

The Personality of Effective Christian Education Teachers in Strengthening Character Learner

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Abstract

This study examines the personality of Christian education teachers in strengthening the character of students, based on the personality of Jesus Christ and based on the study of personality psychologists. 30 teachers from Christian schools in 10 provinces in Indonesia took part in this study. These participants were selected using a purposive sample (a teacher with 7 years of experience in the classroom). Qualitative data were analyzed using ATLAS.ti software. Coding, categorization and interpretation part of data analysis. The findings reveal 14 teacher characteristics that influence student character development, such as being friends, role models, discipline, respecting students, willing to help, respecting students, fair, patient, calm, lifelong learning, skilled in educating, good teachers, showing a happy attitude, and known to be friendly.

Introduction

In the learning process, the key player is a Christian Education instructor. He cannot be replaced by tools or technology, because he has the main task as an interpreter of the Christian faith, decipher and explaining Christian beliefs, developing and demonstrating behavior through his personality to students (Homrighausen & Enklaar, 2004). Teachers are the ones who think about how to use effective learning tactics (Goh, 2014; Kudryashova et al., 2015). Most of the teaching quality is closely related to the personality of Christian Education teachers (Baier et al., 2019), they play an important role in the teaching and learning process (Wanner & Palmer, 2018), berfokus pada sifat-sifat manusia seperti sikap, nilai, sentimen, motivasi, kepribadian, karakter, dan kebiasaan, yang semuanya meningkatkan pendidikan dan seharusnya diterapkan oleh siswa setelah proses belajar mengajar selesai (Sayani, 2015), Christian Education Teachers are managers of learning Christian Education subjects (Rindu & Ariyanti, 2017). Teachers in the Christian education system are expected to appear as enlighteners to their students. They act in accordance with their consciences, appear sincere without deception, are concerned about social ethics, and grow into personal figures who have a thorough understanding of humanitarian issues, are honest, democratic, tolerant, peacemakers, and responsive to all social and national issues. As a result, in order to increase student success, Christian education instructors' personality qualities must be continually improved (Solomon Adewale, 2013).

Personality competence is the most significant aspect of Christian character development (Corcoran & O'Flaherty, 2016), Therefore, the personality of Christian Education teachers has an impact on student achievement (Rubie-Davies, 2010). In comparison to a grasp of social management and components of learning theory, Göncz's study findings suggest that optimizing the personality of Christian Education instructors is the beginning point in implementing learning. All other qualities of a Christian Education teacher's professionalism develop in tandem with the Christian Education teacher's personality (Göncz, 2017).

According to previous study, teachers with high expectations have a different effect than those with low expectations (Flanagan et al., 2020). Personal Christian education teachers continue to experience

lifelong changes due to genetic and environmental factors, including cultural context factors (Kim & Sasaki, 2017), the Christian Education teacher's personality influences the effectiveness of Christian Education instruction (Fabbro et al., 2020), there is a relationship between the personality types of teachers and student accomplishment (Latipah et al., 2021), and intuition-sensing temperament types are the best predictors of teaching effectiveness. (Gordon & Yocke, 1999). When students are learning, they enjoy intuition and thinking, and when teacher are teaching, they enjoy intuition, thinking, and emotion (Akdeniz & Erişti, 2016). Christian Education teachers with more experience are substantially more effective in the classroom than teachers with less experience (Yazdanipour & Fakharzadeh, 2020). Previous research has found that Christian Education teachers play a critical role in character education in the digital age. More study on the personalities of Christian education teachers and their effect on students' Christian character education is needed based on these findings and changes in Generation Alpha's learning characteristics.

Literature Review

Christian Teacher Personality Concept Based on Bible Studies

In the New Testament Bible, the core teaching of Christian Education is the salvation of mankind by God in Jesus Christ (Christ et al., 2000). A Christian Education Teacher is a mentor, evangelist, and spiritual guide who follows in the footsteps of Jesus as the Great Teacher, and who is not happy until his students become real Christians (Stubblefield, 1993; Boehlke, 2009; Sidjabat, 2021). The Lord Jesus, in addition to becoming the Redeemer and Deliverer, also became a Great Teacher. According to Zuck (2002) and Hendricks (2007) there are six elements of Jesus' personality that should be emulated by educators. First, Jesus emphasizes the similarity between the phrase and the conduct. Second, His teachings are straightforward, practical, and solid. Third, he places a high value on positive interpersonal interactions. Fourth, His message is inspired by God, who sent Him (Matt 11:27; John 5:19); His teachings are timely, effective, and authoritative (Matt. 7:28-29). Fifth, He accepts people as they are because his job incentive is love (John 1:14, Phil. 2:5-11). Sixth, the approaches are diverse and inventive.

Christian education is the process of getting into a live relationship with God, and God comes into the fellowship of His church via Jesus Christ. Christian Education is tasked with providing teaching to students with the aim of maturing faith (Homrighausen & Enklaar, 2004). Christian education may be traced back to the call of Abraham to be the progenitor of God's chosen people in ancient sacred history. God takes active action as the Great Educator for His people (Effarata, 2021).

The quality of Christian Education teacher has a significant impact on the quality of Christian Education instruction. Tools and technology cannot take the place of Christian Education teacher in the teaching and learning process. Because in Christian education, aspects such as spirituality, attitudes, values, sentiments, motives, personality, character, and habits are most emphasized in the learning process (Simanjuntak, 2021). So, it can be concluded that student success is an indicator of teaching effectiveness that is most influenced by the behavior of Christian Education teachers when they carry out

learning (Dost et al., 2017). The Bible must be viewed as authoritative text, a source of truth morals and other aspects of life. The Bible contains a wealth of information concerning God's love, caring, and truth. A Christian education teacher's life breathes life into his lessons (Pazmino, 2001 ; 2010).

Based on the study of the text of Letter 1 Timothy, here are some teachings related to personality that must be attached to Christian Education teachers in the context of exemplary, namely:

First, exemplary in terms of words. In the context of 1 Timothy 4:12b, Timothy is commanded to be an example in speech. The words here are closely related to the teaching of doctrine, because the word *en logoi* in this text is in the singular, what is meant is that all of Timothy's words must be a role model for others. There are seven main things related to mastering the tongue, namely: keeping a secret (cf. (Prov. 20:19), controlling the tongue against negative words (cf. Deut. 1:28), an example of not saying words. words that hurt or ridicule or ridicule (cf. Isa. 53:7; I Pet. 2:22-23), an example not to speak of lies and deceit (cf. Ex. 20:16), not to exaggeration of praise or seduction (cf. Ps. 5:10), mastery of the tongue over stories and dirty humor (cf. Col. 3:8), and not being carried away with slander or gossip (cf. Gen. 39:17-19). Being an example in words means having to tell the truth, saying constructive words, being able to give encouragement or encouragement to others.

Second, exemplary in behavior. In conjunction with the context of 1 Tim. 4:12b, Timothy is commanded to be an example in conduct. The word "behavior" is defined as a way of life, action. This word is used of Christians to describe their lives (Knight, 1992; 2000). Behavior expresses the total life of a person or him in various religious teachings or in the Christian faith (Baumgarten, 2007). Behavior is also an attitude of life that is shown to others (Bangun, 2010). Thus, the Christian Education teacher's personality which is seen through his behavior involves the entire way of life that appears to students who can be imitated.

Third, example in Love. In conjunction with the context of 1 Tim. 4:12b, Timothy is commanded to be an example in love. Brownlee (2020) writes four reasons why humans live in love, namely: love means hope in human life as God loves everyone (cf. Matt. 5:45) , love is an attitude of compassion for people expressed through concrete actions, love is sensitivity to needs and suffering of others. The apostle John asserts that because Christians are born of God, and become His children, agape love is in the new him. According to Barclay (2021), the true meaning of agape is the generosity of Christian education teachers who must cultivate the personality of agape love.

Fourth, a model of loyalty. Timothy is commanded to be a good example of fidelity in 1 Timothy 4:12b. The term "loyalty" means "trustworthiness," not "doubt." The meaning of loyalty in this verse is firmness and determination in holding beliefs (Blaklock, 1979). The belief in question is the belief in Jesus as the center of the Christian faith. So it can be concluded that the personality of a Christian Education teacher must also be seen through his example in loyalty, namely loyalty born of self-confidence in something that is expected and believed in, namely Jesus Christ.

Fifth, he is a model of holiness. In 1 Timothy 4:12, the noun chastity is translated from the Greek word *enaganeiai* (Yun), which signifies cleanliness or holiness. Timothy is to be on his watch against the sex

immorality (Barnes, 1949). Chastity refers to the purity of one's body and mind (Clarke, 1856). This warning is intended to teach Christian Education teachers to guard themselves against temptation. There are four functions of self-control or self-control, namely: helping believers to overcome the spirit of idolatry, fighting the spirit of sexual immorality, helping believers not to put Christ to the test, and helping believers not to grumble (Zoschak, 2007).

Based on the explanation above, it can be concluded that a good personality is very much needed from every teacher. Christian Education teachers must try to have a good personality and be able to be an example through the development of their personality, which is displayed through words, behavior, love, loyalty, and chastity. The success of teaching cannot be separated from the exemplary personality of a teacher. The call to faith and its teaching must come from the Bible, which is the source of all knowledge. Christian education teachers must also grow and develop such as the personality of Jesus Christ, and to give a positive influence to their students, not only teaching theory but also the values of life. A good teacher, doesn't find fault with children, then repeatedly uses it to judge them, but can actually find potential within them to then develop it (Simanjuntank, 2021).

Conceptual Framework Personality Development

Personality development, according to previous research, is very stable, persistent, and crucial parts of the self (Koszycki et al., 2010). Personality trait experts and several studies of ranking order suggest that personality attributes are stable and domain-general. This means that the same person has the same attributes over time. Possible reasons for detecting the environment are genetic influences, influences, and people-environment transactions. Personality can and does change through time and circumstances, which is why it is very important to understand people's actions from a developmental point of view. This raises a basic point in personality theory: the extent to which personality changes. Flexible characteristics, according to more contemporary approaches to analyzing continuity and its change, such as mean rate change, individual rate change, and ipsative continuity. Variation in the mean While studies show that young adulthood is the time for the most significant changes, research shows that personality development continues throughout adulthood and even into old life (Roberts & DelVecchio, 2000).

Individual-level change studies show that the majority of people maintain their status quo. According to ipsative continuity research, there is moderate-high profile similarity between childhood and adolescence. Changes in roles, social learning, expected vs. unexpected life changes, and a major life event are all elements that might influence personality development. According to Block (1971), People's personalities vary as a consequence of growth, societal pressure, and the "biosocial norm," and when norms shift, people might appear to be different. For example, [Robins et al. \(2001\)](#), the researchers looked at the Big Five personality traits in college students at the beginning and end of their time there, concluding that education can change a student's personality and promote desired adult development. These findings, implying that personality does not develop in childhood but does so in maturity, have ramifications for a number of important outcomes. However, no research has yet been conducted to assess the personality

of Christian Education instructors who are effective in developing students' character. Since a result, it's vital to examine personality trait development and determinants of personality trait change among Christian Education teachers, as this allows for a more detailed evaluation of participant character reinforcement.

The Importance of the Christian Education Personality Competence of the Teacher

In the industrial era 4.0, it is feared that information technology and artificial intelligence will replace Christian Education teachers. As a result, the Minister of Religion of the Indonesian Republic, the Director General of Christian Education, has launched a discourse on strengthening the character of Christian Education teachers through innovation in Christian education learning moderation by giving Christian education teachers the broadest possible role. This is a fascinating debate since the teacher is the driving force behind a big educational system that interacts with pupils (Lian et al., 2020). Christian Education teachers function as learning supervisors and play a significant role in the formation of a student's personality. As per Christian education learning theory, the Christian Education teacher's personality is the most important beginning point for students' character development (Backman & Barker, 2020). Sedentary personality traits will continue to influence the flow of learning, just as Christian Education instructors' character influences student performance (Knebel et al., 2020). Christian Education teachers who set high objectives for themselves have a different impact than Christian Education teachers who set low goals (Kaiser et al., 2017).

For more than a century, there has been a theoretical and scientific literature on personality and learning (De Raad & Schouwenburg, 1996). Stanton's 1974 discovery that students who perceive themselves as more tense perform better than those who do not (Stanton, 1980). Murray and colleagues evaluated 29 personality qualities of university professors in 1990, and among the findings were the particular personality traits that contribute to good teaching, which vary considerably for different types of courses (Murray et al., 1990). Such high expectations for teaching obligations have existed since the teacher existed (Kremer-Hayon, 1993).

Khan and his colleagues discovered that a mix of personality characteristics and learning styles had no obvious influence on academic success (Khan et al., 2018). The success of students' learning is more influenced by the competence of the teacher's personality, which is 26% (Wandini & Abdurahkman, 2018). It is more successful to teach through textbooks than using a multicultural-based short story appreciation, which is part of personality (Sholehhudin et al., 2020).

Character Education and Teacher Personality Relationships in Christian Education

Personality competence refers to a teacher's personal or professional capacity to exhibit a mature, solid, dignified, stable, and rational personality. Students often look up to teachers who have a strong

personality (Sholehhudin et al., 2020). Christian education teachers must live out the pattern of teaching Jesus in their classrooms. Christian education teachers should have a wide mind that desires to comprehend human nature and a sacrificial soul, among other qualities (Stephen Tong & Mary Setiawani, 2010). In my perspective, being a Christian Education teacher is not a very prestigious position in society. As a result, Christian Education teachers must make emotional sacrifices, be ready to be overlooked, and perhaps be considered lonely by their pupils or the community. Teachers of Christian Education must view Jesus' example in terms of willingness to sacrifice and experience events in their own communities (Mark 6:1-16). The goal of the Christian Education teacher in giving subject matter Christian Education will be better understood, and the results will be better (Friesen, 2012), if the Christian Education instructor also has strong personality competence, it is almost certain that the relationship between personality competency and character education will be effective.

Methods

Participant

30 Christian Education teachers from 15 Christian Schools in 15 Indonesian provinces were asked to take part in this study, which aimed to analyze and explain the personalities of Christian Education teachers as Christian Education subject instructors. In the age of disruption, someone who is obeyed and mimicked is great for understanding and interpreting the teaching. Because phenomenology depicts the firsthand experiences of the participants, especially as a phenomena, this study employs qualitative-phenomenology (Sohn et al., 2017). The participants' ages varied from 36 to 45 years old, according to the information supplied. The School Research Ethics Committee gave its approval, which was requested and granted. All persons engaged gave their informed consent.

Data Collection

Purposive sampling was employed as a sample strategy. The criteria for participants with 7 years or more of teaching experience are designed to guarantee that they have dealt with the ups and downs of being a teacher. The first key informant was asked whether he was willing to be an informant and if he was available to be questioned, and the second participant was chosen using the snowball method. Some instructors are given interview questions and are required to respond in writing using communication technologies. Interviews are performed in an organized and natural manner that allows participants to naturally explain and express their experiences, ideas, and feelings. Focus Group Discussion (FGD) was also utilized to delve further into the data. The participant profile is shown in Table 1.

Table 1. Participant Profiles

No.	Participants	Gender		School	Total
		Male	Female		
1.	MGMP-01PAK-7	-	1	Christian School	1
2.	MGMP-02PAK-7	-	1	Christian School	1
3	MGMP-03PAK-7	1	-	Christian School	1
4	MGMP-04PAK-7	-	1	Christian School	1
5	MGMP-05PAK-7	-	1	Christian School	1
6	MGMP-06PAK-8	1	1	Christian School	1
7	MGMP-07PAK-8	-	1	Christian School	1
8	MGMP-08PAK-8	-	1	Christian School	1
9	MGMP-09PAK-8	1	-	Christian School	1
10	MGMP-10PAK-8	-	1	Christian School	1
11	MGMP-11PAK-9	-	1	Christian School	1
12	MGMP-12PAK-10	1	-	Christian School	1
13	MGMP-13PAK-10	1	-	Christian School	1
14	MGMP-14PAK-10	-	1	Christian School	1
Total					14

Note: There were 14 participants who contributed.

Data Analysis

To describe the study's findings, data analysis techniques were used. The researcher then establishes the topic, assigns a value to each assertion in the theme, and develops the details by refraining from taking action. The researcher organizes the data into intelligible components, then breaks them down and produces a detailed account of his experience, complete with examples. Following that, the researcher explores the participants' thoughts through creative variants, searches for all conceivable interpretations and viewpoints, evaluates the framework, and develops the phenomena seen. All of his explanations concerning the significance and core of the participants' experiences are built on this foundation. The researcher then developed a unified description after completing all of these processes. The ATLAS.ti program was used to carry out this analytic approach. Table 2 depicts the steps and procedures of the analytical technique.

Table 2. Data analysis process

Step	Activity	Results
1	Determine the theme. Make a statement based on the critical data collected.	Obtained the core topic of study
2	Main topic grouping Explicitly describe each motif found Create a blank section with a description of each subject.	Write a description of the key subject being studied.
3	The related research themes depend on the data collection.	Explanation of interrelated themes
4	Building on all the themes that emerge from all the experiences of the participants.	Complete description of all topics based on the experiences of all participants collected.

Results

This interview was conducted at the end of October 2021 via Vedio Call WatshApp. The researcher chose one of the Christian Education teachers, then greeted him carefully. This choice is based on instinct and interest in seeing the Christian Education teacher, how he responds to the researcher's greeting even though the two of us have never met. Researchers consider teachers to be friendly people. This is proven when the researcher introduces himself, he warmly welcomes and answers questions from the researcher. He opted to sit in his office after first obtaining permission from the pupils he was teaching, and carefully answering questions. He responds quickly sometimes because of his excitement, and slowly other times because he picks the proper diction.

The researcher begins by asking a question that focuses his attention to the importance of the investigation. "Is the character development of children impacted by the character learning model of Christian education teachers?" Participant (MGMP-01PAK-7) gave the following response:

"Many are impacted by Christian Education teachers' character, which means that teachers may set an example and then use that example to establish a positive personality habituation program." If we smile and welcome pupils, for example, they will become accustomed to doing the same to us. Another example is praying first thing in the morning when you arrive at school; this may seem insignificant, but it is incredibly effective in encouraging youngsters to be grateful... There are plenty such instances... With all of these positive examples, students will wonder why the teacher simply smiles and greets them politely, and they will instantly look at their classmates, thinking, "Oh, I'm near the teacher, so I'll respect the teacher as well."

What the participant teacher (MGMP-01PAK-7) remarked with a calm countenance in an interview with another participant (MGMP-02PAK-7) was indeed the major keyword: and examples of minor things. Character education is beneficial, according to the participants, if it is carried out by offering examples of consistent Christian conduct, equivalent consequences, personalization of everything done in school, and

prioritization of problems. When the researcher asked which of the participants (MGMP-11PAK-9) was more effective between the Christian Education teacher's personality and the learning model in character education with Christian characteristics, he responded that they supported each other, but when the researcher asked again, which one was prioritized? Participants (MGMP-07PAK-8) answered that it was the teacher's personality. He reasoned that with his pleasant personality, he would be liked by his students. If the personality is interesting, learning is fun for students, it will facilitate the learning model, but if the personality is less attractive, learning begins with unpleasantness, then learning will feel stiff.

His viewpoint was nearly identical to that of 18 of the 30 teachers developed by the researcher. Five persons, on the other hand, refused to submit information for personal reasons. Although some presented objections, the eighteen Christian Education teachers who concurred stated that calm teacher communication promotes all learning processes since calm teachers have the best capital in choosing learning models, handling difficulties in class, and even problems in public schools. The FGD included eighteen Christian Education teachers and six interviewees, with the first question being, "Which teacher's personality is more helpful in character education?" These five teachers continue to demonstrate that character education requires a combination of the two. A teacher will be more effective in teaching his students if he is known by his students as a gentle, Christlike teacher. Teachers who are patient, kind, and have the personality of Christ will be better able to make learning more fun. Two other Christian Education teachers thought that the learning model was more significant than the teacher's personality. This argument was chosen by the participants because youngsters considered more readily assimilate knowledge. Another teacher and eleven informants stated that while Christ's personality is more significant and accessible in the character education process, it will be more successful if it is combined with a variety of learning models, particularly those focused on fun learning models. The following are some of the responses from participants (MGMP-11PAK-9):

"In my opinion, both attitudes and learning models have a significant impact on the learning that children get... Christian Education teacher must first provide a positive example for their students in terms of attitude... Then, in terms of the learning paradigm, it must be suitable and enjoyable for children, motivating them to learn as much as possible about Christian education."

To be effective, participants (MGMP-02PAK-7) used the word synergy to describe the relationship between Christ's patient and kind demeanour and "continuous" learning represented by Jesus Christ that was entertaining and family-friendly. Christian Education learning will continue a long time as a result of this synergy in combining Bible knowledge and student character. Others hesitated to reply, like participants (MGMP-14PAK-10) did, that the teacher's personality modelled after Jesus Christ the Great Teacher is still the most essential, but quickly added that it must be supplemented with the assistance of abilities to give enjoyable learning.

"I believe both are critical, and both should be supported. If you must pick a more significant attitude, it must be backed by a learning model since the Christian Education teacher's attitude is mimicked by the pupils, so the Christian Education teacher's attitude must be a good example. At the same time, the Christian Education learning model must be consistent with the information included in the approved curriculum design, and it must be acceptable for pupils."

Several participants responded emphatically that in the Christian Education teaching profession, having a personality that is in harmony with the teachings of the Bible is the most important factor. According to him, a Christian Education learning model that is consistently taught without innovation will become monotonous, however a personality that is in line with God's Word can never become uninteresting, regardless of where or when it is performed. An interview with the participant (MGMP-03PAK-7) yielded the following quote from the original:

"Patience and friendliness, as exemplified by the Prophets and Apostles in the Bible, including those exemplified by Jesus Christ himself, are the main spirit, models are ways, and learning models can be successful in character matters, but if practised continuously without student innovation, will become boring, but others never tire of the friendly and patient people the Bible teaches," says the participants.

The researcher discovered several characteristics of Christian Education teachers that are effective in character education, including the ability to behave as friends, be a role model, understand lessons, discipline, respect for students, treat students impartially in terms of sanctions, patient, relaxed, willing to pursue life-long learning, master the skill of how to educate character, and not be known as fierce teachers. Only two of the fourteen characters do not have personality traits, notably the ability to comprehend teachings and master the abilities of instructing pupils' characters. The researchers discovered, however, that the personality of the Christian Education instructor was extremely significant in Christian character education, which was precisely the thing it tends to receive less attention from teachers themselves, and school administration, as well as the government. This can be seen in: 1) the difficulty of teacher Christian education in defining explicitly what is personality, so that participants make mutual mistakes by mixing the definitions of attitude, character, and Christian personality; and 2) the lack of clear Christian school and government programmes in systematically and continuously increasing teacher personality competency.

Another intriguing finding of the study was that some participants believed that non-trait personality remained intact despite professional theology-pedagogic viewpoints, but that the development of Christian personality was the responsibility of Christian Education teachers for the rest of their lives.

Patience, family, and calmness are three functional personality traits in Christian character education. There is no mention of extroverted, introverted, sanguinis, and other personality theories that have been proposed for Christian educators.

The most important quality that Christian Education teachers must possess is a tranquil demeanour, which is derived from serenity that flows readily in all of its forms. Christian Education teachers that are prone to being irritable and demanding are a contradiction in biblical teachings and Christian Education learning achievement, particularly when it comes to character development. Because patience, familiarity, and tranquilly are the foundations that are not easily eroded by the existence of new learning models that will continue to evolve, Christian personality is more significant than the learning model. In the teacher development program created by the school, personality development is not balanced. This can be seen from the answer of one of the informants when asked whether this year's program is a personality development program. He replied that the programs provided were coaching programs on how teachers provide friendly learning methods to students. The characteristics of Christian Education teachers who are effective in strengthening character education can be seen simply in Figure 1 below.

According to Figure 1 above, it is clear that in Christian character education, figures, personalities, and Christian Education teacher capabilities have a significant impact on the development and strengthening of students' character. Teachers in Christian Education are expected to be role models and friends to their pupils. As demonstrated by Christ, having broad Bible knowledge, disciplined demeanour, respect for pupils, and the ability to offer justice and impartiality. Have a great desire to learn and the ability to effectively teach others, as well as being patient and easygoing. As shown by Christ, Christian Education teachers are also needed to be catalysts by respecting differing student viewpoints and giving a sense of justice for pupils. Another skill that Christian Education teachers should possess is a vision for the future, as well as a strong desire to study, so that pupils would be inspired to pursue it.

Discussion

Christian Education teachers' personalities are very useful in determining the best methods for dealing with their teaching responsibilities (Kramer & Pascual-Leone, 2018). There is a lot of variety in teaching quality which may be explained by the teacher's personality traits (van der Kleij, 2019). As according to prior study, a teacher's personality has been demonstrated to influence pupils' academic success (Bastian et al., 2015). Higher levels of emotional teacher management control support emotional competence in academic success (Downey et al., 2014). Other evidence suggests that people with various types of kepribadian have different preferences and perspectives (Bhagat et al., 2019). Recent study suggests that teachers will continue to play an important role in education. This is because the teacher's job include not just imparting knowledge, but also providing inspiration, empathy, and emotional support based on conscience. If the teacher's personality development is overlooked, it will be quite concerning. The school must continuously inspire teachers. This is because one of the variables that slows down personality development is teachers' lack motivation (Martin, 2007); This is the value of personality development (Metallidou & Vlachou, 2010); the value of self-concept must be continuously

maintained (King & McInerney, 2014), believe in self-efficacy as a teacher and appreciate the calling (Pinxten et al., 2014) as well as participation (Pascarella et al., 2017). Improving the quality of Christian education instructors is critical, particularly in a more fundamental component, namely their personality. On the other side, what is more difficult is currently present, notably technical innovations, which provide many new things as a result of science's quick progress. Christian education teachers' expertise, on the other hand, should be more focused on character development, as they are accountable for developing a better, brighter, and more progressive future generation. (Munthali et al., 2018).

The results of this study, as well as those of other studies conducted in different nations, show that teacher personality qualities, particularly Christian Education instructors, have an influence on learning accomplishment in Indonesia. Patience, kinship, serenity, leadership, and lifelong learning are five of the most fundamental (Sidjabat, 2021). Changes in personality traits that must be possessed by Christian Education teachers today are also related to changes in the learning characteristics of Generation Z or Alpha who are currently junior high and high school students. This is most likely due to a shift in the present generation's mindset and learning style, known as generation Z or Alfa. Because of the changing features of the generation being taught by instructors, every Christian Education teacher must become an even more eager learner. They must think about and select appropriate learning tactics to use (Jovanović et al., 2017). They also play a vital role in the formation of a generation of Christians who are prepared for the future (Vallberg Roth, 2020). In their field of study, Christian education teachers are learning managers. (Gualda et al., 2019). The most significant contribution to the quality of Christian Education instruction is the quality of Christian Education instructors (Canales & Maldonado, 2018).

Teachers' attitudes in the learning process were more successful in character education, according to seventeen Christian education teachers with more than seven years of experience in the classroom. This is due to the fact that the learning approach is based on forming attitudes, which eventually leads to student behaviour. If you don't discover examples/models that are mimicked, and there isn't any confirmation between the knowledgeable and reality, the learning model that is utilised with a loud and enjoyable results in disappointment. The researchers discovered in a conversation about a student's displeasure with his teacher, that teachers who were deemed a student did not do what they taught, generated student animosity, not only for the teacher but also for what he taught. The findings of this study show that Christian Education teacher inability to define personality directly, it becomes generates continued challenges in determining continual self-improvement through self-evaluation. This is worsened by a lack of clarity in Christian School and government initiatives for systematically and constantly enhancing Chriatian Education teacher personality competency.

Conclusion

Christian Education teachers' personality traits that are effective in strengthening character education include being being a friend to children, being a role model, being disciplined, appreciating students, always willing to help, respecting students, being fair, patient, calm, lifelong learning, skilled in educating character, good instructors, always showing a happy attitude, and being known as a friendly teacher. Only

two of the 14 characters are not classified by personality traits and are capable of comprehending the lesson and mastering the skills necessary to educate pupils' characters. As a result, the abilities of instructors in enjoyable learning models should be combined with the traits of effective teachers in character education. Many facets and dimensions of Christian character education research need to be investigated further. The extension of the scope of study, as well as other forms of research, will be able to contribute to and deepen research results on the topic of Christian character education. More diversified and comprehensive research findings will serve as a foundation for developing policies at improving Christian Education teacher competency in Christian schools in general.

Declarations

Acknowledgment

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Conflict of Interest Statement: The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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Figures

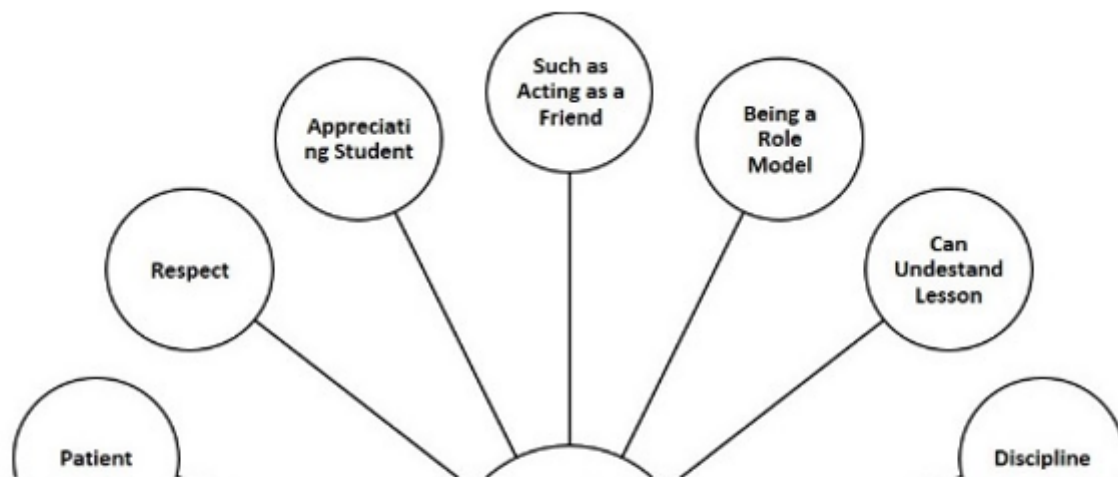


Figure 1

Effective Christian Education Teachers' Personality Traits