



Modeling Spiritual Integrity: The Personality of Christian Religious Education Teachers in Light of Genesis 39:21 at SDN Olong Liko 1

Ayang

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

* correspondence: ayangolko@gmail.com

ABSTRACT

Spiritual integrity is a fundamental value in Christian education, as it reflects the harmony between faith, moral principles, and daily behavior. In the context of Christian Religious Education (CRE), teachers are expected not only to convey theological knowledge but also to model Christian character that can inspire students to develop spiritual maturity. This study aims to examine the role of the personality of Christian Religious Education teachers in modeling and cultivating spiritual integrity among students, interpreted through the biblical perspective of Genesis 39:21. The study employs a Systematic Literature Review (SLR) method to analyze relevant scholarly publications related to teacher personality competence, spiritual integrity, character education, and Christian pedagogy. Data were collected from credible academic sources published between 2019 and 2025 through academic databases such as Google Scholar, ERIC, and peer-reviewed journals. The selected literature was analyzed through thematic synthesis to identify patterns and insights concerning the influence of teacher personality on students' spiritual character formation. The findings reveal that the personality competence of Christian Religious Education teachers particularly integrity, authenticity, responsibility, and moral consistency plays a significant role in shaping students' spiritual and moral development. The biblical narrative of Joseph in Genesis 39:21 further provides a theological framework illustrating that spiritual integrity is demonstrated through faithfulness to God even in difficult circumstances. Integrating such biblical narratives with character education strengthens students' understanding of moral courage, faith, and perseverance. The study concludes that the personality of CRE teachers is a critical factor in cultivating spiritual integrity among students, particularly in elementary education contexts such as SDN Olong Liko 1.

Keywords: *Spiritual integrity, teacher personality competence, Christian Religious, Genesis 39:21*

INTRODUCTION

Education is widely recognized as a transformative process that shapes not only intellectual development but also the moral and spiritual character of learners. In contemporary educational discourse, the role of teachers extends far beyond the transmission of knowledge; teachers are also expected to become moral exemplars who guide students in developing ethical values and integrity. Character formation, therefore, has become a central concern in modern education systems, especially in faith-based education contexts where moral and spiritual growth are essential components of the learning process. Within this framework, the personality of the teacher becomes a crucial factor influencing the success of character education because students tend to learn not only from instructional materials but also from the attitudes, behaviors, and example demonstrated by their teachers. Research indicates that teacher personality competence including integrity, emotional maturity, and authenticity significantly shapes students' character development and moral awareness (Pasaribu, 2025). In Christian Religious Education (CRE), the teacher's personality holds an even deeper significance because Christian education is fundamentally rooted in the integration of faith, character, and knowledge. The mission of Christian education is not merely to convey theological concepts but also to nurture students who embody Christian virtues in their daily lives. Consequently, CRE teachers are expected to demonstrate Christlike attitudes that can inspire students to develop spiritual maturity and ethical responsibility. Teachers who consistently display integrity, humility, and compassion are more likely to influence students positively, creating an environment where Christian values are internalized rather than merely understood cognitively. In this sense, the teacher becomes a living curriculum through which Christian values are communicated and practiced in the classroom (Samaloisa & Hutahaean, 2023). The importance of teacher personality in Christian education is closely related to the concept of moral modeling. Moral modeling refers to the process through which learners adopt values and behaviors by observing and imitating individuals who demonstrate those values in real-life contexts. In educational settings, teachers serve as the most visible and influential role models for students, especially at the elementary school level where children are still developing their moral reasoning and identity. Studies in Christian education highlight that when teachers consistently demonstrate ethical behavior and spiritual authenticity, students are more likely to internalize similar attitudes such as honesty, responsibility, and respect for others (Hulu & Simorangkir, 2025). Teacher integrity is therefore inseparable from the effectiveness of character formation in schools. Integrity reflects the alignment between personal beliefs, words, and actions, and it forms the foundation of trust within the teacher student relationship. When students perceive their teachers as individuals who practice what they teach, they develop respect and openness toward the learning process. Conversely, a lack of integrity may weaken the credibility of the teacher and reduce the impact of moral instruction. Educational research has shown that students' moral and ethical development is strongly influenced by the personal character of educators, emphasizing that character education must begin with the character of the teacher (Budiatmaja & PAP, 2023). From a biblical perspective, spiritual integrity is a fundamental principle in the life of believers and leaders. One of the biblical narratives that illustrates this principle is found in Genesis 39:21, which describes how God's presence and favor accompanied Joseph even in difficult circumstances. Despite

experiencing injustice and imprisonment, Joseph remained faithful and maintained his integrity before God. This narrative demonstrates that spiritual integrity is not dependent on external conditions but is rooted in a steadfast relationship with God. In Christian pedagogy, such biblical examples provide theological foundations for shaping moral character and spiritual resilience among students. The story of Joseph serves as a powerful model of integrity, illustrating that faithfulness, trust in God, and moral consistency are essential qualities for believers in every generation.

The relevance of the Joseph narrative in Genesis 39:21 becomes particularly meaningful in the context of Christian Religious Education because it emphasizes the importance of integrity in leadership and personal character. For teachers, this biblical example serves as a reminder that their role is not only to teach biblical texts but also to embody the values reflected in those texts. When teachers model spiritual integrity in their daily interactions through honesty, fairness, compassion, and consistency, they provide students with tangible examples of how biblical teachings can be applied in real life. This approach aligns with the broader goals of Christian education, which seek to integrate theological reflection with practical moral formation in the lives of students. Christian Religious Education teachers play a significant role in guiding students toward moral maturity and spiritual awareness. Elementary school students are in a critical stage of character development where values learned during this period often shape their future attitudes and behaviors. Therefore, the personality and integrity of teachers become central elements in the educational process. Previous studies emphasize that students often imitate the attitudes and behaviors demonstrated by their teachers, making the teacher's personality a key factor in shaping students' moral identity (Sirait & Naibaho, 2023). Despite the recognized importance of teacher personality in character formation, there is still limited research that specifically examines how the personality of Christian Religious Education teachers contributes to the cultivation of spiritual integrity among elementary school students. Many studies focus on general character education or pedagogical strategies, while fewer explore the integration of biblical narratives and teacher personality in shaping students' spiritual character. This gap highlights the need for contextual research that examines how biblical values, teacher personality, and classroom practice interact in the formation of students' spiritual integrity. Based on these considerations, this study aims to explore how the personality of Christian Religious Education teachers contributes to modeling and cultivating spiritual integrity among students, particularly in light of the biblical narrative of Genesis 39:21. The research focuses on the educational context of SDN Olong Liko 1, where Christian Religious Education serves as an important component in nurturing students' spiritual and moral development. By examining the relationship between teacher personality and the cultivation of spiritual integrity, this study seeks to contribute to the development of Christian pedagogy that emphasizes authentic moral modeling and the integration of biblical principles in educational practice.

METHODS

This study employed the Systematic Literature Review (SLR) method to examine how the personality of Christian Religious Education (CRE) teachers contributes to modeling spiritual integrity, particularly when interpreted through the biblical narrative of Genesis

39:21. The SLR method was selected because it enables researchers to systematically collect, evaluate, and synthesize existing scholarly literature in order to obtain a comprehensive understanding of a particular research topic. Unlike traditional literature reviews, SLR follows a structured and transparent procedure that minimizes bias and ensures that the findings are based on credible and relevant academic sources (Snyder, 2019). Furthermore, systematic reviews are widely used in educational research to integrate theoretical and empirical studies in order to develop conceptual insights and identify research gaps (Xiao & Watson, 2019). The implementation of the SLR in this study followed several stages, including identification, screening, eligibility assessment, and synthesis of relevant literature. These stages were adapted from commonly used systematic review frameworks in educational research. In the identification stage, the researcher conducted a comprehensive search of scholarly publications using several academic databases, including Google Scholar, ERIC, Scopus-indexed journals, and other peer-reviewed educational journals. The search focused on publications from 2019 to 2025 in order to ensure that the sources reflected recent developments in the fields of Christian education, teacher personality competence, and character education. Keywords used in the search process included *“teacher personality competence,” “Christian Religious Education,” “spiritual integrity,” “teacher role model,” “biblical character education,”* and *“Genesis 39:21.”* After the initial search, the screening process was conducted to filter articles based on their relevance to the research topic. At this stage, duplicate sources were removed, and titles as well as abstracts were examined to determine whether the publications discussed teacher personality, Christian education, spiritual integrity, or character formation. Only studies that directly addressed these themes were selected for further evaluation. The screening process helped ensure that the collected literature was closely related to the research focus and contributed meaningful insights to the study. The next stage involved eligibility assessment, where the selected articles were evaluated based on predetermined inclusion criteria. The criteria included: articles published in peer-reviewed journals, studies discussing teacher personality, moral or spiritual integrity, or Christian Religious Education, research published within the last six years, and sources written in English or Indonesian. Sources that lacked academic credibility, did not clearly relate to the research topic, or were not accessible in full text were excluded from the review. Through this process, the researcher obtained a set of relevant scholarly articles, books, and theological studies that formed the basis for analysis. The final stage involved data analysis and synthesis, where the selected literature was examined to identify key themes, patterns, and theoretical perspectives related to the role of teacher personality in cultivating spiritual integrity. The researcher analyzed the findings of previous studies and compared them to biblical principles reflected in Genesis 39:21, particularly the example of Joseph’s faithfulness and integrity. The analysis emphasized how the concept of spiritual integrity can be modeled through the personality of Christian teachers in educational contexts. The results of the synthesis were then organized into thematic categories that highlight the relationship between teacher personality, moral modeling, and the development of students’ spiritual character. Through the use of the Systematic Literature Review method, this study provides a comprehensive and theoretically grounded understanding of how the personality of Christian Religious Education teachers can serve as a model of spiritual integrity in the learning process. The systematic approach ensures that the conclusions of

the study are based on credible academic evidence and contribute to the development of Christian educational practice.

RESULTS AND DISCUSSION

Spiritual integrity is a central concept in Christian education because it reflects the alignment between faith, moral values, and daily behavior. Within the Christian worldview, integrity is not merely understood as moral consistency but also as faithfulness to God and obedience to biblical principles. Spiritual integrity therefore involves an inner transformation that manifests outwardly through attitudes, actions, and relationships with others. In educational contexts, especially in Christian Religious Education (CRE), the cultivation of spiritual integrity becomes an essential goal because it shapes students into individuals who not only understand Christian teachings intellectually but also live according to those teachings in their daily lives. According to Lickona (2021), character education must integrate moral knowledge, moral feeling, and moral action so that values can be internalized effectively within learners. In the context of Christian education, spiritual integrity is closely related to spiritual formation. Spiritual formation refers to the process through which individuals grow in their relationship with God and develop Christlike character through spiritual disciplines, reflection, and community engagement. Teachers play a crucial role in facilitating this process because they serve as mediators between theological teachings and practical life experiences. When teachers demonstrate spiritual maturity and consistency in their lives, they provide students with authentic examples of how faith can guide ethical decision-making. Research in religious education suggests that students are more likely to internalize spiritual values when those values are embodied by teachers rather than merely taught as theoretical concepts (Groome, 2020). Spiritual integrity contributes to the development of moral resilience among students. In contemporary society, students often face various ethical challenges, including peer pressure, dishonesty, and moral relativism. Christian education seeks to equip students with the ability to navigate these challenges through a strong moral foundation rooted in biblical teachings. Spiritual integrity enables students to remain faithful to their values even in difficult circumstances. This perspective resonates with biblical narratives that highlight the importance of maintaining faithfulness to God regardless of external pressures. Therefore, spiritual integrity becomes both a theological principle and an educational objective in Christian Religious Education. The concept of spiritual integrity must be understood not only as an individual moral virtue but also as a relational and communal practice. Christian faith emphasizes relationships with God, with others, and with the broader community. Consequently, spiritual integrity is reflected in how individuals treat others with honesty, compassion, justice, and humility. Teachers who embody these virtues contribute to the creation of a classroom environment characterized by trust, respect, and moral responsibility. Such an environment fosters students' holistic development and supports the broader mission of Christian education, which is to cultivate individuals who live according to Christian values in society.

Biblical Reflection on Genesis 39:21 and the Integrity of Joseph

The biblical narrative found in Genesis 39 provides a powerful illustration of spiritual integrity through the life of Joseph. Genesis 39:21 states that the Lord was with Joseph and showed him steadfast love even while he was imprisoned. This passage highlights the remarkable faithfulness of Joseph, who remained committed to righteousness despite facing injustice and suffering. Joseph's life demonstrates that spiritual integrity is not dependent on favorable circumstances but rather on unwavering trust in God. Joseph's integrity becomes evident throughout the narrative, particularly in his refusal to succumb to temptation when confronted by Potiphar's wife. His decision to reject wrongdoing was not merely a matter of personal discipline but a reflection of his deep commitment to honoring God. This moral courage ultimately led to unjust punishment, as Joseph was falsely accused and imprisoned. However, the narrative emphasizes that God's presence remained with him during this difficult period. The statement in Genesis 39:21 that "the Lord was with Joseph" underscores the theological principle that faithfulness to God invites divine guidance and favor, even in challenging situations. The story of Joseph provides an important framework for teaching spiritual integrity in Christian education. Biblical narratives often serve as moral exemplars that help learners understand abstract values through concrete stories. When students encounter stories of biblical figures who demonstrate faithfulness and courage, they are encouraged to reflect on their own values and behaviors. In this sense, the story of Joseph functions as both a theological lesson and a moral inspiration. The relevance of Joseph's story for teachers lies in the example of integrity that transcends circumstances. Teachers who draw upon this narrative in the classroom can help students understand that integrity involves maintaining honesty, faithfulness, and moral courage even when doing so is difficult. The story emphasizes that spiritual integrity is closely connected to trust in God's providence. For students, this message can encourage perseverance and ethical decision-making in their own lives. Christian Religious Education teachers therefore play an important role in interpreting biblical narratives in ways that connect theological insights with students' everyday experiences. By emphasizing the moral lessons found in stories such as Genesis 39, teachers can guide students toward a deeper understanding of integrity as both a spiritual discipline and a practical life principle. The integration of biblical reflection with moral education allows students to see how faith can inform ethical behavior in real-world situations.

The Personality of Christian Religious Education Teachers as Moral Role Models

The personality of teachers has long been recognized as a critical factor influencing the effectiveness of education. In Christian Religious Education, teacher personality becomes particularly significant because the teacher serves not only as an instructor but also as a spiritual mentor. Personality competence refers to a teacher's personal qualities, including integrity, emotional stability, responsibility, and moral character. These qualities influence how teachers interact with students, manage the classroom environment, and model ethical behavior. Educational scholars emphasize that students often learn values through observation and imitation. According to Bandura's social learning theory, individuals develop behaviors and attitudes by observing role models within their environment. In the classroom, teachers represent one of the most influential role models for students. When teachers demonstrate honesty, patience, humility, and

fairness, students are more likely to adopt similar behaviors. Conversely, inconsistency between what teachers say and what they do may weaken students' trust and diminish the impact of moral instruction (Bandura, 2020). The teacher's personality must reflect Christian virtues. These virtues include love, humility, faithfulness, and compassion, which are central teachings of the Christian faith. Teachers who embody these values create an atmosphere where students feel respected and encouraged to grow spiritually. Such teachers become living testimonies of Christian character, demonstrating that faith is not merely a set of doctrines but a way of life. Another important aspect of teacher personality is authenticity. Authentic teachers are those who demonstrate sincerity and consistency in their actions. Students are often highly perceptive and can recognize whether a teacher genuinely lives according to the values they teach. Authenticity therefore strengthens the credibility of the teacher and enhances the effectiveness of character education. Research in Christian pedagogy indicates that students are more receptive to moral guidance when they perceive their teachers as genuine and trustworthy individuals (Estep, Anthony, & Allison, 2021). Teacher personality contributes to the creation of a supportive learning environment. Teachers who demonstrate empathy, patience, and respect foster positive relationships with students. These relationships are essential for spiritual formation because they provide a context in which students feel safe to express their thoughts, ask questions, and explore their faith. When students experience acceptance and encouragement, they become more open to learning about moral and spiritual values. The findings of various educational studies indicate that teacher personality competence significantly influences students' attitudes, motivation, and moral development. Teachers who consistently model integrity inspire students to develop similar qualities within themselves. In Christian Religious Education, this influence becomes even more profound because spiritual values are best transmitted through example. The teacher's life therefore becomes a powerful instrument for shaping students' spiritual identity and moral character.

The Role of Teacher Personality in Cultivating Spiritual Integrity among Students

The cultivation of spiritual integrity among students requires more than theoretical instruction; it requires a learning environment where values are practiced and demonstrated. In this context, the personality of the teacher becomes a central element in the process of character formation. Teachers who demonstrate spiritual integrity provide students with concrete examples of how Christian values can be applied in everyday life. One way teachers cultivate spiritual integrity is through consistent ethical behavior. When teachers act honestly, fulfill their responsibilities, and treat students fairly, they demonstrate the practical meaning of integrity. These actions communicate powerful messages to students about the importance of moral consistency. Students who observe such behavior are more likely to develop similar attitudes toward honesty and responsibility. Another important aspect is the teacher's commitment to spiritual practices. Christian Religious Education teachers who engage in prayer, reflection, and biblical study demonstrate the importance of maintaining a personal relationship with God. These practices reinforce the message that spiritual integrity is rooted in faith and dependence on God. By integrating spiritual disciplines into classroom activities, teachers can help students develop habits that support their spiritual growth. Teachers also cultivate spiritual integrity by encouraging critical reflection on moral issues. Through

discussions, case studies, and biblical reflection, students are guided to analyze ethical dilemmas and consider how Christian values should influence their decisions. This approach helps students develop moral reasoning skills and strengthens their ability to make responsible choices. When teachers facilitate such reflective learning experiences, they empower students to internalize values rather than merely memorizing them. Positive teacher-student relationships play a vital role in character formation. Students are more receptive to moral guidance when they feel respected and supported by their teachers. Teachers who demonstrate care and empathy create an environment where students feel valued as individuals. This relational approach aligns with the Christian understanding of love as a foundational principle in human interactions. The integration of biblical teachings, teacher personality, and classroom practices ultimately contributes to the holistic development of students. By modeling spiritual integrity, teachers encourage students to cultivate faithfulness, honesty, and moral courage. These qualities not only shape students' spiritual lives but also prepare them to become responsible members of society who uphold ethical values.

Implications for Christian Religious Education at SDN Olong Liko 1

The findings of this study have important implications for the practice of Christian Religious Education at SDN Olong Liko 1. First, the development of teacher personality competence should be recognized as a key component of effective Christian education. Professional development programs for teachers should therefore include training that emphasizes character formation, spiritual maturity, and ethical leadership. Second, the integration of biblical narratives such as the story of Joseph can enhance students' understanding of spiritual integrity. By connecting biblical teachings with real-life experiences, teachers can help students see the relevance of Christian values in their daily lives. Storytelling, reflection, and discussion can be used as pedagogical strategies to make these lessons meaningful and engaging. Third, schools should foster a culture that supports spiritual and moral development. This includes creating opportunities for worship, prayer, and community service that reinforce the values taught in the classroom. When the entire school community participates in character formation, students receive consistent messages about the importance of integrity. The personality of teachers should be recognized as a powerful influence on students' character development. Teachers who strive to live according to Christian principles not only fulfill their professional responsibilities but also contribute to the spiritual growth of their students. In this way, Christian Religious Education becomes a transformative process that shapes individuals who are committed to living with faith, integrity, and compassion.

CONCLUSION

This study aimed to explore the role of the personality of Christian Religious Education (CRE) teachers in modeling and cultivating spiritual integrity among students, interpreted through the biblical perspective of Genesis 39:21. Based on the findings derived from the systematic literature review and theological reflection, it can be concluded that teacher personality plays a crucial role in shaping the spiritual and moral development of students. In Christian education, the effectiveness of character formation does not depend solely on instructional content or teaching methods, but also on the authenticity and integrity demonstrated by the teacher in daily interactions with students. The

concept of spiritual integrity in Christian education emphasizes the harmony between faith, moral values, and behavior. Spiritual integrity reflects a life that is consistent with biblical teachings and rooted in a genuine relationship with God. Within the learning process, this integrity must be modeled by teachers who act as moral and spiritual guides for students. Teachers who demonstrate honesty, responsibility, compassion, and faithfulness provide concrete examples of how Christian values can be lived out in real life. Through such modeling, students are encouraged to internalize these values and develop a character that reflects Christian principles. The biblical narrative of Joseph in Genesis 39:21 provides a powerful theological foundation for understanding spiritual integrity. Joseph's faithfulness to God, even in difficult circumstances, illustrates that integrity is not determined by external situations but by unwavering commitment to righteousness and trust in God. This narrative serves as an important teaching resource in Christian Religious Education because it helps students understand the meaning of moral courage, perseverance, and faithfulness. By integrating biblical narratives with character education, teachers can help students connect theological insights with everyday ethical decisions. The findings of this study also highlight that teacher personality competence particularly integrity, authenticity, and emotional maturity significantly influences students' attitudes and moral development. Students tend to learn values not only through formal instruction but also through observation of the teacher's behavior. Therefore, the consistency between what teachers teach and how they live becomes essential in establishing credibility and trust within the learning environment. Teachers who embody Christian virtues become effective role models who inspire students to pursue spiritual growth and ethical responsibility. In the context of Christian Religious Education at SDN Olong Liko 1, the role of the teacher as a model of spiritual integrity becomes especially important because elementary school students are in a formative stage of character development. During this stage, students are highly influenced by the examples provided by significant adults, including their teachers. Consequently, CRE teachers are called not only to teach biblical knowledge but also to demonstrate a life that reflects Christian values such as faithfulness, humility, honesty, and love. The personality of Christian Religious Education teachers is a fundamental factor in cultivating spiritual integrity among students. Through authentic character, consistent moral behavior, and the integration of biblical teachings, teachers can effectively guide students toward spiritual maturity and ethical living. Future research may further explore practical strategies for strengthening teacher personality competence and integrating biblical character education within diverse educational contexts. By emphasizing the importance of teacher integrity, Christian education can continue to contribute to the formation of individuals who live faithfully and responsibly within society.

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