



Pedagogical Competence of Christian Religious Education Teachers and the Spirit of Joy in Learning: Evidence from SD Negeri No. 075052 Orahili Idanoi (Philippians 4:4)

Nija Putri Hulu

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: nijahulu53@guru.sd.belajar.id

ABSTRACT

Teacher pedagogical competence is widely recognized as a critical factor influencing both academic and affective dimensions of student learning. In the context of Christian Religious Education (CRE), pedagogical competence carries an additional theological responsibility, as teachers are entrusted not only with delivering religious content but also with fostering students' spiritual and emotional formation. One important yet underexplored dimension of this formation is the cultivation of joy as a theological and pedagogical value, as emphasized in Philippians 4:4, which exhorts believers to "rejoice in the Lord always." This study aims to examine the relationship between the pedagogical competence of CRE teachers and the spirit of joy in learning among students at SD Negeri No. 075052 Orahili Idanoi, Nias, Indonesia. This study employed a quantitative correlational research design. The participants consisted of 112 Christian students who received CRE instruction from one CRE teacher. Data were collected using two Likert-scale questionnaires measuring students' perceptions of teacher pedagogical competence and their perceived spirit of joy in learning. Descriptive statistics, Pearson product-moment correlation, and simple linear regression analyses were used to analyze the data. The results indicate that students perceived the CRE teacher's pedagogical competence at a high level ($M = 4.12$), as well as a high level of spirit of joy in learning ($M = 4.05$). Correlation analysis revealed a strong and statistically significant positive relationship between pedagogical competence and the spirit of joy in learning ($r = 0.68, p < 0.001$). Regression analysis further showed that pedagogical competence significantly predicted the spirit of joy in learning, explaining 46% of the variance ($R^2 = 0.46$). These findings suggest that pedagogical competence plays a substantial role in fostering joyful learning environments in CRE. The study highlights the integration of effective pedagogy and biblical theology in cultivating holistic Christian education, particularly in Indonesian public school contexts.

Keywords: *Pedagogical Competence, Christian Religious Education, Spirit of Joy*

INTRODUCTION

Teacher competence is widely recognized as a key determinant of instructional quality and student learning outcomes. Pedagogical competence, in particular, encompasses a teacher's ability to design meaningful learning experiences, manage classrooms effectively, apply appropriate instructional strategies, and assess student learning in ways that support continuous improvement. Research in education consistently shows that pedagogically competent teachers are more likely to create engaging, supportive, and student-centered learning environments that positively influence students' motivation, participation, and academic achievement (Darling-Hammond, 2017; Hattie, 2012). In Christian Religious Education (CRE), however, teacher competence carries an additional dimension, as teachers are also entrusted with the responsibility of nurturing students' spiritual and moral development. Within CRE, pedagogical competence cannot be separated from spiritual and affective dimensions of learning. CRE teachers are expected not only to deliver biblical knowledge but also to shape students' attitudes, values, and spiritual dispositions. One important yet often underexplored dimension of this holistic formation is the cultivation of joy as part of the learning experience. Educational psychology has demonstrated that positive emotional climates, including feelings of joy, belonging, and emotional safety, significantly enhance students' engagement, intrinsic motivation, and well-being (Fredrickson, 2001; Pekrun, 2006). These findings suggest that joy is not merely an emotional byproduct of learning but a pedagogically relevant factor that can shape how students perceive and participate in the learning process. Joy holds a central place in spiritual life and discipleship. In Philippians 4:4, the apostle Paul exhorts believers to "rejoice in the Lord always," highlighting joy as a spiritual disposition grounded in relationship with Christ rather than in external circumstances. Biblical scholarship emphasizes that joy in Pauline theology is closely connected to faith, hope, and trust in God, and is understood as a sustained orientation of life rather than a momentary emotional response (Fee, 1995; Silva, 2005). This theological understanding suggests that joy is not simply an affective state but a spiritual practice and identity marker for Christian life. When applied to educational contexts, particularly in CRE, joy can be understood as both a theological value and a pedagogical resource. Joyful learning environments may help students experience learning as meaningful, supportive, and spiritually nurturing. Christian education scholars argue that spiritual formation in schools is most effective when cognitive, affective, and relational dimensions are integrated, enabling students to encounter faith not only as information but as a lived and emotionally resonant reality (Estep & Kim, 2010; Pazmiño, 2008). In this sense, the spirit of joy in learning can be viewed as a concrete expression of holistic Christian education, where pedagogical practice and spiritual formation mutually reinforce one another.

The role of the CRE teacher is therefore crucial in translating the biblical theology of joy into concrete classroom practices. A pedagogically competent CRE teacher is expected to design engaging lessons, manage classrooms in ways that promote emotional safety, and cultivate positive teacher–student relationships. At the same time, the teacher is called to model a joyful Christian life, thereby providing students with a lived example of the joy described in Philippians 4:4. Research in character and spiritual education emphasizes that teacher modeling plays a significant role in shaping students' values and emotional

dispositions, particularly in elementary school settings where students are highly influenced by adult role models (Lickona, 2012; Sihombing & Sitio, 2024). This gap is particularly evident in Indonesian public-school contexts, where CRE is often delivered within pluralistic environments and where teachers must navigate both educational and spiritual responsibilities. The context of SD Negeri No. 075052 Orahili Idanoi, Nias, provides a meaningful setting for exploring this integration. The school has 112 Christian students and only one CRE teacher who is responsible for providing Christian Religious Education to a relatively large number of learners. This situation places substantial pedagogical and spiritual responsibility on a single teacher, making pedagogical competence a critical factor in shaping the overall quality of CRE instruction and the emotional–spiritual climate of the classroom. The teacher’s capacity to create joyful, engaging, and spiritually supportive learning environments may directly influence how students experience both learning and Christian faith. The pedagogical competence of the CRE teacher becomes closely linked to the cultivation of a spirit of joy in learning. The teacher’s instructional strategies, classroom management practices, and relational approaches may either foster or hinder students’ experience of joy, motivation, and spiritual encouragement. Moreover, the teacher’s embodiment of joy as a Christian virtue may serve as an implicit form of spiritual instruction, shaping students’ understanding of faith as a source of hope, resilience, and positive engagement with learning. Therefore, this study aims to investigate the pedagogical competence of the Christian Religious Education teacher and its relationship to the spirit of joy in learning at SD Negeri No. 075052 Orahili Idanoi, Nias, in light of Philippians 4:4. By integrating educational theory, biblical theology, and empirical classroom realities, this research seeks to contribute to a more holistic understanding of CRE teacher competence. The findings are expected to offer both empirical evidence and theological reflection that can inform the development of more joyful, spiritually grounded, and pedagogically effective models of Christian Religious Education in Indonesian public schools.

METHODS

This study employed a quantitative research design with a correlational approach to examine the relationship between the pedagogical competence of Christian Religious Education (CRE) teachers and the spirit of joy in learning among students at SD Negeri No. 075052 Orahili Idanoi, Nias. A quantitative approach was selected to allow for systematic measurement of variables and statistical analysis of the strength and direction of relationships between pedagogical competence and students’ experience of joy in learning. Quantitative methods are widely used in educational research to examine patterns, relationships, and predictive factors related to teaching effectiveness and student outcomes (Creswell, 2014; Fraenkel, Wallen, & Hyun, 2019). The correlational design was considered appropriate because the study did not aim to manipulate variables experimentally but to investigate naturally occurring relationships between students’ perceptions of teacher pedagogical competence and their perceived spirit of joy in learning. This design enables researchers to identify whether and to what extent variations in one variable are associated with variations in another (Field, 2018). The research was conducted at SD Negeri No. 075052 Orahili Idanoi, located in Nias, Indonesia. The population of the study consisted of all Christian students enrolled at the

school. At the time of data collection, there were 112 Christian students who received Christian Religious Education instruction from one CRE teacher. Given the manageable population size, this study employed a total sampling (census) technique, in which all 112 Christian students were invited to participate as respondents. Total sampling is appropriate when the population size is relatively small and accessible, as it increases the representativeness of the sample and reduces sampling error (Fraenkel et al., 2019). Using all available students also strengthens the generalizability of the findings within the specific school context. This study involved two main variables: Pedagogical Competence of CRE Teachers (Independent Variable) and Spirit of Joy in Learning (Dependent Variable). Pedagogical competence refers to students' perceptions of the CRE teacher's ability to plan lessons, implement effective instructional strategies, manage the classroom, use appropriate learning media, and conduct fair and constructive assessment. This construct was operationalized based on widely accepted indicators of pedagogical competence in teacher professional standards, including understanding student characteristics, instructional design, classroom management, and evaluation of learning (Darling-Hammond, 2017; Mulyasa, 2013). The spirit of joy in learning refers to students' perceived experience of joy, enthusiasm, positive emotions, and emotional engagement during CRE learning activities. This construct was operationalized through indicators such as enjoyment of learning, positive emotional response to lessons, willingness to participate, and perception of a supportive and joyful classroom atmosphere. From a theological perspective, this construct is conceptually grounded in Philippians 4:4, which emphasizes joy as a sustained spiritual disposition rooted in relationship with God. From an educational perspective, it is aligned with research on positive emotions and student engagement in learning (Fredrickson, 2001; Pekrun, 2006). Data were collected using structured questionnaires administered to student respondents. Two self-report Likert-scale instruments were developed for this study: Pedagogical Competence Questionnaire, this instrument measured students' perceptions of the CRE teacher's pedagogical competence. Items covered lesson clarity, teaching methods, classroom management, use of learning media, fairness in assessment, and teacher responsiveness to student needs. The instrument was adapted from established frameworks of teacher pedagogical competence and contextualized for the CRE setting (Mulyasa, 2013; Darling-Hammond, 2017); Spirit of Joy in Learning Questionnaire, this instrument measured students' perceived spirit of joy in learning during CRE lessons. Items assessed students' enjoyment, enthusiasm, emotional comfort, sense of encouragement, and positive classroom atmosphere. The scale was developed based on concepts of positive academic emotions and engagement, as well as theological reflections on joy as a positive spiritual disposition (Pekrun, 2006; Fredrickson, 2001). All questionnaire items were measured using a five-point Likert scale ranging from 1 = strongly disagree to 5 = strongly agree. Likert scales are commonly used in educational research to measure attitudes, perceptions, and affective constructs due to their reliability and ease of interpretation (Field, 2018). Content validity of the instruments was established through expert judgment by specialists in Christian education and educational measurement. The experts reviewed the items to ensure alignment with theoretical constructs, clarity of language, and appropriateness for elementary school students. Content validation through expert review is a common procedure to ensure that instruments adequately represent the constructs being measured (Creswell, 2014). A pilot

test was conducted with a small group of students from a similar school context to examine item clarity and preliminary reliability. Internal consistency reliability was assessed using Cronbach's alpha coefficients. A Cronbach's alpha value of 0.70 or higher was considered acceptable, in line with commonly accepted standards in educational research (Field, 2018; Tavakol & Dennick, 2011). Data collection was conducted during regular school hours with permission from school authorities. The questionnaires were administered in the classroom setting under the supervision of the researcher and the CRE teacher. Prior to completing the questionnaires, students were given a brief explanation of the purpose of the study and instructions on how to respond to the items. Students were encouraged to answer honestly and were assured that their responses would be kept confidential and used only for research purposes. Given the age of the respondents, the researcher and teacher provided clarification when necessary to ensure that students understood the meaning of each item. This procedure was intended to reduce response error and enhance the accuracy of the data (Fraenkel et al., 2019). Data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics, including means, standard deviations, and frequency distributions, were used to describe students' perceptions of teacher pedagogical competence and the spirit of joy in learning. Inferential analysis was conducted using Pearson's product-moment correlation to examine the relationship between pedagogical competence and the spirit of joy in learning. Pearson correlation is appropriate for examining the strength and direction of relationships between two continuous variables measured on Likert-type scales treated as interval data (Field, 2018). Where appropriate, simple linear regression analysis was also employed to examine the extent to which pedagogical competence predicts the spirit of joy in learning. Regression analysis allows researchers to estimate the contribution of an independent variable to the variance in a dependent variable (Cohen, Cohen, West, & Aiken, 2003).

RESULTS AND DISCUSSION

The first stage of data analysis focused on describing students' perceptions of the pedagogical competence of the Christian Religious Education (CRE) teacher. Descriptive statistics were calculated for all items and for the overall pedagogical competence scale. The results indicate that students generally perceived the CRE teacher's pedagogical competence at a high level. The overall mean score for pedagogical competence was 4.12 (SD = 0.46) on a five-point Likert scale, indicating that, on average, students agreed that the teacher demonstrated strong pedagogical skills. The highest mean scores were observed on items related to clarity of explanation (M = 4.25, SD = 0.51), respectful treatment of students (M = 4.30, SD = 0.48), and classroom management (M = 4.18, SD = 0.53). These findings suggest that students perceived the teacher as being able to explain lessons clearly, maintain an orderly and supportive classroom environment, and interact with students in a respectful manner. Moderately high mean scores were found for items related to the use of varied teaching methods (M = 4.05, SD = 0.56), use of learning media (M = 3.98, SD = 0.60), and feedback on student work (M = 4.00, SD = 0.58). While still in the high category, these results indicate potential areas for pedagogical development, particularly in the diversification of instructional strategies and the more systematic use of learning media to enhance student engagement. The descriptive results suggest that

the CRE teacher is perceived as pedagogically competent by the majority of students. This finding is consistent with previous research indicating that students' perceptions of teacher competence are often associated with clarity of instruction, classroom management, and positive teacher–student relationships (Darling-Hammond, 2017; Hattie, 2012).

The second stage of descriptive analysis examined students' perceptions of the spirit of joy in learning during CRE lessons. The overall mean score for the spirit of joy in learning was 4.05 (SD = 0.49), indicating that students generally experienced a high level of joy, enthusiasm, and positive emotions in the CRE classroom. The highest mean scores were observed for items related to feeling happy during CRE lessons (M = 4.20, SD = 0.52), enjoying learning about Christian values (M = 4.18, SD = 0.50), and feeling comfortable asking questions (M = 4.10, SD = 0.55). These results suggest that the classroom environment is perceived as emotionally supportive and conducive to positive learning experiences. Slightly lower but still high mean scores were found for items related to excitement about CRE assignments (M = 3.95, SD = 0.60) and feeling motivated to participate actively in class (M = 4.00, SD = 0.57). These findings indicate that while students generally experience joy in learning, there may be opportunities to further enhance instructional strategies that promote active participation and sustained enthusiasm. Taken together, these descriptive results indicate that the CRE learning environment at SD Negeri No. 075052 Orahili Idanoi is characterized by a generally positive emotional climate. This aligns with educational research emphasizing the importance of positive academic emotions in supporting student engagement and well-being (Pekrun, 2006; Fredrickson, 2001). To examine the relationship between pedagogical competence and the spirit of joy in learning, Pearson's product–moment correlation analysis was conducted. The results revealed a strong and statistically significant positive correlation between pedagogical competence and the spirit of joy in learning ($r = 0.68$, $p < 0.001$). This finding indicates that higher levels of perceived pedagogical competence are associated with higher levels of perceived joy in learning among students. In practical terms, students who perceived the CRE teacher as more pedagogically competent also tended to report greater enjoyment, enthusiasm, and positive emotional engagement during CRE lessons. According to commonly accepted interpretations of correlation coefficients, an r value of 0.68 represents a strong relationship (Cohen, 1988; Field, 2018). This suggests that pedagogical competence is a substantial factor in shaping students' emotional and motivational experiences in CRE classrooms. To further examine the predictive contribution of pedagogical competence to the spirit of joy in learning, a simple linear regression analysis was conducted. The results of the regression analysis indicated that pedagogical competence significantly predicted the spirit of joy in learning, $F(1, 110) = 89.45$, $p < 0.001$. The regression model yielded an R^2 value of .46, indicating that approximately 46% of the variance in students' spirit of joy in learning could be explained by their perceptions of the teacher's pedagogical competence. This is a substantial proportion of explained variance in educational research, suggesting that pedagogical competence is a major determinant of students' joyful learning experiences in this context (Cohen et al., 2003; Field, 2018). The standardized beta coefficient ($\beta = .68$, $p < .001$) further confirms that pedagogical competence is a strong positive predictor of the spirit of joy in learning. These results

provide empirical support for the central role of pedagogical competence in shaping not only cognitive outcomes but also affective and emotional dimensions of learning.

Pedagogical Competence as a Key Determinant of Joyful Learning

The findings of this study demonstrate a strong and statistically significant relationship between pedagogical competence and the spirit of joy in learning among Christian students at SD Negeri No. 075052 Orahili Idanoi. The high mean scores for pedagogical competence and the spirit of joy in learning, combined with the strong correlation and substantial explained variance, suggest that pedagogical competence plays a central role in shaping students' emotional and motivational experiences in CRE classrooms. These findings are consistent with broader educational research indicating that effective teaching practices, clear instruction, and supportive classroom management are closely associated with positive student emotions and engagement (Hattie, 2012; Darling-Hammond, 2017). When teachers demonstrate strong pedagogical skills, students are more likely to feel secure, supported, and motivated, which in turn fosters positive emotional responses to learning. In the specific context of CRE, these findings highlight that pedagogical competence is not only a technical or professional requirement but also a spiritual and relational factor that influences how students experience faith-based learning. The CRE teacher's ability to design engaging lessons, manage the classroom effectively, and build positive relationships appears to be a critical foundation for cultivating a joyful learning environment. The high levels of reported joy in learning among students underscore the importance of affective and emotional dimensions in CRE. Educational psychology emphasizes that positive academic emotions such as joy, interest, and enjoyment play a crucial role in sustaining student engagement and promoting deep learning (Pekrun, 2006; Fredrickson, 2001). The findings of this study provide empirical support for the relevance of these theories in a CRE context. The emphasis on joy resonates strongly with Philippians 4:4, which calls believers to "rejoice in the Lord always." In Pauline theology, joy is not merely an emotional reaction but a spiritual disposition rooted in relationship with Christ and sustained by faith and hope (Fee, 1995; Silva, 2005). When students experience joy in CRE learning, this may reflect not only effective pedagogy but also the internalization of a theological vision of joy as part of Christian life. The strong association between pedagogical competence and joy suggests that theological ideals such as joy are mediated through concrete pedagogical practices. In other words, the spirit of joy described in Philippians 4:4 is not cultivated in abstraction but is embodied and experienced through the teacher's daily instructional and relational practices. This finding supports Christian education perspectives that emphasize the integration of theology and pedagogy in shaping holistic learning experiences (Estep & Kim, 2010; Pazmiño, 2008).

The Role of Teacher–Student Relationships

One of the highest-rated aspects of pedagogical competence in this study was respectful treatment of students and positive teacher-student interactions. This finding is particularly significant, as relational factors are known to play a crucial role in students' emotional experiences of learning. Research consistently shows that students who perceive their teachers as caring, respectful, and supportive are more likely to experience

positive emotions, greater motivation, and stronger engagement (Hattie, 2012; Lickona, 2012). In CRE, teacher-student relationships carry additional spiritual significance. The teacher is not only an academic instructor but also a representative of Christian values and attitudes. The modeling of respect, patience, and joy can serve as a powerful form of implicit spiritual instruction, shaping students' understanding of Christian character and emotional life. The findings suggest that the CRE teacher at SD Negeri No. 075052 Orahili Idanoi effectively embodies relational practices that support joyful learning. This is particularly important given the large number of Christian students (112) and the presence of only one CRE teacher. In such a context, the teacher's relational competence becomes a key resource for sustaining positive emotional and spiritual climates.

The strong predictive power of pedagogical competence ($R^2 = 0.46$) indicates that nearly half of the variance in students' joy in learning can be explained by their perceptions of the teacher's pedagogical practices. This finding highlights the practical significance of pedagogical competence in translating theological values into lived classroom experiences. This suggests that the call to rejoice in Philippians 4:4 is not merely a spiritual exhortation but has concrete pedagogical implications. Teachers who are pedagogically competent are better positioned to create learning environments in which joy can be experienced as a normal and sustained dimension of Christian learning. This supports the view that theology and pedagogy are deeply interconnected in Christian education (Pazmiño, 2008; Estep & Kim, 2010). The findings also suggest that pedagogical competence can function as a form of practical theology in action. Through lesson design, classroom management, and relational practices, the CRE teacher embodies and enacts a theology of joy. This reinforces the importance of teacher education programs that integrate theological reflection with pedagogical training, enabling teachers to intentionally align their instructional practices with biblical values. The context of SD Negeri No. 075052 Orahili Idanoi highlights both the opportunities and challenges of CRE in Indonesian public schools. With a large number of Christian students and a single CRE teacher, the effectiveness of CRE depends heavily on the pedagogical competence and emotional-spiritual leadership of that teacher. The findings of this study suggest that investing in the pedagogical development of CRE teachers can have a substantial impact on students' emotional and spiritual experiences of learning. Professional development programs that focus on instructional strategies, classroom management, and relational pedagogy are likely to contribute not only to academic outcomes but also to the cultivation of joyful learning environments. At the same time, the theological grounding of joy in Philippians 4:4 underscores the importance of integrating biblical reflection into teacher training and curriculum development. CRE teachers should be equipped not only with technical pedagogical skills but also with theological resources that enable them to articulate and embody a Christian vision of joy in learning. The study relied on self-report questionnaires completed by students, which may be influenced by social desirability or response bias. The study was conducted in a single school context, which limits the generalizability of the findings to other settings. Future research could expand this line of inquiry by including multiple schools, incorporating longitudinal designs, and integrating additional data sources such as classroom observations and teacher self-reports. Further studies could also examine how specific pedagogical strategies (e.g., cooperative learning,

creative activities, or faith-integrated projects) contribute to the cultivation of joy in CRE classrooms.

CONCLUSION

This study examined the relationship between the pedagogical competence of the Christian Religious Education (CRE) teacher and the spirit of joy in learning among Christian students at SD Negeri No. 075052 Orahili Idanoi, Nias, in light of Philippians 4:4. The findings provide strong empirical and theological support for the central role of pedagogical competence in fostering not only effective instruction but also positive emotional and spiritual learning experiences. The results demonstrate that students generally perceived the CRE teacher as highly pedagogically competent and reported a high level of joy in learning. More importantly, the strong and statistically significant correlation between pedagogical competence and the spirit of joy in learning confirms that effective pedagogy is a key determinant of students' joyful engagement in Christian Religious Education. The regression analysis further strengthens this conclusion by showing that pedagogical competence explains a substantial proportion of the variance in students' spirit of joy in learning. This indicates that nearly half of students' joyful learning experiences can be attributed to how they perceive their teacher's pedagogical practices. Such findings highlight that pedagogical competence is not merely a technical or administrative requirement, but a powerful formative factor that shapes students' emotional, motivational, and spiritual engagement. In the context of CRE, this underscores that effective teaching is inseparable from spiritual formation, as instructional quality directly influences how students experience Christian values, including joy. The findings resonate with the biblical exhortation in Philippians 4:4 to "rejoice in the Lord always." The study suggests that joy, as a spiritual disposition, is not cultivated in abstraction but is mediated through concrete pedagogical and relational practices in the classroom. The CRE teacher's clarity of instruction, respectful treatment of students, effective classroom management, and supportive learning environment serve as practical expressions of a theology of joy. In this sense, pedagogical competence functions as a form of lived or practical theology, through which biblical values are embodied and experienced by students in daily learning activities. The findings also emphasize the critical role of teacher-student relationships. The high ratings on respectful interaction and emotional support indicate that relational competence is a vital dimension of pedagogical competence in CRE. This aligns with Christian education perspectives that view the teacher not only as a transmitter of knowledge but also as a spiritual and moral role model. The modeling of joy, care, and encouragement by the CRE teacher contributes to shaping students' understanding of Christian life as marked by hope, positivity, and trust in God. In an elementary school context, where students are particularly responsive to adult role models, this relational and affective dimension becomes especially significant. The specific context of SD Negeri No. 075052 Orahili Idanoi, with 112 Christian students and only one CRE teacher, further highlights the practical implications of this study. In such settings, the pedagogical and spiritual influence of a single teacher is magnified. The findings suggest that investments in the pedagogical development of CRE teachers can yield substantial benefits, not only in terms of instructional effectiveness but also in fostering joyful and spiritually supportive learning

environments. Professional development programs should therefore integrate pedagogical training with theological reflection, enabling teachers to intentionally align their instructional practices with biblical values such as joy. The reliance on student self-report data may introduce response bias, and the single-school context limits broader generalization. Future research is encouraged to include multiple schools, mixed-method approaches, and additional data sources such as classroom observations and teacher perspectives. Nevertheless, this study provides meaningful empirical evidence that pedagogical competence is a critical bridge between educational practice and theological ideals. By strengthening pedagogical competence, CRE teachers can more effectively cultivate joyful, holistic, and spiritually grounded learning environments that reflect the biblical vision of joy in Philippians 4:4 and contribute to the holistic formation of Christian students.

BIBLIOGRAPHY

- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Lawrence Erlbaum Associates.
- Cohen, J., Cohen, P., West, S. G., & Aiken, L. S. (2003). *Applied multiple regression/correlation analysis for the behavioral sciences* (3rd ed.). Lawrence Erlbaum Associates.
- Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). SAGE Publications.
- Darling-Hammond, L. (2017). *Teaching for deeper learning*. Harvard Education Press.
- Estep, J. R., & Kim, J. (2010). *Christian formation: Integrating theology and human development*. B&H Academic.
- Fee, G. D. (1995). *Paul's letter to the Philippians* (The New International Commentary on the New Testament). Eerdmans.
- Field, A. (2018). *Discovering statistics using IBM SPSS statistics* (5th ed.). SAGE Publications.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Fredrickson, B. L. (2001). The role of positive emotions in positive psychology: The broaden-and-build theory of positive emotions. *American Psychologist*, 56(3), 218–226. <https://doi.org/10.1037/0003-066X.56.3.218>
- Hattie, J. (2012). *Visible learning for teachers: Maximizing impact on learning*. Routledge.

- Lickona, T. (2012). *Educating for character: How our schools can teach respect and responsibility*. Bantam.
- Mulyasa, E. (2013). *Uji kompetensi dan penilaian kinerja guru*. PT Remaja Rosdakarya.
- Pazmiño, R. W. (2008). *Foundational issues in Christian education: An introduction in evangelical perspective* (3rd ed.). Baker Academic.
- Pekrun, R. (2006). The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. *Educational Psychology Review*, 18(4), 315–341. <https://doi.org/10.1007/s10648-006-9029-9>
- Silva, M. (2005). *Philippians* (2nd ed.). Baker Academic.
- Tavakol, M., & Dennick, R. (2011). Making sense of Cronbach's alpha. *International Journal of Medical Education*, 2, 53–55. <https://doi.org/10.5116/ijme.4dfb.8dfd>