

THE IMPLEMENTATION OF FOUR COMPONENTS OF CHRISTIAN TEACHING TO IMPROVE TEACHERS' PEDAGOGICAL COMPETENCE

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ABSTRACT

Christian education aims to transform people to be Christ-like and requires Christian teachers to bring students to Christ. To achieve this, Christian teachers must have pedagogical competence in planning and implementing the learning which refers to the problems found during field experience. The problems are found in planning the lesson, preparing the learning media, and not following what has been designed earlier in the lesson plans. Based on this, teacher's effort to improve pedagogical competence is implementing four components of Christian teaching, namely guiding, structuring, unfolding, and enabling. Therefore, the aim of this paper is to explain the implementation of four components of Christian teaching to improve teachers' pedagogical competence. The method used in this paper is descriptive qualitative. The results found that these four components of Christian teaching improve teachers' pedagogical competence in planning and implementing learning. In planning, teachers guide the students and structure the lesson plan based on Biblical Christian perspectives. In implementing, teachers unfold the material and enable students to develop themselves. Suggestions given to future researchers and teachers are to maximize the implementation of unfolding component.

Keywords: Christian teaching, component, pedagogical, competence.

ABSTRAK

Pendidikan Kristen bertujuan untuk mentransformasi orang agar menjadi semakin serupa dengan Kristus sehingga pendidikan Kristen membutuhkan peran guru untuk membawa siswa kepada Kristus. Oleh karena itu, guru Kristen perlu meningkatkan kompetensi pedagogiknya dalam merencanakan dan melaksanakan pembelajaran yang mengacu pada masalah yang ditemui saat PPL 2. Masalah ditemukan dalam merencanakan pembelajaran, mempersiapkan media pembelajaran, dan tidak mengikuti RPP yang telah dibuat sebelumnya. Berdasarkan masalah ini, upaya yang dilakukan guru untuk meningkatkan kompetensi pedagogik guru adalah menerapkan empat komponen pengajaran Kristiani, yaitu membimbing, membuat struktur, menyingkapkan, dan memampukan. Oleh karena itu, tujuan dari paper ini adalah menjelaskan penerapan empat komponen pengajaran Kristiani untuk meningkatkan kompetensi pedagogik guru. Metode yang digunakan dalam penulisan paper ini adalah deskriptif kualitatif. Hasil dari penelitian yang telah dilakukan adalah penerapan empat komponen pengajaran Kristiani meningkatkan kompetensi pedagogik guru dalam merencanakan dan melaksanakan pembelajaran. Dalam merencanakan, guru membimbing dan menyusun RPP berdasarkan kebenaran Alkitab. Ketika melaksanakan pembelajaran, guru menyingkapkan materi dan memampukan siswa untuk mengembangkan dirinya. Saran yang

diberikan kepada peneliti selanjutnya dan para guru adalah memaksimalkan penerapan komponen menyingkapkan.

Kata kunci: Pengajaran Kristiani, komponen, pedagogik, kompetensi.



BACKGROUND

Christian education is Christ-centered education and the aim is to transform every person to be Christ-like (Stefanus & Sitepu, 2020). This means that every activity must be centered on Christ to glorify Him. Then Christian education has the Bible as the foundation. This is because the Bible is God's Word that is true and the only absolute standard of truth (Grudem, 1994). This truth is what helps Christians to know God and practice His righteousness. Therefore, Christian education brings people to Christ by living based on Bible truth.

The Bible explained that humans who have been created in the likeness and image of God chose to eat the fruit of knowledge, then they fell into sin. Therefore, the image has been corrupted because humans disobeyed God's commandments. Human life is polluted by sin, so humans choose to walk away from God to destruction (Bavink, 2011). However, God never leaves His people and He continues to show His great love by giving Christ to His people. Christ took our place and sacrificed Himself. It obtains real and perfect redemption (Berkhof, 1996). Therefore, Christian education is one of the way to bring people to Christ so that they believe in Christ, receive the gift of salvation from Him, and live according to the example Christ has set.

In achieving this goal, Christian education requires a teacher's role that goes beyond just teaching in the classroom. Christian education requires Christian teachers who have been redeemed and called to work in the spirit of Christ to bring the students to Him (Knight, 2009). Hence, Christian teachers need some competencies in doing their responsibility and calling as people who have been

redeemed. According to this, teachers need to have competencies in carrying out their roles, such as pedagogical, personality, professional, and social competencies (Lubis & Jaya, 2021).

Pedagogical competence is the ability of teachers to prepare learning and teaching in the classroom (Utiarahman, 2019). Then (Jamil, 2022)) explains that personality competence means teachers have good attitudes so that students can imitate them. Besides, professional competence is the ability and authority of teachers in carrying out their profession. Then, another competence that teachers must possess is social competence. The teacher can have good relationships with students, parents, fellow teachers, and the community (Ottu & Tamonob, 2021). Based on these understandings, it can be concluded that Christian teachers also need to have these four competencies to prepare learning and teaching in the classroom, have good attitudes, have the ability and authority in doing their profession, and build good relationships with students, parents, other teachers, and the community.

Based on the field experience (can be seen in *Table 1* page 13-14), it was found that teachers were less able to plan and implement lessons. This is shown in the reflection which states that teachers were less prepared when teaching, learning did not follow the steps in the lesson plan and did not use learning media such as songs and videos so teachers only taught and gave assignments in class. This fact shows that teachers were less capable of pedagogical competence. According to these problems, Hamid (2017) stated that teachers' competence in preparing lesson plan is still low. Besides, Leonard (2015) also explained that teachers prioritize the material and do not provide creative and interesting learning. Hence, pedagogical

competence must be improved. This because God gave abilities to think, create, and develop the capacities in living this life (Ambarita, 2021). So, Christian teachers must improve all the abilities, capacities, and competencies that God has given in doing their role.

In the previous philosophy research, it has been explained about the role of shepherd teacher to create meaningful learning through the four components of Christian teaching. Paper 1 emphasizes the philosophy of Christian education and explains the role of the teacher in the four components of Christian teaching. In this regard, Christian teachers can apply the four components of Christian teaching to improve their pedagogical competence. The four components of Christian teaching consist of guiding students to become disciples of Christ, structuring the class with biblical values, unfolding the truth, and enabling students to use their talents to serve God and others (Brummelen, 2015). These four components can be applied by teachers when teachers are preparing lessons and carrying out lessons so that learning brings students to Christ and live according to the Scriptures.

Based on the problems and solutions above, the problem that will be discussed in this paper is how to implement four components of Christian teaching to improve teachers' pedagogical competence? From this problem, the aim of this paper is to explain the implementation of four components of Christian teaching to improve the pedagogical competence of teachers. Therefore, this paper is entitled “The Implementation of Four Components of Christian Teaching to Improve Teachers' Pedagogical Competence”. The method used in writing this paper is descriptive qualitative.

TEACHERS' PEDAGOGICAL COMPETENCE

Competence is the knowledge and skills that must be possessed by someone in doing their duties (Hidayati, 2021). Then Burtch in Rifma (2016) explains that competence is the basic knowledge and skills needed for advancement in various professions, programs, or positions, including education. Besides, Indaryanti (2019) stated that competence is a person's ability shown in knowledge, skills, attitudes, and behaviours in work with certain standards needed to do their duties or functions. Based on these three opinions, competence is a person's knowledge, skills, attitudes, and behaviour in carrying out their duties or functions in various professions, programs, or position, including education.

According to Sudarwan Danim in Hiryanto (2010), the term pedagogical is used to explain the principles and practices of teaching children. Pedagogical is the art of how to be a teacher (Purba, et al., 2021). Langveld (1980) stated that Pedagogical is a thought about how to guide children (Normawati, Anwar, & Indramaya, 2019). To conclude, pedagogical is the principles about how to be a teacher which are to teach and guide the children.

Febriana (2019) explained that pedagogical competence is the ability to understand students deeply and conduct educational learning. Then Mulyasa (2009) added that pedagogical competence is the ability of teachers to understand educational insights and foundations, understand students, develop curriculum, design learning, implement learning, utilize learning technology, evaluate learning, and help students develop their potential (Balqis, Usman, & Ibrahim, 2014). From the various explanations above, pedagogical competence is the knowledge, abilities, and skills of teachers in understanding the educational foundations,

understanding the students, developing the curriculum, planning/designing the learning, implementing the plans in learning activities, using the learning technology, evaluating, and helping students to develop themselves.

According to the data from the field experience, it was found that the teacher did not prepare the lesson well, the teacher did not follow the steps in the lesson plan in a structured manner, and the learning brought by the teacher was less interesting because the teacher only taught and gave assignments without using learning media such as songs and videos. Based on these problems, this section will discuss about two indicators of pedagogical competence, they are, learning plans and implementing the plans in learning activities.

a. Learning plan

A learning plan is an activity to facilitate and improve the learning process by formulating the learning objectives, how to assess, materials, teaching methods, and learning media (Salamun, et al., 2021). A learning plan is a general description of the steps that the teacher will take in the classroom to achieve learning objectives effectively and efficiently (Mayasari, 2020). In conclusion, learning plan is an activity to formulate learning objectives, materials, how to assess, teaching methods, learning media, and all the steps that will be taken by the teacher in the learning process to achieve learning objectives effectively and efficiently. Good teaching and learning don't just happen by accident, they need planning and preparation (Scales, 2008). Teachers need to plan everything that will be done in class systematically so that learning can be carried out in a structured manner.

b. Learning Activities

Another pedagogical competence is implementing the plans through learning activities. Learning activities are a series of activities carried out by teachers and students within a certain time to achieve learning objectives (Rufaida, Nurdianti, & Rahmat, 2021). Learning activities are the accommodation of synergistic teaching and learning activities (Marwiyah, Alauddin, & BK, 2018). Based on these two opinions, learning activities are series of synergistic activities done by teachers and students to achieve learning objectives. The learning activities must be following the plans that have been made previously (Sum & Taran, 2020). So, the teacher will guide students in doing all the learning activities that have been planned.

As stated above, teachers' pedagogical defined as the knowledge, skills, and abilities of teachers in understanding the educational foundations, understanding the students, developing the curriculum, planning/designing the learning, implementing the plans in learning activities, using the learning technology, evaluating, and helping students to develop themselves. Based on the problems found in field experience, Christian teachers did not plan the lesson well, follow the lesson plan, and provide attractive learning media such as songs and videos. Hence, this paper will discuss about two indicators of pedagogical competence, they are, learning plans and implementing the plans in learning activities.

These two indicators are very important for the learning process. This is because learning must begin with good planning. Each stage of the activities that will be carried out in the classroom must be well planned according to the specified time to achieve the learning objectives. When the planning is complete, the teacher

can deliver learning in a structured manner and class activities can be carried out effectively.

FOUR COMPONENTS OF CHRISTIAN TEACHING

Christian teaching is a means to bring young people into salvation with Christ (Knight, 2009). The foundation of Christian teaching is Bible (Tampenawas, Ngala, & Taliwuna, 2020). In achieving the goal of Christian teaching, Harro Van Brummelen explained the four components of Christian teaching, they are guiding, structuring, unfolding, and enabling.

Guiding means that teachers hold a role to guide their students to gain a true understanding of Christ and follow Christ's character in their lives (Ngundjurawa & Arifin, 2021). Similar to this, Van Brummelen (2015) said that in the role of a guide, teachers are required to guide students to respond to God's calling as disciples. Therefore, guiding means that teachers help the students respond to God's calling to live like Christ. For example, teachers guide the students to love their classmates by saying good words and taking turns while playing.

Structuring means that teachers need to fill the class structures with justice, truth, compassion, and respect (Brummelen, 2015). This means that teachers must fill the whole learning process with God's truth so that students experience God while in class. Along with it, Harianto explained that the teaching or learning plan is a way to describe the expression of biblical values. This means that structuring is one of the teacher's steps of designing or preparing lessons that reflect Bible values, such as love, justice, and truth. For example, teachers prepare a loving lesson and bring justice in assessing the students.

Unfolding means that teachers are required to explore what will be taught, interpret the material authentically, and communicate the material clearly (Brummelen, 2015). Teachers need to have a deep understanding of the material before delivering it to the students. Then, teachers also need to have good skills in explaining the material to students. In the process of unfolding, students are required to have a deep understanding of the content and connect it with the Biblical Christian worldview (Rouw, 2016). This means that Christian teachers and students need God's wisdom to teach and to understand the material deeply so that they can connect it with the Biblical Christian Worldview and apply that in their daily life.

The last component is enabling. This means that teachers not only enable the students to have good writing skills and reading skills, but teachers enable students to do everything according to Scripture (Brummelen, 2015). In learning, teachers must help students in improving their skills to glorify God and serve others. Teachers encourage students to do what God wants them to do according to the Scriptures (Simorangkir, Nababan, Simamora, & Agustina, 2021).

Related to the explanation above, Christian teaching aims to bring people into salvation with Christ and has Bible as the foundation. Thus, there are four components of Christian teaching. They are guiding, structuring, unfolding, and enabling. Guiding means Christian teachers guide and help students to have good understanding of Christ and live like Christ. The second component is structuring which means that Christian teachers prepared the lesson based on Bible values such as justice, truth, compassion, and respect. Third component is unfolding that means Christian teachers explain the material clearly and help students to understand the material and integrated it with the Biblical Christian worldview. The last

component is enabling which means Christian teachers help the students to develop and use their potential to glorify God.

THE IMPLEMENTATION OF FOUR COMPONENTS OF CHRISTIAN TEACHING TO IMPROVE TEACHERS' PEDAGOGICAL COMPETENCE

Christian teaching has the main goal of bringing students to Christ. This means that the teacher presents Christ-centered learning so that students can get to know Christ more in learning. Therefore, teachers need to improve their competence so that teachers can introduce Christ to students in the classroom. In this case, teachers need to develop pedagogical competence so that teachers can plan and implement learning according to God's word. In improving pedagogical competence, Christian teachers can apply the four components of Christian teaching.

When planning lessons, teachers must know each student so that teachers can plan lessons according to student's learning needs. In this case, the teacher can apply the guiding and structuring component. In guiding, teachers need to imitate the example that Christ has done as a shepherd. Jesus is the great shepherd (Herschler, 2017). New Testaments stated that Christ knows each of His sheep (D'Souza, 2009). Likewise, Christian teachers must know each of their students. Similar to this, a research journal explained that it is important for teachers to know their students (Hadi, 2017). If teachers know each of their students, then teachers can design a learning based on the needs of students. In designing or planning the learning, the teacher can use the structuring component based on the Scriptures.

This is because the Word of God which is centered on Christ is the foundation of education so learning planning must also be following the Scriptures (Tarigan, 2019). Hence, teachers need to design learning that is full of love and justice.

Then in the implementation indicator, the teacher will explain the material and help students understand the material. In improving this indicator, teachers can apply unfolding and enabling components. In the unfolding component, the teacher will carry out learning by explaining the material to students in-depth and effectively. With good material explaining skills, students can understand the material and apply these concepts in everyday life (Marpaung & Cendana, 2020). Another component that can help to improve pedagogical competence is enabling. In this component, the teacher will enable each student by helping students to develop their basic skills, such as writing, reading, arithmetic, and others. In the implementation of the class, the teacher also enables students to build good relationships with classmates (Brummelen, 2015). Not only that, but teachers also enable students to face social problems through their experiences while studying in class (Rosarian & Dirgantoro, 2020). Therefore, the unfolding and enabling components are needed in improving the pedagogical competence of teachers in implementing the learning activities.

As the explanation above, four components of Christian teaching can be implemented to improve pedagogical competence in planning and implementing the learning. In planning, Christian teachers can implement guiding and structuring by knowing each one the students, designing the lesson according to students' need, and structuring the lesson plan with Biblical values. Besides, Christian teachers can

implement unfolding and enabling in conducting implementing the learning activities. This can be done by explaining the material effectively and clearly, helping students to develop their potential, and enabling them to have good relationships with classmate.

TEACHERS' PEDAGOGICAL COMPETENCE IN THE CLASSROOM

Learning planning and implementation of learning are two of the eight indicators of teacher pedagogical competence. Teachers need to plan each activity in structured learning so that learning can run effectively and achieve the learning objectives that have been set. Then, in the implementation of learning, teachers need to use their teaching skills to help students understand the learning material and apply it in everyday life.

Date	Type of Portfolio	Indicator	Problem
August 16 th , 2022	Teaching Reflection	Planning	I realized that I had many shortcomings in my first day of teaching. This is because I was unprepared so that the class was not very conducive, but I am grateful that the students still showed their enthusiasm when learning, answering

			questions, and asking questions.
August 19 th , 2022	Lesson Plan (Reflection After Teaching)	Implementing	I also realized that I did not follow the structure that I made in the lesson plan, but I tried to guide students in understanding the material, giving students opportunities to ask questions, and give their opinions.
August 23 rd , 2022	Teaching Reflection	Planning and implementing	However, I feel that in this lesson, I have not provided a pleasant environment because students only learn about Here and here without media such as songs or videos. Therefore, I also feel that this learning did not facilitate the various learning styles of students.

Table 1, Problems that found in the classroom.

Based on the results of the reflection, it was found that problems related to the lack of pedagogical competence in lesson planning and learning implementation

were found. In this case, the teacher did not prepare the learning well, so the learning activity seemed unexciting and the class was not conducive. In addition, the teacher also did not follow the activity stages in the lesson plan and did not use learning media such as songs and videos for students, so the teacher only taught and gave assignments to students.

The same thing was explained by Sussiana & Suhandi (2014) that teachers did not understand how to design educational and fun learning activities. This study also states that teachers make less effort to create creative learning. Based on the observations that have been made, teachers also still have difficulty understanding the characteristics of students. Along with that, Mawardi (2019) stated that the ability of teachers in preparing lesson plans is still low. Some teachers choose to take lesson plans from the internet and buy lesson plans.

There are also some problems in the implementation of learning. Based on the observations and interviews conducted, it was found that the teachers did not fully understand the sub-themes that they wanted to teach. In addition, the teacher does not run the class according to the lesson plan that has been made. This results in learning that are not well organized (Sum & Taran, 2020). Besides, teachers lack the skills to explain the material to students (Ansori, Supriyanto, & Burhanuddin, 2016). Then, Wahyuni & Berliani (2018) stated that teachers rarely mentor the students when students are doing the assignments given in class.

Based on the explanation above, it can be concluded that the pedagogical competence of teachers in planning and implementing learning still needs to be improved. Teachers have not been maximal in planning learning and presenting

learning to students. One of the factors that influence this is the teacher's lack of effort in planning and implementing learning creatively.

THE IMPLEMENTATION OF FOUR COMPONENTS OF CHRISTIAN TEACHING IN THE CLASSROOM

Based on the problems that have been described regarding the lack of pedagogical competence in planning and implementing learning, the effort that can be made is to apply the four components of Christian teaching. These components will help teachers to improve pedagogical competence.

Date	Type of Portofolio	Component	Statement
August 16 th , 2022	Teaching Reflection	Guiding	Before that, I prepared myself by getting to know each student. I tried to remember all the names of students and know their habits when studying in online classes.
August 24 th , 2022	Form Mentor Feedback (Overall Comment)	Guiding	It is great to see that Ms. Rani invited the students to sing the song of “Shapes” and did the movement as well. This activity was good to attract the students’ attention before the

			<p>lesson started. In a guided activity, I noticed that Ms. Rani could explain and give clear instructions to the students. As a result, the students could identify and classify the shapes pictures easily and independently.</p>
<p>August 24th, 2022</p>	<p>Lesson Plan (Reflection After Teaching)</p>	<p>Guiding</p>	<p>I'm also used to visiting each table, guiding them one by one, and reminding students if there were students who don't obey the class rules.</p>
<p>August 16th, 2022</p>	<p>Lesson Plan (Reflection After Teaching)</p>	<p>Structuring</p>	<p>I was able to teach with confidence because I have prepared every material well.</p>
<p>August 22nd, 2022</p>	<p>Lesson Plan (Mentor's Feedback)</p>	<p>Structuring</p>	<p>Ms. Rani's lesson plan is good and clear.</p>
<p>August 24th, 2022</p>	<p>Lesson Plan (Mentor's Feedback)</p>	<p>Structuring</p>	<p>What a terrific job Ms. Rani did on this lesson plan. The teaching steps are clear and well-organized. Those teaching steps are surely useful for Ms.</p>

			Rani to deliver the teaching materials well in class. Keep it up, Ms. Rani!
August 24 th , 2022	Teaching Reflection	Structuring	<p>In my teaching, I provided two videos that invite students to sing and dance together. I thought that these two videos really help me to create a fun classroom atmosphere for students.</p> <p>Besides the videos, I have also prepared myself by getting to know each student, knowing their habits when studying and playing, and knowing their writing, reading, and speaking abilities. This is important so that I can know what to do when interacting with students during class and create a safe, fun, and meaningful learning for students.</p>
August 16 th , 2022	Form Mentor Feedback	Unfolding	What an awesome job that Ms. Rani already done in delivering

	(Overall Comment)		the lesson to the students. She explained the material systematically and structured way.
August 23 rd , 2022	Form Mentor Feedback (Overall Comment)	Unfolding	In the presentation session, Ms Rani delivered the lesson materials to the students well and systematically Moreover, Ms Rani emphasized the important concepts, especially in the usage of high frequency words of Here, here in the sentences. As a result, the students could use those high frequency words in sentences correctly
August 22 nd , 2022	Lesson Plan (Mentor's Feedback)	Enabling	It was also good to see that Ms. Rani had a fun game by guessing number game with the students in the class. It surely made the students engage and enjoy having the lesson.

August 22 nd , 2022	Lesson Plan (Reflection After Teaching)	Enabling	However, in this lesson I tried to involve all students by choosing all students to name the number that appears on the screen. When there are students who were still not sure of their answer, I tried to guide them to find the right answer so that they were brave enough to mention the numbers on the screen.
August 24 th , 2022	Teaching Reflection	Enabling	Then I also tried to facilitate students who like reading by asking them to read when they have finished pasting the pictures on the Mini Book of 2D Shapes.

Table 2, Teacher implemented four components of Christian teaching.

This effort has been carried out in the K3 class at a school in Tangerang. Starting from planning learning, the efforts made are to apply guiding and structuring components. The teacher remembered each student's name and the activities that students liked to do while studying at school. After that, the teacher prepared lesson plans and learning methods that contained the activities that students liked. In this section, the teacher also provided learning media such as

videos that allowed students to dance while learning. In addition, the teacher also gave time for students to read when students finished working on the 2D Mini Book.

Sufiati & Afifah (2019) stated that lesson planning is a guide for implementing learning. If the planning is incomplete, the teacher may run out of ideas when explaining the material or the learning is not effective because the learning activities do not have a guide. This children's education journal also emphasized that the plans that have been made must be understood well. So, teachers should not only memorize the planning guidelines that have been made. When the teacher can understand the lesson plan, the teacher will be confident when teaching. Saitya (2022) also added that the task of the teacher is not only to carry out learning, but the teacher must be able to plan or design a lesson in the form of a lesson plan. This is because the lesson plan provides benefits as a guide in creating directed, interactive, and effective learning.

Then, another effort made by teachers in improving pedagogical competence was to apply the unfolding component in the learning activity. The teacher explained the material clearly and systematically so that students could have a good understanding of the material. In this case, explaining skills is very important for teachers. With good explanation skills, students can understand what we teach. This is shown by the results of observations and data analysis which explain that mastery of material and creative explanations makes listeners not bored (Zulaikha & Ngazizah, 2022).

In implementing the learning, another component that can be applied is enabling. In this section, the teacher's effort was to visit the students at each table

and help them guess the numbers on the screen. The effort made by the teacher was successful because students looked happy when they learned and they were able to understand the material taught by the teacher. Concerning this, Butarbutar (2020) stated that there is a significant influence between teacher guidance on students' interest in learning. Students can develop their potential through the guidance provided by the teacher. Likewise, Sari (2018) explained that there was a very significant influence between teacher guidance and student self-discipline and self-discipline.

Based on the research described above, it can be seen that the pedagogical competence of teachers can be improved through guiding, structuring, unfolding, and enabling. So, these four components of Christian teaching can be applied in planning and implementing learning. With these four components, learning becomes more systematic, effective, and fun.

DISCUSSION

Teachers have a very important role in Christian education. Christian teachers bring students to know Christ as Savior. Moreover, Christian teachers bring students to live more like Christ through learning activities (Priyanto & Kock, 2021). This means that the whole lesson that the teacher brings must tell the story of Christ.

To fulfill their role in Christian education, Christian teachers must be able to have and continue to improve their pedagogical competencies. Pedagogical competence is the ability of teachers to understand educational foundations,

understand students, design learning, implement learning, utilize learning technology, evaluate learning, and develop student potential (Jamin, 2018) This is important because Christian teachers are not just teaching in class and giving assignments to students. More than that, Christian teachers need to have good pedagogical competence so that they can use the capabilities that God gave them to create meaningful learning for students.

Based on field experience that has been done, it was found that the teacher was having problems in planning and implementing learning. In other words, two indicators of pedagogical competence needed more improvement. This is based on the lack of teacher preparation before teaching so the teacher was incompetent to handle the class. As a result, the class was not conducive. In addition, the teacher also did not perform learning according to the structure made in the lesson plan. So, there are parts that were not implemented according to the lesson plan that was made. Then, the teacher also did not prepare the material creatively, so learning did not seem exciting because the teacher only taught the material and provided individual practice to students.

As regards, Biblical worldview must influence the way Christian teachers plan and implement the learning activities. Thayer (2018) added that the words unit plan and lesson plan are not found in the Bible, but there are examples in the Old and New Testaments of how the lesson is nested within units. In the Old Testament, God created meticulous planning by teaching the Israelites. For example, the sanctuary system with its annual feasts and daily rituals. The sanctuary system was designed to teach the plan of salvation and prepare the Israelites to understand the

coming Messiah. The sanctuary system was the unit plan while the feasts and rituals are the lesson plans. In the New Testament, Jesus came to earth to reveal the character of God and teach people about His Kingdom. These goals went along with his units. One of the units was developing disciples, so Jesus trained His disciples through many planned lessons, such as lessons on trust, prayer, the value of people, and on who Jesus is. Based on this, Christian teachers can see the great examples of planning that God has created. Besides, Christian teachers must imitate what Jesus has done in His teaching. Jesus presented real-life problems, and His disciples became personally involved in them. He also involved them in His ministry and called them to serve in love and truth (Graham, 2009). In conducting learning activities, Christian teachers must involve every student. This is important so that every student has the same opportunity to develop himself during class.

Therefore, Christian teachers need to plan lessons well. Planning skills should be a competency that should not be taken for granted or underestimated (Zendrato, Putra, Cendana, Susanti, & Munthe, 2019). This is because planning is an important part of starting a lesson. If the planning is not prepared properly then the learning will not run effectively. Furthermore, Christian teachers must also have skills in carrying out learning. Learning is the provision of conditions carried out by the teacher so that students can learn (Sani, 2013). Therefore, the implementation of learning must be carried out properly so that students can learn while in class. So, the Christian teachers will maximize their teaching skills so that students can understand what the teacher teaches and apply it in everyday life.

To improve pedagogical competence, especially the skills to plan and implement learning, teachers can apply the four components of Christian teaching, namely guiding, structuring, unfolding, and enabling. In implementing these four components, the whole class must be Christ-centered. Also, Christian teachers must show their love to students as what Jesus has done to His sheep by knowing each one of students, recognize their strength and weaknesses, help them, and pray for them. If Christian teachers can do these, then the learning process will be meaningful because the class reflects on the Bible values and the example that Christ has set. Thus, these four components of Christian teaching have been applied to the learning carried out during the field experience at a school in Tangerang. This data is taken from the mentor's feedback and reflections shown in *Table 2* page 16-20.

On August 16th, 2022 in Teaching Reflection and Mentor Feedback Form (Overall Comment) shows that the teacher applied a guiding component by remembering the name of each student and their habits when studying. Then invited students to sing and dance to the song of “Shapes”. In addition, on August 24th, 2022 in the Lesson Plan (Reflection After Teaching), it was shown that teachers apply guiding components by visiting each table and reminding them to obey the class rules. When the teacher applies the guiding component, the teacher must imitate Christ. Jesus Christ, Our Saviour, is the great Shepherd of the sheep (Tow & Khoo, 2007). So, Jesus is the best example of a shepherd. He knows each of His sheep and watches over them (Hodge, 1940). When the teachers know their students, it will be easier for the teacher to guide them. This is because the teacher already knows what each student needs in learning and developing themselves.

Then on August 16th, 22nd, and 24th, the teacher applied the structuring component. The teacher could teach with confidence because the teacher had prepared the material well, made a well-organized lesson plan, and prepared a video about shapes as a learning medium. This can be seen from the Lesson Plan (Reflection After Teaching), Lesson Plan (Mentor's Feedback), and Lesson Plan (Mentor's Feedback) in Table 2 page 17-18. This good preparation makes learning more effective and fun. When applying this structuring component, Christian teachers need to use the Bible as their reference. This is because the Word of God stands at the highest book, and it is our guidebook (White, 2010). If the Bible is the reference or the guide then the plans made will be filled with truth, justice, and love.

On August 16th and 23rd, teachers applied the unfolding component to learning activities. This is evidenced by data from the Mentor Feedback Form (Overall Comment) on Table 2 page 18-19. Mentor's feedback shows that the teacher can explain the material in a systematic and structured way. Teacher also emphasized the important concepts to the students. From these, students learnt to arrange the words into sentence. Moreover, students learnt that there is an order when God created the world.

Through the implementation of the unfolding component, the teacher can see God's work where God gives the teacher the ability to explain the material. In addition, God also gives students the ability to understand what is explained by the teacher. From this, we can see that God gave intelligence to humans (Erickson, 2013). Furthermore, teachers and students need wisdom of God in teaching and understanding the material. Collosians 2: 3 said that in Christ “are hidden all the

treasures of wisdom and knowledge” (Grudem, *Christian Ethics: An Introduction to Biblical Moral Reasoning*, 2018). Hence, teachers and students must rely themselves on God.

Then on August 22nd and 24th, the teacher applied the enabling component. This can be proven by the Lesson Plan (Reflection After Teaching) and Teaching Reflection contained in Table 2 page 19-20. In this component, the teacher provided a guessing number game and involved all students to answer the question in the game. The teacher also helped students who were still unsure about their answers. In addition, the teacher also facilitated students who liked to read by providing reading time after they paste pictures on the Mini Book of 2D shapes. The application of the enabling component makes the teacher realize that each student has a different capacity. This is because they are images of God who structurally have different capacities and gifts in living their life's calling (Hoekema, 2008). Therefore, Christian teachers need to enable every student to develop and use their potential or capacity to glorify God in daily life.

Based on the data and explanations that have been given, the application of the four components of Christian teaching can help teachers improve pedagogical competence. In the implementation of the four components of Christian teaching, the teacher can choose which components are suitable for the needs of the learning process. In addition, teachers can also collaborate on several components in the implementation of learning. For example, the guiding component can be collaborated with the enabling component to be applied during the implementation

of learning. So, teachers can guide and enable students to develop themselves through learning activities.

When applying these four components, Christian teachers must have Biblical Christian worldview to plan and conduct the learning activities according to God's truth. Besides, Christian teachers must begin with a realization of who we are as redeemed image bearers (Graham, 2009). This will help teachers to plan and implement lessons that bring students to realize their role as redeemed image bearers to glorify God. Along with it, teachers need God's wisdom and must rely on God in planning learning activities and implementing them.

CONCLUSION AND RECCOMENDATION

CONCLUSION

Based on the discussion that has been described, it can be concluded that the implementation of the four components of Christian teaching improve teachers' pedagogical competence in planning and implementing learning. In planning, Christian teachers can apply guiding and structuring components. The application of the guiding component means that the teacher imitates Christ who knows and guides His people so Christian teachers must also know each of their students and guide them in the truth. In addition, in planning, teachers can apply structuring components. In this case, the teacher prepares a lesson plan clearly and reflects Biblical values. In the application of structuring, the teacher also provides learning media that is interesting and follows the interests and learning styles of students. Furthermore, in the implementation of learning, the components that can be applied are unfolding and enabling. The application of unfolding is shown by the teacher

explaining the material clearly to the students so they can understand, connect it with the Bible, and apply it in their daily life. Then in the implementation of enabling, the teacher involves students, helps students who do not understand or are hesitant about their understanding, and facilitates students in doing what they like and developing their potential to glorify God.

Thus, the whole learning process must be Christ-centered and Biblical worldview must influence the way Christian teachers plan and implement the learning activities. While planning, Christian teachers must design the lesson plan that filled with truth, justice, compassion, and respect. Besides, the lesson plan should be made according to students' need. Moreover, in implementing the learning activities, Christian teachers help the students to have true understanding of Christ. Also, Christian teachers help the students to develop and use their potential and skills to glorify God. In this case, Christian teacher need the wisdom of God to do their role and improve their pedagogical competence.

RECOMMENDATION

Suggestions that can be given to future researchers and teachers is to maximize the implementation of unfolding component by integrating the material with Biblical Christian worldview.

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