

THE INFLUENCE OF LEADERSHIP AND EXAMPLE OF CHRISTIAN RELIGIOUS EDUCATION TEACHERS ON THE FORMATION OF STUDENT CHARACTER

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Abstract

Christian religious education is considered one of the forms of education that can shape the character of students. Character is a collection of traits and values that are owned by individuals, and is useful if it is developed from childhood. Therefore, the successful formation of student character requires support from Christian religious education teachers who have good leadership and are exemplary. This research aims to analyze the effect of teacher dedication and Christian Education learning recitation methods on learning outcomes for class VII SMP Negeri 1 Rantauprapat Year 2024. The population in the study was 140 students, and 35 people were selected as a sample. Collecting data on the effect of teacher dedication and Christian Education learning recitation methods on learning outcomes for class VII SMP Negeri 1 Rantauprapat Year 2024 is a questionnaire. The influence of the teacher's dedication variable on learning outcomes (Y) is 66.3%. The magnitude of the influence between the variables of the Christian Education Learning Recitation Method on Learning Outcomes is 63.5%. The magnitude of the influence of the teacher's dedication variable and the Christian Education learning recitation method simultaneously (simultaneously) on the learning outcomes of Class VII SMP Negeri 1 Rantauprapat in 2024 is 68.5%.

Keywords: Leadership; Exemplary; Teacher; Christianity; Student Character

INTRODUCTION

Based on Law No. 20 of 2003 concerning the National Education System, education is an activity that is planned systematically and systematically created learning conditions so that students can actively explore their skills. It aims to form spiritual intelligence, personal control, practice, intelligence, courtesy, and skills that are needed by oneself and others as a whole.

Education is not only intended as a requirement to meet the needs of industry in finding a job but has a broader purpose, namely as a center for developing individual potential and recognizing self-identity. In education, individuals can develop and actively explore skills and envy. It aims to form spiritual intelligence, personal control, behavior, intelligence, manners, as well as skills needed by oneself and others. Therefore, education plays an important role in shaping individual character and creating people who have noble characters, have a broad understanding, and can contribute positively to society and the nation (Adi Suprayitno, 2020).

Schools can be considered quality if they have adequate facilities and infrastructure, knowledgeable and professional teaching, and smart students (Siwi, 2022). But that's not enough. A good school must also be able to create pleasant learning conditions for students, encourage student activity in participating in school and extracurricular activities, and have a curriculum that is by government regulations and suitable for student needs. In addition, moral and character aspects must also be emphasized in education, such as the establishment of the values of integrity, self-control, perseverance, and responsibility. That way, a school can be said to be good if it can optimize all these aspects and not only focus on factors that are visible physically or quantitatively. Therefore, schools have a great responsibility for the continuity of children's education.

The success of education can be seen from the output or final results produced, namely graduates. If a school has many graduates and has the expected characteristics, both in terms of intellectual and academic abilities, as well as aspects of character and skills, then it can be said that the school is qualified. Therefore, not only does it have good and professional infrastructure and management, but it must also be able to produce quality graduates to meet the needs of society and the world of work (Widodo, 2018). The quality of the school is not only limited to the output aspect (graduates) but also includes a good school environment conducive to learning. This includes good school management and providing physical and non-physical comfort to students. A healthy school environment and adequate facilities will support the growth of children optimally. Children will be more healthy and have wider opportunities to explore and implement their knowledge from the results of learning in class. (Atikasari, 2020). Therefore, school quality needs to be viewed comprehensively, not just in academic output, but also in a conducive environment in schools for student learning and growth, and development (Fauzi & Mustika, 2022).

But, Character Building in SMP Negeri 1 Rantau Prapat, is not good. This can be seen from the lack of student involvement in learning activities, lack of responsibility in terms of doing a given task, and lack of good feedback from students during the teaching and learning process after the material delivered is not stored in students' long memory, it can be seen from each teacher repeating the lesson and giving questions that just remind students are unable to answer, in the process of teaching, students are not conducive, students do not concentrate on receiving teaching materials delivered by the teacher, lack of discipline (entry is not on time). Teachers are an important part of improving the quality of education. Teacher leadership is needed in this situation To create an orderly and comfortable teaching and learning process, a teacher who can lead and can foster character-building in learning is needed (Mulyasa, 2021).

The leadership and example of a teacher, especially Christian Religious Education teachers are very influential in increasing students' learning desires (Sianipar, 2018). Similarly, in SMP Negeri 1 Rantau Prapat, students who study at this institution do so because they are motivated to study and want to get good grades. There are some problems in every school. According to observations, it was found that there were students who did not want to care about religious lessons, took it lightly, and did not respond due to a lack of interest from students. The disinterest and curiosity of students which is a factor in the source of damage to generations of Indonesian children because of the indifference of students to education caused by the lack of leadership and example of Christian Education teachers, so students do not feel happy learning. And as a result, there are sleep, truant, and fighting caused by, the laziness of students in learning.

Therefore, leadership and example of Christian Education teachers are needed who can provide convenience to students in terms of learning, so that education not only conveys the contents of the book but especially educators are interested and interested in the learning process.

LITERATURE REVIEW

Character Building

According to the definition from the Language Center of the Ministry of Education, a character refers to the innate nature, heart, soul, temperament, and character of a person (Ministry of Education, 2010). The term character comes from the Greek 'to mark' or 'to sign', which describes how moral principles can be put into practice through behavior or deed. Teachers can be called well-behaved if they uphold moral standards, while if someone has bad character if they are dishonest, rude, greedy, or behave inappropriately.

Character development is influenced by specific variables possessed by the person which include innate factors and environmental factors. Environmental factors are not the same as the community or members of the community itself. Therefore, to build or shape character at the personal and community level, the main focus is the environmental aspect, namely in the formation of a supportive environment (Raka, 2007). Doni Koesoema argues that character education and religion are interrelated and inseparable. According to him, religion forms a vertical relationship between individuals and God, while character

education forms a horizontal relationship between individuals in society. In other words, character education integrated with religion will form good character in individuals and help form good relationships in society (A., 2007).

Christian Education Teacher Leadership

Teacher leadership in education is very important because teachers are people who communicate with students in the classroom. The teacher functions as a teacher, educator, and teacher for his parents. Teachers who have good leadership will be able to develop the potential of their students optimally, both in terms of science and non-science. In an academic context, teachers who lead classes well will be able to provide a good understanding of the material and develop cognitive abilities. Teachers who can create a conducive learning environment that supports and provides positive reinforcement to students will make students more motivated to learn. Meanwhile, in a non-academic context, teachers do not sequence and develop the personality of students. Teachers who demonstrate strong leadership can lead by example by acting as well as behaving in ways that uphold desired principles. Teachers who can create learning conditions that are conducive, friendly, and harmonious will help students develop their social skills and socialize well (Priansa, 2014). Teacher leadership is closely related to the ability to manage the classroom. This ability affects the learning process, both at scientific and non-scientific levels. Classroom management skills applied by teachers are also very important in achieving these goals. In other words, if a teacher can organize the class well, then he can be regarded as a leader in the class.

The leadership of a teacher in general has different types, which can be seen from the qualifications. Leaders have morals, morals, soul and spirit, sharp and pressing intellect, perseverance, and tenacity (Tasmara, 2006). The requirements for a leader are healthy, intelligent, loyal (honest and fair), educated, and experienced. The Christian leadership style (Christian Education Teacher) must be principled in love and service. The leader must realize that the Lord who calls him to be a leader, he must serve and practice the behavior of leading with love (2 Cor. 5:13) with a heart full of wisdom. The actions of a christian teacher who always shows integrity will become a habit and that habit will become a character and eventually a christian teacher lifestyle (Sihombing, 2021), teachers act as educators, and also as leaders in classroom learning for students. Therefore, teachers can influence students to act and behave according to the norms that apply in society (Nababan, 2019).

Christian Education Teacher Exemplary

Exemplary in education is a concept that refers to the ability of a teacher or educator to be an exemplary example for students. Examples can influence the way students think and act in their daily lives. In this context, teachers must pay attention to their behavior and actions, because students will imitate their actions and attitudes. Role modeling is one of the strategies used to shape and equip children morally, spiritually, and socially. Through example, students can gain good moral and ethical values, such as honesty, courage, empathy, respect, and a sense of responsibility. Exemplary can also help students to acquire social skills, such as communication skills, teamwork, and problem-solving (Manan, 2017). The teacher is an example for students so that their behavior and actions will be imitated. According to Homrighausen, teacher example refers to good behavior as an example given by a teacher, which includes aspects such as piety, integrity, sincerity, an abundance of knowledge, courtesy, and responsibility (E.G. Homrighausen dan I.H. Enklaar, 2018). This behavior must be shown in carrying out its obligations in teaching through speech and action, so that it can be an enviable example for people in their daily lives, both in school supervision and in the community.

The example of christian education teachers refers to ethics that stand out in an educator to be an example to students in developing morals, spiritually, and socially. This example includes Christian values such as honesty, sincerity, compassion, tolerance, patience, humility, courage, and responsibility. In addition, the example of Christian Education teachers also includes experience and understanding in teaching Christianity, so that it can inspire students in living a life as a Christian (Mewo, 2016). This is very important because teachers have a responsibility to teach and to be examples of Christianity ideals derived

from the Bible. Thus, teachers of Christian Religious Education are expected to have noble characters that are positive so that they can guide and motivate students to imitate these qualities in their daily lives.

RESEARCH METHODS

This method applies quantitative methods, which are scientific methods that collect and analyze data in the form of numbers or statistics to answer research questions. This method focuses on measuring and researching the relationship between the variables studied (Asep Saepul Hamdi, 2015).

Population and Sample

The population is one of the units of analysis that is the focus of research. If the researcher analyzes all the units or individuals that are in the scope of the study, then the research is called a population study or census study. In population research, researchers will try to collect data from all elements or individuals who are the object of research to produce representative and accurate finding about the population studied (Arikunto, 2019). The population of this study is all grade X Christian students at SMP Negeri 1 Rantauprat, the total population is 126 students.

This sample is a small portion of the population selected for use as a representative of the population studied. The sample was chosen because it was thought to represent the characteristics of a larger population and allowed researchers to conclude the population as a whole (Sayehu, 2019). Sampling is not random because the sample must accurately reflect the characteristics of the target group agar considered representative of the entire population. The sample in this study amounted to 35 Persons.

Data Collection Techniques

Data acquisition was taken by distributing closed questionnaires to research samples that assessed 3 aspects, namely Christian Education Teacher Leadership (X1), Christian Education Teacher Exemplary (X2), and Character Building (Y). The questionnaire compiled by the researcher covers 3 aspects, namely: cognitive 30%, affective 30%, and psychomotor 40%. The questionnaire has an independent variable (variable X) and an independent variable (variable Y), each of which consists of 30 items. With questions using four (4) alternative answers, namely:

1. Option "a" rated 4, category Always
2. Option "b" is worth 3, category Often
3. Option "c" is worth 2, category Sometimes
4. Option "d" is worth 1, category Never

RESULTS AND DISCUSSION

Test Analysis Requirements Normality Test

As a prerequisite for quantitative analysis, data normality tests are carried out before data analysis is carried out. Based on the results of Kolmogorov-Smirnov's One Sample test using the SPSS program version 20, it was found that all variables of Character Building (Y), Leadership (X1), and Teacher Exemplary (X2) had a significance value of > 0.05 .

Table 1. Normality Test

Variable	Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)
Character Building (Y)	0,679	0,746 > 0,05
Leadership (X1)	0,936	0,345 > 0,05
Master's Exemplary (X2)	0,836	0,487 > 0,05

According to Table 1, the data from the questionnaire of all variables are normally distributed.

Linearity Test

In this case, the sil linearity test showed significant values of $0.731 > 0.05$. This shows that the coefficient of determination obtained from the linear regression model between the variables Leadership (X1) and Character Building (Y) is significant so that the relationship between the two factors is linear. So it can be said that in the linear regression model, the variables Leadership (X1) and Character Building (Y) have a linear relationship. After a linear regression error test or linearity test for deviation from linearity, a significant result of 0.632 was obtained which exceeded the significance level of $\alpha = 0.05$. So it can be said that there is a linear relationship between the variable of Character Building (Y) and the variable of Teacher Exemplary (X2).

Test the Hypothesis

The Influence of Leadership (X1) on Character Building (Y)

From the results of the analysis, it was found that the correlation coefficient (r_{yx1}) between the variables Leadership (X1) and Character Building (Y) was 0.814, which expressed a positive bond between the two variables. The coefficient of determination of variance is 0.663, meaning that about 66.3% of the variation in Character Building (Y) can be explained by the Leadership variable (X1). The significance of the t-test illustrates that the regression coefficient has a value of 8.060 and a P-value of 0.000, which explains the strong significance with a significance level of $\alpha < 0.05$. It is concluded that the difference between factors of Leadership (X1) and Character Building (Y) is very influential, where the value of which ng of 0.814 is greater than the table (0.334106) at $\alpha < 0.05$, and the sig count (0.000) of 0.05. Agar can estimate how much the contribution of the Leadership variable (X1) to Character Building (Y), calculated the regression equation $Y = 16.682 + 0.767X1$ with a correlation coefficient value of 0.814 and a t-test of 8.060 and a Fcalculate coefficient value of 64.961 and a P-value of 0.000. These findings suggest that regression equations are very significant or relevant, allowing them to make predictions. In formula $Y = 16.682 + 0.767X1$, it can be interpreted that if there is an increase of one unit in the Leadership variable (X1), then Character Building (Y) will n 0.767 times at the value of the constant 16.682.

The Effect of the Master's Model (X2) on the Formation of Characters (Y)

In the regression analysis between factors of Exemplary Teacher (X2) to Character Building (Y), a large correlation coefficient (r_{yx2}) of 0.797 was obtained which showed a positive relationship between the two variables. Meanwhile, the coefficient of determination of variance value of 0.635 indicates that the variable of Teacher Exemplary (X2) contributes 63.5% to Character Building (Y). P testing significance through the t-test obtained a coefficient of 7.582 with a P-value of 0.000 which indicates a high significance there is a significant level of $\alpha < 0.05$. In conclusion, there are also significant positive values among factors Exemplary Teacher (X2) there is Character Building (Y) with a > calculation of $0.797 > 0.334107$ at $\alpha < 0.05$, and a sig count of $0.000 < 0.05$.

The equation wrong $Y = 16.169 + 0.770X2$ is used to predict the contribution of factors Exemplary Master (X2) no Character Building (Y). R of 0.797 m indicates that there is a positive value between factors

X2 and Y. In addition, a Fcalculate coefficient of 57.489 with a P-value of 0.000 expresses the regression equation as meaningful and can be used for prediction. If the Master's Exemplary variable (X2) is fixed by one program unit, then Character Building (Y) will be 0.770 times at a constant of 16.169.

The Effect of Lead Leadership (X1) and Teacher Exemplary (X2) Simultaneously on Character Building (Y)

In the analysis of the influence between factors of Leadership (X1) and Teacher Exemplary (X2), there is Character Building (Y), obtained with the value of the correlation coefficient r_{yx12} of 0.828 which illustrates the positive influence he The second variable is Character Formation (Y). In addition, the value of the coefficient of determination R which describes the level of closeness of the influence of the variables Leadership (X1) and Exemplary Gur u (X2) in Character Formation (Y) is 0.685, which means that the variables Leadership (X1) and Teacher Exemplary (X2) contribute 68.5% to Character Formation (Y). However, under conditions in the population, a t-p test for variable X1 of 2.250 was obtained at $\alpha < 0.05$ and a t-p test for variable X2 of 2.496 which was very significant at $\alpha < 0.05$.

The linear regression line equation that describes the influence of the variables Leadership (X1) and Teacher Exemplary (X2) in forming Character Development (Y) in the sample is $Y = 13.601 + 0.480X1 + 0.327X2$. A Fcalculate coefficient of 34.817 with a P-value of 0.000 indicates that the findings of this analysis are significant and can be used for prediction.

That is, each improvement of one unit program on the var label Leadership (X1) and Teacher Exemplary (X2) automatically increases Character Building (Y) by 0.480 and 0.327 times at a constant 13.601 from the initial condition.

CONCLUSION

Student character development involves the interaction of various personalities including behavioral standards with application in several stages, as well as linking insight into behavioral standards with behavior and manners in practicing these values. Research findings show that the variable Teacher Dedication has a significant influence of 66.3% on Learning Outcomes (Y). In addition, the influence of the Christian Education Learning Recitation Method variable on Learning Outcomes reached 63.5%. When the variables of Teacher Dedication and the Christian Education Learning Recitation Method were tested together (simultaneously), the effect on the Learning Outcomes of Class VII SMP Negeri 1 Rantauprapat in 2024 reached 68.5%.

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