



Christian Teachers and Character Formation in the Industry 4.0 Era: Evidence from Masa Depan CERAH Christian School

Leni Marlina Faah
Sekolah Tinggi Alkitab Nusantara Malang
E-mail: faahleni@gmail.com

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ABSTRACT

Christian teachers play a crucial role in guiding, teaching, and shaping students' character in accordance with Christian values. In the context of the Industry 4.0 era, they bear significant responsibility to form young people who possess integrity, spiritual maturity, and global competitiveness, so that they are prepared to face complex future challenges. This study examines how Christian teachers at Masa Depan CERAH (MDC) Christian School in Surabaya contribute to the character formation of students aged 9–11, specifically in relation to the school's core values. This research employs a qualitative descriptive method, using data collected through interviews, observations, and documentation from selected informants. The analysis focuses on how teachers integrate academic instruction with spiritual formation and character education in everyday school life. The findings show that MDC Christian teachers do not function merely as academic instructors but also as character mentors who shape students holistically. They model Christian values in daily interactions, provide guidance and correction when character issues arise, and intentionally embed the school's core values into classroom learning and school culture. Through this integrated approach, teachers help students develop integrity, responsibility, empathy, and strong faith, enabling them to respond to the demands of the Industry 4.0 era with discernment and resilience.

Keywords: Christian teachers; character formation; core values; Industry 4.0; Christian education; Masa Depan CERAH Christian School

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INTRODUCTION

Character education has become a central focus of global educational systems, particularly in responding to the increasingly complex challenges of the digital age (Lickona & Davidson, 2005). In Indonesia, strengthening character education is one of the national priorities as mandated in Presidential Regulation No. 87 of 2017 on Strengthening Character Education (Kementerian Pendidikan dan Kebudayaan, 2017). Nevertheless, the implementation of character values within the context of Christian education requires a more specific and in-depth approach.

Recent studies indicate that students in school environments face various challenges in developing a sense of care toward teachers and peers. Research conducted by Arthur et al. (2017) identifies that students' lack of awareness regarding the importance of attentive listening when teachers provide instructions or explanations is

one of the indicators of weak care values among learners. This phenomenon is reinforced by the findings of Berkowitz and Bier (2005), who state that students tend to be overly focused on themselves or on other distractions, resulting in insufficient attention to teachers during the learning process. Such conditions not only reduce students' appreciation for teachers' instructional efforts but also potentially hinder the holistic development of their character. Within Christian education, the role of the teacher extends beyond the mere transmission of academic knowledge. As noted by Van Brummelen (2009), Christian teachers bear the responsibility of educating, guiding, and directing students to know Jesus Christ personally in their daily lives. Palmer (2017) further emphasizes that a teacher is an individual responsible not only for motivating students to understand their academic abilities but also for guiding their spiritual growth and character formation. Thus, Christian teachers play an essential role in transforming children's character and behavior toward a life that is increasingly pleasing to God (Cooling, 2010).

Technological advancements in the digital era have significantly influenced students' character development. Carr (2010) reveals that students' dependence on technology for learning and daily activities can negatively affect their interpersonal skills, creativity, and problem-solving abilities. This aligns with Turkle's (2011) findings, which show that technology-mediated interactions tend to diminish students' ability to develop empathy and care for others. Therefore, reinforcing core values such as care, respect, responsibility, and excellence is increasingly crucial in contemporary education.

Previous literature has explored the importance of core values in character education. Lickona (1991), in his seminal work *Educating for Character*, emphasizes that effective character education must integrate moral values into all aspects of school life, including curriculum, school culture, and daily interactions. Further research by Berkowitz and Bier (2005), through their meta-analysis of 109 character education programs, finds that successful programs are those that consistently integrate values across all dimensions of school experience. In the context of Christian education, Smith and Denton (2005), through their longitudinal study on the spiritual and religious lives of American adolescents, find that modeling by teachers and significant adults has a stronger influence on character formation than formal instruction alone. This is supported by Edlin (2014), who asserts that transformative Christian education requires teachers who not only teach values but also embody them in everyday life.

Research on the implementation of specific values such as care, respect, responsibility, and excellence has been conducted by several scholars. Noddings (2002), in her theory of the "ethics of care," highlights that care is a fundamental foundation for humanistic and effective education. Meanwhile, Damon (2008) identifies responsibility and excellence as critical components in preparing young people to face the challenges of the twenty-first century.

However, comprehensive studies exploring the simultaneous integration of all four core values within Christian schools in Indonesia particularly at Masa Depan Cerah School remain limited. Previous research tends to examine these values separately or within different geographical and cultural contexts. Therefore, this study seeks to address this gap by exploring how these four core values are holistically integrated within the Christian educational environment in Indonesia.

Although the literature on character education and Christian education has developed significantly, several gaps remain. First, most studies on the implementation of character values are conducted within Western contexts, which differ from Indonesia's educational system (Arthur et al., 2017; Lickona & Davidson, 2005). Second, research specifically examining how Christian schools in Indonesia integrate the values of care, respect, responsibility, and excellence within school culture, curriculum, and daily interactions is still scarce (Tukan, 2019).

Third, there is a need for deeper understanding of how Christian teachers in Indonesia fulfill their dual roles as academic educators and spiritual mentors, especially in responding to the challenges of the digital era (Widodo, 2020). Fourth, few studies explore the perceptions and experiences of students, teachers, and parents regarding the implementation of core values within Indonesian Christian schools, particularly at Masa Depan CERAH School, which has explicitly committed to these four values since 2000.

Based on these identified gaps, this study aims to explore how the core values of care, respect, responsibility, and excellence are integrated into the school culture, curriculum, and daily interactions at Masa Depan CERAH School; analyze the role of Christian teachers in instilling and modeling these values throughout the learning process; investigate the impact of their implementation on students' character development, academic achievement, and readiness for life beyond the classroom; and identify challenges and best practices in implementing value-based character education within the context of Christian education in Indonesia.

This study offers significant theoretical and practical contributions. Theoretically, it enriches the literature on character education within Indonesian Christian education and provides a localized perspective that complements existing theories. Practically, its findings are expected to serve as a reference for other Christian schools in Indonesia seeking to develop and implement effective character-education programs. Furthermore, this research provides insights for educational practitioners on how to integrate spiritual and moral values into the learning process in ways that not only enhance academic achievement but also holistically shape students' character. In the digitally driven era filled with challenges, the relevance of this study grows as it helps students develop strong character, sound interpersonal skills, and the ability to make wise ethical decisions.

This study focuses specifically on the implementation of core values at Masa Depan CERAH School within its unique population and context. Although the findings may offer valuable insights, generalization to other schools should be approached with caution, considering variations in local contexts, organizational cultures, and student characteristics.

RESEARCH METHOD

This study employed a qualitative descriptive approach to explore how Christian teachers contribute to students' character formation. Qualitative research, as noted by Creswell and Creswell (2018), enables researchers to understand the meanings individuals assign to a social or human problem. This approach was chosen because it aligns with the study's aim of examining teachers' perspectives and lived experiences in integrating academic instruction with spiritual and character formation. The research was conducted at Masa Depan CERAH (MDC) Christian School in Surabaya, Indonesia, a school known for consistently implementing its core values care, respect, responsibility, and excellence since 2000. The study took place over several months to allow for in-depth data collection through interviews, observations, and document analysis.

Participants were selected using purposive sampling, following Patton's (2015) emphasis on choosing information-rich cases. Informants included 5–7 Christian teachers, school leaders, 8–10 students aged 9–11, several parents, and administrative or counseling staff, totaling approximately 20–26 participants. This range ensured sufficient data until reaching saturation (Saunders et al., 2018).

Data were gathered through three primary techniques. First, semi-structured in-depth interviews were conducted to explore teachers' interpretations of core values, their instructional strategies, and the challenges they face (Kvale & Brinkmann, 2015). Second, participant observation allowed the researcher to examine classroom practices, teacher student interactions, school activities, and the broader school culture (Angrosino, 2007). Third,

document analysis was used to review school policies, curricula, assessment tools, activity reports, and visual artifacts as supporting evidence (Bowen, 2009).

The researcher served as the key instrument, supported by interview guides, observation protocols, document analysis forms, and informed consent procedures to ensure systematic data collection (Creswell & Poth, 2018). Data were analyzed using the Miles, Huberman, and Saldaña (2014) framework, which includes data condensation, data display, and conclusion drawing/verification. Through this process, emerging themes were identified and refined to develop a comprehensive understanding of character formation practices at MDC Christian School.

In conducting the research to obtain the necessary materials for writing this thesis, the author used a qualitative descriptive method based on conclusions from data and opinions from interviews and other materials.

This qualitative research aims to obtain in-depth and detailed data about "The Role of the Christian Teacher in the Character Formation of Children Aged 9-11, according to the Core Values of Masa Depan CeraH Christian School-Surabaya in the Industrial Revolution 4.0 Era." Through this method, the researcher seeks to obtain data relevant to this research topic.

In this study, the researcher used an interactive research type to obtain interpretations from the research subjects related to the perspectives of the subjects (informants) who were interviewed concerning the role of Christian teachers in the character formation of children aged 9-11 according to the core values of Masa Depan CeraH Christian School-Surabaya in the Industrial Revolution 4.0 Era.

RESULTS AND DISCUSSION

The Role of the Christian Teacher in the Character Formation of Students Aged 9–11

The Role of the Christian Teacher

Christian teachers play a vital role in guiding, teaching, and shaping the character of students in accordance with Christian principles. They model integrity in their interactions, allowing students to learn through their example. Their responsibilities include teaching Christian doctrine, facilitating spiritual formation, mentoring students in their faith development, and integrating biblical teachings, prayer, and Christian moral values into the learning process. They support students in understanding and embodying Christian teachings while helping them develop a personal relationship with God. Christian teachers are called to cultivate a learning environment that promotes students' spiritual, moral, and intellectual growth. They build respectful relationships and provide targeted support when students face conflicts or moral challenges. Megawangi (2004) emphasizes that effective teachers are those who fully engage their mind and emotions in teaching, build personal relationships with students, communicate well, manage emotions, and create an engaging learning atmosphere. She describes character education as the art of touching the heart, requiring teachers to involve their emotional and affective capacities.

UNESCO identifies teachers as agents of change who foster understanding and tolerance. They not only enlighten the nation but also help develop complete, moral individuals (Mulyasa, 2007). Establishing deep personal relationships is essential to character education, as teachers who understand students' needs, interests, and potential can build meaningful connections. Open, honest, and respectful communication further strengthens these relationships. Megawangi (2004) adds that character educators must not only implement curriculum and methodology but also cultivate a positive atmosphere that motivates students and draws their hearts toward the learning process.

The Concept of the Christian Teacher

In Christian education, teachers are understood not merely as transmitters of academic knowledge but as guides in faith and character formation. They serve as role models who embody Christian values both inside and outside the classroom. They are expected to demonstrate love, humility, and patience as they lead students toward a deeper understanding of Christian truth.

Jesus Christ serves as the ultimate model for Christian educators. As the Great Teacher, He demonstrated perfect love, wisdom, patience, and care in guiding His disciples. His teachings especially on love, forgiveness, and compassion serve as the ethical foundation of Christian education. Christian teachers are called to follow His example by offering instruction that inspires, strengthens relationships, and nurtures spiritual and moral growth (John Lim et al., 2016).

Duties and Responsibilities of a Christian Teacher at Masa Depan CERAH School

Fanany (2013) notes that in the modern era, teachers play multiple roles as facilitators, role models, learning partners, and confidants. Beyond imparting knowledge, teachers provide moral example, collaborate with students, and offer emotional support. By listening with empathy and offering wise guidance, they help create a safe and supportive learning environment in which students can develop their full potential. At Masa Depan CERAH Christian School, the responsibilities of Christian teachers include the following:

1) Shepherd

Christian teachers act as shepherds who lovingly guide students in both academic and spiritual growth (John Lim et al., 2016). When students exhibit inappropriate behavior, the teacher gently corrects them based on scriptural truth, helping them develop Christlike character.

2) Motivator

Teachers motivate students by encouraging them to improve their abilities, offering guidance on effective learning strategies, and providing rewards or positive reinforcement. Notes of encouragement may also be used to boost motivation (Widyaningrum & Nirbita, 2022). According to Maslow's hierarchy of needs, motivation is influenced by physiological, safety, belongingness, esteem, and self-actualization needs (Mulyasa, 2007).

3) Counselor

Teachers act as counselors by helping students address personal, academic, social, and emotional challenges (Sukatin & Saifillah, 2021). With empathy and attentive listening, teachers provide a safe space for students to express their concerns and develop appropriate solutions.

4) Educator

Magdalena notes that teachers impart knowledge, but educators shape personality (Sukartono, 2016). As educators, teachers serve as role models whose qualities authority, responsibility, independence, and discipline should reflect spiritual, moral, social, and intellectual values (Mulyasa, 2007).

5) Model/Example

Teachers are natural models for students, and this role is central to the learning process. Through humility and competence, they enrich the learning experience and shape students' behavior (Mulyasa, 2007).

6) Advisor

Teachers also serve as advisors, offering guidance not only to students but sometimes to parents. They help students navigate personal, social, and academic challenges by offering thoughtful, empathetic advice (Mulyasa, 2007).

7) Promoter of Creativity

Teachers inspire creativity by encouraging students to think independently, explore new ideas, and engage in creative learning activities. By recognizing students' creative efforts, teachers help build confidence and motivation.

8) Facilitator

A teacher's task is not merely to deliver information but to facilitate meaningful learning experiences (Mulyasa, 2007). As facilitators, teachers create interactive, collaborative, and student-centered environments where students feel safe, confident, and eager to express their ideas.

9) Inspirer

Teachers also act as inspirers, motivating students through personal stories, success examples, and meaningful learning experiences. They broaden students' perspectives, spark curiosity, and foster critical, creative, and analytical thinking.

Character Formation in the Industrial Era 4.0

Character Formation

Character formation refers to a process aimed at guiding individuals in developing positive values, attitudes, and traits that align with socially accepted norms. This process involves the introduction, understanding, and internalization of moral, ethical, and personal values considered essential for shaping individuals of good character. Character formation not only focuses on intellectual aspects but also encompasses the moral, social, and emotional dimensions of an individual. Through character education, individuals are taught to cultivate integrity, responsibility, empathy, and honesty in their interactions with others and in their daily lives (Lickona, 1991).

Models of Character Formation

Character education can be developed through a character-based curriculum or an integrated character-based curriculum. Such curricula are comprehensive frameworks that address all aspects of students' developmental needs by presenting interconnected themes that reflect various dimensions and skills, rather than compartmentalized content (Ministry of Education and Culture, 2017).

Character education can be instilled through a holistic educational model encompassing three domains: *knowing the good*, *feeling the good*, and *acting the good*. *Knowing the good* refers to the cognitive transfer of moral knowledge. After understanding what is good, *feeling and loving the good* must be nurtured—this involves

cultivating the emotional drive that motivates individuals to consistently pursue virtuous behavior, ultimately forming an inner awareness that leads to noble conduct. Once habituated to doing good, students move toward *acting the good*, which consists of practicing virtuous behaviors in everyday activities (Lickona, 1991).

Teachers at Sekolah Masa Depan Cerah guide and shape positive character traits in students, including obedience, attentiveness, self-control, honesty, and gratitude. To instill obedience, teachers can model consistent adherence to rules, provide clear instructions, and reward compliant behavior. Additionally, by offering full attention to each student, teachers can create a conducive, empathetic, and understanding learning environment where every student feels valued and heard (Berkowitz & Bier, 2005).

Furthermore, teachers at MDC can help students develop self-control by teaching emotional management and wise conflict resolution. Honesty can be cultivated through habits of truthful speech, fair assessment, and emphasizing the importance of integrity in both words and actions. Teachers can also nurture gratitude by appreciating students' hard work, collaboration, and achievements, helping them learn to value others' efforts and be grateful for what they have (Ryan & Deci, 2000). Through these positive practices, MDC teachers help students build strong personal character.

Objectives of Character Formation

The primary objective of character formation is to guide individuals in developing positive moral, ethical, and personal values. Individuals with good character are expected to understand and apply sound moral principles and act consistently with the values they uphold. Character formation seeks to help individuals become persons of integrity, empathy, and responsibility in their interactions and daily lives (Berkowitz & Bier, 2005).

The objectives of character formation also include developing social, emotional, and leadership skills necessary for building healthy, harmonious relationships. Through character education, students are taught to cultivate empathy, cooperation, and mutual respect. This aims to shape students who can contribute positively to society and become ethical, inspiring leaders within their social environments (Goleman, 1995).

The Teacher's Role in Student Character Formation

Teachers play a vital role in shaping students' character. As respected authority figures, they have the opportunity to model good behavior and embody the values they teach. Teachers serve as exemplars of moral practice and character development for their students (Bandura, 1977).

Teachers are responsible for conveying lessons on moral, ethical, and personal values. Through learning materials, discussions, and relevant activities, they help students understand and apply these values in daily life. Teachers also serve as spiritual and moral guides, offering encouragement and support in students' character growth throughout the learning process (Noddings, 2002). Lickona (1991) emphasizes that a Christian teacher must:

- Be mindful of your thoughts, for your thoughts become your words.
- Be mindful of your words, for your words become your actions.
- Be mindful of your actions, for your actions become your habits.
- Be mindful of your habits, for your habits become your character.
- Be mindful of your character, for your character becomes your destiny.

This message highlights the importance of awareness and self-control over one's thoughts, words, actions, habits, and character. It underscores the interconnectedness of these aspects of life—thoughts shape words, words shape actions, actions shape habits, and persistent habits ultimately shape a person's character (Lickona, 1991).

Technological Developments and Challenges in Student Character Formation in the Industrial Era 4.0

There is an Indonesian proverb that says “the world is not as narrow as a *moringa leaf*,” meaning the world is vast. However, technological advancement has altered this proverb into “the world appears as small as a *moringa leaf*.” This reflects the contrast between past and present. In the past, access to and knowledge about the world were limited. Yet, with rapid technological development particularly in today's digital age this paradigm has shifted. Technology has significantly broadened human access to information, making the world feel more open and globally connected (Schwab, 2016).

With technology, information and knowledge are easily accessible through the internet and digital platforms, allowing students to explore various parts of the world without major physical limitations. The idea that the world now seems “as small as a *moringa leaf*” emphasizes how technology enables global connection, access to diverse information, and broader understanding of the world's richness and complexity (Castells, 2010).

Challenges Faced by Christian Teachers in Student Character Formation

The Influence of Technology and Digitalization

The use of technology and digitalization in education influences character formation. While technology provides easy access to information, it also affects students' social interactions and critical thinking skills. To address these challenges in the Industrial Era 4.0, collaboration between schools and families is essential. Strong cooperation among teachers, parents, and schools in providing holistic character education helps students develop positive values. Such collaboration greatly strengthens students' ethical resilience in the digital age (Anderson & Dron, 2011).

It is important for educators to address academic dishonesty during examinations. By instilling a strong understanding of the importance of critical thinking and academic integrity, students can better grasp the consequences of dishonest behavior. Character-building and instruction that fosters critical thinking help students appreciate the value of honest, dignified learning. Thus, educators can guide students in developing ethical behavior and the critical thinking skills necessary for future success (McCabe et al., 2012).

Dependence on Technology

Students' dependence on technology has become an increasingly relevant issue in modern education. Today's students tend to rely heavily on technology in various aspects of life, including learning. According to research by Twenge (2017), the degree of students' technological dependence can be seen from how frequently they use electronic devices such as smartphones, laptops, and tablets in daily activities.

The impact of technological dependence is noticeable across social, emotional, and academic domains. Students who rely excessively on technology may struggle with face-to-face interaction, concentration problems, or even mental health issues such as screen addiction (Przybylski & Weinstein, 2017). Educators must understand the extent of students' dependence on technology and take wise steps to manage it.

Understanding the Industrial Era 4.0

An era is a defined period marked by distinct characteristics across various dimensions of human life. Each era is shaped by historical events, technological advancements, and significant social changes. Understanding different eras helps us trace human development, respond wisely to societal changes, and identify trends that may shape the future (Schwab, 2016). The Industrial Revolution 4.0 refers to the current period of digital transformation, characterized by the integration of technologies such as artificial intelligence, the Internet of Things (IoT), big data, and cloud computing into automated and interconnected production systems. This revolution fundamentally changes how we work, produce, and interact with technology, enabling more efficient, adaptive, and globally connected systems. Its impact extends beyond industry to education, healthcare, transportation, and public services (Schwab, 2017).

The term Industrial Revolution 4.0 describes the ongoing transformation occurring in industry and society due to advancements in digital technology, automation, connectivity, and artificial intelligence. This revolution is marked by the integration of advanced technologies, including the Internet of Things, artificial intelligence, robotics, cloud computing, big data, and automated production systems (Kagermann et al., 2013).

Developments in the Industrial 4.0 Era

Challenges of the Industrial Revolution 4.0 in Education

Education must adapt its curriculum to prepare students with skills relevant to advanced technology and automation emerging in the Industrial 4.0 era. Not all schools have equal access to advanced technologies, creating challenges in ensuring equitable access and utilization of technology across all educational environments. In addition, developing a curriculum that can accommodate rapid changes in labor market demands caused by the Fourth Industrial Revolution remains an ongoing challenge.

Teachers also need adequate training in the use of advanced technologies to support innovative and effective learning. With the rise of digital industries, it is essential to educate students about the social impact of technology, as well as the ethics and responsibilities associated with its use in the Industrial Revolution 4.0 era. Beyond technical skills, the development of soft skills such as creativity, problem-solving, and collaboration is equally essential (Schwab, 2016).

Positive Impacts of the Industrial Revolution 4.0

The Industrial Revolution 4.0 brings several positive impacts for students aged 9–11. One of these is greater access to technology and information. Students can easily access digital learning resources, interactive learning platforms, and educational applications that enhance their technological abilities, digital literacy, and problem-solving skills. This also opens opportunities for independent learning, exploration of personal interests, and the development of creativity in the learning process (Hussin, 2018).

By understanding and leveraging the positive impacts of the Industrial Revolution 4.0 in schools, educators can create innovative and relevant learning environments for the digital generation. Research conducted by scholars provides strong evidence of the benefits of technology in enhancing the quality of education in this digital age (Xu et al., 2018).

Core Values in Character Formation

When the Bright Future Christian School was established, the foundation, church, and school leaders collaborated to formulate the vision, mission, paradigm, and core values that would serve as the ethical foundation and guiding principles for all school activities. This collaboration—bringing together the foundation responsible for the school’s sustainability, the church as a spiritual institution providing moral direction, and school leaders overseeing daily operations was essential in determining the core values embedded in the school’s culture.

This process included in-depth discussions, reflections on educational goals, and an emphasis on principles such as integrity, justice, cooperation, and respect for diversity. By involving stakeholders with different roles and responsibilities, the team ensured that the core values reflected a shared vision of creating a holistic Christian educational environment. These core values not only guide students and educators in their daily activities but also form a solid foundation for shaping the character, attitudes, and behavior expected of the entire Bright Future Christian School community.

The school’s core values are derived from three educational paradigms, which represent the school’s way of thinking about education for both the present and the future. These core values serve as guidelines for achieving the school’s vision. The formulated core values include:

1. Care

This value relates to involvement and empathy. Every student is expected to be willing to engage in the lives of others or within a community, striving to improve the lives of others or the community through their positive contributions. By nurturing values of involvement and empathy, the school hopes that each student will not only become a successful individual but also an agent of change who cares for the well-being of others.

Through empathetic interactions and active engagement in the community, students can broaden their perspectives, develop a sense of solidarity, and build strong relationships with others. Thus, these values function not only as moral guidance but also as motivation for students to positively impact the world around them through concrete actions and meaningful contributions.

Lickona (1991) explains that one way teachers can cultivate a sense of care for what is right is by demonstrating how deeply they care. A teacher who consistently and authentically shows concern for what is right and for moral values becomes a powerful role model for students. Through attitudes and actions that reflect genuine care, teachers can inspire and motivate students to respond in similar ways. When students see teachers as caring and principled examples, they are more likely to practice these values in their daily lives.

Henry (1706/1994) emphasizes that Christians must earnestly watch over and care for one another. Hebrews 10:24 highlights the importance of community and mutual support among believers. By thinking intentionally about how to encourage one another, individuals help cultivate love, unity, and spiritual growth within the faith community.

2. Respect

This value concerns authority and obedience. Every student is expected to recognize the existing hierarchy of authority and to place themselves correctly within it, along with all its consequences. Authority is entrusted with the mandate to govern everything under its responsibility. This truth serves as the foundation for all members of the school community to respect the authority above them. Upholding this principle leads to God’s blessing “flowing downward” to those under that authority.

In implementing this value at the Bright Future Christian School, respect and obedience involve understanding the hierarchy of authority and positioning oneself appropriately. Scripture teaches that this must be done because it is right, and those who honor authority will experience God's blessing, which flows "from above to below."

Henry (1706/1994), commenting on Hebrews 13:17a, explains the obligation to obey and submit to authority. Submission must be sincere not only to God but also to the leaders He has appointed. In the school context, this principle applies both spiritually and practically, as students are called to respect and honor established structures of authority. By demonstrating obedience and submission, students show humility and acknowledge the authority given to others.

Lickona (1991) states that teachers model respect by speaking respectfully when interacting with children. This underscores the teacher's critical role in demonstrating respectful attitudes and ethical conduct through the way they communicate. By using polite, appreciative, and respectful language, teachers set a positive example of how to interact appropriately with others. Such respectful communication helps create a positive learning environment where children feel valued and heard.

Character Formation of Students Based on the Core Values of Masa Depan Cerah Christian School

Responsibility

The value of responsibility is closely related to completing tasks and fulfilling obligations. Every student is expected to willingly participate in the learning process to its completion by meeting all academic requirements. When a student fulfills their responsibilities, their actions are expected to inspire others to do the same, creating a responsible community (Berkowitz & Bier, 2005). Responsibility refers to a student's awareness of their duties and obligations, as well as their ability to act accordingly.

According to Lickona (1991), responsibility is an extension of respect. When we respect others, we value them; and when we value them, we feel a responsibility to safeguard their well-being. Respecting others indicates that we recognize them as individuals of worth. Therefore, the sense of responsibility to care for and honor others becomes an expression of our appreciation for them.

Lickona (1991) further states that responsibility emphasizes the positive obligation to protect one another. With a sense of responsibility, both teachers and students become accountable for maintaining safety, well-being, and shared interests. This creates an environment in which everyone feels supported and protected, fostering trust and solidarity within the school community (Davidson et al., 2007).

Romans 14:12 declares, "*So then each of us will give an account of ourselves to God*" (Indonesian New Translation, 1974). In the school context, this verse reminds students that they will be accountable before God for their actions, decisions, and academic achievements. This highlights the importance of developing independent and responsible students who can take ownership of their learning, behavior, and interactions with others. Teachers and school staff play a key role in helping students understand personal responsibility and motivating them to act according to moral values upheld within the educational environment (Noddings, 2002).

4. Excellence

The value of excellence relates to giving one's best and exceeding basic expectations. A student who is considered excellent is someone who is willing to give more, leading to a higher quality of life. The concept of "extra miles" reflects an extraordinary mindset rather than an ordinary one. Those who give more naturally engage

in serving others. When this value is practiced within a community, the community becomes better as a whole (Duckworth, 2016).

In the school context, students who embody excellence are those who not only meet minimum standards but also go beyond what is required. The “extra miles” mentality emphasizes the importance of having an exceptional mindset students not only complete assigned tasks but also strive for excellence in academic performance, skills, and positive attitudes (Dweck, 2006). Students who adopt this mindset tend to have strong intrinsic motivation, a high sense of responsibility, and perseverance, all of which contribute to meaningful personal growth and a high-quality life.

Colossians 3:23 states: “*Whatever you do, work at it with all your heart, as working for the Lord, not for human masters*” (Indonesian New Translation, 1974). In education, this verse teaches both students and teachers to carry out every task with full dedication and enthusiasm as an expression of accountability to God. It serves as a reminder that learning is not only about academic achievement but also about spiritual and moral growth rooted in foundational values (Downs, 2005). Students are encouraged to see learning as a form of worship an act of giving their best to honor God.

Analysis of Findings

As explained in previous chapters, the role of teachers in shaping children’s character is crucial. Every child belongs to God and is entrusted to teachers as parental figures to be educated according to His will. When teachers recognize that each child is unique, the responsibility of educating and shaping character becomes a joyful calling. Proverbs 22:6 states, “*Train up a child in the way he should go, and when he is old he will not turn from it*” (Indonesian New Translation, 1974). Based on the findings regarding The Role of Christian Teachers in the Character Formation of Children Aged 9–11 According to the Core Values of Masa Depan CERAH Christian School in the Era of Industrial Revolution 4.0, the following conclusions were drawn:

Data Analysis Results

Based on research involving teachers and students, it can be concluded that teachers play an essential role in character formation. Teachers at MDC School have a vital role in guiding, educating, and shaping students’ character. Through consistent and attentive approaches, teachers help students become more caring toward their environment, increase their sense of responsibility, and show respect toward others (Arthur et al., 2017). By modeling good behavior and providing ongoing support, teachers at MDC School succeed in developing students who strive to do their best in all aspects of life.

As a result, students at MDC School demonstrate strong character qualities such as compassion, responsibility, respect for others, and a commitment to excellence. This indicates that teachers’ roles extend beyond academics to include holistic character development (Lapsley & Narvaez, 2006). With the guidance and instruction provided by teachers, students grow into individuals with integrity who are prepared to face the various challenges of the Industrial Revolution 4.0 (Schwab, 2016).

CONCLUSION

The role of the Christian teacher is essential in guiding, teaching, and shaping students’ character in accordance with Christian teachings. In this regard, the integrity of the Christian teacher is crucial, for students learn not only from academic instruction but also from the example and model demonstrated by their teachers. As

shepherds to the students they serve, Christian teachers are responsible for guiding learners not only in knowledge but also in faith and character. The Christian teacher also serves as a motivator who directs students toward developing their potential, thereby creating a learning environment marked by love, support, and encouragement. Teachers play an important role as models for their students, exemplifying proper conduct, integrity, and dedication. As advisors, they provide direction, counsel, and support in both personal and academic development. As facilitators, teachers help students discover and cultivate their talents and abilities, creating an inclusive learning environment that fosters holistic growth. Through these roles, teachers not only deliver academic content but also offer inspiration, motivation, and guidance that enable students to reach their highest potential.

At MDC, the teacher's role in character formation is both significant and multifaceted ranging from modeling Christian values in daily life, engaging students through meaningful moments such as morning devotions, to offering guidance and correction when character issues arise. Teachers are not merely academic instructors but also character mentors responsible for shaping students' whole-person development. By providing guidance grounded in biblical values and Christian principles, and by introducing and reinforcing the school's core character values, MDC teachers serve as facilitators who help students develop strong character, integrity, and a value-based foundation that aligns with the school's mission.

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