

# ICCE

INTERNATIONAL CONFERENCE  
ON CHRISTIAN EDUCATION



## Christian Education in Digital Technology Era: Challenges and Opportunities

June 4<sup>th</sup>, 2022



UPH PRESS

ISBN : 978 - 602 - 5859 - 17 - 5 (PDF)

**ICCE**  
INTERNATIONAL CONFERENCE  
ON CHRISTIAN EDUCATION



**Christian Education in  
Digital Technology Era:  
Challenges and  
Opportunities**

June 4<sup>th</sup>, 2022



**UPH**  
UNIVERSITAS PELITA HARAPAN

FAKULTAS  
ILMU PENDIDIKAN



**sttb**  
Bandung Theological Seminary

**ACSI**   
<sup>2</sup>  
STRONGER TOGETHER  
INDONESIA

**ACSI**   
Association of Christian Schools International  
AUSTRALIA

**ICCE**   
INTERNATIONAL CONFERENCE  
ON CHRISTIAN EDUCATION

## Christian Education in Digital Technology Era: Challenges and Opportunities

Copyright © 2022 by UPH Press. All rights reserved.

ISBN: 978-602-5859-17-5 (PDF)

Editors:

Dr. Yohanes Edi Gunanto, M.Si.

Henni Sitompul, M.Si.

Additional copies of this publication are available from

UPH Press  
Building C, 3rd floor  
Universitas Pelita Harapan  
Lippo Village, Karawaci  
Tangerang 15811  
Indonesia  
+6221 5460901  
+6221 5460908 (Fax)

## Table of Contents

LIST OF COMMITTEES .....	7
Welcome from the Rector of Universitas Pelita Harapan .....	9
Welcome from the Dean of Faculty of Education, UPH .....	10
Welcome from the Head of Bandung Theological Seminary .....	11
Welcome from the ACSI Indonesia National Director .....	12
Welcome from the Chairman of the 1 <sup>st</sup> ICCE UPH 2022 Committee .....	13
A. Keynote Sessions .....	15
Home-Coming: Restoring a Theology of Place within Christian Education .....	15
<i>Darren Iselin</i>	
B. Paralell Session .....	29
Application of Reinforcement to Improve Students' Activity during Online Learning in the Biblical Worldview .....	29
<i>Inggrit Priscilya Samada, Yohanes Edi Gunanto</i>	
University Students' Responses toward Lecturers' Usage of Speech Acts on Planning Assessment for Learning Course .....	38
<i>Wiputra Cendana, Elisabet Dewi Rumanti, Yemima Handoyo</i>	
The role of Christian teachers during the COVID-19 Pandemic is Based on The Study of Teleological Philosophy Within The Framework of Reformed Theology .....	49
<i>Siti Arisa, Debora Suryani Sitinjak</i>	
Measuring The Readiness Level of the School as a Resolution to Learning Lost issue During the Pandemi .....	59
<i>Seri Damarwanti, Anthoneta Ratu Pa</i>	
Students' Views on Educational Videos about Anti-Corruption Value Education in Online Service-Learning Projects .....	69
<i>Juliana Tirza, Wiputra Cendana, Steven Setiadi</i>	
BYOD (Bring Your Own Devices) Policy Implementation in Secondary School: The Advantages and Drawbacks .....	78
<i>Kalvin Sandabunga</i>	
The Role of Christian Teacher as "in loco parentis" in Digital-Based Educational World according to Anthropological View .....	89
<i>Imanuela Izaabel Izaac, Wiputra Cendana</i>	
CEKristol : Collaborative Digital Module for Character Education for Christian Schools in Indonesian Contexts .....	99

<i>Heriyanto, Wemmy Prayogo</i>	
Interactive and Multimodal Learning of Hermeneutics Courses with Hermes AI Chatbot .....	109
<i>Arianto Pakaang</i>	
A Review of Augmented Reality, Its Advantages and Usages in Education in Indonesia .....	122
<i>Carlos Camelo, Dessy Rahmawati, Elvin Krismaswati Mendrofa</i>	
Information and communication technology (ICT) subject as a tool for students to preach the gospel .....	136
<i>Gerald Yohanes Meyners, Lastiar Roselyna Sitompul, Vallery Valencia Pasanea</i>	
Implementation of the Synchronous Learning Method in Intra-Curricular Activities in CTLS at UPH Medan Campus .....	149
<i>Danny Philipe Bukidz, Daniel Cassa Augustinus</i>	
The Development of Hybrid Learning Scenario in Satya Wacana Christian University: Opportunities and Challenges .....	158
<i>Christian Bernard Nichols Djami, Tri Nugroho Budi Santoso, Herry Sanoto</i>	
Online Shopping Decisions Towards Consumptive Behavior in A Christian Perspective: Case Study Cohort 2019 Economic Education and Primary Teacher Education .....	168
<i>Selvi Esther Suwu, Musa Sinar Tarigan</i>	
The Ways Technology Fulfilled The Traditional Forms of Education : <i>A Case Study of Moodle Learning Management System</i> .....	179
<i>Azalia Yisrael, Mira Oktri Yanti Brahmana</i>	
Christian Epistemological Study of Enduring Understanding as a Result of Meaningful Online Learning .....	192
<i>Tabitha Grace Larasati, Pingkan Imelda Wuisan</i>	
Recommended Learning Methods for Teachers to Forming Students' Critical Mindset in Globalization Era .....	203
<i>Andre Wilianto, Elisa Hermina, Marisa Milenia, Mona Prischilla, Henni Sitompul, Kurniawati Martha</i>	
Servant Leadership Informed by Christian Worldview: A Case Study in Lentera Harapan Schools .....	211
<i>Yonathan Winardi, Oh Yen Nie, Wiputra Cendana, Christina Dwi Putri</i>	
Student Teachers' Critical Reflection towards Online Microteaching.....	221
<i>Atalya Agustin, Destya Waty Silalahi</i>	
Quality Distance Learning in the Era of the Covid-19 Pandemic.....	228

*Herry Sanoto, Dani Kusuma, Mila Chrismawati Paseleng*  
Addressing Collaboration Needs In The Middle Isolation of the Digital Era Based On a  
Christian Perspective ..... 239

*Bernard W. Napitupulu*  
**Basic Christian Leadership Training Implementation Need Analysis for Teachers College  
Indonesia..... 248**

***Juniriang Zandrato***  
A Christian Perspective: On Becoming Reflective in Search of a Meaningful Life ..... 259

*R. A. Trisnowati*  
The Application of Guided Inquiry Learning Model to Strive for the Activeness of High  
School Students in Online Learning ..... 267

*Elisabeth Pracilia Zega, Candra Yulius Tahya*  
Roles of Christian Teachers: The Use of Literature to Guide Students in Confronting  
Issues in Digital Technology Era ..... 278

*C Kiky Puspita Anggraeni, Debora Pratiwi Sibarani*  
Academic servant leadership in lockdown: a case study of digital teaching-learning  
during the Pandemic Covid-19 in a Christian school in Indonesia ..... 289

*Ricky, Natha Bella Angella*

**LIST OF COMMITTEES**  
**INTERNATIONAL CONFERENCE ON CHRISTIAN EDUCATION (ICCE)**  
Saturday, June 4, 2022, 08.00-15.15 WIB

Advisory Board	:	<ol style="list-style-type: none"><li>1. Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc. (Rector of UPH).</li><li>2. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of STT Bandung).</li><li>3. Agus Susanto, Ph.D. (Director of ACSI Indonesia).</li><li>4. Oh Yen Nie, S.E., M.Ed. (Dean of FIP-TC, UPH).</li></ol>
Person-in-Charge	:	Oh Yen Nie, S.E., M.Ed.
Steering Committee	:	<ol style="list-style-type: none"><li>1. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of FIP-TC, UPH).</li><li>2. Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Departement Chair of Master of Education Program, UPH).</li><li>3. Sarinah Lo, Ph.D. (Lecturer of STT Bandung).</li></ol>
Chairperson	:	Immanuel Adhitya Wulanata Christmastiando, S.E., M.Pd.
Vice Chairperson	:	Lastiar Roselyna Sitompul, S.Si., M.Pd.
Secretary	:	Krisnajanti
Treasurer	:	Kristina Indiah R. Undari, S.E.
<b>1<sup>st</sup> Division: EVENT</b>		
Coordinator	:	<b>Billy Mumu, M.Pd.</b>
Members	:	<ol style="list-style-type: none"><li>1. Candra Yulius Tahya, M.Si.</li><li>2. Iko Agustina Boangmanalu, M.Pd.</li><li>3. Yanti, S.I.P., M.Sc., M.Th.</li></ol>
<b>2<sup>nd</sup> Division: PUBLIC RELATION</b>		
Coordinator	:	<b>Yogi Saputra, S.Pd.</b>
Members	:	<ol style="list-style-type: none"><li>1. Neneng Andriani, S.Sn., M.Pd.</li><li>2. Lygia Priscilla Tambunan, S.Psi.</li></ol>
<b>3<sup>rd</sup> Division: REVIEWER &amp; PROCEEDINGS</b>		
Coordinator	:	<b>Henni Sitompul, M.Si.</b>
Members	:	<ol style="list-style-type: none"><li>1. Darren Iselin, Ph.D.</li><li>2. Dr. Ashiong Parhehean Munthe, M.Pd.</li></ol>

3. Dr. Collin Beaton
4. Dr. Janine F. Allen
5. Dr. Pamela Harvey
6. Dr. Pingkan Imelda Wuisan, S.IK., M.Pd.
7. Dr. Ir. Wahyu Irawati, M.Si.
8. Dr. Yohanes Edi Gunanto, M.Si.
9. Dr. Yonathan Winardi, M.Pd.
10. Abednego Tri Gumono, M.Pd.
11. Asih Enggar Susanti, M.Pd.
12. Atalya Agustin, M.Pd.
13. Chandra Han, S.T., M.Div., Th.M.
14. Imanuel Adhitya Wulanata Christmastianto, S.E., M.Pd.
15. Juniriang Zandrato, M.Pd., M.Ed.
16. Lastiar Roselyna Sitompul, S.Si., M.Pd.
17. Meicky Shoreamanis Panggabean, S.S., M.Pd.
18. Michael Recard, S.S., M.Hum.
19. Neng PriYanti, S.Pd., M.Ed., M.A.
20. Sandra Scott
21. Selvi Esther Suwu, S.E., M.M.
22. Siane Indriani, M.Pd.
23. Wiputra Cendana, B.Sc., M.Pd.

#### **4<sup>th</sup> Division: MULTIMEDIA, TECHNOLOGY, AND DOCUMENTATION**

Coordinator : **Wiputra Cendana, B.Sc., M.Pd.**

Members :  

1. Michael Recard, S.S., M.Hum.
2. Meicky Shoreamanis Panggabean, S.S., M.Pd.
3. Jessica Elfani Bermuli, S.Pd., M.Si.

#### **5<sup>th</sup> Division: REGISTRATION AND ADMINISTRATION**

Coordinator : **Robert Harry Soesanto, M.Pd.**

Members :  

1. Indra Praja Kusumah, M.Pd.
2. Jessica Florensia Irene, S.I.Kom
3. Ganda Sari, S.T., M.A.

## Welcome from the Rector of Universitas Pelita Harapan



Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedentedly we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another.

Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

**Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.**

## Welcome from the Dean of Faculty of Education, UPH



Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!  
God bless.

**Oh Yen Nie, S.E., M.Ed.**

## Welcome from the Head of Bandung Theological Seminary



The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized through this conference.

Welcome to this conference. God bless you!

**Sutrisna Harjanto, Ph.D.**

## Welcome from the ACSI Indonesia National Director



Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life—which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

**Agus Susanto, Ph.D.**

## Welcome from the Chairman of the 1<sup>st</sup> ICCE UPH 2022 Committee



Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1<sup>st</sup> International Conference on Christian Education (ICCE) UPH 2022, with the main topic, “Christian Education in Digital Technology Era: Challenges and Opportunities.”

The rapid development of science and technology in today’s digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators’, education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1<sup>st</sup> ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1<sup>st</sup> ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1<sup>st</sup> ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

*For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)*

**Immanuel Adhitya Wulanata Chirmastianto, S.E., M.Pd.**

# Basic Christian Leadership Training Implementation Need Analysis for Teachers College Indonesia

**Juniriang Zendrato**

Teachers College, Universitas Pelita Harapan

[juniriang.zendrato@uph.edu](mailto:juniriang.zendrato@uph.edu)

## Abstract

Teachers College had annual Basic Christian Leadership Training. It was to prepare the student teachers not only to teach the students but also to lead them to be Jesus' followers. Unfortunately, during the pandemic of Covid-19, Teachers College did not hold it. Many considerations made them not organize the training. Therefore, this research intended to analyze the factors that made the Basic Christian Leadership Training not held during the pandemic Covid-19. The study limited its focus to the Basic Christian Leadership Training implementation needs analysis. It was qualitative research to describe the factors that made the Basic Christian Leadership Training not held during the pandemic Covid-19. The data was gathered by interviewing the training coordinator and studying the Basic Christian Leadership Training report of Teachers College. The result was Basic Christian Leadership Training was not held during the pandemic of Covid-19 because the onsite leadership training program could not be implemented in the online context. Therefore, a training program that could be implemented in an online context was needed. The conclusion was to keep Basic Christian Leadership Training held; a training program that could be implemented in an online context was planned.

**Keywords:** Christian Leadership, Training, Online

## 1. Introduction

Pandemic Covid-19 started at the beginning of 2020. The situation forces almost single onsite activity to become online. Every program shifts immediately without any preparation. Was and Greeve convinced that the quick university closing and the changes of face-to-face or hybrid classes to full online meetings starting March 2020 due to the Pandemic Covid-19 gave a big impact on faculty, administrations, and students (Was & Greve, 2021, p. 23). Moreover, Coll and Ruch describe the pandemic Covid-19 as a sudden giant disruptor. Lots of institutions are forced to move their onsite teaching to online and close almost all their activities, services, and facilities. By nature, every university is being pushed to shift from face-to-face organization-oriented to an individual and technology-intensive organization. Every university struggles with any decisions to deal with crises (Coll & Ruch, 2021, p. 132).

The sudden big shift from onsite to online context also happens to Teachers College (TC) in Universitas Pelita Harapan, Indonesia. It gives a big impact in many areas of the university. One of the impacts is on Basic Christian Leadership Training (BCLT) which is always held annually. Starting the pandemic of Covid-19, the training is not held. Therefore, factors that become the roadblocks should be found so that the purpose of Teachers College in preparing the student teachers to become classroom or school leaders is

achieved. Regarding Christian education applied by Pelita Harapan Foundation, lots of Christian school leaders are needed.

The Christian school leader should be a transformative teacher. According to Doyle (2021), a transformative teacher does not only deal with technology, but also with the ways teachers think about, organize, collaborate, and ask questions about their work (Baker-Doyle, 2021). Further, Medina says that transformational leadership is a process of influencing others until it produces a big change in attitudes, beliefs, and values of the followers where the organization's goals and leaders' visions are internalized (Magaña-Medina et al., 2021, p. 83). Therefore, leadership training in TC is very necessary for student teachers in preparing themselves to be transformative leaders either for the school or classroom. To be mature Christian leaders, the student teachers require lots of practice to lead and be led. The need is facilitated by the annual leadership training (BCLT). Nevertheless, starting the pandemic Covid-19 in March 2020, the annual leadership training is postponed until now.

This is obvious that the problem is an absence of Basic Christian Leadership Training during the pandemic Covid-19. The training intends to prepare the student teachers to be transformative leaders. Therefore, the research aims to analyze the factors that make the Basic Christian Leadership Training not held during the pandemic Covid-19. The study limited its focus to the Basic Christian Leadership Training implementation needs analysis.

## **2. Literature review**

As Jesus, the Great Leader transforms this broken world into a new perfect world, His followers are expected not only to see the real example from Jesus but follow Him as the Role Model, i.e. transform. Therefore, the Great Commission for all His followers is making all nations His disciples (Matthew 28:19-20). The task is aiming for others' transformation through Holy Spirit. Christians as His instruments have to assist others to have their lives transformed. Facilitating others to have transformation means Christians have to experience the transformation by themselves first. Christians have to experience how God works within them and make them grow to become a more mature person in spirituality. Therefore, being authentic before God is important. To be authentic, Christians are ready to be molded for the sake of God's purpose through their lives (Ephesians 2:10). In other words, being a Christian leader means being a transformational leader.

There are four components of authentic transformational leadership based on Bass' idea (B. M. Bass & Steidlmeier, 1999, p. 1). They share idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Particularly, a transformational leader provides vision and mission, gains respect and trust, communicates high expectations, expresses purposes in simple ways, promotes intelligence, rationality, and problem-solving, gives personal attention, coaches, and treats others individually (B. Bass, 1990, p. 22). Transformational leadership can be learned and it can be the subject of management training and development (p. 27). Research has shown that leaders at all levels can be trained to give influence both verbal and nonverbal performance.

There are three experts of Christian leadership discussed below, i.e. George Barna, Leighton Ford, and Ian Parkinson. Regarding the perspective transformation of the program planning, Flood and Romm's Triple Loop Learning is applied. There are three guiding questions to planning a program according to Flood and Romm (Flood et al., 1996, p. 11), i.e. 1) What should we do? (asking about the definition of Christian leadership), 2), Why should we do it? (asking about the purpose of Christian leadership), and 3) How should we do it? (asking about the implementation method).

According to Barna, Christian leadership is leading people with and through Christ-like character and demonstrating the functional competencies that permit effective leadership to take place based on God's call (Barna, 1998, p. 25). Ford, on the other hand, shared that it is leading people by keeping the atmosphere of the community and bringing the members to a future and hope (Ford, 1993, p. 15). Parkinson states that it is a relational process of social influence through which people are inspired, enabled, and mobilized to act in positive and new ways toward the achievement of a shared goal (Parkinson, 2020). In summary, Christian leadership is leading people with Christ-like characters and functional competencies to have a future and hope through a social and relational process that inspires them to act in positive ways to achieve the goal.

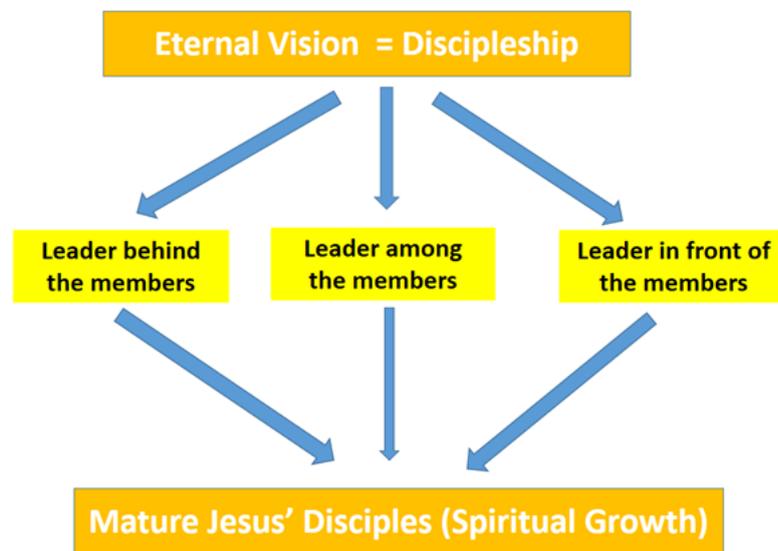
Again, Barna shared his opinion on the purpose of Christian leadership, i.e. to serve God by guiding His people to have progress and spiritual depth and Christian formation effectively and obediently (Barna, 1998, p. 20). In accord with Ford, it is to help people to find religiosity and hope (Ford, 1993, p. 21). Parkinson's idea on it is to help people to move towards fully mature, responsible personhood (Parkinson, 2020). The conclusion the purpose of Christian leadership is to serve God by helping people to grow in Christ and become spiritual and mature Jesus' disciples.

The next discussion is about how to carry out Christian leadership or the method. Barna applies the thirteen principles of a spiritually mature leader (1 Timothy 3:1-7) - (Barna, 1998, p. 105). Further, Ford mentions some ways, they are empowering leaders, vision, communication, trust, and empowerment. While Parkinson's ideas are 1) establishing a development culture; 2) cultivating a vision for 'whole-life discipleship'; and 3) devising a strategy for leadership development (Parkinson, 2020). To summarize, the method to lead Christianly is by experiencing the thirteen principles of eldership (1 Tim 3:1-7); having a vision of discipleship; having clear and intentional communication, and empowering others through positive and supportive culture.

The synthesis from the three experts above about Christian leadership is as follows. Christian leadership means leading people with Christ-like characters and functional competencies to have a future and hope through a social and relational process that inspires them to act in positive ways to achieve the goal. The purpose of this leadership is to serve God by helping people grow in Christ and become more mature in spirituality as Jesus' disciples. To start leading, a Christian leader has to experience the thirteen principles of eldership (1 Timothy 3:1-7), have a vision of discipleship, have clear and intentional communication, and empower others through positive and supportive culture.

The synthesis is described in Figure 1. It is shown that a leader can be at the back, among, and in front of the team. It depends on the need, but the leader's movement or position change is driven by the vision, not by intuition only. When the team needs support, the

leader can be at the back to give support. When the team needs a person who can listen and discuss, the leader can be among them. When the team tends to choose the wrong way, the leader can be in front to show the right way. The purpose of every leader's position in achieving the vision that is the eternal vision, discipleship.



**Figure 1.** Christian Leadership

Based on the synthesis above and thought flow, the objectives of leadership training are broken down into two, i.e. the general objectives (the derivatives of the theory synthesis) and the specific objectives (the expected outcomes after joining the leadership training). The specific objectives are based on Bass' characteristics of a transformational leader (1990, 22).

There are eight general objectives with their specific objectives and characteristics of a transformational leader (Bass, 1990, 22). The first is leading others with Christ-like character and functional competencies. The specific objectives are showing sincerity, enthusiasm, and curiosity in learning about leadership and dealing with colleagues in their committee or organization as well as having a great willingness to apply it in their contexts. The character belongs to the intellectual stimulation category. The second is practicing building social and relational communication. Its specific objective is gaining respect and trust from colleagues in doing a training project. The character belongs to the idealized influence category.

The third is encouraging people to act in positive ways to achieve the goal. The specific objective is to support colleagues by giving honest feedback when doing group work. The character belongs to the individualized consideration category. The fourth is helping people to grow spiritually. The specific objective is listening to colleagues' complaints or suggestions and praying for them. The character belongs to the individualized consideration category. The fifth is applying the thirteen principles of

eldership (1 Tim 3:1-7). Its specific objective is showing an authentic life by doing group work. The character belongs to the idealized influence category.

The sixth is having a vision of discipleship. Its specific objective is having learning goals that are responding to God's call and maximizing God's gifts as well as talents in doing the group work. The character belongs to the inspirational motivation category. The seventh is having clear and intentional communication. The specific objective is communicating with colleagues clearly and intentionally in respectful ways (attitudes and positive word choice). The character belongs to the inspirational motivation category. The eighth is empowering others through positive and supportive culture. The specific objective is to build positive working culture and encourage as well as support colleagues to do individual or group work in new ways. The character belongs to the intellectual stimulation category.

The objectives above will be best conducted through training. The idea is supported by Damşa who says that research training activities that are linked with practice are more relevant for students since they enable them to build their repertoire of knowledge and teaching practices (Damşa, 2018). In this context, Christian leadership will be meaningful for the student teachers when they practice. Another research proves that future teachers have positive views about the educational research training they have received especially as a tool for professional development and teacher empowerment (van Katwijk, Berry, Jansen, & van Veen, 2019). In other words, training can develop professionalism and empowerment.

## **2. Research Method**

Pelita Harapan foundation builds a lot of Christian schools across Indonesia. These schools need Christian teachers who are not only ready to lead the classes but also to lead the school. Developing leadership skills in Christian schools are very essential since leadership deals with discipleship. Fomum stated Christian leadership is not only a status or a title but a position as Jesus' follower which needs to be maintained and accounted for by God. Christian leaders should reflect Christ-likeness in all life areas (Fomum, 2015). This is qualitative research. The data will be explained descriptively. The data source can be people's own words or records of people's behavior (Taylor, Bogdan, & DeVault, 2016). There are two kinds of data gathered, i.e. interview and document data. The primary data is the training report document. The 2019 Basic Christian Leadership Training (BCLT) report as the secondary data was studied in January 2021.

The in-depth interview used open-ended questions. The interviewee was able to use their language, and provide long and detailed responses if necessary (Leavy, 2017, p. 139). In the research, the interview with the SS training coordinator as the primary data was conducted in February 2021.

Below is the guideline to do the interview and analysis of the training report data.

**Tabel 1.** The Document Analysis Guideline

No.	Questions	Findings
1	What was the rationale of the BCLT?	
2	How was the BCLT organized?	
3	What was the evaluation of the BCLT program?	

**Tabel 2.** The Interview Guideline

No.	Questions	Findings
1	What was the BCLT program?	
2	What was the purpose of the BCLT program?	
3	How long has the BCLT program been held since TC was founded?	
4	How was the BCLT program organized?	
5	What were the challenges of holding the BCLT program?	

First, the 2019 BCLT report document was studied. Secondly, the training coordinator was interviewed to clarify the document. Thirdly, the researcher compared the training report data with the training coordinator's interview data. Fourthly, the researcher analyzed all the data. Finally, the researcher proposed a recommendation to study further.

### 3. Results and Discussion

There were two kinds of data gathered for the research. The first data was the 2019 BCLT report. The 2019 theme was a New Me (Leader: The Renewed Person) taken from Psalms 139:13-18 and Ephesians 4:21-24. Its theological foundation was the Doctrine of Man and Sin. There were four Program Learning Outcomes (PLO) of this training, the participants were expected to 1) perform independent and qualified work, 2) collaborate and do peer evaluation, 3) have social awareness; and 4) show a responsive, reflective, and responsible manner. These PLOs facilitated the student teachers to embody the Teachers College graduate profile that is developing their character, calling, competence; and compassion.

The 2019 BCLT had three sessions. The topic for the first session was *Broken Vessel* and the second one was *Steadfast Leader*. The first and two sessions were handled by TC professors. The last session topic was *Leading in God's Guidance* guided by TC alumni who became school leaders. The training lasted for three days. The last activity was outbound. The purpose of the program was to equip the participants with Godly character, leadership competence, and caring as well as with biblical values and principles. The training materials encouraged the participants to develop their knowledge - head (being reflective), affection – heart (being responsive), and skill – hand (being responsible). By the end of the training, the evaluation was collected from both the committee and participants. The committee's evaluation focused on punctuality, teamwork, and responsibility. While the participants' evaluation was more on knowing self-better, learning to lead, and building supportive

teamwork.

The secondary data was based on the interview with the SS training coordinator. According to his explanation, this BCLT program was for first-year students. The training was given after the student teachers had the Foundations of Christian Education course. This BCLT program was mandatory for student teachers since 2008. Nevertheless, the theme was never the same each year - depending on the participants' needs. To determine the participants' needs, SS worked with the Student Council, TC mentoring, and the ministry team. In each training, there were three sessions with two sessions for sharing leadership theories by professors and one session for TC alumni (Christian school leaders) for sharing experiences. The last activity was outbound. The 2019 BCLT program lasted for three days. The evaluation of BCLT from the SS was the improvement of positive participant engagement, social awareness, and discipline improvement.

Based on the two data above, it can be concluded that BCLT gives a positive impact on the student teachers individually or as a team. The students became more disciplined in dormitory life, more responsible in teamwork, and more knowledgeable in finishing a task. Those were the statements of the training participants found in the BCLT report document. They improved their knowledge and skill of leadership as well as their affection as a leader. Therefore, the annual leadership training requires to be kept preparing the student teachers to be transformational leaders.

Seeing the factors that make BCLT not done during the pandemic of Covid-19 and the need for BCLT, the recommendation is made toward the implementation. An adjustment is needed so that BCLT can be done in an online context. The perspective of having online BCLT is underpinned by the idea that many institutions of higher education have begun to make teaching programs more effective with the implementation of online technology (Seifert, 2021). Further, the quality of online education such as communication, technology, time management, pedagogy, and assessment has been investigated (Limperos, Buckner, Kaufmann, & Frisby, 2015). It means that online leadership training is worth trying.

Table 3 below describes the online BCLT program which is arranged based on the Integrated Learning Model, Learning Pyramid, Vella's Seven Steps of Designing Learning Program, Christian leadership, and Teachers College vision and mission. The online training is expected to lead the student teachers to become transformational leaders who possess God's calling, Christ-like character, and functional competencies. Integrated Learning Model is chosen because it accommodates all student teachers' domains to develop, i.e. academic (head), spiritual (heart), and practical (skill). The learning pyramid is used to ensure that all activities are arranged starting from the low to higher order thinking skills. So, the training will be meaningful for each participant. Vella's Seven Steps of Designing Learning Program is also applied to guarantee that all aspects of training are prepared appropriately starting from the participant selection until the training implementation. This training design will be appropriate for the online context to be effective in implementing BCLT.

**Table 3.** Online Basic Christian Leadership Training Steps

No.	Learning Steps	Students' Activities	Outcomes
1	Students have some sessions about leadership: WHO, WHAT, WHY, and HOW for 4-8 sessions. Module, PPT, recording, the working document for discussion result and reflection journal, and guiding questions are provided (LECTURE & READING STAGE).	<ol style="list-style-type: none"> <li>1. Lecturing</li> <li>2. Class Discussions</li> <li>3. Group Discussions</li> <li>4. Individual Reflection Journal</li> <li>5. Case Study</li> <li>6. Presentation</li> <li>7. Question and Answer</li> <li>8. Reading books, journals, articles</li> </ol>	<ol style="list-style-type: none"> <li>1. Showing sincerity, enthusiasm, and curiosity in learning about leadership</li> <li>2. Presenting the leadership theories clearly</li> <li>3. Reflecting on the leadership theories to see the leadership talents and gifts within themselves</li> <li>4. Understanding the leadership theories personally or with a group</li> <li>5. Discussing the leadership theories in class or group discussion in a collaborative way</li> </ol>
2.	Students observe and join activities of Christian school leaders (Principals, Curriculum Coordinators, or Team Leaders) for about 2-4 weeks to see the leadership implementation in each school leadership contextually (AUDIOVISUAL, DEMONSTRATION, & DISCUSSION).	<ol style="list-style-type: none"> <li>1. Making a checklist for observing the school leaders</li> <li>2. Interviewing with school leaders</li> <li>3. Making a summary of the observation</li> <li>4. Analyzing the summary with groups</li> <li>5. Making 3-5 leadership key principles (1 principle = 1 sentence with an active verb) based on the discussion to be applied to the</li> </ol>	<ol style="list-style-type: none"> <li>1. Designing an observation checklist</li> <li>2. Designing an interview guideline</li> <li>3. Interviewing school leaders</li> <li>4. Summarizing the results of observation and interview</li> <li>5. Creating 3-5 sentences of leadership</li> </ol>

	students' leadership context. For example, a great leader listens to others' suggestions.	principles
3. Students join committees or organizations as well as institutions in 3-6 months and apply their leadership key principles (PRACTICING).	<ol style="list-style-type: none"> <li>1. Joining an organization / institution/committee (they can join teaching, research, community services, university events, or local events)</li> <li>2. Filling the observation checklist to do weekly self-evaluation and reflection.</li> <li>3. Asking colleagues and leaders to give feedback on their committee/organization participation in terms of their competencies and character.</li> </ol>	<ol style="list-style-type: none"> <li>1. Joining a committee/organization/ministry for 3-6 months (depending on the working contract)</li> <li>2. Writing weekly self-evaluation and reflection</li> <li>3. Reflecting on the feedback from colleagues and leader</li> </ol>
4. Students evaluate with the groups and share experiences about the implementation of the 3-5 leadership key principles. Then, take in turn sharing the self-reflection. After that, they design a new plan for the next project. The result can be the revised leadership key principles or a new design of the implementation method. The group writes a leadership article about their experiences, outcomes, and revised leadership key principles as well as the implementation design based on the context (EVALUATING, REFLECTING, & MAKING FURTHER ACTION).	<ol style="list-style-type: none"> <li>1. Evaluating with the groups about the experiences of implementing the 3-5 leadership key principles.</li> <li>2. Sharing self-reflection.</li> <li>3. Designing a new plan for the next project: revising the leadership key principles or the implementation method.</li> <li>4. Writing a leadership article about their experiences, outcomes, and revised leadership key principles as well as the implementation design based on the context in groups.</li> </ol>	<ol style="list-style-type: none"> <li>1. Evaluating the experiences of joining a committee/organization/ministry and the implementation of leadership principles</li> <li>2. Sharing reflection</li> <li>3. Revisiting the leadership principle or the implementation method</li> <li>4. Writing a leadership article with the group</li> </ol>

Above all, the recommendation about online leadership training should be studied further if it will be applied to fulfill the need of Teachers College.

## 5. Conclusion

The factors that make Basic Christian Leadership Training not held during the pandemic Covid-19 are because leadership skill development would be integrated into all campus activities and courses as well as the onsite program especially outbound could not be implemented in an online context. Therefore, a leadership training program that can be implemented in an online context is recommended. The online leadership training recommendation is arranged based on the Integrated Learning Model, Learning Pyramid, Vella's Seven Steps of Designing Learning Program, Christian leadership, and Teachers College vision mission.

## Acknowledgments

Special thanks go to Dr. Gustavo Crocker, Ph.D. for his great teaching on Leading for Transformation in Diverse Contexts and Irene Yang, Ed.D. for her constructive feedback on Curriculum Development, Contextualization, and Assessment in APNTS. Thank you also to Bapak Yogi Saputra for his valuable sharing about Teacher College Students Leadership Program.

## References

- Baker-Doyle, K. J. (a 2021). *Transformative Teachers: Teacher Leadership and Learning in a Connected World*. Harvard Education Press.
- Barna, G. (1998). *Leaders on Leadership: Wisdom, Advice, and Encouragement on the Art of Leading God's People*. Gospel Light Publications.
- Bass, B. (1990). *From transactional to transformational leadership: Learning to share the vision*. [https://doi.org/10.1016/0090-2616\(90\)90061-S](https://doi.org/10.1016/0090-2616(90)90061-S)
- Bass, B. M., & Steidlmeier, P. (1999). Ethics, character, and authentic transformational leadership behavior. *The Leadership Quarterly*, 10(2), 181–217. [https://doi.org/10.1016/S1048-9843\(99\)00016-8](https://doi.org/10.1016/S1048-9843(99)00016-8)
- Coll, K. M., & Ruch, C. P. (2021). Academic Deanship in a Post Pandemic Institution. *International Journal of Higher Education*, 10(5), 132–137.
- Damşa, C. (2018). "Research and Development Tasks in Teacher Education: Institutional Framing and Student Experiences," *Reconfiguring Knowledge in Higher Education*, pp. 149-167, [https://doi.org/10.1007/978-3-319-72832-2\\_9](https://doi.org/10.1007/978-3-319-72832-2_9).
- Flood, R. L., Flood, R. L., & RThe. R. A. (1996). *Diversity Management: Triple Loop Learning*. Wiley.
- Fomum, Z. T. (2015). *Basic Christian Leadership*. ZTF Books Online.
- Ford, L. (1993). *Transforming Leadership: Jesus' Way of Creating Vision, Shaping Values Empowering Change*. InterVarsity Press.
- Leavy, P. (2017). *Research Design: Quantitative, Qualitative, Mixed Methods, Arts-Based, and Community-Based Participatory Research Approaches*. Guilford Publications.

- Lidewij van Katwijk et al., “‘It's Important, but I'm Not Going to Keep Doing It!': Perceived Purposes, Learning Outcomes, and Value of Pre-Service Teacher Research among Educators and Pre-Service Teachers,” *Teaching and Teacher Education* 86 (2019): p. 102868, <https://doi.org/10.1016/j.tate.2019.06.022>.
- Limperos, A.M., et al.. (2015). “Online Teaching and Technological Affordances: An Experimental Investigation into the Impact of Modality and Clarity on Perceived and Actual Learning,” *Computers & Education* 83: pp. 1-9, <https://doi.org/10.1016/j.compedu.2014.12.015>.
- Magaña-Medina, D. E., Aquino-Zúñiga, S. P., Valdés-Cuervo, A. A., & Parra-Pérez, L. G. (2021). Transformational Leadership and the Learner-Centred Teaching Approach. *South African Journal of Education*, 41. <https://eric.ed.gov/?q=transformational+teacher&ft=on&id=EJ1333328>
- Parkinson, I. (2020). *Understanding Christian Leadership*. SCM Press.
- Roberts, G.E. (2015). *Developing Christian Servant Leadership: Faith-Based Character Growth at Work*. Palgrave Macmillan.
- Seifert, T. (2021). “Students’ Perceptions of Online Teaching and Learning,” *Malaysian Online Journal of Educational Technology* 9, no. 3: pp. 1-12, <https://doi.org/10.52380/mojet.2021.9.3.213>.
- Taylor, S. J., Bogdan, R. & DeVault, M.L. (2016). *Introduction to Qualitative Research Methods: A Guidebook and Resource*. John Wiley & Sons, Inc.
- Was, C. A., & Greve, M. (2021). Undergraduate Student Goal Orientations and the Impact of COVID-19: Student Effort Following the Pandemic Shutdown. *Educational Research: Theory and Practice*, 32(1), 23–29.



**UPH PRESS**

Penerbit UPH Press  
Kampus Universitas Pelita Harapan  
Gedung C Lantai 3  
Jl. MH. Thamrin 1100 Lippo Village  
Karawaci, Tangerang 15811

ISBN 978-602-5859-17-5 (PDF)

