



## The Steadfast Faith of Christian Religious Education Teachers based Genesis 26:24 at SD Negeri 020254 Binjai Kota

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### ABSTRACT

*This article explores the steadfast faith of Christian Religious Education (CRE) teachers through a theological and educational reflection on Genesis 26:24, focusing on its implementation at SD Negeri 020254 Binjai Kota. The study aims to examine how the biblical message of God's presence, reassurance, and promise of blessing shapes the spiritual identity, pedagogical commitment, and professional responsibility of CRE teachers in a public school context. Genesis 26:24, which emphasizes divine faithfulness and encouragement in times of uncertainty, serves as the central theological foundation for understanding faith as a sustaining and empowering force in the educational vocation. This research employs a Systematic Literature Review (SLR) method to synthesize relevant theological and educational literature related to steadfast faith, teacher spirituality, and Christian pedagogy. The SLR is complemented by contextual data from SD Negeri 020254 Binjai Kota, where one CRE teacher serves 17 Christian students. This setting provides a concrete illustration of how the teacher's personal faith becomes a significant factor in shaping the quality and authenticity of Christian education. Data are analyzed using a qualitative descriptive approach that integrates biblical interpretation with educational theory. The findings indicate that steadfast faith is not merely a personal belief, but a dynamic spiritual strength that influences teachers' motivation, resilience, and ethical conduct. It is expressed through consistency in values, integrity in action, patience in teaching, and commitment to students' spiritual formation. In a pluralistic educational environment, steadfast faith enables CRE teachers to maintain the integrity of Christian values while fostering respect and harmony. This study concludes that the spiritual maturity and faithfulness of CRE teachers are central to the effectiveness of Christian Religious Education. By grounding their vocation in God's promise as reflected in Genesis 26:24, CRE teachers are empowered to transform education into a meaningful ministry that nurtures both faith and character in students.*

**Keywords:** Steadfast faith, Christian Religious Education Genesis 26:24, teacher spirituality

## INTRODUCTION

The steadfast faith of Christian Religious Education (CRE) teachers constitutes a foundational dimension in shaping the spiritual, moral, and character development of students within the school environment, particularly in a pluralistic and rapidly changing social context. In Indonesia, where education is expected not only to transmit knowledge but also to cultivate values and character, CRE teachers hold a strategic and irreplaceable role as spiritual mentors, moral exemplars, and facilitators of faith formation. Their personal faith is not merely a private conviction but becomes a living testimony that influences pedagogical attitudes, classroom interactions, and the overall climate of Christian education. Genesis 26:24 provides a powerful theological foundation for understanding steadfast faith, as God reassures Isaac by saying, "I am the God of your father Abraham. Do not be afraid, for I am with you; I will bless you and increase your descendants for the sake of my servant Abraham." This verse emphasizes divine presence, faithfulness, and continuity of God's promise amid uncertainty and struggle. In the educational context, especially in Christian Religious Education, this divine assurance becomes a paradigm for teachers to remain firm in their faith, courageous in their vocation, and faithful in their mission despite challenges. At SD Negeri 020254 Binjai Kota, a public elementary school where Christian education is carried out within a diverse and dynamic environment, the steadfast faith of CRE teachers becomes particularly significant. They are required to navigate institutional demands, diverse student backgrounds, limited instructional time, and the broader secular educational atmosphere, while still maintaining the integrity and authenticity of Christian teaching. In such a context, faith is not only expressed through doctrinal instruction but also embodied through consistency, patience, compassion, integrity, and resilience. The relevance of Genesis 26:24 lies in its affirmation that faithfulness is sustained by God's presence and promise, enabling individuals to stand firm even when facing fear, uncertainty, or opposition. For CRE teachers, this steadfastness is manifested in their commitment to teaching biblical truths, nurturing students' spiritual sensitivity, and modeling Christian virtues in everyday interactions. Moreover, steadfast faith becomes a source of spiritual strength that empowers teachers to see their profession not merely as a job, but as a calling and ministry entrusted by God. In contemporary educational realities, teachers are often confronted with moral relativism, declining student discipline, technological distractions, and shifting cultural values that may challenge traditional Christian perspectives. These challenges can weaken motivation and dilute the spiritual focus of teaching if not anchored in strong personal faith. Therefore, the reflection on Genesis 26:24 offers a theological lens through which CRE teachers can reaffirm their identity as God's instruments in education, entrusted with nurturing young generations in faith and character. At SD Negeri 020254 Binjai Kota, where students come from varied socio-economic and religious backgrounds, the presence of CRE teachers with steadfast faith contributes to the creation of a learning environment that is not only academically supportive but also spiritually nurturing. Their faith becomes a living curriculum that complements formal teaching materials, shaping students' understanding of Christian values through authentic example. This study is grounded in the assumption that the quality of Christian education is deeply influenced by the spiritual maturity and faith consistency of the teacher. A teacher who stands firm in faith is more likely to

demonstrate ethical responsibility, emotional stability, and pedagogical sensitivity, which in turn positively affect students' attitudes toward learning and spirituality. Genesis 26:24 also underscores the dimension of fear and divine reassurance, which resonates with the experiences of many teachers who face professional uncertainty, workload pressure, and limited institutional support. God's promise "Do not be afraid, for I am with you" becomes a spiritual motivation that encourages perseverance and hope in fulfilling educational responsibilities. Consequently, this article seeks to explore how the steadfast faith of CRE teachers, inspired by the theological message of Genesis 26:24, is reflected in their educational practices at SD Negeri 020254 Binjai Kota. It emphasizes that faith steadfastness is not an abstract concept but a dynamic reality expressed through dedication, consistency in values, and resilience in service. By examining this theme, the article aims to contribute to a deeper understanding of the integration between theology and pedagogy, highlighting how biblical reflection can enrich educational practice and strengthen the spiritual identity of teachers. In a broader perspective, this research is also relevant to ongoing discussions about character education and spiritual formation within public schools, demonstrating that Christian education, when grounded in strong faith, can coexist harmoniously with national educational goals while offering a distinctive contribution to students' holistic development. The steadfast faith of CRE teachers thus becomes a vital bridge between biblical truth and educational reality, between divine promise and daily responsibility, and between personal spirituality and professional dedication.

## **METHODS**

This study employed a Systematic Literature Review (SLR) method as the primary research approach, complemented by contextual data from SD Negeri 020254 Binjai Kota, which has 17 Christian students and 1 Christian Religious Education (CRE) teacher. The use of SLR was intended to provide a strong theoretical and conceptual foundation regarding the steadfast faith of CRE teachers, especially as reflected in Genesis 26:24, and its implications for the educational process. SLR was chosen because it allows researchers to systematically identify, evaluate, and synthesize relevant literature in a transparent and structured manner, ensuring that the findings are grounded in credible and comprehensive academic sources. Through this method, the study seeks to integrate biblical-theological perspectives with educational theories and empirical studies on teacher spirituality, faith-based pedagogy, and character formation. The SLR process was conducted through several stages. First, the formulation of research questions focused on how steadfast faith is defined in Christian theology, how Genesis 26:24 has been interpreted in relation to faithfulness and divine assurance, and how the faith of CRE teachers influences their educational practices. Second, a systematic search for relevant literature was carried out using academic databases such as Google Scholar, ERIC, and ResearchGate, as well as theological journals and books related to Christian education, teacher spirituality, and biblical interpretation. Keywords used in the search included "steadfast faith," "Christian Religious Education teacher," "Genesis 26:24," "teacher spirituality," "faith-based education," and "Christian pedagogy." The literature was limited to publications that were relevant, peer-reviewed, and theologically or educationally credible. Third, inclusion and exclusion criteria were applied to ensure the

quality and relevance of the sources. Included literature consisted of academic articles, books, and research reports discussing Christian education, the role of teachers' faith, and biblical foundations of perseverance and faithfulness. Sources that were not academically reliable, lacked clear methodological grounding, or were not directly related to the research focus were excluded. Fourth, the selected literature was critically analyzed and synthesized to identify key themes, concepts, and patterns related to steadfast faith and its educational implications. This synthesis formed the theoretical framework used to interpret the context of CRE teaching at SD Negeri 020254 Binjai Kota. Although this study is literature-based, contextual data from the school were used to provide a concrete educational setting. SD Negeri 020254 Binjai Kota has 17 Christian students who receive Christian Religious Education from one CRE teacher. This small and focused learning community allows for intensive interaction between teacher and students, making the role of the teacher's personal faith even more significant. The presence of only one CRE teacher highlights the importance of individual spiritual consistency, as the teacher becomes the central figure in transmitting Christian values, biblical understanding, and spiritual modeling to students. The contextual data were used descriptively to align the findings of the SLR with the real educational situation at the school. Data analysis in this study followed a qualitative descriptive approach. The synthesized literature was interpreted in light of Genesis 26:24 to construct a theological-educational perspective on steadfast faith. The biblical message of divine presence, reassurance, and blessing was then connected to the responsibilities and experiences of the CRE teacher at SD Negeri 020254 Binjai Kota. This approach emphasizes that steadfast faith is not only a theological concept but also a pedagogical reality expressed in commitment, patience, moral integrity, and spiritual resilience. By combining SLR with contextual description, this method provides a comprehensive understanding of how biblical reflection and educational practice intersect in shaping the faithfulness and effectiveness of Christian Religious Education teachers.

## RESULTS AND DISCUSSION

Genesis 26:24 presents a profound theological foundation for understanding the nature of steadfast faith within the biblical narrative. In this verse, God appears to Isaac and declares, "I am the God of your father Abraham. Do not be afraid, for I am with you; I will bless you and increase your descendants for the sake of my servant Abraham." This divine proclamation occurs in a moment of uncertainty, when Isaac is living among the Philistines and facing tension, insecurity, and potential conflict. The context highlights that steadfast faith is not developed in comfortable or stable conditions, but rather in situations where fear, doubt, and vulnerability are present. The command "Do not be afraid" reveals that fear is a natural human response to uncertainty, yet faith is expressed through trust in God's enduring presence and promises. Genesis 26:24 emphasizes God's faithfulness to His covenant. By identifying Himself as "the God of your father Abraham," God affirms the continuity of His promise across generations. Steadfast faith, therefore, is deeply rooted in the recognition that God's purposes transcend individual circumstances and remain constant over time. Isaac's faith is strengthened not by his own achievements but by God's unwavering commitment to His covenant. This teaches that steadfast faith is not grounded in human strength or stability but in divine reliability. Faith

becomes an act of resting in God's unchanging nature, even when external realities appear unstable. The phrase "for I am with you" underscores the theology of divine presence. God's nearness is presented as the primary source of comfort and courage. In biblical theology, God's presence is not merely symbolic but active and transformative. It reassures believers that they are not facing their struggles alone. Steadfast faith is thus characterized by an awareness of God's accompanying presence in every aspect of life. This presence empowers individuals to move forward with confidence, resilience, and hope. It is a reminder that faith is sustained through relationship rather than through circumstances. The promise of blessing and multiplication further reveals that steadfast faith is future-oriented. God's assurance is not limited to immediate protection but extends to long-term fulfillment. This forward-looking dimension encourages believers to remain faithful even when the fruits of obedience are not immediately visible. Faith, in this sense, becomes an expression of patience and trust in God's timing. Isaac is invited to trust not only in God's present protection but also in His future provision. Such trust defines steadfast faith as an enduring commitment that persists through uncertainty and delay. In the broader theological framework, Genesis 26:24 reflects a pattern seen throughout Scripture, where God strengthens His people through reassurance, promise, and presence. This pattern highlights that steadfast faith is cultivated through continual dependence on God rather than self-reliance. Faith is not static but dynamic, growing as believers repeatedly experience God's faithfulness in challenging situations. Thus, this verse offers a rich theological understanding of steadfast faith as trust in God's covenant, confidence in His presence, and hope in His promises, forming a spiritual foundation that enables believers to remain firm and faithful amid life's uncertainties.

### ***The Meaning of Steadfast Faith for Christian Religious Education Teachers***

Steadfast faith for Christian Religious Education (CRE) teachers represents a deeply rooted spiritual commitment that shapes their identity, vocation, and educational practice. It is not merely a personal religious belief but a living conviction that guides attitudes, decisions, and interactions within the educational environment. In the Christian theological tradition, steadfast faith refers to unwavering trust in God's promises, enduring obedience to His will, and persistent reliance on His presence despite uncertainty or adversity. For CRE teachers, such faith becomes the spiritual foundation that sustains their professional calling and transforms teaching into a form of ministry. Genesis 26:24 offers a powerful theological framework for understanding this concept. God's assurance to Isaac, "Do not be afraid, for I am with you," reveals that steadfast faith is cultivated in situations where fear and uncertainty are real possibilities. In the context of education, teachers often face professional pressures, institutional limitations, diverse student needs, and moral challenges that can weaken motivation and spiritual enthusiasm. Steadfast faith empowers CRE teachers to remain faithful to their calling, not because circumstances are ideal, but because God's presence and promise remain constant. This faith nurtures resilience, patience, and hope, enabling teachers to persevere in their responsibilities with confidence and humility. For CRE teachers, steadfast faith also signifies a clear understanding of teaching as a vocation rather than merely a profession. Teaching Christian Religious Education is not simply the transmission of religious knowledge but the embodiment of Christian values and spirituality. The teacher becomes a living witness to the truths being taught. Their faith is reflected not

only in lesson content but also in character, integrity, compassion, and consistency between words and actions. In this sense, steadfast faith shapes the moral authority of the teacher, strengthening the credibility of Christian education in the eyes of students. Steadfast faith enables CRE teachers to maintain spiritual authenticity in a pluralistic educational environment. Public schools often require teachers to navigate religious diversity while preserving the distinctiveness of Christian teaching. Faithfulness, therefore, is not expressed through exclusivism but through respectful dialogue, ethical conduct, and love-centered pedagogy. Steadfast faith allows teachers to stand firm in Christian convictions while simultaneously fostering harmony and mutual respect. This balance reflects the mature expression of faith that is both confident and compassionate. In addition, steadfast faith influences how CRE teachers interpret success and failure. Educational outcomes are often measured through academic performance, yet Christian education also emphasizes spiritual growth and character formation. Teachers grounded in steadfast faith understand that their role is to be faithful in service rather than merely successful in results. This theological perspective liberates them from excessive pressure and redirects their focus toward obedience, dedication, and sincerity. Faith becomes the measure of their faithfulness rather than external recognition or institutional validation.

### ***The Role of CRE Teachers' Faith in the Educational Process***

The faith of CRE teachers plays a central role in shaping the educational process, influencing not only instructional strategies but also classroom atmosphere, student relationships, and the overall spiritual climate of learning. In Christian pedagogy, education is understood as a holistic process that integrates cognitive, affective, and spiritual dimensions. Teachers' faith acts as the unifying force that connects these dimensions, ensuring that learning remains meaningful and transformative. Faith shapes the teacher's pedagogical approach. A teacher who lives by steadfast faith teaches with sincerity, patience, and dedication. Their lessons are not merely academic exercises but expressions of spiritual responsibility. Biblical teachings are communicated not only as doctrinal content but as guiding principles for life. This faith-based pedagogy encourages students to see Christianity as relevant to everyday challenges rather than as abstract religious theory. Faith influences the relational dimension of education. CRE teachers are called to reflect Christ's love through empathy, forgiveness, and understanding. Steadfast faith nurtures emotional maturity and moral sensitivity, enabling teachers to respond wisely to students' struggles, mistakes, and differences. In this way, faith becomes a source of pastoral care within the classroom, creating a learning environment characterized by trust, respect, and encouragement. Thirdly, faith functions as a source of motivation and endurance. Teaching often involves routine tasks and emotional labor that can lead to fatigue or discouragement. A strong spiritual foundation renews teachers' commitment and restores their sense of purpose. Faith reminds them that their work has eternal significance, extending beyond immediate educational outcomes. This perspective fosters perseverance, gratitude, and joy in service. CRE teachers' faith directly affects students' spiritual development. Children learn not only through instruction but through observation and imitation. When teachers demonstrate humility, discipline, and devotion, students encounter a living model of Christian faith. This experiential learning deepens students' understanding of spirituality and strengthens the integration of faith into their personal lives. In public school contexts, where religious education often

operates within limited time and structural constraints, the personal faith of CRE teachers becomes even more critical. Their spiritual authenticity compensates for institutional limitations and enriches the educational experience. Faith transforms ordinary teaching moments into opportunities for spiritual formation, making education a sacred encounter rather than a routine obligation.

### ***Contextual Reflection at SD Negeri 020254 Binjai Kota***

The context of SD Negeri 020254 Binjai Kota, where one Christian Religious Education (CRE) teacher serves 17 Christian students, provides a distinctive and meaningful setting for reflecting on the practical significance of steadfast faith. In such a small learning community, the presence and role of the teacher become highly influential. The CRE teacher is not only an instructor but also a spiritual guide, moral example, and central figure in shaping the religious atmosphere of the classroom. This condition highlights how the teacher's personal faith is directly translated into the lived experience of Christian education for students. The limited number of students allows for close interaction and personal engagement. In this environment, steadfast faith is manifested through consistency in daily conduct, attentiveness to students' spiritual needs, and the ability to create a nurturing learning space grounded in Christian values. The teacher's words, attitudes, and decisions are easily observed and internalized by students. Therefore, faith is communicated not only through biblical teaching but through embodied practice. This situation reflects the biblical understanding that faith is most effectively transmitted through example rather than instruction alone. Having only one CRE teacher increases the responsibility placed upon that individual. The teacher becomes the sole representative of Christian education within the school. This reality requires spiritual maturity, emotional stability, and unwavering commitment. Genesis 26:24 becomes particularly relevant in this context, as God's assurance of presence and blessing offers strength to remain faithful amid responsibility and possible isolation. The teacher's steadfast faith becomes a source of courage to carry out the task faithfully, even when institutional support or peer collaboration may be limited. The diversity of the public school environment requires CRE teachers to exercise faith with wisdom and sensitivity. Students live in a broader community characterized by religious and cultural plurality. Steadfast faith enables teachers to maintain Christian identity without fostering exclusivity or conflict. Instead, it encourages respectful coexistence, tolerance, and peaceful engagement. This approach aligns Christian values with national educational goals of unity and harmony. The context at SD Negeri 020254 Binjai Kota demonstrates that steadfast faith is not an abstract theological ideal but a lived reality that shapes educational practice. The teacher's faith becomes the heart of Christian education, influencing how students understand God, perceive moral values, and develop spiritual awareness. In this way, steadfast faith serves as the foundation for meaningful and transformative Christian learning.

### ***Implications for Christian Education in Public Schools***

The findings of this study carry significant implications for the practice of Christian education in public schools. They emphasize the importance of spiritual formation in teacher preparation. CRE teachers must be equipped not only with pedagogical competence and theological knowledge but also with deep spiritual maturity. Faith

formation programs should be integrated into teacher training institutions to nurture personal devotion, ethical integrity, and vocational awareness. This study highlights the centrality of teachers as spiritual role models. In environments where formal religious instruction time is limited, the teacher's personal witness becomes the most powerful educational instrument. This implies that school administrators and educational policymakers should recognize and support the spiritual dimension of teaching. Providing opportunities for spiritual retreats, reflection, and community worship can strengthen teachers' faith and enhance their effectiveness. Steadfast faith contributes to holistic education. Christian education in public schools should not be confined to doctrinal transmission but should address character formation, emotional development, and moral responsibility. Faith-based teaching encourages students to integrate spiritual values into daily life, promoting honesty, compassion, discipline, and respect for others. This approach aligns Christian education with the broader mission of national education to develop students' intellectual and moral capacities. Steadfast faith enables Christian education to remain resilient amid modern challenges. Rapid technological change, moral relativism, and declining spiritual sensitivity among young generations pose significant challenges. Teachers grounded in strong faith are better prepared to guide students through these complexities with wisdom and discernment. Faith becomes a stabilizing force that protects the integrity of Christian values in an evolving educational landscape. Steadfast faith strengthens the identity of Christian education within public institutions. It affirms that Christian education is not marginal or secondary but an essential contributor to students' holistic development. By embodying faith through professionalism, respect, and excellence, CRE teachers demonstrate that Christian values enrich rather than contradict the goals of public education.

### ***Synthesis between Biblical Theology and Educational Practice***

The synthesis between biblical theology and educational practice is the central contribution of this study. Genesis 26:24 provides a theological framework that emphasizes divine presence, reassurance, and blessing as the foundation of steadfast faith. When this theology is integrated into education, teaching becomes an act of faithful obedience and spiritual service. Biblical theology reminds educators that faith is relational rather than merely doctrinal. God's promise, "I am with you," reveals that steadfast faith is sustained through ongoing communion with God. In educational practice, this truth encourages teachers to depend on divine guidance in their professional responsibilities. Teaching is no longer viewed solely as a human endeavor but as participation in God's redemptive work. Educational practice, in turn, becomes a concrete expression of biblical faith. The classroom becomes a space where theology is lived rather than merely discussed. Patience, compassion, integrity, and perseverance are not abstract virtues but daily practices rooted in faith. This synthesis transforms Christian education into a holistic process that unites belief and action. The integration of theology and pedagogy affirms that Christian education is inherently transformative. It shapes both teachers and students into persons of faith, character, and responsibility. Teachers grow spiritually through their service, while students encounter a living example of Christian discipleship. The steadfast faith of CRE teachers serves as the bridge between biblical theology and educational practice. At SD Negeri 020254 Binjai Kota, this faith becomes the spiritual heartbeat of Christian education. It ensures that teaching is grounded in God's promise,

guided by divine presence, and directed toward holistic transformation. Through such integration, Christian education fulfills its calling as both an academic discipline and a sacred ministry, forming individuals who live faithfully in both faith and life.

## CONCLUSION

This study concludes that the steadfast faith of Christian Religious Education (CRE) teachers, as reflected through the theological message of Genesis 26:24, is a vital foundation for the effectiveness and authenticity of Christian education, particularly within the context of a public school such as SD Negeri 020254 Binjai Kota. Genesis 26:24 emphasizes God's presence, reassurance, and promise of blessing, which together form a powerful theological framework for understanding faith as something that is not passive, but actively sustaining and empowering. For CRE teachers, steadfast faith is not merely a personal spiritual attribute but a dynamic force that shapes their identity, motivation, and pedagogical practice. It becomes the inner strength that enables them to persevere in their calling despite various educational, institutional, and social challenges. The findings of this study highlight that the role of CRE teachers is inseparable from their spiritual maturity and consistency in faith. In a learning environment where only one CRE teacher serves 17 Christian students, the teacher's personal faith becomes the central channel through which Christian values, biblical truth, and spiritual attitudes are transmitted. This condition underscores the significance of the teacher as a living model of faith. The students do not only learn Christianity through textbooks or formal lessons, but more importantly through the teacher's character, attitude, and way of responding to everyday situations. Thus, steadfast faith is embodied in patience, integrity, compassion, responsibility, and consistency between words and actions. These qualities reinforce the credibility of Christian teaching and make faith tangible for students at a formative stage of their spiritual development. This study affirms that steadfast faith is closely related to the teacher's understanding of vocation. Teaching Christian Religious Education is not simply a professional duty, but a form of ministry entrusted by God. Genesis 26:24, with its assurance "Do not be afraid, for I am with you," provides spiritual encouragement for teachers to remain faithful even when they face fear, uncertainty, or limitations in their work. In the context of public schools, where Christian education operates alongside diverse religious and cultural realities, this divine assurance becomes especially meaningful. It enables CRE teachers to teach with confidence, humility, and respect for diversity while maintaining the integrity of Christian values. Steadfast faith therefore functions as a bridge between personal spirituality and professional responsibility, ensuring that teaching is carried out with both competence and devotion. This research also demonstrates that the integration of theology and pedagogy is essential for strengthening Christian education. The reflection on Genesis 26:24 shows that biblical theology can provide a deep spiritual motivation and ethical orientation for educational practice. When CRE teachers ground their teaching in God's promise and presence, they are better equipped to nurture students' character, foster spiritual awareness, and encourage moral responsibility. This integration helps Christian education to remain relevant, meaningful, and transformative, even within a modern and pluralistic educational context. It affirms that faith and education are not separate domains, but mutually enriching dimensions of holistic human development. The steadfast faith of CRE

teachers is a crucial element in shaping the quality and impact of Christian Religious Education at SD Negeri 020254 Binjai Kota. It strengthens the teacher's resilience, deepens their sense of calling, and enhances their effectiveness as spiritual educators. More broadly, this study suggests that any effort to improve Christian education must pay serious attention to the spiritual formation and faith consistency of teachers. Steadfast faith is the foundation that sustains educational commitment, inspires authentic teaching, and connects biblical truth with daily educational practice. Through such faith, Christian education becomes not only a process of knowledge transmission, but a transformative journey that shapes both teachers and students to live in trust, obedience, and hope in God's promises.

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