing exemplary attitudes in behavior, beliefs, values, attitudes, and skills in accordance with Christian faith (Pangumbahas & Winanto, 2021). Lerner (2018) said that "building youth character is necessary to build a network of life among adolescents.

Thus, Christian Religious Education is not dominated by religious teaching, which prioritizes cognitive aspects and tends to forget the main thing, namely the understanding of spiritual values that are in contact with the realities of real life. " Teens are not only equipped with knowledge (cognitive) to know personal responsibility in enhancing the character of church youth. Adolescents are also given an affective attitude to understand good and bad judgments, right and wrong, to distinguish valuable everything or detrimental to themselves, others, especially for their nation and country. The last one is that adolescents are trained in their skills (psychomotor) to carry out

the tasks and responsibilities entrusted by the Lord Jesus relating to themselves, others, their nation, and their country.

CONCLUSION

Based on the results of the research that has been described that the entire hypothesis is validated. This research implies that efforts to increase the character building of teenagers can be made by improving Christian religious education. With the influence of Christian religious education that is given well, it can enhance the character building of teenagers correctly, so that teenagers in their familiar characters can display the correct model of Christianity, following the character of Christ as their primary role model in where they are. For this reason, practitioners of Christian religious education need to be role models for the youth they fostered.

Efforts that can be made in increasing the influence of Christian religious education are to pay attention to the role of Christian religious education, including the following: 1) Teaching the Word of God, 2) Maturing Faith, 3) A Means of Preaching the Gospel.

Meanwhile, efforts that can be made in improving the character building of teenagers are by paying attention to the factors that influence character-building, including 1) parental education, 2) teacher's education in schools, 3) community social environment, and 4) electronic media.

It is hoped that through these efforts, spiritual leaders, in this case, Christian religious education teachers in the church, can maximize themselves to work more effectively to achieve good character building.

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