



Implementation of Social Values in the Personality of Christian Religious Education Teachers: Character Formation of Students at SD Negeri No. 105407 Pem Kedah

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ABSTRACT

Christian Religious Education (CRE) teachers hold a central role in shaping students' character, particularly through the internalization of social values as an integral part of their personality. This study aims to describe and analyze the implementation of social values in the personality of CRE teachers and its impact on students' character formation at SD Negeri No. 105407 Pem Kedah. Employing a qualitative approach with a case study method, data were collected through observation, in-depth interviews, and documentation. The findings reveal that CRE teachers who embody social values such as honesty, responsibility, care, tolerance, and cooperation as part of their personal character are able to create a learning environment conducive to character formation. These values are not merely taught theoretically but are demonstrated through concrete actions that serve as role models for students. The success of this implementation is reinforced by effective interpersonal communication, the teacher's behavioral consistency, and the supportive school environment. This study underscores the importance of pedagogical competence grounded in social values within Christian Religious Education as a strategic means of fostering a generation with integrity. Therefore, strengthening social values in teacher education and providing continuous professional development are essential to ensuring holistic and sustainable character education.

Keywords: *Christian Religious Education teacher, social values, character formation, elementary school*

INTRODUCTION

Education is a fundamental process in shaping a generation of character, and the role of teachers as the principal actors in this process is crucial, particularly in the domain of Christian Religious Education (CRE). In the context of primary education, CRE teachers are not merely tasked with delivering religious content but also serve as role models who embody noble social values. Social values such as honesty, responsibility, empathy,

tolerance, and cooperation constitute essential pillars in cultivating students' moral and social integrity. The success of character education largely depends on the extent to which these values are not only verbally conveyed but also authentically implemented in the teacher's daily life. Amid the ever-changing social dynamics, schools bear a significant responsibility in instilling life values in students. SD Negeri No. 105407 Pem Kedah, as a formal educational institution, faces unique challenges in fostering student character grounded in Christian values. In this regard, CRE teachers serve as the vanguard, bridging theory and practice through exemplary conduct and attitudes. Strengthening social values within the personality of CRE teachers is an effective strategy for building a foundation of resilient, responsible, and diversity-appreciating character among students (Daryanto, 2017).

While numerous previous studies have emphasized the importance of character education in the curriculum, few have specifically examined the role of social values internalized by CRE teachers in influencing students' behavior and character (Astuti, 2018). The uniqueness of this study lies in its focus on understanding how the personality of CRE teachers, shaped by social values, can create a transformative learning atmosphere for elementary school students. This study is of considerable urgency in exploring the concrete practices of CRE teachers in grounding social values in their daily lives. It also offers a significant contribution toward formulating more contextual, reflective, and holistic pedagogical approaches in Christian Religious Education. Through a deeper understanding of field practices, the findings of this research are expected to serve as a reference for teacher education program development and to inspire educators in shaping a morally grounded and excellently characterized generation.

METHODS

This study employed a qualitative approach with a case study method. This approach was selected as it allows for an in-depth and holistic exploration of the implementation of social values in the personality of Christian Religious Education (CRE) teachers and its impact on the character formation of students. The research site was determined purposively, namely SD Negeri No. 105407 Pem Kedah, based on the consideration that the school's CRE teacher is known for being actively engaged in fostering student character through social and religious approaches. The subjects of this study comprised the CRE teacher and a number of students who were directly taught by the teacher. Data collection techniques included participant observation, in-depth interviews, and document analysis. Participant observation was conducted to directly observe the teacher's behavior during learning activities and in social interactions within the school environment. In-depth interviews were carried out with the CRE teacher, the principal, fellow teachers, and students to gather rich and reflective information. Documentation was obtained from school records, syllabi, and the teacher's lesson plans (RPP) related to the integration of character values.

The collected data were analyzed thematically through the processes of data reduction, data display, and conclusion drawing. Data validity was maintained through source and

technique triangulation, as well as member checking with informants to ensure the accuracy of data interpretation. In the analysis process, the researcher emphasized the relationship between the social values internalized by the teacher and the students' affective responses and behaviors in their daily school life. This was done to ensure that the data presented were not merely descriptive but also analytical and contextual. Research ethics were upheld by obtaining permission from the school and maintaining the confidentiality of the informants' identities. This study is expected not only to provide an account of the implementation of social values by the CRE teacher but also to offer an inspirational and applicable model of learning approaches within the context of Christian value-based character education.

RESULT AND DISCUSSION

Honesty is one of the core social values that forms the foundation of character education. Based on observations and interviews, it was found that the Christian Religious Education (CRE) teacher at SD Negeri No. 105407 Pem Kedah consistently demonstrates honesty in daily interactions. This honesty is reflected in the way the teacher conveys information, acknowledges mistakes, and treats students fairly without discrimination. When an error occurs in the explanation of lesson material, the CRE teacher does not hesitate to admit the mistake in front of students and openly correct it. Such behavior provides a concrete example for students, encouraging them not to fear admitting mistakes and fostering an attitude of openness. During interviews, students expressed that they felt safe and respected because their teacher not only gives instructions but also models integrity. For example, in a class savings activity, the teacher not only instructs students to be honest in recording their savings but also demonstrates transparency in managing class funds. This fosters a strong climate of trust between students and the teacher, motivating students to practice honesty not only in academic contexts but also in their social lives (Widodo, 2021).

Instilling the Value of Responsibility through Role Modeling

The value of responsibility is a crucial aspect of shaping students' character (Gunawan, 2020). The Christian Religious Education (CRE) teacher demonstrates responsibility not only in fulfilling teaching duties but also in fostering students' discipline and independence. The study reveals that the teacher consistently arrives on time, prepares lesson materials thoroughly, and monitors each student's progress individually. In an interview with the school principal, it was noted that the CRE teacher is recognized as a disciplined and highly dedicated individual. Responsibility is also instilled in students through classroom duties that involve trust, such as serving as prayer leaders, classroom cleanliness coordinators, and committee members for school religious events. The teacher does not merely assign these roles but also guides students in carrying them out with full responsibility. This process shapes students into independent individuals who can be entrusted with duties and are accountable for their own actions.

Cultivating Care and Empathy in Learning

One of the significant findings of this study is how the CRE teacher successfully nurtures care and empathy among students. The teacher often integrates social values into lessons through discussions and reflections on everyday experiences faced by students. For example, when a student faces economic hardship, the teacher openly encourages classmates to show concern, whether through material assistance or moral support. Additionally, the teacher organizes heterogeneous study groups, allowing students to help one another and practice cooperation. This practice fosters empathy toward peers who struggle with understanding lessons. During morning devotions and class reflections, the teacher often raises themes of love and forgiveness, providing concrete examples of how students can apply these values in their daily interactions. Students have shown noticeable behavioral changes, such as greater concern for sick classmates, increased patience in dealing with differences, and more openness in expressing their feelings.

Strengthening the Values of Tolerance and Respect for Diversity

Tolerance is a highly relevant social value in the multicultural educational context of SD Negeri No. 105407 Pem Kedah. While the majority of students are Christian, some come from different religious and cultural backgrounds. The CRE teacher demonstrates an inclusive attitude in responding to this diversity. Interviews with other teachers revealed that the CRE teacher often serves as a role model in fostering harmonious interfaith communication. In practice, the teacher adopts a contextual approach that respects cultural and linguistic diversity. For instance, when explaining the concept of love, the teacher uses examples drawn from the pluralistic local community, helping students understand that Christian values are not at odds with respecting differences. Students thus learn that being religious does not mean being exclusive, but rather becoming agents of peace and tolerance (Hurlock, 2016). The teacher also actively initiates inclusive inter-class activities, such as community service projects or educational celebrations of religious holidays. This inclusive approach gradually shapes a school culture that is harmonious, respectful, and free from discrimination. Observations indicate that students guided by this CRE teacher are more open to accepting friends who are different and tend to avoid conflicts rooted in stereotypes or prejudice.

Role Modeling in Fostering Cooperation and the Spirit of Togetherness

Cooperation is an essential component of the social values instilled by the Christian Religious Education (CRE) teacher. In the learning process, the teacher frequently employs group learning methods and project-based assignments that require students to actively interact with one another. The teacher assesses not only the final product but also the

collaborative process demonstrated by the students. This approach provides opportunities for students to learn to respect others' opinions, delegate roles, and complete tasks collectively. The teacher is also actively involved in school activities such as inter-class competitions, Christmas celebrations, and student spiritual retreats. In these events, the teacher does not merely serve as a supervisor but participates directly as a committee member, coach, and even resource person. Such active involvement strengthens relationships between the teacher and students while reinforcing a spirit of togetherness, which is a key foundation for shaping students' social character (Lickona, 2019). The CRE teacher also engages parents in collaborative activities such as joint prayer gatherings and community service programs. Parental involvement helps strengthen communication bridges between school and home, ensuring that the values instilled at school are reinforced within the family environment.

The Role of Interpersonal Communication in Character Formation

The interpersonal communication practiced by the CRE teacher serves as a crucial bridge in shaping students' character. Observations reveal that the teacher establishes warm yet professional relationships with students. The teacher consistently greets them personally, shows attentiveness to their emotional well-being, and offers verbal encouragement to motivate them. This dialogic communication fosters a psychologically safe learning environment in which students feel valued and understood. As a result, they develop openness in communication and increased self-confidence. The teacher is willing to listen to students' personal stories, provide wise solutions, and connect these with Christian teachings. Such practices effectively cultivate students' reflective awareness of moral values in their daily lives. Non-verbal communication—such as smiles, warm hugs, and supportive gestures—further enhances the positive atmosphere in the classroom. These actions reinforce moral messages and deepen their impact on students. In interviews, students reported feeling comfortable approaching the CRE teacher with both academic and non-academic problems, indicating the success of building deep and meaningful interpersonal relationships.

The Cultural and Social Context of the School in Supporting the Implementation of Social Values

The school's social environment plays a significant role in the successful implementation of social values by the CRE teacher. SD Negeri No. 105407 Pem Kedah has a strong school culture that emphasizes togetherness, spirituality, and cooperation among its members. The principal's openness to strengthening character education is another important supporting factor (Tilaar, 2017). In interviews, the principal stated that the CRE teacher is given ample space to develop value-based learning approaches. The relatively homogeneous cultural background of students and the local values that uphold togetherness and respect for others provide fertile ground for the CRE teacher's work. The teacher integrates these local values with Christian faith principles taught in class,

enabling students to internalize social values not merely as doctrinal concepts but as part of their cultural identity. Positive interactions among teachers and cross-subject collaboration also support the integration of social values across all aspects of school activities. The CRE teacher actively engages in cross-disciplinary discussions on strategies for collaboratively building students' character. Such collaboration ensures that the values reinforced in CRE lessons are consistently echoed in other school activities.

Internal Impact of the Teacher's Social Values on Students' Character Transformation

Data triangulation and documentation reveal concrete indicators of positive changes in students' character, reflecting the successful internalization of the teacher's social values. Students exhibit greater discipline, honesty in completing assignments, responsibility for classroom cleanliness, and increased empathy toward peers. These transformations are evident not only at the individual level but also in collective student behavior. They have become more united in group activities, show mutual support during competitions, and resolve conflicts peacefully. Several teachers noted that students who were previously prone to quarrels have now become leaders capable of mediating group disagreements (Nata, 2016). This demonstrates that social values are not only taught but also lived out by students. Such changes exemplify authentic character education through role modeling. The CRE teacher, whose personality is deeply aligned with social values, has become an effective model for guiding students toward holistic personal growth. This aligns with the view that authentic character education cannot be separated from the integrity of the teacher as a role model.

Challenges in Implementation and Strategies for Overcoming Them

Despite notable successes, implementing social values in the CRE teacher's personality is not without challenges. One major challenge is maintaining consistency in role modeling amid high workloads and the complexity of diverse student issues (Suyanto, 2018). The teacher must balance the roles of instructor, mentor, and exemplar while safeguarding personal emotional and spiritual well-being. Another challenge is the influence of external environments—particularly social media and digital content—that often conflict with the values being taught. Students sometimes bring these negative external influences into the school setting, requiring the teacher to put extra effort into clarifying values and providing relevant explanations. To address these challenges, the CRE teacher engages in regular spiritual reflection, participates in teacher prayer groups, and attends character development training. The teacher also maintains active communication with parents to ensure value education is aligned between home and school. This synergy is essential to sustaining the integrity and effectiveness of character education.

Conclusion

The findings of this study indicate that the integration of social values into the personality of Christian Religious Education (PAK) teachers makes a significant contribution to the character formation of students at SD Negeri No. 105407 Pem. Kedah. The teacher's personality, which embodies values such as honesty, responsibility, empathy, tolerance, and cooperation, is expressed not only through words but also through consistent and concrete daily actions. Such role modeling serves as the most effective medium for instilling character values in students, which are subsequently manifested in positive behavioral changes at both individual and collective levels. The PAK teacher thus functions as a living model, demonstrating how Christian values can be applied within real social contexts. This role is further reinforced through warm and inclusive interpersonal communication, as well as collaborative engagement with the entire school community. The impact of this approach is evident in students' growing awareness of the importance of moral values in daily life, their ability to collaborate effectively, and their respectful attitudes toward differences. Nevertheless, the implementation of social values faces certain challenges, particularly the negative influence of external environments and the limited time teachers have to fulfill their multiple roles. Therefore, structural support from the school is essential, including policies that promote character education, regular teacher training, and strong synergy among teachers, parents, and the students' broader social environment.

The implications of this study highlight that character education is not the sole responsibility of a single subject but a shared obligation that begins with the teacher's own personality. A PAK teacher who has successfully internalized social values becomes a transformative agent with a profound influence on shaping a generation characterized by integrity and empathy, equipped to live harmoniously in a pluralistic society. It is crucial, therefore, for educational institutions and policymakers to continuously design and implement programs that strengthen the internalization of social values among teachers, particularly PAK teachers. Teacher education should not only equip candidates with theological knowledge but also nurture a holistic personality deeply rooted in noble social and spiritual values. In this way, the process of character formation among students can be carried out comprehensively and sustainably, in parallel with the development of their faith and moral maturity.

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