

Implementation of Contextual Teaching and Learning (CTL) to Enhance Respect Values Based on Christian Teachings among Sixth Grade Elementary School Students

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ABSTRACT

This study aims to optimize the inculcation of respect and obedience values based on Christian teachings among sixth-grade students at SD Kristen Lumasebu, Maluku, through the application of the Contextual Teaching and Learning (CTL) model in a two-cycle Classroom Action Research (CAR). The research subjects consisted of 18 students. Each cycle consisted of two meetings, beginning with the exploration of respect and obedience values in Christian teachings, followed by group discussions, teacher modeling, and reflection. Data were collected through attitude observations and learning achievement tests, then analyzed descriptively using both qualitative and simple quantitative methods. The results showed a significant increase in the implementation of respect values, from an average of 63.9% in the first cycle to 86.1% in the second cycle. These findings confirm the effectiveness of the CTL model in internalizing Christian values, particularly respect and obedience. The main success factors were teacher role modeling and consistent habituation of values within the school environment. This research provides empirical contributions to the development of character education based on Christian values in elementary schools, and highlights the importance of applying the CTL method in Christian Religious Education (PAK) learning.

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1. INTRODUCTION

Primary education is the main foundation for shaping the character, morality, and spirituality of the younger generation. In the context of Indonesia's plural society, elementary schools are not only responsible for developing cognitive aspects but also have a strategic mandate to instill noble values such as respect and obedience, which are the core of national character education (Anita et al., 2026). However,

field realities show that the lack of respect and obedience among elementary school students remains a serious problem with wide-ranging impacts on students' social, moral, and academic lives. This phenomenon is becoming increasingly complex amid the currents of globalization, the rapid influence of digital culture, and the weakening of role models from their immediate environment (Evania & Ramadani, 2024).

The low implementation of respect values among elementary school students is manifested in various behaviors that show a lack of appreciation for authority, such as ignoring teachers' instructions, being reluctant to greet, speaking impolitely, and even disregarding school rules and assignments (Anita et al., 2026; Muntuan, 2023). Studies at SD Inpres Makalonsouw and SD Negeri Kalikotes confirm that although routines and formal programs have been conducted, many students still perform values of respect mechanically, without a deep internalization of those values. The main obstacles identified are weak internal awareness, lack of habituation, minimal parental involvement, and limited school infrastructure to support character development (Ilham et al., 2022; Rantauwati, 2019).

Theologically, the Bible explicitly commands children to honor and obey their parents and other authorities as a manifestation of faith and obedience to God (Herawati, 2016; Hermanto et al., 2021). The concept of respect in Christian faith emphasizes not only formal compliance but must be rooted in love, spiritual appreciation, and reflection from a personal relationship with Christ. These values form a strong moral foundation in building a holistic Christian character, in which obedience and respect are tangible expressions of living faith and love (Gea, 2025; Samaloisa & Hutahean, 2023).

Within the framework of the national curriculum, the learning achievement (CP) for respect values in Phase C (Grades 5–6 of elementary school) explicitly emphasizes the importance of internalizing Christian values in relationships with others. This CP targets students' ability to show respect to everyone regardless of ethnic or religious background, as well as the ability to reject all forms of bullying. Thus, the application of respect values is not limited to the school and family environment but must also be reflected in broader and cross-difference social relations.

In the context of Christian education in elementary schools, Christian Religious Education (PAK) teachers hold a central role as agents of character change. PAK teachers are not merely conveyors of knowledge but also serve as primary role models, facilitators, motivators, spiritual mentors, and instructional innovators who are able to transform Christian values into all aspects of students' lives (Andrianti, 2018; Hasibuan & Naibalo, 2025; Intarti, 2016). Through role modeling, habituation, and the development of contextual and creative learning materials, PAK teachers are expected to instill the values of respect and obedience effectively, not only within the classroom context but also in social, family, and community interactions (Gea, 2025).

One of the main challenges is how to develop learning strategies that are relevant, contextual, and able to internalize respect values in students' real lives at school. PAK teachers are required to connect biblical teachings with students' concrete experiences, use participatory, reflective, and collaborative learning methods, and strengthen synergy between schools, families, and faith communities (Gea, 2025; Herawati, 2016). Effective learning materials must be able to connect key themes such as love, forgiveness, justice, and responsibility with everyday practices, so that students not only understand cognitively but are also able to apply them affectively and psychomotorically.

Recent studies affirm that habituation, role modeling, and pedagogical innovation by PAK teachers have a significant influence on the formation of students' character in respect and obedience (Gea, 2025). Successful PAK teachers are those who are able to be role models, build warm and empathetic relationships, and consistently instill Christian values in all aspects of learning. In addition, collaboration with parents and the church is crucial to ensure the continuity of character development from school to home (Anita et al., 2026; Herawati, 2016).

Nevertheless, research gaps remain due to the lack of empirical studies specifically exploring the optimization of instructional strategies and the role of PAK teachers in instilling respect values contextually and holistically at the elementary level. Previous studies have focused more on cognitive aspects or general moral habituation, without addressing the process of internalizing values and the

development of comprehensive evaluation models to measure the success of respect value internalization in students' daily practices (Muntuan, 2023).

One innovative approach applied in this study is the use of the Contextual Teaching and Learning (CTL) model, which has been proven effective in enhancing the contextual internalization of Christian values. The CTL method encourages active student engagement in the learning process through group discussions, reflection, real-life case studies, and value modeling, making the learning experience more meaningful and relevant to everyday life (Rahman et al., 2023; Riza et al., 2024). CTL enables respect values to be not only understood theoretically but also practiced authentically in students' social relationships both inside and outside the school.

This research emphasizes the role of PAK teachers as the main agents in developing respect-based character grounded in Christian values, as well as developing evaluation instruments that can monitor students' attitudes and behaviors on an ongoing basis. The main objective of this research is to optimize the role of Christian Religious Education teachers in instilling respect values based on Christian values among elementary school students, through strategies for developing instructional materials, habituation, role modeling, and synergy between school and family. This research is expected to make both theoretical and practical contributions to the development of contextual and transformative Christian education, and to serve as a reference for Christian schools in strengthening the character and spirituality education of students in the contemporary era.

2. METHODS

This research employs a Classroom Action Research (CAR) approach with a two-cycle design, aimed at improving the instillation of respect values based on Christian teachings among sixth-grade students at SD Kristen Lumasebu, Maluku. The research is conducted in the odd semester of the 2025/2026 academic year, specifically in May 2026. Each cycle consists of two meetings, each lasting 25 minutes or adjusted according to the school's policy. The location and research subjects were purposively selected based on initial observations, which identified real problems related to the low implementation of respect values among the 18 sixth-grade students who served as research subjects. At this age, students are at a crucial stage in character formation and value internalization.

Improvement actions are carried out through the application of the Contextual Teaching and Learning (CTL) model. The selection of the CTL model is based on empirical evidence that this approach is effective not only in improving cognitive learning outcomes but also in strengthening the internalization of faith and character values in students in accordance with Christian teachings (Gultom & Simamora, 2020; Theresia Jawa Goran & Vinsensius Bawa Toron, 2026; Nurhanipah et al., 2025). The CTL implementation stages applied include: (1) building initial understanding of respect and obedience values through students' personal experiences; (2) conducting investigation and exploration of real cases in the school or home environment; (3) carrying out question-and-answer sessions between teachers and students to deepen the meaning of the values; (4) conducting group discussions, providing mutual feedback, and learning together; (5) teachers providing real examples related to respectful behavior; (6) students reflecting on their learning experiences and changes in attitudes; and (7) conducting assessment through observation of attitudes and evaluation tests.

The indicators for the implementation of respect values in this research are adapted from Christian teachings and the Learning Outcomes of Christian Religious Education Phase C (grades 5–6), focusing on students' ability to show respect to everyone. The indicators used include: (1) greeting or showing respect to teachers; (2) listening during lessons; (3) obeying class rules; and (4) politeness in discussions.

The CAR design used follows four main stages: planning, implementation, observation, and reflection (Arikunto, 2021). In the planning stage, the researcher prepares lesson plans, learning tools, and observation and evaluation instruments based on respect value indicators. To ensure the quality of the teaching tools and research instruments, the researcher involves one colleague as a validator, whose task is to review and provide input on the feasibility and integration of the teaching modules/lesson plans and observation instruments before they are used in learning activities. Thus, the research instruments used

have been validated by a peer reviewer. In addition, during the implementation stage, another colleague is involved as an observer to objectively observe the learning process, interactions, and student behavior in the classroom.

Data collection is carried out using observation sheets that include indicators of respect values, namely: (1) greeting/showing respect to teachers; (2) listening during lessons; (3) obeying class rules; and (4) politeness in discussions. Each indicator is scored 1 if the student demonstrates respectful behavior and 0 if not. These observation sheets are filled out by the teacher and observer throughout the learning process.

The success indicator for this research is set if more than 70% of students are able to demonstrate the implementation of respect values based on the observation results. Thus, the success of the intervention can be measured objectively and provides a basis for reflection and improvement in the subsequent cycle.

3. FINDINGS AND DISCUSSION

FINDING

3.1. General Description of Informants, Number of Informants, and Research Location Conditions

This research was conducted at SD Kristen Lumasebu, Maluku Regency, during the odd semester of the 2025/2026 academic year (May 2026). The research subjects were 18 sixth-grade students (10 boys and 8 girls), aged 11–12 years. The majority of students came from Protestant Christian families with diverse socioeconomic backgrounds. The school environment is relatively modest, with limited learning facilities; however, the religious atmosphere is very strong. There is substantial support from parents and the local church community. All research activities were officially approved by the school principal, the class teacher, and the students' parents/guardians.

3.2. Process and Findings of Cycle I

3.2.1. Planning Stage

At this stage, the researcher and the sixth-grade teacher coordinated regarding the schedule and technical aspects of the research implementation. The instruments prepared included: (1) Observation sheets for respectful and obedient behavior; (2) Interview guidelines; (3) Observation sheets for the implementation of learning, and; (4) Documentation devices (camera, field notes). The learning model used was Contextual Teaching and Learning (CTL), which emphasizes inquiry, discussion, and reflection based on students' real-life experiences.

3.2.2. Implementation of Action

Cycle I was conducted in a single meeting in the sixth-grade classroom. The learning process consisted of three main stages:

1. Introduction:

The teacher opened the lesson with greetings and prayer, provided motivation, then explained the main points of the material and the learning objectives.

2. Main Activities:

- a) The teacher related real-life problems about the importance of respect according to Christian teachings;
- b) Students were divided into groups to discuss and inquire about the application of respectful values at school and in daily life;
- c) The teacher facilitated the discussion, posed guiding questions, and included case studies;
- d) Each group presented the results of their discussion and received feedback from the teacher.

3. Closing Activity:

The teacher and students summarized the material together, students conducted simple reflections, and the teacher emphasized the importance of practicing respect before closing the lesson with prayer.

3.2.3. Observation

Observations were conducted by both the researcher and a peer observer (teacher). The researcher focused on student behavior, while the observer assessed the implementation of the CTL model by the teacher. Data were collected from: (a) Records of student activities during learning, and; (b) Documentation of respectful behavior (e.g., greeting, listening, following teacher instructions).

3.2.4. Findings of Cycle I

1. Observation of Respectful Behavior Implementation

Table 1. Recapitulation of Students' Implementation of Respectful Values, Cycle I

Behavioral Indicator	Number of Students (n=18)	Percentage (%)
Greeting/respecting the teacher	12	66.7
Listening during lessons	11	61.1
Obeying class rules	10	55.6
Politeness in discussion	13	72.2
Average achievement	-	63.9

Note: Percentages indicate the number of students fulfilling the behavioral indicators in each aspect.

2. Reflections and Observer Suggestions

From the reflections and observations, the following were found:

- a) Some students remained passive during group discussions and lacked confidence in expressing their opinions;
- b) Additional case studies and modeling were needed to deepen students' understanding;
- c) The observer (initials "RN") wrote, "I noticed that some students, such as 'FD' and 'MT', were still reluctant to ask questions and simply followed the group's direction. The learning methods need to be varied so that all students can be more active."

3. Problems Identified

The main problems in cycle I included:

- a) Several students practiced respectful values only mechanically, without a deep understanding of their meaning;
- b) Interaction during discussions was not optimal, with dominance by certain members;
- c) Students' reflections remained descriptive and had not demonstrated an internalization of respectful values according to Christian teachings.

3.3. Process and Findings of Cycle II

3.3.1. Planning

Cycle II was designed as an improvement upon cycle I. The researcher refined the observation instruments for greater detail, organized more heterogeneous groupings, and prepared a learning method using a role play approach.

3.3.2. Implementation of Action

1. Opening Activity:

The teacher opened the lesson with greetings, prayer, and motivation. The learning objectives and activity stages were explained to the students.

2. Main Activities:

- a) Students were presented with new case studies related to challenges in applying respectful values at school and home;
- b) Student groups were organized so that each group had members with different characters and participation levels;
- c) Students conducted role plays and discussions about the contextual application of respectful values;

- d) The teacher provided active guidance and modeled the application of Christian values in daily life.
3. Closing Activity:
The students and teacher summarized the lesson, students wrote reflective notes, and the teacher provided reinforcement to internalize respectful values based on Christian teachings.

3.3.3. Observation

Observation was conducted more intensively, especially regarding individual activeness, quality of reflection, and changes in student behavior. Data were collected from: (a) Observations of respectful behavior; (b) Documentation of role play and discussion videos; (c) Students' written reflections.

3.3.4. Findings of Cycle II

1. Observation of Respectful Behavior Implementation

Table 2. Recapitulation of Students' Implementation of Respectful Values, Cycle II

Behavioral Indicator	Number of Students (n=18)	Percentage (%)
Greeting/respecting the teacher	16	88.9
Listening during lessons	15	83.3
Obeying class rules	14	77.8
Politeness in discussion	17	94.4
Average achievement	-	86.1

2. Student Reflections

Changes in behavior and understanding of values were confirmed through student reflections, such as:

- a) "Now I better understand why we must respect our parents and teachers. It turns out this is also taught in the Bible." (IN), and;
- b) "I used to forget to greet the teacher, but now I'm braver and always remember to be polite." (TR)

3. Teacher and Observer Observations

The teacher stated that the classroom atmosphere became more conducive and students were more actively engaged in discussions. The observer (RN) noted, "After the role play, almost all students such as 'SM' and 'AR' started to remind their friends when someone was being impolite in class."

4. Problems and Improvements

Some aspects still needed improvement:

- a) Three students had not been consistent in applying respectful values outside the classroom;
- b) However, in general, there was a significant increase in both understanding and behavior, as recorded in observations and student reflections.

3.4. Graph of the Development of Respectful Attitude Achievement

Figure 1. The following graph shows the increase in the percentage of students who achieved the indicators of respectful behavior implementation.

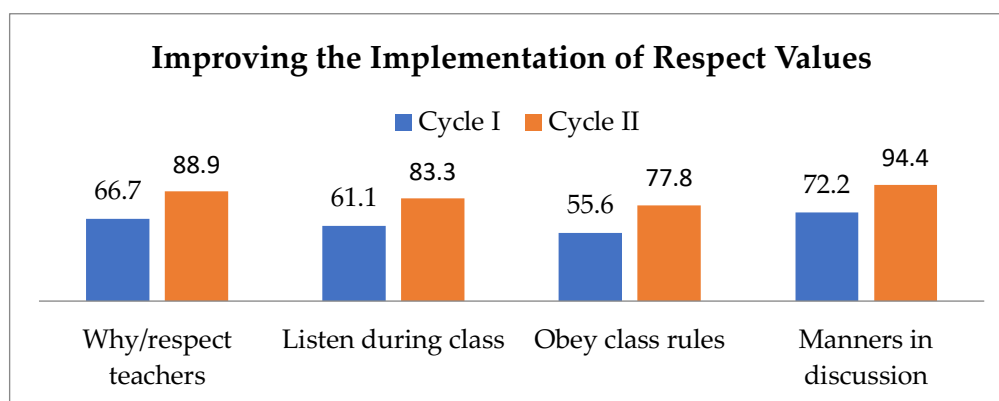


Figure 1. Increased Respect

Figure 1 shows a significant increase in the average achievement of students' respectful behavior indicators between cycle I and cycle II. In cycle I, the average student achievement was 63.9%, while in cycle II it increased to 86.1%. This increase indicates that the gradual intervention of the CTL-based learning model successfully encouraged tangible changes in students' respectful behavior. The majority of students began to consistently apply respectful values both in classroom interactions and in group tasks, as confirmed by observation data and student reflections.

Discussion

The results of this study indicate that the implementation of the Contextual Teaching and Learning (CTL) model in Classroom Action Research (CAR) has significantly enhanced the internalization of respect values among Grade VI students at SD Kristen Lumasebu. The increase in the indicators of respect demonstrates that consistent habituation, exemplary teacher behavior, and participatory learning are highly effective in shaping students' character.

These findings are consistent with Anita et al. (2026) and Muntuan (2023), who emphasize the importance of habituation and the central role of teachers in the character formation process. In addition, the results align with Boimau et al. (2025), who assert that Christian Religious Education (PAK) not only teaches religious values but also develops universal character traits such as love, tolerance, and respect. The foundation for the implementation of respect values in this study is based on biblical teachings (Exodus 20:12; Ephesians 6:1), as highlighted by Hermanto et al. (2021).

This research reinforces empirical evidence that strengthening school culture, family involvement, and the development of competent Christian Education teachers are essential for sustaining character habituation (Boimau et al., 2025). Nevertheless, this study also found obstacles, such as limited facilities, varying levels of value internalization among students, and a lack of parental involvement.

An in-depth analysis of students who have not shown significant change reveals several key inhibiting factors, such as low intrinsic motivation, unsupportive family environments, and a lack of self-confidence in expressing respectful attitudes outside the teacher's supervision. Additionally, external factors like negative peer influences and uncontrolled access to digital media also pose particular challenges. As alternative solutions, individualized approaches through counseling, active parental involvement in habituation programs at home, and ongoing positive reinforcement are needed. Teachers can also develop more personalized learning strategies, such as mentoring, peer tutoring, and structured personal reflection, so that students who are slow to change receive more intensive support.

Practically, the findings of this study highlight the need for strong collaboration between schools, families, and churches; the development of a more inclusive Christian Education curriculum; and continuous teacher training. For teachers, these results underscore the importance of being role models in daily behavior and integrating the habituation of respect values creatively and reflectively into the learning process. For schools, it is necessary to create a school culture that supports the internalization of values, including strengthening habituation programs and actively involving parents. Meanwhile,

for school policymakers, this research recommends the formulation of policies and regulations that encourage the integration of character education into the curriculum, capacity building for teachers, and the provision of adequate facilities to support the success of student character formation. For future research, it is recommended that this model be tested in more diverse school contexts and over longer periods of time.

4. CONCLUSION

This study demonstrates that the gradual implementation of the Contextual Teaching and Learning (CTL) model in Classroom Action Research is effective in optimizing the inculcation of respect values based on Christian principles among sixth-grade students at SD Kristen Lumasebu, Maluku. The findings show a significant increase in the practice of respectful behavior, as indicated by the rise in the average achievement of respect value indicators from 63.9% in the first cycle to 86.1% in the second cycle. This success is supported by participatory learning, exemplary conduct from teachers, consistent habituation of values, and strong collaboration among the school, parents, and the church community.

These findings make a tangible contribution to the development of character education based on Christian values in elementary schools, while also enriching empirical evidence regarding the effectiveness of the CTL model in shaping students' moral character. This research emphasizes the importance of pedagogical innovation, strengthening the role of Christian Religious Education (PAK) teachers, and the involvement of all stakeholders in character development. For future studies, it is recommended that this learning model be tested in schools with more diverse backgrounds, over a longer research period, and with deeper attention to the influence of family and social environments in the inculcation of students' character values.

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