



Jurnal Pendidikan Agama Kristen (JUPAK)

Vol. 5 No. 1 (December 2024) hlm. 51 - 61

Jurnal Pendidikan Agama Kristen (JUPAK)

e-ISSN 2774-3861

<https://ejurnal.sttkadesiyogyakarta.ac.id/index.php/jupak>

p-ISSN 2774-6399



<https://doi.org/10.52489/jupak.v5i1.218>

Student Fellowship and Discipleship: An Effective Strategy for Enhancing the Learning Interest of Christian Students

Yane Henderina Keluanan¹⁾, Yesi Gusmanto²⁾

Sekolah Tinggi Teologi Injili Arastamar Setia Jakarta

yanekeluanan@gmail.com

Recommended Citation

Turabian 8th edition (full note)

Keluanan and Gusmanto, "Student Fellowship and Discipleship: An Effective Strategy for Enhancing the Learning Interest of Christian Students," Jurnal Pendidikan Agama Kristen (JUPAK) 5, no. 1 (December 12, 2024): 51-61, accessed December 12, 2024, <https://doi.org/10.52489/jupak.v5i1.218>

American Psychological Association 7th edition

(Keluanan & Gusmanto, 2024, p. 1)

Received: 22 April 2025	Accepted: 10 July 2025	Published: 12 December 2024
-------------------------	------------------------	-----------------------------

This Article is brought to you for free and [open access](#) by Sekolah Tinggi Teologi KADESI Yogyakarta. It has been accepted for inclusion in Christian Perspectives in Education by an authorized editor of Jurnal Pendidikan Agama Kristen (JUPAK).

For more information, please contact yanekeluanan@gmail.com

Abstract

Student fellowship and discipleship play a significant role in increasing Christian students' learning interest. This study aims to explore the effectiveness of student fellowship and discipleship strategies in building learning motivation through spiritual and academic approaches. The research employs a descriptive qualitative method using in-depth interviews, observations, and document studies within Christian student groups in schools and church communities. The findings reveal that student fellowship creates a collaborative learning environment, while discipleship provides personal mentoring to strengthen students' character and sense of responsibility. Group discussions, communal prayers, and structured mentoring have proven effective in enhancing both learning interest and spiritual maturity among students. The discussion emphasizes the integration of faith-based values into the learning process as a holistic and effective approach. In conclusion, student fellowship and discipleship are relevant strategies for shaping Christian students with high learning motivation and strong character.

Keywords: Christian education, discipleship, learning interest, , students, student fellowship

INTRODUCTION

Christian education plays an important role in shaping students' character and motivation to learn. One of the challenges faced in the education process is the lack of motivation to learn, which impacts on students' academic results and spiritual development. To overcome this challenge, strategies are needed that not only focus on cognitive aspects, but also include spiritual formation and strengthening a healthy community. One strategy that can be implemented is through student fellowship and an integrated discipleship process in a Christian education environment (I. W. Simanjuntak, 2021).

Student fellowship is a place for students to gather, pray, share God's word, and support each other in faith growth. The fellowship serves as a means for students to strengthen relationships with each other and deepen their understanding of Biblical values. John Stott (2017) asserts that discipleship is a process that involves all aspects of life, including growth in knowledge and Christian character. Therefore, a well-structured fellowship can play a role in fostering a deeper spirit of learning.

Discipleship, on the other hand, emphasises a more personalised and purposeful coaching process. Through discipleship, students are not only taught about the truth of God's word, but also equipped with the skills and motivation to apply it in everyday life, including in the context of learning. Dallas Willard (2002) states that, true discipleship involves transforming mindsets and behaviours in accordance with the teachings of Christ. In the context of Christian education, learner fellowship and discipleship have great potential in increasing learners' interest in learning. When students feel accepted, supported and inspired by a Christ-centred community, they tend to exhibit more positive and proactive learning attitudes. Research results show that involvement in spiritual communities can strengthen intrinsic motivation in the learning process (Denton, 2005).

However, in practice, not all Christian educational institutions effectively integrate student fellowship and discipleship in their curriculum. Many institutions still separate spiritual formation from formal learning activities, so faith education is often limited to religious subjects or extracurricular activities that are separate from the main academic process. As a result, students tend to experience a significant gap between the spiritual knowledge they receive and its application in daily life, including in decision-making, study ethics, and social interaction in the educational environment. This condition has the potential

to hinder the development of Christian character that should be reflected in all aspects of students' lives (E. Simanjuntak, 2023).

Therefore, a more holistic and integrated approach is needed, where student fellowship and discipleship are not just additional activities, but become an integral part of the entire educational process. This integration can be realised through Christian values-based teaching that is relevant to academic learning, ongoing spiritual guidance, and the active role of teachers as spiritual and academic mentors (Tanduklangi, 2020). Against this background, this research will examine the significance of learner fellowship and discipleship as an effective strategy in increasing Christian learners' interest in learning. Through in-depth analysis, it is hoped that a pattern of approach can be found that can be practically applied in various Christian educational institutions, so as to produce a generation that is not only intellectually intelligent, but also spiritually mature and has a character that reflects Christian values in every aspect of life.

METHOD

This research uses qualitative methods that aim to understand phenomena in depth and contextually. Sugiyono (2013) explained that qualitative research methods are methods used to research on natural object conditions, where researchers act as key instruments in data collection. Data collection techniques are triangulated or by combining various techniques such as in-depth interviews, participatory observation, and documentation studies. Data analysis is inductive, which starts from the data collected, then analysed to find emerging patterns or themes. The results of qualitative research emphasise meaning and a deep understanding of the phenomenon under study rather than generalisation of results. In this approach, researchers use existing theories as an initial guide in the data analysis process, but the theory developed at the end of the research can be a new contribution to science (Anggito & Setiawan, 2018).

RESULT AND DISCUSSION

Learner fellowship and discipleship are two important elements in Christian education that focus not only on academic achievement, but also on the formation of learners' character and spirituality. Through a supportive fellowship and ongoing discipleship process, Christian learners can be more motivated to learn with the right spirit, fuelled by Christian values such as love, responsibility, and perseverance.

The Concept of Student Fellowship and Discipleship in Christian Education

Student fellowships are communities that focus on spiritual and academic growth, where students support each other in faith and learning. It aims to create a healthy environment for spiritual development, strengthen interpersonal relationships, and motivate students to grow in the knowledge of God (Gurning, 2022). In this fellowship, students are encouraged to engage in corporate prayer, Bible study, and discussions that enrich their faith horizons.

Discipleship is an ongoing process of spiritual and academic mentorship, where one individual who is more mature in the faith guides another to grow in knowledge and obedience to Christ. This process includes teaching, mentoring, and character building based on biblical principles (Gurning, 2022). As stated in 2 Timothy 2:2, 'What you have heard from me in the presence of many witnesses, entrust to trustworthy men who are also able to teach others.'

The concept of fellowship and discipleship has a strong foundation in the Bible. One of the key verses that supports the importance of fellowship is Proverbs 27:17, 'Iron sharpens

iron, a man sharpens his neighbour.' This verse illustrates the importance of a community that builds each other up in faith. In addition, Jesus' command in Matthew 28:19-20 emphasises the importance of discipleship: 'Go therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you.' Discipleship is not only about knowledge transfer, but also about shaping character and obedience to God's word (Adrian, 2020).

In the context of Christian education, student fellowship can be implemented through small groups or cells that regularly gather to study God's word and pray together. Activities such as spiritual retreats, weekly Bible studies, and social services can strengthen the bonds within this community. Meanwhile, discipleship in Christian education can be implemented by involving teachers or mentors who assist students personally in their faith and academic growth (Tanamal, 2024). This can take the form of Christian values-based tutoring, spiritual counselling, or character building integrated into the education curriculum.

The Importance of Student Fellowship and Discipleship in the Context of Education

Student fellowship and discipleship play a very important role in building an educational foundation that not only prioritises the mastery of knowledge, but also shapes the character and spirituality of students. In this increasingly complex and challenging world, education is not only about academic achievement, but also about the formation of life values that are meaningful and relevant to everyday life. In this context, student fellowship and discipleship become effective instruments in creating a supportive and constructive learning environment.

Helping to Build a Supportive Community within the Learning Environment

The student fellowship serves as a platform where students can support each other, both academically and personally. This community provides an opportunity for individuals to share their experiences, challenges and achievements in the learning process. A healthy community, created within the learner fellowship, can be a safe place to discuss issues they are facing. For example, when a learner finds it difficult to understand certain material, he or she can seek support from peers who have a deeper understanding. Moreover, the emotional support from fellowship mates also reduces the stress and anxiety that students usually face in a competitive academic environment (Homrighausen dan Enklar, 1957).

Based on research, this kind of learning community has been shown to be effective in increasing learner motivation and engagement in the learning process. A supportive community can accelerate the learning process, as learners feel valued and supported in their academic journey. In this case, the community not only helps learners to learn more effectively, but also gives them a greater sense of belonging and passion to improve.

Fostering Christian Values such as Love, Caring, and Responsibility

The fellowship of students and discipleship also serves as a strategic place to foster and live out the Christian values that form the basis of a Christian's life. In this community, the values of love, care, and responsibility are not only taught theoretically, but also practised tangibly in daily interactions between students. Through activities such as praying together, praying for each other, sharing faith experiences, and supporting each other in learning challenges, students learn to prioritise care for others, build empathy, and strengthen healthy relationships based on the love of Christ (Gunawan, 2017).

When a student faces difficult situations, whether in academic challenges such as difficulty understanding lessons or personal issues such as relationship conflicts or emotional distress, the Christian values instilled through this fellowship guide them in responding with love and understanding. They are encouraged not only to focus on their own interests, but

also to have concern for the well-being of their peers (Welong, 2020). Thus, the fellowship of students and discipleship becomes a space that forms a mature Christian character, where each individual grows in love that builds each other up and strengthens faith together.

For example, love in fellowship is not only shown through words, but rather in concrete actions such as helping a friend who is struggling with learning or accompanying a friend who is facing emotional problems (Denton, 2005). This care is also seen in how students share their time and resources to help each other develop, both academically and spiritually.

According to Wright (2022), "Discipleship is the process by which a person is formed in Christianity, not only through teaching but also through genuine relationships with others. In the context of education, discipleship based on the value of love and care will form individuals who are not only smart in science, but also responsible for society and the environment.

Overcoming Academic and Spiritual Challenges through Community Support

Real education is not only about books and theories, but also about how to face life's challenges, both academic and spiritual. These challenges often come at the same time, so students need to have strategies to deal with them. In a student fellowship based on Christian values, they not only learn to overcome academic challenges but also strengthen their faith in the midst of difficulties.

For example, when a student feels discouraged due to poor test scores or other academic pressures, the student fellowship can be a place to get encouragement. Moreover, through corporate prayer and spiritual guidance, they can experience the emotional healing that is so necessary to stay afloat. Additionally, within this community, students can learn how to integrate their faith with their academic life, coping with stress in a healthy and spiritual way.

Strong fellowship within the Christian community is a source of strength that can help students overcome life's challenges with a stronger faith. Through community support, both in academic and spiritual aspects, students can grow into well-rounded individuals who are ready to face the world with greater confidence and ability.

Overall, student fellowship and discipleship in an educational context not only benefits students' academic development, but also plays an important role in their overall spiritual growth and character building. Through a supportive community, students can experience a positive learning atmosphere where Christian values such as love, honesty, responsibility, and humility are affirmed and practised in daily life (Joseph Christ Santo, 2022). Learning integrated with these spiritual principles helps students understand that good academic achievement is not separate from solid moral and spiritual principles.

In this case, the student fellowship serves as a solid foundation for students in facing academic, social, and spiritual challenges with a balanced perspective. They are encouraged to support each other, pray together, and share faith experiences, creating a harmonious and constructive learning environment (Gunawan, 2020). Purposeful discipleship also strengthens this process by providing personalised guidance that helps students internalise Christian values in their every decision and action. Thus, student fellowship and discipleship are able to shape individuals who are not only intellectually superior, but also virtuous, empathetic, and loving in their daily lives.

Effective Strategies for Student Fellowship in Increasing Interest in Learning

Student associations play a significant role in creating a positive learning environment that supports academic and spiritual growth. In the context of Christian education, interest in learning is not only orientated towards academic achievement, but also involves character building based on faith values. Therefore, the student fellowship needs to adopt effective strategies to help students grow holistically, both in the acquisition of knowledge and in spiritual maturity.

Forming a Bible-Based Study Group

One strategy that can be implemented is to form study groups that are based on biblical principles. This group not only focuses on mastering the subject matter, but also integrates the values of Christian faith in the learning process. For example, in every learning session, the mentor can start with the reading of Bible verses relevant to the learning theme, so that students understand that science is part of their faith vocation.

According to Bartholomew, 'The integration of faith and education allows students to understand that all true knowledge comes from God (Bartholomew, 2017).' By incorporating Biblical principles in the learning process, learners are not only encouraged to understand lessons more deeply, but also to relate them to a greater spiritual purpose.

Organising Spiritual Activities Integrated with Academic Learning

The next strategy is to organise spiritual activities that are integrated with the academic learning process. One example is organising a morning devotional before the start of teaching and learning activities. This may include Bible readings, collective prayers, and short reflections that are linked to the learning challenges faced by the students.

Such activities can help create a more positive and meaningful learning atmosphere. Spiritual activities that are integrated with formal education can help students connect faith with the practices of everyday life, including academic challenges. Thus, students will be more motivated to learn, because they feel that the process is part of their full development, not just an academic requirement.

Mentoring by Seniors or Competent Christian Teachers

Mentoring is one of the most effective strategies in increasing interest in learning among students. In the context of a student fellowship, mentoring can be done by Christian seniors or teachers who have the capacity in both academic and spiritual areas. Mentors can act as mentors who provide direction, motivation, and support for students who face difficulties in the learning process.

Faith-based mentoring can help students understand that learning is part of God's calling to develop their talents. As Hendricks (2018) explains, Effective mentoring focuses not only on academic achievement, but also on character building and spiritual maturity. In this context, mentors serve as role models who inspire learners to continue learning with an attitude of humility and responsibility.

Using Active Learning Methods such as Group Discussions and Bible Case Studies

The active learning method is one approach that has proven to be effective in increasing interest in learning. In a fellowship of learners, this method can be realised through group discussions on academic topics that are linked to biblical principles. For example, in learning history, students can discuss stories in the Old Testament related to leadership, such as the story of Moses or David. Biblical case studies can also be used to analyse ethical and moral

values relevant to the subject being studied. This method not only engages learners intellectually, but also emotionally and spiritually, thus creating a more immersive learning experience.

According to Slavin (2016), ‘Active learning methods involving discussions and case studies have been shown to increase student participation and strengthen a more thorough understanding of concepts.’ By linking biblical principles in this learning method, learners can see the relevance of their faith in every aspect of life, including the learning process. Effective strategies in student fellowships to increase interest in learning include the formation of Bible-based study groups, the integration of spiritual activities with academic learning, mentoring by competent figures, and the application of active learning methods such as group discussions and Bible case studies. By implementing these strategies, the student fellowship not only contributes to the improvement of academic performance, but also to the formation of solid character and spiritual maturity. These principles support the concept of holistic Christian education, where the learning process is seen as part of discipleship and the call of faith in God.

The Role of Discipleship in Increasing Learning Interest

Discipleship is a very important concept in the context of Christian education. It focuses not only on the transfer of knowledge, but also on the formation of character and faith in the lives of learners. Effective discipleship has a significant impact in increasing interest in learning, especially when done with principles centred on example, deep relationships, and ongoing evaluation.

Making Mentors Role Models in Faith and Learning

One of the key elements in discipleship is to have mentors as role models in faith and learning. A good mentor not only teaches academic material, but also reflects Christian values in daily life. The example set by the mentor can motivate learners to emulate the principles taught, both in a spiritual and intellectual context.

As Paul wrote to the Corinthians, ‘Follow my example, just as I follow the example of Christ (1Cor 11:1).’ This principle underscores that effective discipleship is rooted in tangible example, where the mentor demonstrates how faith and knowledge can go hand in hand. In addition, Hughes (2001) asserts that A mentor's example in faith and learning strengthens the learner's intrinsic motivation to grow holistically.

Relationship-Based Discipleship that Builds Trust and Motivation

Effective discipleship is not only instructional, but also relationship-based that builds trust and motivation. A personalised and compassionate relationship between mentor and learner can create a supportive learning environment. When learners feel valued and heard, they will be more encouraged to actively participate in the learning process.

According to Coleman (2018), At the heart of discipleship is a deep and ongoing relationship, where the mentor is a spiritual friend who provides emotional and intellectual support. This trusting relationship helps learners overcome the fear of failure and encourages them to continue learning with great enthusiasm. With a strong relationship, learners feel safe to express their challenges, both academic and spiritual.

Periodic Evaluation in Discipleship and Learning Processes

Regular evaluation is an important part of an effective discipleship process. Regular evaluations can help mentors and learners identify progress made and areas for improvement. These evaluations can take the form of personal reflections, group discussions, or formal assessments that cover cognitive, emotional, and spiritual aspects.

Regular evaluation allows for constructive feedback, which encourages learners to continuously improve. According to Hendricks (2018), 'Ongoing evaluation in discipleship serves as a tool to measure integrated spiritual and academic growth.' With this evaluation, learners can understand that learning is a dynamic and evolving journey.

The role of discipleship in increasing interest in learning is significant when done with the right principles. Making mentors as role models, building deep relationships, and conducting regular evaluations are three main strategies that can be applied in the context of Christian education. When these principles are implemented consistently, discipleship not only contributes to the improvement of academic achievement, but also to the formation of character and faith in learners.

Implementation and Challenges in Developing Fellowship and Discipleship

Fellowship and discipleship are two important elements in Christian education that aim to build a community that supports students' spiritual and academic growth. Effective implementation of student fellowship in a Christian school environment requires structured practical steps, addressing challenges that arise, and implementing relevant solutions.

Practical Steps in Forming a Students' Fellowship in a Christian School

Establishing an effective student fellowship requires careful planning and purposeful execution. The following steps can be applied in forming a students' fellowship:

- a. Formation of the Core Group: Starts by identifying students who have a strong spiritual commitment to be the initial mobilisers of the community.
- b. Scheduling of Regular Meetings: Establish a fixed time and place for fellowship meetings, such as every week after class or before the start of learning activities.
- c. Relevant Learning Materials: Using biblical materials that suit the needs of the students, such as thematic studies on the character of Christ or Christian leadership values.
- d. Mentor Involvement: Inviting teachers or spiritual figures who can mentor and guide students in their faith journey.
- e. Variety of Activities: In addition to regular meetings, organise activities such as spiritual retreats, social services, and small group discussions to strengthen community relationships.

According to Robert E. Coleman (2018), "Effective fellowship must begin with a community that understands the common purpose of building Christian faith and character."

Frequently Faced Obstacles

In their implementation, student fellowships often face various obstacles that can hinder the growth of such communities. Some of these are:

- a. Lack of Student Involvement: Not all students have an interest in being involved in spiritual activities at school. This is often due to a lack of understanding of the benefits of such fellowship.
- b. Lack of Competent Mentors: Not all schools have mentors who are trained in discipleship. This results in a lack of clear direction in the spiritual formation process.
- c. Time Limitations: Busy class schedules make it difficult for students to make time to attend fellowship.
- d. Lack of Institutional Support: Some schools may not give full support to student fellowship activities.

Kent Hughes (2001) states, One of the greatest challenges in fellowship formation is creating an environment that is relevant and attractive to the younger generation.

Solutions to Overcome Challenges

To overcome the obstacles faced in developing fellowship and discipleship, some solutions that can be implemented include:

- a. Increased Socialisation: Organise an internal campaign explaining the benefits and purpose of the students' fellowship through presentations or inspirational videos.
- b. Mentor Training: Organise training for teachers and senior students on the basic principles of Christian discipleship.
- c. Integration with Curriculum: Integrate biblical values in the formal learning process, such as morning devotions before classes begin.
- d. Rewards and Appreciation: Providing rewards for students who are active in the fellowship, such as certificates or recognition at school events.
- e. Use of Technology: Creating online discussion groups or online meetings that allow students to stay connected despite being physically far apart.

Howard Hendricks (2018) asserts, Any community that wants to grow must be willing to adapt to the needs of the times without compromising the principles of the truth of God's word.

The implementation of fellowship and discipleship in Christian schools requires planned practical steps, faces various challenges, and requires innovative solutions. With the commitment of students, the support of mentors, and the implementation of appropriate strategies, student fellowship can be an effective platform in building faith and increasing learning motivation. The success of the learners' fellowship will result in the formation of a strong Christian character in the learners.

RECOMMENDATIONS ON RESEARCH AND DEVELOPMENT

discipleship provides a more personalised and targeted mentoring, where students are spiritually guided by a mentor or spiritual leader. This aspect not only strengthens students' spiritual lives, but also has a positive impact on their passion and perseverance in learning. When students feel accepted, supported and spiritually guided, it can enhance their sense of self-confidence, purpose in life and intrinsic motivation in facing academic challenges. Research and development in this area could be directed towards identifying the extent to which involvement in fellowship and discipleship has a direct impact on Christian students' interest in learning. A structured coaching programme, with reinforcement of Christian

values such as responsibility, loyalty and hard work, has been shown to encourage students to be more focused and diligent in their studies.

CONCLUSION

Learner fellowship and discipleship is an effective strategy in increasing Christian learners' interest in learning because it encourages a positive and supportive learning environment. Through learner fellowship, students can build mutually reinforcing relationships in faith and knowledge, thus creating higher motivation to learn. Discipleship, with its more personalised approach, helps students understand Christian values deeply and connect them to the learning process. In this context, mentors play an important role in guiding students to develop character and responsibility in learning. Well-planned implementation of learner fellowship and discipleship can have a long-term positive impact on the spiritual and academic development of Christian learners. Activities such as Bible discussions, study groups, and spiritual mentoring can strengthen interest in learning while deepening students' understanding of their faith calling in education. Thus, learner fellowship and discipleship is not just a strategy, but also a tangible form of holistic education, which pays attention to the spiritual, intellectual, and social growth of learners in a balanced manner.

REFERENCES

- Adrian, J. (2020). *Pemuridan kepada Generasi Muda dalam Masyarakat Majemuk di Jemaat GMIM "Damai" Belang Wilayah Belang*.
- Anggito, A., & Setiawan, J. (2018). *Metodologi Penelitian Kualitatif*. CV Jejak.
- Bartholomew, C. (2017). *Contours of the Kuyprian Tradition: A Systematic Introduction* (1st ed.). Downers Grove, IL: IVP Academic.
- Coleman, R. E. (2018). *The Master Plan of Discipleship* (2nd ed.). Grand Rapids: Fleming H. Revell.
- Denton, S. dan. (2005). *Soul Searching: The Religious and Spiritual Lives of American Teenagers* (1st ed.). Downers Grove, IL: IVP Books.
- Gunawan, A. (2017). PEMURIDAN DAN KEDEWASAAN ROHANI. *Sola Gratia*, 5(1), 6.
- Gunawan, A. (2020). PEMURIDAN DAN KEDEWASAAN ROHANI. *SOLA GRATIA: Jurnal Teologi Biblika Dan Praktika*, 5(1). <https://doi.org/10.47596/solagratia.v5i1.52>
- Gurning, E. D. S. (2022). Pengaruh Ibadah dan Pendalaman Alkitab terhadap Pertumbuhan Kerohanian Kaum Wanita di Persekutuan Ibu Maria YPDPA Sumatera Utara. *HAGGADAH: Jurnal Teologi Dan Pendidikan Kristen*, 2(1), 52–63. <https://doi.org/10.57069/haggadah.v2i1.22>
- Hendricks, H. G. (2018). *Teaching to Change Lives: Seven Proven Ways to Make Your Teaching Come Alive* (2nd ed.). Colorado Springs, CO: Multnomah.
- Homrighausen dan Enklar. (1957). *Pendidikan Agama Kristen*. Gunung Mulia.
- Hughes, K. (2001). *The Disciplines of a Godly Man* (2nd ed.). Wheaton, IL: Crossway.

- Joseph Christ Santo. (2022). Pertumbuhan Rohani Berdasarkan 1 Petrus 2:1-4 dan Aplikasinya dalam Kehidupan Orang Percaya. *Teologi Sistematis Dan Praktika*, 5(1), 1. <https://doi.org/https://doi.org/10.34081/fidei.v5i1.212>
- McNeal, J. (2015). Creating a Supportive Learning Community. *Journal of Educational Psychology*, 87(2), 45–56.
- Simanjuntak, E. (2023). Implementasi Firman Tuhan dalam Mewujudkan Pendidikan Pluralisme Bagi Sekolah Minggu: Sebuah Kajian Pendidikan Agama Kristen. *Jurnal Shanan*, 7(1), 119–134. <https://doi.org/10.33541/shanan.v7i1.4136>
- Simanjuntak, I. W. (2021). Urgenitas Dalam Menerapkan Kurikulum Pendidikan Agama Kristen Bagi Orang Dewasa Di Gereja. *Jurnal Harati*, 3(1), 91.
- Slavin, R. E. (2016). *Cooperative Learning: Theory, Research, and Practice* (1st ed.). Allyn & Bacon.
- Stott, J. (2017). *The Contemporary Christian: Applying God's Word to Today's World* (1st ed.). InterVarsity Press.
- Sugiyono. (2013). *Metode Penelitian Kualitatif Dan Kuantitatif Dan R & D* (1st ed.). Alfabeta.
- Tanamal, N. A. (2024). PERANAN GURU PEDIDIKAN AGAMA KRISTEN DALAM MENINGKATKAN MUTU PENDIDIKAN DI SMA DAN SMK. *Jurnal Review Pendidikan Dan Pengajaran*, 7(1), 1057–1059. <https://doi.org/https://doi.org/10.31004/jrpp.v7i1.24940>
- Tanduklangi, R. (2020). Analisis Tentang Tujuan Pendidikan Agama Kristen (PAK) Dalam Matius 28:19-20. *PEADA': Jurnal Pendidikan Kristen*, 1(1), 47–58. <https://doi.org/10.34307/peada.v1i1.14>
- Towner, P. (2009). *The Goal of Christian Education* (1st ed.). Grand Rapids: Baker Academic.
- Welong, R. (2020). Efektifitas Pemuridan KEKAL dalam Membimbing Gereja Menuju Kedewasan Rohani. *Teologi Dan Pendidikan Kristen*, 1(02), 120.
- Willard, D. (2002). *Renovation of the Heart: Putting on the Character of Christ* (2nd ed.). Colorado Springs: NavPress.
- Wright, N. T. (2022). *Simply Jesus: A New Vision of Who He Was, What He Did, and Why He Matters*. (1st ed.). HarperOne.