

THE ROLE OF SHEPHERD TEACHER TO CREATE MEANINGFUL LEARNING THROUGH FOUR COMPONENTS OF CHRISTIAN TEACHING

Raniati Febriana Mone
01314200015@student.uph.edu
Primary Teacher Education Study Program
Faculty of Education

ABSTRACT

Education is a means for humans to develop the potential through the learning process. Rather, Christian education transforms a person's life, reconciles, and restores the image of God from humans who had been damaged by sin. Therefore, Christian schools are called to transform, reconcile, and restore the image of God in students. In doing so, Christian schools need shepherd teacher to create meaningful learning so that students as sheep are guided to become the sheep who trust and obey. Christian teacher as shepherd must pay attention to the four components of Christian teaching and the four steps to create meaningful learning. So, this paper aims to discuss the role of shepherd teacher to create meaningful learning through four components of Christian teaching and the steps that shepherd teacher can take to create meaningful learning. The research method that is used is literature review. Based on the literature review, it can be concluded that teachers have the important task in creating meaningful learning. The suggestion for the next writer is to give a concrete example of the four components of Christian teaching through observation and to apply the four steps to create meaningful learning in the classroom.

Keywords: Christian education, Christian Teacher, Shepherd, Components, Meaningful Learning

ABSTRAK

Pendidikan adalah sarana bagi manusia untuk mengembangkan potensi melalui proses pembelajaran. Lebih dari itu, pendidikan Kristen adalah pendidikan yang mentransformasi, merekonsiliasi, dan mengembalikan gambar Allah dalam diri manusia yang telah rusak karena dosa. Oleh karena itu, sekolah Kristen dipanggil untuk mentransformasi, merekonsiliasi, dan mengembalikan gambar Allah pada diri siswa. Dalam mencapai itu, sekolah Kristen membutuhkan guru Kristen sebagai gembala untuk menciptakan pembelajaran yang bermakna sehingga siswa dibimbing menjadi domba yang percaya dan taat. Guru Kristen sebagai gembala harus memperhatikan empat komponen pengajaran Kristen dan empat langkah menciptakan pembelajaran bermakna. Oleh karena itu, tujuan dari paper ini adalah membahas peran guru sebagai gembala untuk menciptakan pembelajaran yang bermakna melalui empat komponen pengajaran Kristen dan empat langkah yang dapat dilakukan oleh guru sebagai gembala dalam menciptakan pembelajaran yang bermakna. Adapun metode yang digunakan dalam paper ini adalah kajian literatur. Berdasarkan kajian literatur, kesimpulan yang dapat diambil adalah guru mempunyai peran penting dalam menciptakan pembelajaran yang bermakna. Saran bagi penulis selanjutnya adalah memberikan contoh konkret mengenai empat

komponen pengajaran Kristen melalui observasi dan mengaplikasikan empat langkah untuk menciptakan pembelajaran yang bermakna di dalam kelas.

Kata kunci: Pendidikan Kristen, Guru Kristen, Gembala, Komponen, Pembelajaran Bermakna



BACKGROUND

Education is a means for humans to develop their potential through the learning processes (Fitri, 2021). Furthermore, Christian education aims to transform people's life. The functions of Christian education are to reconcile and restore the image of God in students (Knight, 2009). The Bible said that man in this world is a fallen creature. God created man to be a special and spiritual creature, made perfectly in His image. But since the fall, the image of God in man is not obliterated, it is corrupted.

Humans still bear the image of God, but the image is not perfect as it was. The image of God in man is broken and defiled (Tow & Khoo, 2007). Also, the darkness of sin has polluted all aspects of human life. Therefore, Christian education brings people to light (Bastin, 2022). This means, Christian education guides people out from the darkness of sin to God as the Light.

Christian education has Bible as the foundation. This is because the Bible has authority over all areas of life (Bavinck, 2011), including education. With the Bible as the foundation, Christian education provides learning that is in accordance with God's word and brings each person to a true knowledge of God. In the end, Christian education becomes one of the instruments that can be used to glorify God. Therefore, Christian schools that are part of Christian education have the task of emphasizing the values of the Christian faith and serving as a means of transforming educators and students (Simamora, 2014).

Then to achieve the goals of Christian education, Christian teachers are needed as the agents of reconciliation (Knight, 2009). To do their role as agents of

reconciliation, Christian teachers need to provide loving guidance according to God's word. God calls Christian teachers to guide students on the path of wisdom because Christian teachers are shepherds (Brummelen, 2015). A shepherd is someone who cares for and guides the sheep. In Luke 15:3-7, Jesus spoke of the shepherd who, although ninety-nine of his sheep were safe, went to find the one that was missing (Erickson, 2013). Therefore, Christian teachers are called to find those who are lost and bring them to Christ.

As a shepherd, everything that comes out from Christian teachers must be wise. It means that it should bring love, grace, and hope to other people. Besides, it must be centered on God's truth. So, it should not be according to human wisdom. Hence, Christian teachers must have a good understanding of the Scripture (Tong, 2006). This is important so that teachers can guide students to His truth.

However, knowledge of God's word is not enough. The main qualification of Christian teachers is to have a personal relationship with Jesus Christ (Knight, 2009). Christian teachers who have a good spiritual life will reflect the truth of God in their life. Then, Christian teachers need to rely on God completely and unconditionally so that the Holy Spirit can use the teacher as His instrument (Dyk, 2013). Only the power of the Holy Spirit can enable the Christian teacher to do this significant role.

When carrying out his role as shepherd, God requires the teachers to look for His lost sheep (Priyatna, 2017). This signifies that Christian teachers must be active in guiding students and reaching students who do not know God so that each student is directed to live a life as God's sheep who trust and obey. Thus, Christian

teachers must create a meaningful learning that will impact the students' life as sheep of God.

Meaningful learning is a learning process that can add to students' experience through problems that exist in the surrounding environment through systematic efforts based on relevant concepts so that meaningful learning makes students understand not memorize the material (Andrian, 2017). However, for Christian education, meaningful learning is more than just understanding the material. Meaningful learning should lead to an understanding of God's calling (Brummelen, 2015). Through meaningful learning, students know their identities as *Imago Dei* and do their responsibilities according to God's word.

So, in meaningful learning, the teachers do not only provide the material. But there are still teachers who only provide material for students. For example, the *Journal of Primary School Education* explains that there are students who are bored and less active in learning because teachers only focus on the material and ask students to do assignments (Prihatiningsih & Setanigtyas, 2018). This does not match the characteristics of meaningful learning which requires the teachers and students to be active.

In addition, teachers do not only care about the cognitive area in meaningful learning. But, in practice, teachers still only care about the cognitive area. For example, the *Bioma Journal* states that meaningful learning is designed to strengthen students' cognitive abilities by connecting new material with old concepts (Setyo, 2011). If this happens continuously, then learning has no impact

on the whole life of students. Therefore, Christian teachers must create meaningful learning for students.

Based on the facts above, the problems that will be discussed in this paper are:

1. What is the role of shepherd teacher to create meaningful learning through four components of Christian teaching?
2. What are the steps that shepherd teacher can do to create meaningful learning?

Then, this paper aims to the role of shepherd teacher to create meaningful learning through four components of Christian teaching and the steps that shepherd teacher can do to create meaningful learning. Thus, the research method that is used on this paper is literature review.

CHRISTIAN EDUCATION

According to Bonde, Christian education is an effort of the Christian community to transform. Then Graham argues that Christian education is the process where we learn to act like Him and do His work. Through these two opinions, it can be concluded that Christian education is an effort made by Christians to transform and learn to behave like Christ and do His work. However, in the process of transformation and learning, Christians still need God's help. This is because transformational change comes from God (Thayer, 2018).

Christian education is described in the Old and New Testaments (Sidjabat, 1999). In Deuteronomy 6:1-9,20-25, 11:18-20, implies that education must occur

in the family. God calls parents to educate their children in terms of knowledge, life skills, and faith in God . So, parents have an important role in helping their children to live in fear of God. Then in Deuteronomy 30:11, and 32:4, God also educates all Israel. When they were in the wilderness, God educated them by leading and calling them to obey His commands. On the other hand, in the New Testament, Jesus educates His people with verbal teachings, sermons, parables, and concrete actions. Jesus set an excellent example in educating His people.

According to Sidjabat, there are six main theological ideas as principal elements in educational activities. The first element is knowing God. Knowing God means having a relationship with God. This is because knowing God cannot be separated from a relationship with God that is built based on a harmonious relationship with God (Waruwu, 2021). Therefore, Christian education is here to bring every individual who is involved in it to the true knowledge of God.

The second element is a view of the position and function of the Bible. The position of the Bible is as the foundation of Christian Education. This is because the Bible is the Word of God, all of which have been revealed and inspired by God (Bastin, 2022). This means that every component of Christian education must be according to the Bible. The functions of Bible are the standard of Christian education, the test of everything that enters Christian education, and the supplier of all that is needed in the Christian education (Jones, 2005).

The third element is knowing Jesus Christ. Knowing Jesus Christ is the same as knowing God because Jesus is God. The book of Mark explains that Jesus is God who came into the world to serve (Tamarol, 2016). One of the examples that He did

was to educate people about the truth. More than that, everything that Jesus Christ did was a perfect form of education not only in His words but also in His deeds. Therefore, Christian education is centered on God through the work of Jesus Christ (Darmawan, 2016). This means that every activity in education reflects Christ. Christian education is called not only to teach how to live like Christ but also to give the examples to people about living a life according to Christ so that many people will come to Him.

The fourth element is knowing the Holy Spirit and His role. Holy Spirit is God (Swaggart, 2018) and He is The Third Person of The Trinity. The Holy Spirit has the role to bring regeneration or new spiritual life (John 3:5-8). Besides, based on Acts 1:8 and 1 Corinthians 12:7-11, Holy Spirit also empowers people for service (Richey, 2011). The Holy Spirit has a significant role in everyone's life. Therefore, Christian education must teach a correct understanding of the Holy Spirit.

The fifth element is man, his position, and calling. Humans are created by God in the image of God or Imago Dei. As Imago Dei, humans are called by God to take care of the earth (Saragih E. A., 2019). It means that humans must take care of every creation that God has created. However, human nature was corrupted by the fall of man into sin (Gondowijoyo, 2015). This means, the image of God in man has been corrupted by sin. Not only that, the relationship between God and man was finally damaged.

Therefore, God sent His Only Begotten Son, Jesus Christ, to come into the world and sacrifice Himself on the cross. Christ's sacrifice restores the image of

God in man and the relationship between God and man. This restoration also enables humans to carry out their calling as Imago Dei for the glory of God. Likewise, humans are called by God to do every commandment of God that He has said in the Bible. Therefore, Christian education has a duty to constantly remind every person of their identity and calling as a person who has been redeemed by Christ.

The sixth element is maturity. A spiritually mature Christian is a person whose whole character-dispositions, words, and actions-emulates the character of Christ (Rankin, 2011). In Hebrews 5:14 it is explained that Christians need maturity so that they are not easily influenced by the teachings of the world and continue to learn to distinguish between right and wrong (Lie, 2017). It takes a long time and process to be mature. Therefore, Christian education must continue to teach the truth to everyone so that with God's help they become mature.

Every element that has been described must be taught by Christian education to every individual who is involved in Christian education. In this case, Christian schools which are one component of Christian education need to proclaim these six elements in every activity. Thus, every individual in the school, both teachers as educators and students, can live a life according to the Scripture.

THE ROLE OF SHEPHERD TEACHER THROUGH FOUR COMPONENTS OF CHRISTIAN TEACHING

Christian teachers are God's co-workers who carry out their calling in the field of education (Tung, 2015). When carrying out this role, the Christian teachers must imitate Christ as the Great Teacher. In Matthew 9:35, Jesus uses teaching as

his strategy and everything Jesus does is a teachable moment (Thayer, 2018). Furthermore, the calling of Christian teachers is not just to teach like Jesus. Christian teachers are called to be shepherd that guide students in the right direction (Brummelen, 2015).

In Hebrews 13:20, Jesus is mentioned as the Great Shepherd of the sheep (Lee, 2003). A shepherd is a caring loving person that God has called to look after His people that are called as sheep (Heward-Mills, 2014). Besides, in Luke 15:3-7, Jesus said that the shepherd cares about the one lost sheep and searches until he finds it. (Erickson, 2013). So, a good shepherd is a shepherd who imitates the Great Shepherd in showing love and care for each of his sheep. This is indicated by the shepherd who is willing to seek and find the lost sheep.

Christian teachers need to pay attention to four components in carrying out their role as good shepherds. First, Christian teachers guide students to become disciples of Christ who want to develop their talents to fulfill their calling in life more deeply and completely (Brummelen, 2015). In this case, Christian teachers need to guide students to know their talents and God's calling on their lives. Therefore, teachers need to provide learning that can enable students to know their talents and their calling in life.

Second, Christian teachers fill the classroom with truth, justice, compassion, and respect (Brummelen, 2015). Classes should be Bible-based so that the overall activities in the class can help students live Bible truths. Everything the teacher does in the classroom must reflect justice. Teachers should not discriminate against students based on social status, economy, culture, and so on. For example,

if someone makes a mistake then the teacher must give the consequences that are full of mercy and justice.

Then, the teacher must also imitate the example that Christ gave as the Great Shepherd who loves each of His sheep. As believers, we are His sheep who receive the abundance of His love (Subiantono, 2015). Therefore, Christian teachers who have received the love of Christ should share that love with students through the lessons they bring. Teachers can share God's love with students by giving praise to students who do good things and still showing love to students who have made mistakes.

Third, Christian teachers unfold an understanding of creation, the effects of sin, redemption, and restoration (Brummelen, 2015). Christian teachers must encourage, guide, and direct students to have the right perspective on creation, the influence of sin, redemption, and restoration through each learning activity. This is so that students are not easily influenced by misleading issues. Fourth, Christian teachers enable students to use their talents to serve God and others (Brummelen, 2015). The shepherding must be based on the understanding that every student is the image and likeness of God who has been given various talents from God. The teacher helps the students to use every talent gratefully for the glory of God.

Bruggen in Harianto explains that the teacher acts as a shepherd who must serve voluntarily and self-sacrifice (Harianto, 2012). When shepherding students, the teacher really does this patiently and lovingly. Without a deep love for Christ, this will be challenging task for teachers (Agnesiana, et al., 2021). This is because shepherding the students is not an easy thing. Every student has strengths and

weaknesses, so Christian teachers must serve wholeheartedly with the guidance of the Holy Spirit.

In carrying out the role as shepherd teacher, Christian teachers need God's wisdom. In this case, the shepherd teacher must have the true knowledge of God. In addition, Christian teachers must also have a personal relationship with God. This is because Christian teachers are finite being and need God as an infinite being. Therefore, Christian teachers are expected to continue to depend on God so that they are enabled to lead students to Christ.

MEANINGFUL LEARNING

Meaningful learning occurs when new knowledge is related to previous knowledge, and students are actively learning and involved (Dzaldov, 2018). Then Mayer in Bower (2017) explains that meaningful learning tries to shift students beyond merely remembering knowledge to making sense of what they have learned so that they can apply it in another context. From these two opinions, it can be concluded that meaningful learning is a learning process that connects old understanding with new understanding so that students understand what they have learned in depth and can apply it in everyday life.

Meaningful learning requires good planning from the teacher. For this reason, teachers need to pay attention to four stages to develop meaningful learning. The first step is setting the stage where the teachers can give the essential questions that enable the students to understand the direction of the teacher's thinking as the long-term goal (Barbiere, 2018). In this step, the teacher asks questions encouraging students to give reactions, , submit answers or suggestions, and draw personal

conclusions (Brummelen, 2015). So, the teacher is tasked with listening and receiving every answer from students.

The second step is disclosure. In this step, the teacher presents questions and encourages students to ask questions (Brummelen, 2015). So, in this step, there is an active role of teachers and students in asking questions. Asking questions in the learning process will improve the thinking process (As'ari, Zayyadi, Puspa, & Purnawati, 2021). Then at this step, the teacher can also share enduring understandings related to the material. Enduring understandings are statements that have lasting value beyond the classroom and that students can remember throughout their lives (Allen R. , 2007).

The third step is reformulation. This step explains that learning will not be meaningful if students are not able to formulate the main concepts of the topic in the student's concept (Zendrato, Putra, Cendana, Susanti, & Munthe, 2019). In this step, the teacher provides opportunities for students to apply concepts and theories and then solve problems (Brummelen, 2015). The fourth step is transcendence. In this step, students will share the learning products with others (Brummelen, 2015). The teacher will provide opportunities for students to develop their creativity in presenting their products.

In carrying out these four steps, teachers are given the freedom to choose what teaching strategies and methods will be used. However, teachers still must pay attention so that the strategies and methods used can meet the needs of the class. This is because classrooms are extremely diverse. Students have diverse backgrounds, interests, abilities, experience, and learning styles (Allen, Scheve, &

Nieter, 2011). Therefore, Christian teachers must be aware of the diversity of students as God's creation. Then, teachers need to master various strategies and teaching methods to create meaningful learning where all students can have the firm understandings of the material and apply it in everyday life.

DISCUSSION

Christian education is education that transforms people's life. In addition, Christian education aims to restore the image and likeness of God in humans. Scripture said that man was created in the image and after the likeness of God (Gen. 1:26,27; 9:6; Jas. 3:9). Also, in 1 Corinthians 11:7 speaks of man as being and as bearing the image of God (Berkhof, 1996). However, humans chose to disobey God's commandments and ended up falling into sin. Man still bears the image of God but that image has been corrupted by sin (Hoekema, 2008).

Sin also destroys man's relationship with God. But God with His great love gave Christ, His Only Begotten Son to atone for the sins of man by coming to earth as a human and dying on the cross. Jesus was a man like us in every way, but He never sinned, and He has gone before us so that we might follow Him and live with Him forever (Grudem, 2009). Christ also restores our relationship with God. We are cleansed by his blood from guilt and renewed by The Holy Spirit (Hodge, 1940). This is the reason for Christian education to bring everyone to Christ so that they are renewed in Christ.

This change must be in harmony with Scripture in the Bible which is the foundation of Christian education. This is because Scripture is also a command that aims to change our behavior in every aspect of life (Frame, 1987). Another reason

is that Christian education determined on biblical foundations provides for a dynamic and diverse educational experience. Therefore, the foundations of Christian education can be identified in both the Old and the New Testaments (Pazmiño, 2008). Thus, Christian education needs to carry out its responsibility to bring the changes according to the Bible.

Christian schools which are part of Christian education are called to carry out their role in transforming students' lives. In achieving that goal, Christian schools need the active role of Christian teachers as agents of reconciliation. Christian teachers have a particularly important task which is to bring every student to the restoration of the image and likeness of God through the work of Christ on the cross. Besides, Christian teachers must imitate Christ's. This is because Christ is the Great Teacher. Jesus as the Great Teacher was superior to the teaching of the Jewish teachers at that time (Sutoyo, 2014). Everything that Christ taught and did set the best example for Christian teachers to emulate.

In carrying out their role, Christian teachers must guide students to Christ. Therefore, the appropriate metaphor for this role is the shepherd. A shepherd guides the sheep. In the Bible, Jesus refers to himself as the shepherd and his people as sheep. Jesus is the Great Shepherd who always cares for each of His sheep. He looks for His lost sheep and lay down His life for His sheep.

The example of Christ's life really shows that He is a Shepherd and Teacher who should be glorified. Hence, Christian teachers should carry out their roles according to Christ. Christian teachers have a great responsibility to teach and guide students to God's truth. However, the Christian teacher cannot carry out his

responsibilities in his own strength. Christian teachers are finite human beings who need God's help.

To do the role of Christian teachers as shepherds in creating meaningful learning, Christian teachers must love and care about their students as the example that Jesus has done. Christian teachers can show their love and care to students by knowing each one of them, give them encouragement every day, recognize their strength and weaknesses, help them if they need something, pray for them, and many more. So, the teachers do not only teach their students, but they influenced the students with the love that comes from God. When the teachers do these, their students will feel loved, and they will enjoy the learning process. Also, the students will become more active in the classroom.

Besides all the examples that are mentioned above, Christian teachers need to pay attention to the role of shepherd teacher to create meaningful learning through four components of Christian teaching. First, the teacher guides students in knowing their talents and God's calling in their lives. In this case, there are several characteristics that indicate students have certain talents. The characteristics are students easily learn things that are their talents without the help from others and feel happy when doing activities related to their talents. (Anggraini, Utami, & Rahma, 2021). In addition to paying attention to these two characteristics, teachers also need to ask about students and their parents' what activities are liked by students. This will help teachers, students, and parents to identify their talents and calling in life.

Second, Christian teachers fill the classroom structure with truth, justice, compassion, and respect (Brummelen, 2015). In creating meaningful learning, Christian teachers must prepare lessons that are in accordance with Bible truth so that justice and love are reflected in learning. So, teachers can show love and justice to students by structuring lessons that accommodate each student's needs or abilities, giving praise to students who do good things, or even rebuking students who make mistakes with compassion.

Third, Christian teachers unfold the understandings of creation, the effects of sin, redemption, and restoration. Unfolding is more than just telling (Brummelen, 2015). To create meaningful learning, the teacher as a shepherd does not only provide material or assignments to students. Teachers should encourage students to think critically about issues related to creation, the effects of sin, atonement, and restoration. But it does not stop there, Christian teachers also need to help students so that they have a biblical perspective so that they are not easily influenced by misleading worldviews.

Fourth, teachers enable students to use their talents to serve God and others. Enabling means involving the ability to practice and develop character with Biblical principles (Brummelen, 2015). To create meaningful learning, Christian teachers need to instill the understanding that each person is given by God different talents to glorify God. Then, the teacher motivates students in developing their talents and helps students to develop their talents by giving thanks for the glory of God (Saragih, Hidayat, & Tamba, 2019).

The four components above can be expressed through every way of teaching delivered by the teacher. So, the teacher as shepherd is not only focused on teaching the material, giving the assignments, and guiding students to become cognitively intelligent. Rather, the teacher as a shepherd can create meaningful learning so that students have a good understanding of God and live a life that glorifies God.

In addition to the four components above, there are four steps that Christian teachers can take as shepherd to create meaningful learning. The first step is setting the stage. In this step, the teacher provides motivation, questions, and problems that will be explored by students (Brummelen, 2015). In this step, Christian teachers as shepherd need to provide essential questions that encourage students to think critically and deeply. Essential questions are big, open-ended questions that have no one obvious right answer (Allen R. , 2007). After giving the essential questions, the teacher does not need to expect the right answers, but the teacher gives the students the freedom to draw conclusions from their own answers.

The second step is disclosure. This step shows the teacher's role in disclosing and showing the interconnectedness of ideas. Besides, in this step, teacher can give the enduring understandings of the material (Brummelen, 2015). The disclosure is to continue the first step so that students know the answers to the previous questions and can relate the ideas that they have thought or received before. Then, teachers in step can provide and deliver the enduring understanding. It is important to deliver the enduring understanding in meaningful learning so that students are directed to the true perspective.

This is because enduring understandings are statements that articulate big ideas. Enduring understandings have lasting value beyond the classroom so that students can remember throughout their lives (Allen R. , 2007). In this step, Christian teachers as shepherd must provide and deliver enduring understandings based on Bible truth. The, the enduring understanding should be applicable. This is because students are expected to remember and practice God's truth throughout their lives.

The third step is reformulation. In this step, the teacher gives some questions to check students' understanding, the opportunity to discuss with their friends, and other practice activities (Brummelen, 2015). The role of the Christian teacher as a shepherd in this step is to provide HOTS questions for the students. HOTS questions require high-order, reflective, logical, metacognitive, and creative thinking skills (Mahmudah, 2018). Therefore, giving HOTS questions is important to sharpen students' thinking skills. In addition, the role of Christian teachers as shepherd in the reformulation stage is to provide opportunities for students to discuss with friends about the questions given or provide other activities that enable students to actively participate, think critically, and apply what they have learned in their daily life. For example, case studies, doing experiments, and others.

The fourth step is transcendence where teachers provide opportunities and choice for the students to create and present their personal products to other people. In this step, teachers also assess and evaluate the students (Brummelen, 2015). The Christian teacher's role as shepherd in this step is to provide advice and direct students to choose the right way to present their work. In addition, Christian teachers as shepherd must evaluate students' products with love and justice.

Based on the four steps above, Christian teachers as shepherd have the significant responsibility in creating meaningful learning. Christian teachers must be creative in planning the meaningful learning so that learning does not only impact students' cognitive but also impacts all aspects of students' lives. However, the Christian teacher will not be able to do it on his own. Christian teachers need God's wisdom and the guidance of the Holy Spirit to be able to carry out their role as shepherds in creating meaningful learning.

CONCLUSION AND RECOMMENDATION

CONCLUSION

Based on the explanation above, Christian teachers have important duties and roles in Christian education especially in Christian schools. Christian teachers are called to be shepherds who guide God's sheep. A shepherd is a person who is entrusted by God to guide His people or His sheep. In carrying out their role as shepherds, teachers need to organize meaningful learning so that students can carry out their calling as God's sheep. For this reason, Christian teachers as shepherd need to pay attention to four components of Christian teaching to create meaningful learning, including:

1. Guiding, the Christian teachers as shepherd guide students to find out their talents and God's call to their lives.
2. Creating a structure, the Christian teachers as shepherd organize and fills the classroom with truth, justice, compassion, and respect.
3. Unfolding, the Christian teachers as shepherd unfold the truth so that students have the correct perspective on creation, the fall, redemption, and restoration.

4. Enabling, the Christian teachers as shepherd enable students to develop their talents for the glory of God.

In addition to the four components above, Christian teachers as shepherd need to take these four steps to create meaningful learning, including:

1. Setting the stage, the Christian teachers as shepherd invites students to think broadly and deeply by providing essential questions, providing opportunities for students to ask questions, and drawing conclusions personally.
2. Disclosure, the Christian teachers as shepherd shows the relationship of ideas and provides an enduring understanding so that students are helped to have a biblical perspective.
3. Reformulation, the Christian teachers as shepherd give questions or activities that can encourage students to think critically.
4. Transcendence, the Christian teachers as shepherd give advice and direct students to choose creative ways to share their work with others.

The four steps above need to be carried out by Christian teachers as shepherds. This is so that Christian teachers not only help students in sharpening their cognitive abilities but also sharpen all aspects of their lives to be more in line with God's Word. In other words, the learning process effects the whole life of students as sheep of God.

Thus, Christian teachers or shepherd teachers must have wisdom from God. The wisdom that God gives will make it easier for Christian teachers to carry out their important duties in shepherding each of their students towards Christ, the

Great Shepherd. Therefore, Christian teachers need to completely depend on God. In this case, Christian teachers need to have a Biblical perspective about God and personal relationship with God.

RECOMMENDATION

The suggestion that can be given to the next writer is to deepen the discussion on concrete examples of the application of the four components of Christian teaching for Christian teachers as shepherd in creating meaningful learning. This can be done by direct observation so that the data is valid and according to the reality at schools. Besides, the four steps that can be taken by Christian teachers as shepherd in creating meaningful learning need to be applied appropriately in the classroom.

REFERENCES

- Agnesiana, B., Mangero, K. S., Simon, T. M., Alungunusa, O. S., Marbun, S., Sarapung, N. E., . . . Lumantak, F. S. (2021). *Wajah Pendidikan Agama Kristen di Masa Pandemi*. Indramayu: Penerbit Adab.
- Allen, K., Scheve, J., & Nieter, V. (2011). *Understanding Learning Styles: Making a Difference for Diverse Learners*. Huntington Beach: Shell Education.
- Allen, R. (2007). *The Essentials of Science, Grades 7-12: Effective Curriculum, Instruction, and Assesment*. Alexandria: Association for Supervision and Curriculum Development.
- Andrian, R. (2017). Pembelajaran Bermakna Berbasis Post It. *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam*, 103-118.
- Anggraini, I. A., Utami, W. D., & Rahma, S. B. (2021). Mengidentifikasi Minat Bakat Siswa Sejak Dini di SD Adiwiyata. *Islamika: Jurnal Keislaman dan Ilmu Pendidikan*, 161-169.
- As'ari, A. R., Zayyadi, M., Puspa, R. D., & Purnawati, L. (2021). *Bertanya dan Berpikir: Pengembangan High Order Thinking Skill*. Pamekasan: Duta Media Publishing.
- Barbiere, M. C. (2018). *A Field Guide for Setting the Stage: Delivering Plan by Using the Learner's Brain Model*. Lanham: Rowman & Littlefield.