



## The Transformative Personality of Christian Religious Education Teachers: A Biblical Reflection on Philippians 2:5 at SD Negeri 166 Pulo Godang

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### ABSTRACT

*This study examines the transformative personality of Christian Religious Education (CRE) teachers and its role in shaping students' character through a biblical reflection on the Epistle to the Philippians 2:5. The passage emphasizes the call for believers to adopt the mindset of Christ, which is characterized by humility, selflessness, and servant leadership. In the context of Christian education, these values provide an important theological foundation for understanding how teachers' personal character influences the moral and spiritual formation of students. The purpose of this research is to explore how the personality of CRE teachers contributes to transformative learning and character development among students in the school environment. This study employed a qualitative descriptive approach conducted at SD Negeri 166 Pulo Godang. The participants consisted of 100 Christian students and ten Christian teachers, including the Christian Religious Education teacher who served as the primary informant in the research process. Data were collected through semi-structured interviews, classroom observations, and documentation analysis related to Christian Religious Education learning activities. The collected data were analyzed using thematic analysis involving data reduction, categorization, and interpretation to identify patterns related to teacher personality and students' character formation. The findings indicate that the transformative personality of the CRE teacher significantly influences students' attitudes, moral awareness, and social behavior. Students demonstrate a growing understanding of how the mindset of Christ can guide their interactions with others and shape their personal character. In conclusion, the personality of CRE teachers plays a vital role in promoting transformative Christian education and supporting the holistic development of students' character.*

**Keywords:** Transformative Personality, Christian Religious Education, Biblical Reflection

### INTRODUCTION

Education is fundamentally concerned with the formation of human character as well as the development of intellectual competence. In school environments, teachers play a

crucial role in shaping the attitudes, values, and moral perspectives of students. Beyond the delivery of academic knowledge, teachers influence students through their personal example, attitudes, and ways of interacting with others. Educational theorists emphasize that the personality of a teacher significantly affects the learning environment and the character formation of students, because students often learn values not only from formal instruction but also from the character demonstrated by their teachers (Palmer, 1998). Consequently, the personal qualities of teachers become an essential component in the process of transformative education. Within the context of Christian Religious Education (CRE), the role of teacher personality becomes even more significant. Christian education is not merely concerned with cognitive understanding of biblical teachings but also with the transformation of life through faith and ethical commitment. Teachers of Christian Religious Education are therefore expected to embody the values they teach so that students can observe and internalize those values through daily interaction. Pazmiño (2008) explains that Christian education should integrate biblical truth with personal transformation, guiding learners to develop character that reflects the teachings of Christ. This perspective highlights the importance of teachers whose personality demonstrates humility, compassion, integrity, and dedication in both teaching and relationships with students. A key biblical foundation for understanding transformative personality in Christian education can be found in the Epistle to the Philippians 2:5, which encourages believers to adopt the same mindset as Christ Jesus. This passage emphasizes the importance of humility, selflessness, and servant leadership as central characteristics of Christian life. Biblical scholars interpret this instruction as part of the apostle Paul's call for believers to imitate the attitude of Christ, who demonstrated humility and sacrificial love in His relationship with others (Fee, 1995). The message of this passage provides a theological framework for understanding how Christian educators should approach their vocation, emphasizing that teaching is not only a professional duty but also a spiritual calling that requires a Christ-like character. The transformative dimension of this teaching is particularly relevant in the context of elementary education. At the elementary level, students are still developing their moral awareness and social behavior. They are highly influenced by the attitudes and behaviors of adults around them, especially teachers who serve as daily role models in the classroom. When teachers demonstrate patience, empathy, and fairness, students learn to imitate these qualities in their interactions with peers. Conversely, when teachers lack these qualities, the learning environment may fail to support positive character formation. Therefore, the personality of teachers becomes a powerful instrument for shaping the moral and spiritual development of students. The concept of transformative personality in teaching also aligns with broader educational perspectives that emphasize character formation as a central goal of education. Lickona (1991) argues that effective character education requires educators who consistently model moral values such as respect, responsibility, and compassion. In Christian education, these values are closely connected to biblical teachings that encourage believers to reflect the character of Christ in their relationships with others. By integrating biblical principles with everyday classroom practices, teachers help students understand how faith influences attitudes and behavior in real-life situations. This study is conducted within the context of SD Negeri 166 Pulo Godang, where Christian Religious Education is implemented as part of the school curriculum for Christian students. The school community includes 100 Christian students and ten Christian teachers, including

the Christian Religious Education teacher who plays a central role in guiding students' spiritual development. This educational setting provides an opportunity to examine how the personality of CRE teachers influences students' understanding of Christian values and contributes to transformative learning experiences in the classroom. The personality of the Christian Religious Education teacher becomes a critical factor in shaping the learning environment and guiding students toward positive character development. Teachers who demonstrate humility, patience, and servant leadership can help students internalize the ethical values reflected in the teachings of Christ. By embodying the message found in Epistle to the Philippians 2:5, teachers model the mindset of Christ in their interactions with students, encouraging learners to adopt similar attitudes in their relationships with others. Based on these considerations, this research aims to examine the transformative personality of Christian Religious Education teachers and its role in shaping students' character within the educational context. By reflecting on the theological message of Epistle to the Philippians 2:5 and analyzing its application in classroom practice, this study seeks to provide insights into how teacher personality contributes to transformative Christian education. Ultimately, the research contributes to a deeper understanding of how Christian educators can guide students toward character formation that reflects humility, compassion, and responsible living within the broader school community.

## **METHODS**

A qualitative descriptive approach was chosen because it enables the researcher to understand participants' experiences, perceptions, and interactions in a natural educational setting. The research was conducted at SD Negeri 166 Pulo Godang, where Christian Religious Education is implemented as part of the formal curriculum for Christian students. The participants consisted of 100 Christian students and ten Christian teachers, including the Christian Religious Education teacher who served as the primary informant due to their direct involvement in teaching biblical values and guiding students' moral development. Participants were selected purposively to ensure that the collected data reflected relevant experiences related to the implementation of Christian Religious Education and teacher personality in the classroom. Data collection was carried out using several qualitative techniques, namely semi-structured interviews, classroom observations, and documentation analysis. Semi-structured interviews were conducted with the CRE teacher and several selected students to explore their perspectives on teacher personality, classroom interaction, and the application of biblical teachings in daily learning activities. Classroom observations were conducted during Christian Religious Education lessons to examine how the teacher demonstrates attitudes such as humility, patience, empathy, and servant leadership in interactions with students. These observations also focused on how the teacher integrates the message of Epistle to the Philippians 2:5 into teaching strategies and classroom discussions. In addition, documentation such as lesson plans, teaching materials, and school records related to Christian Religious Education activities were analyzed to provide contextual support for the data obtained from interviews and observations. The collected data were analyzed using thematic analysis procedures, which involved several stages including data reduction, categorization, and interpretation. All data obtained from interviews, observations, and documentation were organized and carefully reviewed to identify

relevant information related to teacher personality and transformative learning. The data were grouped into thematic categories such as teacher modeling of Christ-like attitudes, the integration of biblical teachings into classroom practice, and students' responses to the teacher's character and leadership. These themes were interpreted within the broader framework of Christian education and character formation. Through this analytical process, the study aimed to produce a comprehensive description of how the transformative personality of CRE teachers contributes to shaping students' attitudes, values, and moral development within the educational environment.

## RESULTS AND DISCUSSION

The findings of this study reveal that the personality of the Christian Religious Education (CRE) teacher plays a central role in shaping students' attitudes, values, and character within the learning environment at SD Negeri 166 Pulo Godang. Through interviews, classroom observations, and documentation analysis, several important themes emerged regarding how the transformative personality of the teacher contributes to the formation of students' character. These themes include the teacher as a model of Christ-like character, the integration of biblical teachings into character education, the cultivation of humility and empathy in classroom relationships, the development of students' moral awareness, and the role of relational interaction in fostering transformative learning. Together, these findings demonstrate that teacher personality functions not merely as an individual trait but as a dynamic educational force that shapes the moral and spiritual development of students. One of the most significant findings concerns the role of the CRE teacher as a model of Christ-like character. In the context of Christian education, the personality of the teacher becomes a living example through which students learn how biblical values are expressed in daily life. Observations conducted during classroom activities indicated that the teacher consistently demonstrates attitudes of patience, humility, fairness, and attentiveness when interacting with students. These attitudes are particularly evident when the teacher addresses classroom challenges, such as student misunderstandings or behavioral issues. Instead of responding with anger or punishment alone, the teacher often chooses to engage students in reflective dialogue, encouraging them to understand the consequences of their actions and to learn from their mistakes. This approach reflects a Christ-like mindset that prioritizes compassion and restoration rather than mere discipline. Such behavior embodies the ethical message found in the Epistle to the Philippians 2:5, which calls believers to adopt the same mindset as Christ. Students frequently observe and internalize this attitude, recognizing that the teacher's conduct demonstrates the values taught in Christian Religious Education lessons.

Another important theme emerging from the research findings relates to the integration of biblical teachings into character education. The CRE teacher does not limit instruction to the explanation of scriptural texts but actively connects biblical teachings with everyday experiences that students encounter in school and at home. During classroom discussions, the teacher often invites students to reflect on situations such as conflicts with classmates, cooperation in group work, and the importance of honesty and responsibility. By linking these situations to biblical teachings, the teacher helps students understand that Scripture provides practical guidance for daily living. The message of

Epistle to the Philippians 2:5 becomes a central theme in these reflections, emphasizing humility, selflessness, and the willingness to consider the needs of others. Students learn that adopting the mindset of Christ involves demonstrating kindness, patience, and mutual respect in their interactions with peers. This pedagogical approach transforms biblical teaching into a meaningful framework for ethical reflection and character formation. The findings also highlight the importance of humility and empathy in shaping classroom relationships. Students described the CRE teacher as someone who listens attentively to their concerns and treats them with respect. This relational approach creates an atmosphere of trust and openness, where students feel comfortable expressing their ideas, questions, and personal experiences. The teacher's humility is reflected in the willingness to acknowledge students' perspectives and to encourage dialogue rather than imposing authority unilaterally. Such interactions demonstrate that the teacher values students not merely as recipients of knowledge but as individuals capable of reflection and growth. As a result, students develop a greater sense of confidence and motivation in participating in classroom activities. The teacher's empathetic attitude also encourages students to treat one another with respect and understanding, thereby strengthening positive relationships within the classroom community.

Another significant finding relates to the development of students' moral awareness through transformative learning experiences. Students reported that lessons in Christian Religious Education often prompt them to reflect on their behavior and attitudes in relation to biblical values. For example, discussions about humility and service lead students to reconsider how they interact with classmates, particularly in situations involving competition or disagreement. Some students explained that they previously focused primarily on personal achievement, but through classroom discussions they began to understand the importance of cooperation and mutual support. The teacher frequently emphasizes that the mindset of Christ described in Epistle to the Philippians 2:5 involves prioritizing the well-being of others and demonstrating love through practical actions. This message encourages students to adopt a more compassionate perspective in their relationships with peers. Classroom observations further revealed that the teacher intentionally incorporates activities that reinforce these values. Group discussions, collaborative learning tasks, and reflective exercises are frequently used to help students practice humility and cooperation in practical ways. For instance, during group assignments students are encouraged to support one another and to share responsibilities fairly. The teacher provides guidance on how to resolve disagreements respectfully and reminds students that true leadership involves serving others rather than seeking personal recognition. Through these experiences, students gradually learn that Christian values are not abstract ideals but practical principles that shape their interactions with others.

The relational dimension of learning also emerged as a key factor in the transformative educational process. Students consistently emphasized that their respect for the CRE teacher is closely related to the teacher's character and personality. When students perceive the teacher as sincere, caring, and consistent in applying Christian values, they become more receptive to the lessons being taught. This dynamic illustrates the

importance of authenticity in Christian education. The effectiveness of moral instruction is significantly enhanced when the teacher's behavior aligns with the values presented in the curriculum. In this sense, teacher personality becomes an essential medium through which transformative learning occurs. The teacher's transformative personality contributes to the overall classroom climate. Observations indicated that CRE classes are characterized by an atmosphere of mutual respect and cooperation. Students listen attentively when others speak, express appreciation for one another's contributions, and demonstrate a willingness to help classmates who face difficulties. The teacher intentionally fosters this environment by modeling respectful communication and encouraging positive interactions among students. Over time, these practices create a learning community where students experience the benefits of humility, empathy, and collaboration. Such an environment supports not only academic learning but also the development of social and moral competencies. Another important aspect of the findings concerns the broader influence of teacher personality on students' character development beyond the classroom. Several students reported that the values discussed in Christian Religious Education lessons have influenced their behavior in other areas of school life. For example, some students indicated that they have become more patient when dealing with disagreements with friends or more willing to help classmates who struggle academically. These changes suggest that the transformative impact of teacher personality extends beyond the immediate learning context and contributes to the formation of long-term moral attitudes. The research also identified certain challenges in implementing transformative character education. Elementary students often possess varying levels of maturity and understanding, which can affect their ability to fully grasp complex ethical concepts. Some students initially interpret humility as a sign of weakness rather than strength. To address this misunderstanding, the teacher uses storytelling and practical examples to illustrate how humility can lead to stronger relationships and more effective leadership. By presenting examples from biblical narratives and everyday life, the teacher helps students gradually understand that humility reflects confidence and respect for others rather than a lack of self-worth.

Students encounter diverse influences from media, peer groups, and social networks that may promote competition, self-centeredness, or intolerance. In response to these influences, the CRE teacher emphasizes the importance of critical reflection and encourages students to evaluate their choices in light of biblical principles. By guiding students to reflect on the mindset of Christ described in Epistle to the Philippians 2:5, the teacher provides a moral framework that helps students navigate these external influences with discernment. The results and discussion of this study demonstrate that the transformative personality of Christian Religious Education teachers plays a vital role in shaping students' character and moral development. Through modeling Christ-like attitudes, integrating biblical teachings into practical learning experiences, and nurturing supportive relationships with students, the teacher creates an educational environment that encourages humility, empathy, and responsibility. The message of Epistle to the Philippians 2:5 serves as a theological foundation for this transformative process, emphasizing the importance of adopting the mindset of Christ in everyday life. When teachers embody these values authentically, students are more likely to internalize them and apply them in their interactions with others. The transformative personality of CRE

teachers emerges as a crucial element in effective Christian education. The teacher's character not only supports the communication of biblical knowledge but also serves as a living example of the values that students are encouraged to adopt. By fostering a learning environment characterized by humility, compassion, and mutual respect, the teacher contributes significantly to the holistic development of students. These findings underscore the importance of cultivating teacher personality as an integral component of professional competence in Christian Religious Education, ensuring that educational practices continue to support the formation of students who reflect the character and mindset of Christ in their daily lives.

## CONCLUSION

This study concludes that the personality of Christian Religious Education (CRE) teachers plays a crucial role in shaping students' character and moral development within the educational environment at SD Negeri 166 Pulo Godang. The findings demonstrate that the transformative personality of the teacher, characterized by humility, empathy, patience, and integrity, significantly influences the learning atmosphere and students' attitudes toward moral and spiritual values. When teachers consistently embody these qualities in their daily interactions with students, they create a learning environment that encourages respect, cooperation, and responsible behavior. In this way, teacher personality functions not only as a personal attribute but also as an educational instrument that supports the holistic formation of students. The theological message found in the Epistle to the Philippians 2:5 provides a meaningful biblical framework for understanding the transformative role of teacher personality in Christian education. The passage calls believers to adopt the mindset of Christ, emphasizing humility and selfless service in relationships with others. When this principle is integrated into Christian Religious Education, teachers become living examples of the values they teach. Through reflective discussions, classroom interaction, and practical learning activities, students are guided to understand that Christian faith is expressed not only through knowledge of Scripture but also through attitudes and actions that reflect Christ-like character. The study shows that transformative learning occurs most effectively when teacher personality is supported by positive relational interaction in the classroom. The teacher's willingness to listen to students, encourage dialogue, and demonstrate fairness contributes to the creation of a supportive learning community. In such an environment, students feel valued and motivated to participate actively in the learning process. As a result, they gradually develop greater moral awareness and learn to apply Christian values such as humility, empathy, and cooperation in their relationships with others. The transformative personality of CRE teachers is a fundamental element in effective Christian education. Teachers who embody the mindset described in Epistle to the Philippians 2:5 can significantly influence students' character formation by modeling humility, compassion, and responsible leadership. Therefore, strengthening the personal and spiritual formation of teachers should be considered an important priority in Christian Religious Education, as it contributes to the development of students who are morally responsible, spiritually grounded, and capable of living out Christian values in their daily lives.

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