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Axiological Study of Christian Teachers As Role Model in Providing Motivation for Students

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Abstract

Extrinsic motivation is an important factor in learning. However, many teachers have not been able to provide proper motivation by giving negative labeling to students. This happens because the teacher does not yet have the proper axiological foundation in viewing students as the image and likeness of God. Therefore, the aim of this study is to analyze the axiological study of the teacher's role as a role model in providing motivation for students. The method used is a literature study. The result of the study showed that the Christian teacher needs to live up to the values in the Bible so that the teacher has the basic values of correct behaviour, namely the Word of God. Teachers must also imitate Christ because He is the perfect role model for humans.

Keywords: Christ character; Biblical value; bullying; image of God; student labellin

INTRODUCTION

Humans are created in the image and likeness of God with certain limits, there are having a mind, heart and will that function to reflect God's holiness.¹ Human reason, morals and conscience come from the Creator.² Man's fall into sin resulted in the perversion of the image and likeness of God. However, the image and likeness of God will never be separated from human essence and existence, then restored in sanctification by the Holy Spirit.³ Therefore, students need to be guided to use the ratio. A teacher has the responsibility to guide students in a continuous learning process through education.⁴

Education is an effort to prepare a learning atmosphere that supports students to actively develop cognitive, affective, and psychomotor potential. Education becomes an experiential process that helps students to grow.⁵ Specifically, proclaiming the Kingdom of God is God's command to help students live for His glory through Christian

education. In education, teachers act as role models who must guide students towards the truth.⁶ Teachers need to lead students through the learning process to achieve a goal, namely as agents of reconciliation who bring students to the salvation that Christ provides.⁷ In guiding students to God's truth, teachers must first be true role models for students so that they can guide students appropriately according to God's Word.

There are some teachers in Indonesia who lack the ability to be role models by carrying out negative labeling and causing students' learning motivation to decrease. Firstly, in 2022 there were two middle school teachers in Medan who negatively labeled students as stupid and poor.⁸ Secondly, in 2023 it was recorded that a teacher in Lampung negatively labeled students as parasites because the students had not been able to pay tuition fees. This makes students feel inferior and do not want to go to school due to decreased motivation to study.⁹ Thirdly,

¹ R. C. Sproul, *Kebenaran Kebenaran Dasar Iman Kristen*. Vol. 1, 13th ed. (Malang: Literatur SAAT, 2023), 145.

² Stephen Tong, *Dosa & Kebudayaan* (Jakarta: Lembaga Reformed Injili Indonesia, 2004), 12.

³ Anthony A. Hoekema, *Manusia: Ciptaan Menurut Gambar Allah* (Surabaya: Penerbit Momentum, 2008), 26.

⁴ George R. Knight, *Filsafat & Pendidikan* (Tangerang: Universitas Pelita Harapan, 2009), 38.

⁵ Ahmad Suriansyah, *Landasan Pendidikan*. Vol. 1 (Banjarmasin: Comdes, 2011).

⁶ Harro van Brummelen, *Berjalan Bersama Tuhan Di Dalam Kelas* (Surabaya: ACSI, 2015), 37-49.

⁷ Knight, *Filsafat & Pendidikan*.

⁸ Datuk Haris Molana, "2 Guru SMP Di Medan Yang Hina Siswa Bodoh-Miskin Bakal Dibina," *detikNews*, 2022, <https://news.detik.com/berita/d-5894918/2-guru-smp-di-medan-yang-hina-siswa-bodoh-miskin-bakal-dibina>.

⁹ Dominius Desmantri Barus, "Disebut Parasit, Siswa SMK Di Lampung Selatan Di-Bully Guru Karena Belum Bayar SPP," *Tribunlampung.co.id*, 2023, <https://lampung.tribunnews.com/2023/02/22/disebut-parasit-siswa-smk-di-lampung-selatan-di-bully-guru-karena-belum-bayar-spp>.

in 2022 there will be cases of bullying of Junior High School students by their classmates while teachers leave during class time and do not act when there are cases of bullying.¹⁰ The fourth act, a teacher in Batam was involved in verbally bullying a student, when the student was being bullied by his friends.¹¹

However, there are also some Christian teachers can't be role model for students. Several cases that occur in Indonesia, especially regarding labeling carried out by teachers have referred to bullying of their students. It is known that a teacher in Pamekasan, bullied by leading opinions or some label to teachers and other students about the victim.¹² Another case example is the Barrie Christian secondary school teacher who was suspended for inappropriate verbal and emotional abuse towards his students.¹³ Furthermore, teachers tried to find the student's fault, then, the teachers given certain labels, and finally the information is disse-

minated throughout the school. As a result, the victim was severely traumatized by this case. Therefore, an appropriate Christian philosophical foundation in teaching and interacting with students is important. Because Christian philosophical view will help every teacher to see students as unique and valuable individuals as an Image of God, without any negative labels or predicates.

Based on cases of labeling to refer to bullying that occurs, shows that a teacher needs to have the right philosophical foundation. Philosophical foundations can make a teacher become more aware of roles and functions. The teacher's actions have an impact on student learning motivation because research states that the learning environment has an influence of 50.2% on student learning motivation.¹⁴

The teacher's example is reflected in how the teacher gives positive or negative labels to students because labeling is giving

¹⁰ Binti Nikmatur, "Bullying Siswa SMP Plus Baiturrahman Diviralkan, Diduga Teman Dan Sekolah Diam Tak Merespon," *Malang Times*, 2022, <https://www.malangtimes.com/baca/86851/20221119/113800/bullying-siswa-smp-plus-baiturrahman-diviralkan-diduga-teman-dan-sekolah-diam-tak-merespon>.

¹¹ Reza Junianto, "Anaknya Jadi Korban Bully Siswa Dan Guru SMK, Ortu Di Batam Lapor Polisi," *Batamnews.co.id*, 2023, <https://www.batamnews.co.id/berita-95871-anak-jadi-korban-bully-di-smk-harmoni-batam-ortu-lapor-polisi.html>.

¹² Taufiqurrahman and Pythag Kurniati, "Guru Di Pamekasan Dilaporkan Wali Murid Karena Dugaan Perundungan," *Kompas.com*, 2023, <https://surabaya.kompas.com/read/2023/11/10/063757578/guru-di-pamekasan-dilaporkan-wali-murid-karena-dugaan-perundungan>.

kompas.com/read/2023/11/10/063757578/guru-di-pamekasan-dilaporkan-wali-murid-karena-dugaan-perundungan.

¹³ Jonathan Guniard, "Barrie Catholic Teacher Suspended for Inappropriate Behaviour towards Students," *CTV News*, 2023, <https://barrie.ctvnews.ca/long-time-barrie-catholic-high-school-teacher-suspended-for-verbal-emotional-abuse-towards-students-1.6505772>.

¹⁴ Bahrudi Efendi Damanik, "Pengaruh Fasilitas Dan Lingkungan Belajar Terhadap Motivasi Belajar," *Publikasi Pendidikan* 9, no. 1 (February 28, 2019): 46–52, <https://doi.org/10.26858/PUBLIKAN.V9I1.7739>.

an identity because of someone's judgement.¹⁵ Wahid Suharmawan also stated that labeling is often aimed at students to express students' attitudes, whether negative labeling or positive labeling.¹⁶ Negative labeling given to students is included in cases of bullying by teachers. A teacher needs to be a helper for students who are victims of bullying to restore their self-image through the learning process.¹⁷ Teachers in Christian education need to show examples for students as embodiments of the character of Christ as the main role model in education.¹⁸ Teachers become a model for students in student's knowledge and character, for inspiration and motivation for students.¹⁹ A Christian teacher has a great task in applying the values of Christian axiology as written in the Bible. Teachers need to show good character as role models to be emulat-

ed by their students and imitated by other teachers who do not believe in Christ.

Based on these facts, there needs to be awareness from every teacher to improve their personal character as role models for students. Teachers need to have the right philosophical basis in viewing students. A review of Christian axiology is one of the most important elements in education, namely ethics and aesthetics.²⁰ The axiological aspect discusses the meaning of a person's moral values and behavior, and encourages humans to be able to practice God's truth in life.²¹ The axiology of Christian education which has humanist values is built on the basis of Biblical epistemology.²² A teacher needs to have personal characteristics, namely having a character that is based on Biblical values and norms.²³ Moral and ethical values in Christian axiology in the Bible are

¹⁵ Diana Nurhavina, "Labeling Siswa SMA Negeri Jurusan Bahasa Di Kota Surabaya," *Biokultur* 11, no. 1 (2022): 15–27.

¹⁶ Wahid Suharmawan and Eges Triwahyuni, "Dampak Psikologis Labeling Bagi Siswa SMP," *Consilium: Education and Counseling Journal* 2, no. 2 (August 8, 2022): 35–45, <https://doi.org/10.36841/CONSILIUM.V2I2.2049>.

¹⁷ Tania Gunawan Sutaji and Yuli Christiana Yoedo, "Peran Guru Kristen Untuk Menolong Murid SD Korban Perundungan Melalui Cerita Video Animasi," *Aletheia Christian Educators Journal* 2, no. 1 (March 31, 2021): 69–83, <https://doi.org/10.9744/ALETHEIA.2.1.69-83>.

¹⁸ Martinus Laia, "Analisis Model Pengajaran Tuhan Yesus Berdasarkan Matius 5:13-16: Teladan Bagi Guru Pendidikan Agama Kristen," *Formosa Journal of Multidisciplinary Research* 1, no. 3 (July 29,

2022): 533–42, <https://doi.org/10.55927/FJMR.V1I13.731>.

¹⁹ Azka Salmaa Salsabilah, Dinie Anggraeni Dewi, and Yayang Furi Furnamasari, "Peran Guru Dalam Mewujudkan Pendidikan Karakter," *Jurnal Pendidikan Tambusai* 5, no. 3 (2021): 7158–63.

²⁰ Knight, *Filsafat & Pendidikan*.

²¹ Tety Tety and Soeparwata Wiraatmadja, "Prinsip-Prinsip Filsafat Pendidikan Kristen," *Evangelikal: Jurnal Teologi Injili Dan Pembinaan Warga Jemaat* 1, no. 1 (January 12, 2017): 55–60, <https://doi.org/10.46445/EJTI.V1I1.56>.

²² Hasudungan Sidabutar, "Filsafat Ilmu Pendidikan Agama Kristen Dan Praksisnya Bagi Agama Kristen Masa Kini," *PEADA': Jurnal Pendidikan Kristen* 1, no. 2 (2020): 85–101, <https://peada.iakn-toraja.ac.id/index.php/ojsdatapeada/article/view/20>.

²³ van Brummelen, *Berjalan Bersama Tuhan Di Dalam Kelas*.

the foundation for teachers in giving motivation to students. Teachers must be role models for students, especially in viewing students as unique individuals and the image and likeness of God. This article aims to analyze axiological studies regarding the role of teachers as role models in providing motivation for students.

RESEARCH METHOD

The method used in this research is a literature study method through various

valid sources such as books and accredited journals. The focus of this research is Christian axiology, learning motivation, and the role of Christian teachers as role models. Researchers make observations and analyses of actual problems, then conduct descriptions and studies using the philosophical foundation of Christian axiology so as to describe the characteristics of Christian teachers as role models for students. The summary of this research flow is contained in Figure 1.

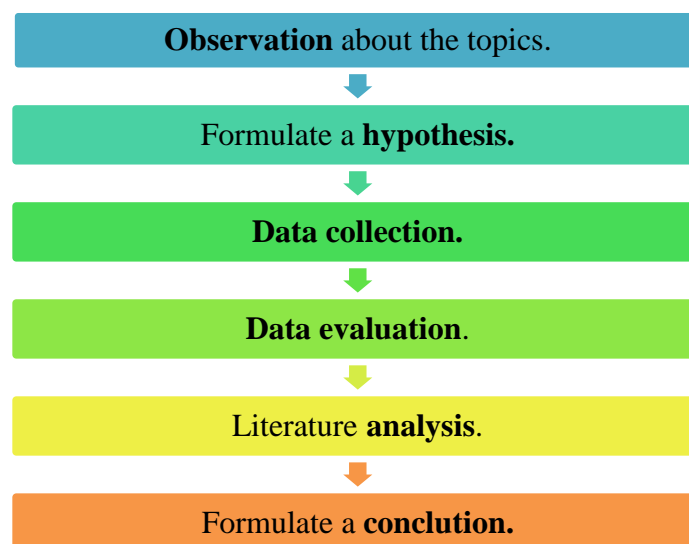


Figure 1 Research's flow

Details of the flow of the research conducted, namely the first stage of observation of the study topic taken based on events or phenomena that occur around. The second stage is the formulation of hypotheses based on observations that have been carried out. The third stage is data collection through searching for information

through mass media or other literature. The fourth stage and the fifth stage, a data evaluation process is carried out which is then reviewed and analyzed further. The final stage is drawing conclusions (Figure 1). All these stages are carried out to obtain optimal results in research based on this literature study.

RESULT AND DISCUSSION

Christian Axiology

Educational philosophy cannot be separated from the axiological aspect which talks about the meaning and value of reality. Axiology is a philosophical category that contains values as the basis of human will to live.²⁴ Axiology has two main parts, namely ethical or moral philosophy and aesthetic or beauty philosophy.²⁵ In line with this, J.S. Suriasumantri also explained that axiology includes morals or ethics.²⁶ Moral issues are closely related to human efforts to search for truth. This philosophy contains the values of truth, beauty, goodness, and religion.²⁷ Therefore, it can be stated that axiology discusses values as the basis of human life which has two main parts, namely ethics and aesthetics to search for truth and morality.

Christian axiology views the morality of believers as wisdom, happiness, and

divine intelligence because believers constitute the unity of the body of Christ.²⁸ Axiology is reflected in morality and ethics that guide actions to achieve positive results in human life.²⁹ Christian axiology is based on the doctrine of Biblical creation so that the principles of Christian axiology are character and values that come from God.³⁰ The moral behavior of Christians is influenced by internal and external forces because spirituality is related to thoughts, feelings, habits of action, health and social factors.³¹

Christian philosophy has absolute sources of truth, namely God and the Bible, the five senses, reason and authority.³² Christian philosophy is rooted in the Bible as the main source of knowledge so that the Bible is the main foundation of Christian axiology.³³ Axiology is closely related to the relationship between humans and nature and each other, because it has the essence of good values and bad values.³⁴ The axiologi-

²⁴ M. Anwar, *Filsafat Pendidikan 1* (Penerbit Kencana, 2015).

²⁵ C. Hikmah et al., "Perspektif Filsafat Pendidikan Terhadap Psikologi Pendidikan Humanistik," *Paradigma: Jurnal Filsafat, Sains, Teknologi, Dan Sosial Budaya* 30, no. 1 (2024): 67–76.

²⁶ J. S. Suriasumantri, *Filsafat Ilmu: Sebuah Pengantar Populer* (Pustaka Sinar Harapan, 2009).

²⁷ Elfira Rahmadani et al., "Ontologi, Epistemologi, Aksiologi Dalam Pendidikan Karakter," *JOURNAL OF SCIENCE AND SOCIAL RESEARCH* 4, no. 3 (October 29, 2021): 307–11, <https://doi.org/10.54314/JSSR.V4I3.680>.

²⁸ James S. Spiegel, "Berkeleyan Idealism and Christian Philosophy," *Philosophy Compass* 12, no. 2 (February 1, 2017): 307–11, <https://doi.org/10.1111/PHC3.12400>.

²⁹ Robert C. Solomon, Clancy Martin, and Kathleen M. Higgins, *Introducing Philosophy*, 10th ed. (New York: Oxford University Press, 2002).

³⁰ Knight, *Filsafat & Pendidikan*.

³¹ Geoffrey W. Sutton and Brandon Schmidly, *Christian Morality: An Interdisciplinary Framework for Thinking About Contemporary Moral Issues* (Pickwick Publication, 2018).

³² Khoe Yao Tung, *Filsafat Pendidikan Kristen. Vol. 1* (Yogyakarta: Penerbit Andi, 2013), 30.

³³ Junihot Simanjuntak, *Filsafat Pendidikan Dan Pendidikan Kristen* (Yogyakarta: Penerbit Andi, 2013).

³⁴ Dyulius Thomas Bilo, "Implementasi Sistematis Filsafat Bagi Pengembangan Kurikulum Pendidikan Kristen," *Phronesis: Jurnal Teologi Dan Misi* 2, no.

cal philosophical system is built based on the nature of truth in the metaphysical and epistemological aspects so that this influences a person's axiology.³⁵ Therefore, Christian axiology is built on the metaphysics and epistemology of the Bible as the main source of knowledge, and shows the values of good and bad.

The Christian Education Philosophy has the truth of God's Word in the Bible as its basic framework, meaning that the entire educational process is based on the Bible. Education that is centered on God must have a curriculum, teacher personality, and assessment process that is also centered on God.³⁶ Teachers need to have an understanding of the Bible in order to be able to have a philosophical basis that is in accordance with the truth of God's Word.³⁷ Based on this opinion, it can be synthesized that Christian education which is centered on God must have a curriculum and teacher personality that is based on Biblical truth, so that it is able to face contemporary issues

in education. God's Word is the main foundation of Christian life that underlies all human thought and behavior. If someone holds Biblical values as the basis of their life, then that person will reflect behavior that is in accordance with Biblical values. Thus, Christian norms and ethics are regulated by the Word of God contained in the Bible, especially norms and ethics in education.

Student's Learning Motivation

Motivation is the amount of effort within a person to carry out an activity.³⁸ Motivation can be defined as the energy and energy that drives a person to carry out an action.³⁹ Motivation can also be defined as a driving force that creates intention and persistence in an activity.⁴⁰ Motivation is a psychological and mental factor that is responsible for a person's intention and enthusiasm for learning.⁴¹ Thus, learning motivation can be defined as a desire, energy and driving force that triggers a person's intention to carry out certain actions.

1 (July 26, 2019): 1–21, <https://doi.org/10.47457/PHR.V2I1.25>.

³⁵ Knight, *Filsafat & Pendidikan*.

³⁶ Noh Ibrahim Boiliu, *Filsafat Pendidikan Kristen* (Jakarta: UKI Press, 2020).

³⁷ Boiliu.

³⁸ Shanam Al Dhuha et al., "A Kontrol Diri Dengan Motivasi Belajar SMA Negeri 1," *Jurnal Ilmiah Kesehatan Sandi Husada* 9, no. 1 (June 30, 2020): 190–96, <https://doi.org/10.35816/JISKH.V11I1.238>.

³⁹ Rizka Mahendra Putra, "Pengaruh Pemanfaatan Internet Dan Motivasi Belajar Terhadap Hasil Belajar Siswa Kelas VII DI SMP Negeri 1

Kapongan," *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi* 6, no. 1 (December 6, 2019): 9–22, <https://doi.org/10.47668/EDUSAINTEK.V6I1.10>.

⁴⁰ Jainiyah Jainiyah et al., "Peranan Guru Dalam Meningkatkan Motivasi Belajar Siswa," *Jurnal Multidisiplin Indonesia* 2, no. 6 (June 27, 2023): 1304–9, <https://doi.org/10.58344/JMI.V2I6.284>.

⁴¹ Beatus Mendelson Laka, Jemmi Burdam, and Elizabet Kafiar, "Role Of Parents In Improving Geography Learning Motivation In Immanuel Agung Samofa High School," *Jurnal Inovasi Penelitian* 1, no. 2 (June 30, 2020): 69–74, <https://doi.org/10.47492/JIP.V1I2.51>.

Motivation in students can come from two main factors, namely internal motivation factors that come from within the self, and external motivation factors that come from outside the self.⁴² Internal motivation factors consist of interests, desires and attention, while external motivation factors consist of other people's views and expectations of themselves.⁴³ Students' external motivation is influenced by the learning environment, teacher teaching, and classroom management.⁴⁴ Student motivation is influenced by internal and external factors that influence a person's enthusiasm.⁴⁵ Therefore, it can be concluded that students' learning motivation comes from internal factors from inside and external factors from outside.

There are several factors that can increase learning motivation, one of which is through reinforcement for students to motivate students to learn.⁴⁶ Providing rein-

forcement that is carried out in a disciplined and consistent manner over a long period of time will motivate students and have an impact on student behavior.⁴⁷ Instilling students' self-concept through reinforcement such as smart, diligent and good, will encourage students to be motivated to learn.⁴⁸ So it can be stated that learning motivation can be increased through providing reinforcement for students. Reinforcement has a significant influence on increasing student learning motivation because teachers give reward to students.

A Christian Review of Student Learning Motivation

The main principle in teaching is to look at students as a whole and see that each student is unique in their potential and needs.⁴⁹ Teachers should not look at students partially, for example only looking at

⁴² John W. Santrock, *Educational Psychology*, 6th ed. (McGraw-Hill Education, 2018), 62.

⁴³ Maryam Muhammad, "Pengaruh Motivasi Dalam Pembelajaran," *Lantanida Journal* 4, no. 2 (September 18, 2017): 87–97, <https://doi.org/10.22373/LJ.V4I2.1881>.

⁴⁴ Sholehuddin Sholehuddin and Rahmawati Kusuma Wardani, "Pengaruh Lingkungan Sekolah Dan Manajemen Kelas Terhadap Motivasi Belajar Siswa," *Jurnal Holistika* 5, no. 1 (February 21, 2023): 11–16, <https://doi.org/10.24853/holistika.5.1.11-16>.

⁴⁵ Desi Ratnasari Ambarita et al., "Motivasi Internal, Motivasi Eksternal Dan Kompensasi Terhadap Semangat Kerja Guru Di SMA Free Methodist Medan," *Jurnal Penelitian Dan Pengembangan Sains Dan Humaniora* 5, no. 1 (June 25, 2021): 140–46, <https://doi.org/10.23887/JPPSH.V5I1.35129>.

⁴⁶ Ade Nurcahya and Hady Siti Hadijah, "Pemberian Penguatan (Reinforcement) Dan Kreatifitas Mengajar Guru Sebagai Determinan Motivasi Belajar Siswa," *Jurnal Pendidikan Manajemen Perkantoran* 5, no. 1 (June 27, 2020): 83–96, <https://doi.org/10.17509/JPM.V5I1.25855>.

⁴⁷ Mamang Efendy and Eben Ezer Nainggolan, "Pendekatan Behavioral Untuk Mengurangi Perilaku Mengganggu Pada Siswa Di Sekolah," *Jurnal Pendidikan Dan Konseling (JPDK)* 4, no. 6 (December 23, 2022): 12653–61, <https://doi.org/10.31004/JPDK.V4I6.10440>.

⁴⁸ M. R. S. Ahmad et al., "Dampak Pelabelan Terhadap Motivasi Belajar Siswa," *COMSERVA: Jurnal Penelitian Dan Pengabdian Masyarakat* 3, no. 1 (2023): 313–18.

⁴⁹ John van Dyk, *Surat Surat Untuk Lisa: Percakapan Dengan Seorang Guru Kristen*, ed. Suzanne Tangka (Tangerang: UPH Press, 2013).

their low cognitive abilities. However, teachers need to look at students by looking at all aspects of their lives. Viewing students as a whole means realizing the existence of students as the precious image and likeness of God regardless of their conditions and weaknesses.⁵⁰ Based on this foundation, a teacher must continue to help students who have weaknesses in any aspect, whether in cognitive, affective, or psychomotor aspects. Learning is also an opportunity for teachers to help students get to know Christ more deeply, through the teacher's example in treating students in the classroom.

The classroom should be a place for teachers to show love and kindness.⁵¹ The classroom should function as a means for students to demonstrate their talents and abilities freely with the guidance and example of the teacher. Students should be able to express their learning outcomes according to their respective abilities without any judgment from the teacher. When compared to negative labeling, positive labeling is more beneficial for students because it makes students comfortable and confident in expressing their opinions. A teacher should build a supportive classroom community by

making different students feel comfortable and confident in expressing their opinions in the same class. In this case, the teacher's role is very important to provide reinforcement and encouragement to students so that they can be motivated to learn. Teachers need to direct students to the right learning motivation, to do everything for the glory of God's name, because learning is not centered on students but on Christ.

Providing learning motivation to students does not only have an impact on the cognitive aspect. Students will experience a complete process of character formation in every cognitive, affective, and psychomotor aspect through providing learning motivation.⁵² Teachers need to guide students to not only grow in cognitive terms, namely learning outcomes, but also in affective terms, namely self-confidence. Students need to have self-confidence that is rooted in the view that students are individuals created in the image and likeness of God. With teacher guidance, students need to understand that they are valuable individuals to God even though they have weaknesses. Students' self-worth is not determined based on their strengths and weaknesses, but ra-

⁵⁰ Hoekema, *Manusia: Ciptaan Menurut Gambar Allah*.

⁵¹ van Dyk, *Surat Surat Untuk Lisa: Percakapan Dengan Seorang Guru Kristen*.

⁵² Sioratna Puspita Sari and Jessica Elfani Bermuli, "Pembentukan Karakter Tanggung Jawab Siswa

Pada Pembelajaran Daring Melalui Implementasi Pendidikan Karakter," *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran* 7, no. 1 (March 3, 2021): 110–21, <https://doi.org/10.33394/JK.V7I1.3150>.

ther based on what God has revealed, that is humans as the precious image and likeness of God. Even though all humans have fallen into sin, the image and likeness of God was not lost but damaged. This damaged image of God urgently needs to be restored through God's work of salvation through the sacrifice of Christ.⁵³ In this case, teachers have an important role as role models for students to become individuals who are increasingly like Christ.

The Teacher's Role as a Role Model

The teacher is a person who has a very important role in learning. Not only limited to the knowledge transfer process, but a teacher should also take part in carrying out character education for students.⁵⁴ Teachers have a role as role models, motivators, facilitators, and givers of rewards

and punishments to support learning activities.⁵⁵ One of the roles of teachers in education is as role models in conveying the values and character that teachers have to students.⁵⁶

In their role as teachers and educators, teachers act as role models. Teachers act as role models and these role models have an impact on the formation of moral values that students have.⁵⁷ Students will imitate whatever the teacher teaches in class, both in terms of academics and ethics.⁵⁸ Therefore, teachers need to pay attention to basic behavior, ways of conveying opinions, ways of responding to mistakes, ways of thinking, and lifestyles that can influence students.⁵⁹ Teachers need to monitor their behavior so that students can imitate the teacher in all aspects, both knowledge and character.⁶⁰ Based on these four opinions, it can

⁵³ Hoekema, *Manusia: Ciptaan Menurut Gambar Allah*.

⁵⁴ Reni Triposa, Yonatan Alex Arifianto, and Yudi Hendrilia, "Peran Guru PAK Sebagai Teladan Dalam Meningkatkan Kerohanian Dan Karakter Peserta Didik," *Jurnal Pendidikan Agama Kristen (JUPAK)* 1, no. 2 (June 16, 2021): 124–43, <https://doi.org/10.52489/JUPAK.V2I1.24>.

⁵⁵ Y. W. Dasor, H. Mina, and E. Sennen, "Peran Guru Dalam Gerakan Literasi Di Sekolah Dasar," *Jurnal Literasi Pendidikan Dasar* 2, no. 2 (2021): 19–25.

⁵⁶ Helen Melenia Sianipar and Wahyu Irawati, "Peran Guru Sebagai Teladan Dalam Upaya Pembentukan Karakter Siswa Berdasarkan Kajian Filsafat Aksiologi Kristen," *Didache: Journal of Christian Education* 3, no. 1 (May 24, 2022): 58–72, <https://doi.org/10.46445/DJCE.V3I1.483>.

⁵⁷ Kandiri Kandiri and Arfandi Arfandi, "Guru Sebagai Model Dan Teladan Dalam Meningkatkan Moralitas Siswa," *Edupeia: Jurnal Studi*

Pendidikan Dan Pedagogi Islam 6, no. 1 (July 21, 2021): 1–8, <https://doi.org/10.35316/EDUPEDIA.V6I1.1258>.

⁵⁸ Mega Mega, Andreas Fernando, and Teguh Parluhutan Saragih, "Paradigma Pendidikan Agama Kristen Terhadap Etis Dan Norma Guru Sebagai Teladan Pendidik," *Veritas Lux Mea (Jurnal Teologi Dan Pendidikan Kristen)* 4, no. 1 (February 28, 2022): 71–82, <https://doi.org/10.59177/VERITAS.V4I1.142>.

⁵⁹ Lukman Nol Hakim, "Hubungan Keteladanan Guru Dengan Adab Siswa Tingkat Sekolah Dasar (SDN, SDIT, MI, Homeschooling Group) Di Bogor," *Educate: Jurnal Teknologi Pendidikan* 4, no. 1 (January 1, 2019): 95–107, <https://ejournal.uika-bogor.ac.id/index.php/EDUCATE/article/view/1688>.

⁶⁰ Priska Pebrianti Liu and Wiyun Philipus Tangkin, "Teladan Yesus Kristus Sebagai Pembentuk Karakter Siswa Guna Mencapai Pembelajaran Yang Holistik," *Jurnal Teologi Berita Hidup* 5, no. 2

be synthesized that teachers act as role models for the formation of morals and ethics so that teachers need to pay attention to every way of thinking and behaving.

A Biblical Review of Teachers as Role Models

Teachers as the spearhead of Christian education need to believe in a complete truth in the Word of God, because what the teacher believes will be reflected in the behavior the teacher shows.⁶¹ A teacher needs to have certain personal characteristics, namely being committed to Jesus Christ so that the teacher can bring students to the Truth.⁶² If a teacher does not have a commitment to Christ through a personal relationship with Him, then it will be difficult for the teacher to reflect the character of Christ in his life so that it can have an impact on classroom learning. An educator must have the right foundation because it will lead to value orientation. A teacher's value orientation will lead the teacher to determine educational goals.⁶³ Therefore, Christian teachers need to have the correct value base through examples of the character of Christ found in the Bible.

The person of Jesus also taught man to respect and regard others with preciousness. John 8:2-11 tells of an adulterous woman who would be stoned, but Jesus said, "Whoever of you is without sin, let her be the first to throw a stone at her," so that she would not be stoned. Jesus set an example of loving and viewing the woman as a precious human being by saying, "Neither do I condemn you. Go, and sin no more from now on." Luke 7:36-50 tells of a woman who was considered a sinner washing Jesus' feet. When His disciple rebuked the woman, Jesus saw that the woman had regretted her actions and was willing to change so that the woman had been forgiven despite sinning and doing wrong before.

The fundamental characteristic of a Christian teacher is love. A teacher must be able to love students by seeing that students are valuable individuals. However, the problem that occurs is that negative labeling actions are still found by teachers. This action goes against the concept of loving students as valuable human beings. The negative perception given to someone by looking at their shortcomings is a picture of a negative labeling event.⁶⁴ Negative labeling

(March 29, 2023): 455–67, <https://doi.org/10.38189/JTBH.V5I2.378>.

⁶¹ Liu and Tangkin.

⁶² van Brummelen, *Berjalan Bersama Tuhan Di Dalam Kelas*.

⁶³ Knight, *Filsafat & Pendidikan*.

⁶⁴ Kushendar Kushendar and Aprezo Pardodi Maba, "Bahaya Label Negatif Terhadap Pembentukan Konsep Diri Anak Dengan Gangguan Belajar," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 2, no. 3 (2017): 106–13, <https://doi.org/10.31538/NDH.V2I3.27>.

tends to encourage students to assume that the label is correct so that it will change their perspective towards themselves to be negative.⁶⁵

In his book, Harro van Brummelen states that if teachers scoffed students who are not good enough in a subject, then the teacher fails to love those students.⁶⁶ Teachers should not use negative labeling which can demean students, but rather positive labeling which can make students feel confident and motivated to continue learning. Teachers need to provide a learning atmosphere that allows students to grow, through providing positive labeling to encourage learning motivation.

Teachers must act as role models for students in all aspects of their personal character because students will imitate the teacher's character. Student character education needs to involve students' spiritual growth so that it gives birth to changes towards becoming like Christ.⁶⁷ It is not enough for teachers to rely on human exam-

ples but must have a personal acquaintance with God as a perfect example. Without personal acquaintance with God, teachers will have no role models in life and will be unable to provide the right example to students. Teachers should be a representation of God in everyday life through personal knowledge of Christ.⁶⁸

Teachers must have perfect role models to provide the right example to students. The most perfect example has been realised in the person of Christ, not in merely human person.⁶⁹ The character and behavior of Christian teachers originate from the ethical values and norms written in the Bible. Therefore, a Christian teacher needs to believe in Christ and uphold the teachings of the Bible as the basis of his axiology. Ideally, Christian teachers play a role in forming students' character through good and professional behavior so that students can emulate it.⁷⁰ Teachers must be able to teach the Bible as truth and take steps to implement it, for example respect-

⁶⁵ Ani Lestari and Khairul Huda, "Loving Not Labelling: Dampak Negatif Labelling Terhadap Perkembangan Bakat Dan Kreatif Anak," *Jurnal Genta Mulia* 12, no. 1 (2021): 24–40.

⁶⁶ van Brummelen, *Berjalan Bersama Tuhan Di Dalam Kelas*.

⁶⁷ Imanuel Herman Prawiromaruto and Kalis Stevanus, "Pendidikan Karakter Kristen Melalui Pengutamaan Formasi Rohani," *DUNAMIS: Jurnal Teologi Dan Pendidikan Kristiani* 7, no. 2 (December 12, 2022): 543–56, <https://doi.org/10.30648/DUN.V7I2.926>.

⁶⁸ Maria Kezia Gag hunting and Jessica Bermuli, "Kajian Antropologi Kristen Mengenai Peran Guru Menerapkan Strategi Pembelajaran Variatif Untuk Mengembangkan Kemampuan Afektif Siswa," *Diligentia: Journal of Theology and Christian Education* 4, no. 1 (January 31, 2022): 1–21, <https://doi.org/10.19166/DIL.V4I1.4750>.

⁶⁹ Verne H. Flechter, *Lihatlah Sang Manusia: Suatu Pendekatan Pada Etika Kristen Dasar* (Jakarta: BPK Gunung Mulia, 2007).

⁷⁰ Jannes Eduard Sirait and Purim Marbun, *Guru Profesional, Inspiratif, Dan Menyenangkan* (Yogyakarta: Andi Offset, 2022).

ful behavior towards students.⁷¹ Students are the unique image and likeness of God so teachers must view students as valuable individuals even though humans have sin. Humans not only need to obey the values and laws of the world, but also must obey the values obtained from the character of Christ.⁷² A teacher must be involved in the development of students' faith, by providing an example in living out the character of Christ in their teaching and behavior.⁷³ Based on this opinion, a teacher involved in the development of faith provides examples of the character of Christ in teaching, one example of which is to respect students as the image and likeness of God.

Christian teachers have a role as role models for students, so teachers need to have personal characteristics like Christ who are full of love and obedience. Teachers can bring students to become individuals who fear God by being an example for students in experiencing personal acquaintance with Christ.⁷⁴ A Christian teacher

needs to live actions that reflect God's truth through the words and way of life of Jesus.⁷⁵ Teachers are God's partners in guiding students, so teachers need to be role models in forming students' characters according to the teachings of the Bible.⁷⁶ Teachers become role models in experiencing personal knowledge of Christ so that they have personal characteristics and can reflect God in accordance with Biblical truth.

Every word and behavior carried out by the teacher will be witnessed by students, so the teacher must be wise in selecting each word to be used. In James 3:9-10 (NIV) written that "With the tongue we praise our Lord and Father, and with it we curse human beings, who have been made in God's likeness. Out of the same mouth come praise and cursing. My brothers and sisters, this should not be." Thus, a teacher should not say curses to students with the aim of degrading the students. Teachers must be able to say positive things that aim to bless

⁷¹ Sianipar and Irawati, "Peran Guru Sebagai Teladan Dalam Upaya Pembentukan Karakter Siswa Berdasarkan Kajian Filsafat Aksiologi Kristen."

⁷² Sari and Bermuli, "Pembentukan Karakter Tanggung Jawab Siswa Pada Pembelajaran Daring Melalui Implementasi Pendidikan Karakter."

⁷³ Novel Priyatna, "Peran Guru Kristen Sebagai Agen Restorasi Dan Rekonsiliasi Dalam Mengembangkan Karakter Kristus Pada Diri Remaja Sebagai Bagian Dari Proses Pengudusan [The Role of Christian Educator as Agent of Restoration and Reconciliation in Developing

Christ-like Cha," *Polyglot: Jurnal Ilmiah* 13, no. 1 (March 13, 2017): 1–10, <https://doi.org/10.19166/PJI.V13I1.333>.

⁷⁴ Triposa, Arifianto, and Hendrilia, "Peran Guru PAK Sebagai Teladan Dalam Meningkatkan Kerohanian Dan Karakter Peserta Didik."

⁷⁵ Liu and Tangkin, "Teladan Yesus Kristus Sebagai Pembentuk Karakter Siswa Guna Mencapai Pembelajaran Yang Holistik."

⁷⁶ Sianipar and Irawati, "Peran Guru Sebagai Teladan Dalam Upaya Pembentukan Karakter Siswa Berdasarkan Kajian Filsafat Aksiologi Kristen."

students and provide motivation to students, because students are created in the image of God.

CONCLUSION

Christian teachers need to have a basic axiology of the Bible as God's Word because human actions are rooted in axiological values. Christian teachers need to have perfect role models, namely having the character of love like Christ as stated in the Bible. If teachers imitate the character of Christ, then teachers will be able to be good role models for students in the classroom. The teacher's example can be reflected in the way the teacher views students as the image of God through positive labeling of students. By being a good role model in providing positive labeling, teachers can provide learning motivation to students which will have an impact on learning outcomes.

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