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The Long and Winding Road of Christian Education Teachers in Fulfilling the Divine Vocation: Should You Run Away from Reality or Give Up with Circumstances?

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Abstract: *The entire long series of educational processes, from material preparation, delivery, evaluation, to the selection of technology as a means of learning may be a series of difficult and painful problems, especially during pandemic Covid-19. Teachers are faced with the fact that Christian values are suspected of declining in their students. Not to mention the pressure that is always given, that religious lessons only succeed if there is a change in behavior in learners. This research aims to prove that the understanding of the Divine vocation as a teacher makes the teachers of Christian education able to survive in the situation of the Covid-19 pandemic. The study used quantitative methods, to look at teachers' understanding of their Divine vocation. The variables used in this study were the teacher's level of understanding of Divine vocation as independent variable and teacher's competence as dependent variable, with a sample of 50 people. It can be concluded that there is an influence between the teacher's level of understanding of Divine vocation on the teacher's competence of Christian education. This can be seen from the results of the R-Square determination coefficient which shows a figure of 0.521 which means that the influence of independent variables (X) on dependent variable changes (Y) is 52.1% while the remaining 47.9% is influenced by variables other than independent variable X (the teacher's level of understanding of Divine vocation). The problem of decadence of teacher's competence, that is very likely experienced by teachers during this pandemic, can be addressed by putting full emphasis on the importance of understanding a teacher's Divine vocation.*

Keywords: *Christian Education; Divine Vocation; Teacher's Competence*

PENDAHULUAN

Various trials and errors are carried out in the field of education in an effort to find the best formula to overcome the prolonged Covid-19 pandemic and it is unclear when it will end. The spread of new variants makes the face-to-face learning model something scary, for teachers, students, and parents of students. This is where it takes the cold attitude of all parties to be able to sit together in finding the best solution. The

entire long series of educational processes, from material preparation, delivery, evaluation, to the selection of technology as a means of learning may be a series of difficult and painful problems.¹

Educators almost all face obstacles in designing teaching materials, not least teachers of Christian education. They are faced with the fact that Christian values are suspected of declining in their students. Not to mention the pressure that is always given, that religious lessons only succeed if there is a change in behavior in learners, which means being in the affective and psychomotor realm.²

The following problem for educators is the time of teaching and learning activities needed to be doubled. For one topic of learning, teachers of Christian education must ensure that students present in virtual spaces understand and know how to implement them, and this takes twice as much time as conventional learning.

From the description above it appears that educators are forced by circumstances, not only to be technologically literate but also to work hard and intelligently for the future of the nation, which is in the hands of their students. Inevitably, like not like, it takes feedback in the form of hardcopy and softcopy to accelerate the achievement of student learning outcomes.

Conditions that are no less concerning also come from students. The constraints of the lack of internet quotas owned and the limited internet network in certain areas make its presence in virtual space arise-drown. These kinds of things provoke emotions from the teacher who is teaching. The outpouring of emotion from teachers (which is often accompanied by attitudes) makes students nervous and afraid, so complete all the suffering in the world of education, especially Christian education.³

In previous research, Wahyuni wrote that teachers of Christian education are divided into two large groups, namely those who fulfill the Divine vocation or material vocation.⁴ This research aims to prove that the understanding of the Divine vocation as a teacher makes the teachers of Christian education able to survive in the situation of the Covid-19 pandemic.

METHOD

The study used quantitative methods, to look at teachers' understanding of their Divine vocation. The variables used in this study were the teacher's level of understanding of Divine vocation as independent variable and teacher's competence as dependent variable, with a sample of 50 people. Samples were taken randomly and processed using SPSS 23.0. Data obtained by using questionnaires was then tabulated and tested with simple linear regression.

¹Yinying Wang, "The Panorama of the Last Decade's Theoretical Groundings of Educational Leadership Research: A Concept Co-Occurrence Network Analysis," *Educational Administration Quarterly* (2018).

²Sandy Ariawan, Kristyana Kristyana, and Sri Wahyuni, "Measuring Spirituality above Religiosity: Efforts to Suppress the Procrastination of Teachers of Christian Education through the Internalization of Love," *Kurios (Jurnal Teologi dan Pendidikan Agama Kristen)* 7, no. 1 (2021): 195–202.

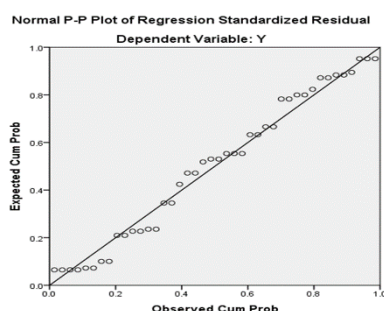
³Sandy Ariawan et al., "Virtual Discussion for Improving Motivation: A Christian Education Strategy against Covid-19 Pandemic Effect," *International Research Journal on Advanced Science Hub* 2, no. 7 (2020): 1–5.

⁴Sri Wahyuni, "Profesi Guru Adalah Panggilan Ilahi," *Antusias: Jurnal Teologi dan Pelayanan* 3, no. 5 (2014): 147–160.

RESULT AND DISCUSSION

Table 1. Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1 ^a	.722	.521	.503	3.056	1.846



- a. Predictors: (Constant), The Teacher's Level of Understanding of Divine Vocation
 b. Dependent Variable: Teacher's Competence

Fig. 1. Normal P-P Plot

In the table R square can be seen that the result was 0.521. This can be interpreted as having a large influence on the teacher's level of understanding of Divine calling on the teacher's competence by 52.1%, while 47.9% is influenced by other factors.

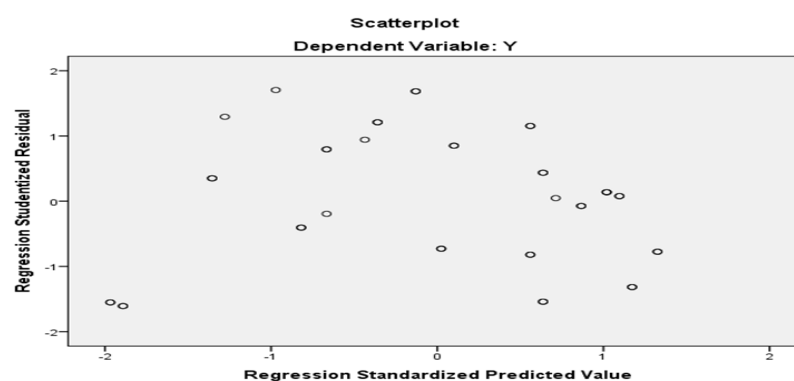


Fig. 2. Scatterplot

In the Normal p-p plot (fig. 1) above it appeared that residuals were around the line, this means that the data was distributed normally. From fig.2 Scatterplot, can be described that the dots did not form a certain pattern so this indicates that there was no problem of heteroskedasticity.

It was found that teachers took the following steps:

Teachers create Whatsapp Group for the name of the subjects/courses that are mastered.

Teachers include the name of the commissioner/class leader in each class.

Teaching and learning activities are carried out in accordance with the schedule that has been set. In case there are problems, such as: the absence of teaching for various reasons then obliged to notify the class leader. Furthermore, the class leader informs about the cancellation of learning. The goal is that students do not long wait for the presence of teachers, especially if the meeting is conducted online. Waiting without certainty if previously the password to enter the teaching and learning process has been issued, making students lose their internet quota.

Class replacement needs to be discussed with the class leader, because in a day it is possible for students to study for 3-4 different materials with different teachers. Of course there are exceptions for teachers in elementary schools, especially classroom teachers.

Student attendance needs to be well documented. In general, in the field there are too many reasons made by students not to participate in the implementation of teaching and learning. Students in general often disappoint teachers and classes with questions that actually do not need to be questioned if the person present just wants to show his presence, not because of ignorance. Teachers do not need to answer their questions because this will take time plus other student packages. Opportunities like this can be used by teachers to lively assess students, especially for affective, because affective becomes a priority in Christian education.

The learning materials and evaluation for today's meeting for example must be shared with students one week in advance, the goal is that students have time to learn and master the material taught. This is where the uniqueness of online learning, students are forced to learn independently. For students who are persistent online learning makes it achieve the acceleration of learning outcomes to the maximum. For those who are not persistent, it's time to get bad grades and the next will be seen more often not appearing in online classes.

Before the implementation of the next session, the student working paper needs to be examined. Return their work paper following the results of corrections and comments from the teacher. The purpose is done so that they know the progress of achieving their learning outcomes, and can make improvements according to the instructions and instructions included in the student work paper. This is what is considered difficult for teachers and painful students. Teachers must use their own printer machine, buy their own internet packages, all for the implementation of the maximum teaching and learning process. Students also experience painful conditions because to compensate for the things that teachers do, they are obliged to provide the same thing.

About how to carry out learning activities will be up to the interest and usefulness of technology media used by teachers, especially by those who teach Christian religious

education materials. Important points that need to be considered, do not arrive after a long series of learning but there is no improvement at all in the affective, psychomotor and cognitive aspects of students because the teacher is less successful in utilizing the use of technology in the learning.⁵

Teacher of Christian education was a person who gave knowledge about Christianity based on the Bible, centered on Jesus Christ, and relied on the Holy Spirit to learners in teaching and learning activities; so that learners can know God and His love that is done in the form of teaching, guidance, training, coaching, guidance both in the classroom and outside the classroom and responsible for the development of learners.⁶ Thus teachers were one of the components in the education system that carry out the learning process in students. Teachers had authority in guiding and directing and shaping the personality of learners through knowledge so that they become better and can know the Lord Jesus Christ. As a professional, teacher was responsible in teaching learners, not only developed the knowledge of learners but also the skills and attitudes possessed by students. This also applied to teachers of Christian education who not only taught and guided learners for development but were also responsible in the development of the correct attitudes and behaviors of learners in accordance with the truth of God's Word.⁷

Understanding the Characteristics of Learners

Individual characteristics were the character of an individual who had a distinctive nature in accordance with a particular character. Individual characteristics talked about the interests, attitudes, and needs that a person had. In understanding the characteristics of learners there were at least two individual characteristics that must be considered in optimizing educational services, namely cognitive characteristics and affective characteristics.⁸

First, cognitive characteristics related to the intellectual abilities of learners and factors that affected intellectual ability. Piaget explained that human cognitive development is divided into four stages, namely motor sensory stage (0-2 years), pre-operational stage (2-7 years), concrete operation stage (7-11 years), and formal operation stage (11-15 years). Students at school age were in the stage of concrete operations and formal operations. The characteristic of intellectual ability at the concrete operating stage was its ability to understand things through the instruments of concrete objects. The reason was because their thinking ability is still limited to concrete representations, so students at this age should need a lot of help in the form of media or props to explain abstract concepts. Meanwhile, for teenagers who were mostly already at the stage of formal one, where the ability to think abstract had developed then

⁵Yinying Wang, "Big Opportunities and Big Concerns of Big Data in Education," *TechTrends* (2016).

⁶Yosia Belo, "Pendidikan Agama Kristen Dalam Matius 28:19-20," *Jurnal Luxnos* 5, no. 2 (2019): 127–133.

⁷Erna Oliver, "Theological Education with the Help of Technology," *HTS Teologiese Studies / Theological Studies* 70, no. 1 (2014): 1–7.

⁸Sandy Ariawan, "The Effectiveness of Cooperative Learning Method (Student Team Achievement Divisions) in Christian Education," *IJECA (International Journal of Education and Curriculum Application)* 1, no. 3 (2018): 45–50.

the task of the teacher was to develop the creativity of thinking and create through methods such as discovery, problem solving, and so on.

Second, affective characteristics related to aspects such as interests, motivation, self-concept, and attitude (towards schools, subjects, teachers, and peers). It also had an effect as a precondition for the creation of an effective learning process. Psychosocial characteristics also had an effect in the learning process. In general, human psychosocial development occurs in eight stages and at each stage of development is always accompanied by a certain crisis, due to a conflict between forward development and reverse development. Stages of development of psychosocial characteristics, namely basic belief vs. basic distrust (age 12 – 18 months), autonomy vs. shame (18 months – 3 years), initiative vs. guilt (age 3 – 6 years), desire to engage in productive vs. low self-employment, identity vs role confusion, intimacy vs isolation, generativity vs stagnation, integrity vs decision.

In general, primary and secondary school learners were on the fourth and fifth psychosocial, i.e. the desire to engage in productive work vs. inferiority and identity vs. role confusion. Elementary school students in this phase of the process of forming self-concept became very prominent. There was a sense of self-efficacy on the one hand but on the other hand if there was a failure then there was a feeling of inferiority that caused obstacles for learners to progress. As for the middle school students, they realized that they were unique and distinctive that was different from others. But on the other hand, if they failed to find themselves then they will become tossed around, because of the confusion of the role it played. If this happened then it could plunge them into negative things.⁹

Based on the above understanding, characteristics could be said that a trait or quality that exists from birth in a person who distinguishes it from others. Understanding the characteristics of learners could be seen from the physical, moral, sociocultural, emotional, and also intellectual aspects. Teachers could see the physical state of learners during the learning process. In moral aspect, they could observe changes in behavior of learners, while for spiritual one teachers could see from the process when guiding the child in religious lessons, and they could observe how students associate and ability to understand the culture around them for social aspect.

Mastering the Theory of Learning and the Principles of Educational Learning

It was stated that the main task of the teacher was to influence the learners. It was therefore inevitable that teachers must also master the theories of learning and how to apply them in learning through certain learning models. It was also stated that teachers should be able to become scientists and have intellectuals, in other senses teachers as a source of knowledge, resources, and enlightenment for their students. The theory of

⁹Liu Shengnan and Philip Hallinger, “Unpacking the Effects of Culture on School Leadership and Teacher Learning in China,” *Educational Management Administration and Leadership* (2020).

learning was a combination of interconnected learning principles and explanations of a number of facts and discoveries related to learning events.¹⁰

Thus, teachers had a huge influence for learners in learning. To make learners understood, teachers needed a theory or data that had been researched and based on discovery. This theory or data was useful for teachers when teaching so that teachers were emphasized to be able to understand and be able to apply these theories. The intended theories were behavior, cognitive, and humanistic-constructivist theories. These three theories laid the groundwork for the various learning models that exist today. Learning was a stage in the learning process in the classroom. In the learning process there were theories of learning delivered by teachers. This theory of learning helped teachers and learners to learn and understand about the things being studied. These theories helped people, both teachers and students, to change in terms of thinking, having good and correct knowledge, having changes in attitude, and so on.¹¹

Behavior theory was an early theory in learning that emphasized the importance of external stimulus to influence learners can learn. For behaviors, learning must be observed through concrete behavior. The theory of learning behavior was focused on real behavior and was not related to the relationship of consciousness or mental construction. Behavior theory sees learning as a change in behavior. Learning was very important. From learning one could change his behavior for the better according to the truth that has been learned by him. One could learn from anything like objects, fellow human beings, and so on. There were several factors that can make a person learn, one of which was stimulus.¹²

Cognitive theory was an observable process of information processing. That process occurred in the mind when obtaining information or stimuli from the outside through its five senses. The information received was then processed, filtered, and if meaningful it would be stored in a storage unit either temporarily (short-term memory) or permanent (long-term memory). The information that had been stored in the storage unit can then be withdrawn and used as needed. Cognitive learning theory was a theory of learning that attaches more importance to the learning process than the results of learning. Learning involved not just stimulus and response relationships, but learning in essence involved a very complex thought process.

According to Bruner, there were three cognitive processes that occur in learning, namely (a) the process of obtaining new information. The process of transforming information received, testing, evaluating the relevance and accuracy of knowledge. The acquisition of new information could occur through reading activities, hearing teacher explanations, hearing or viewing audiovisuals and others. The transformation process was the stage of understanding, digesting, and analyzing new knowledge and transforming it in new forms that may be beneficial to other things. There were several

¹⁰Sandy Ariawan, "Building Critical Thinking in Covid-19 Pandemic Era: Impossible or I Am Possible?," *International Research Journal on Advanced Science Hub* 2, no. 6 (2020): 127–130.

¹¹Terry Anderson and Julie Shattuck, "Design-Based Research: A Decade of Progress in Education Research?," *Educational Researcher* (2012).

¹²Cornel W. du Toit, "Emotion and the Affective Turn: Towards an Integration of Cognition and Affect in Real Life Experience," *HTS Teologiese Studies / Theological Studies* 70, no. 1 (2014): 1–9.

things that must be considered to transform knowledge easily, namely 1) the structure of knowledge must contain ideas, basic concepts, relationships between concepts or examples of concepts that are considered important, because by looking at how facts that seem to have nothing to do with each other so that in the learning process can run effectively, the structure of knowledge must be adjusted to the characteristics and level of development of learners; 2) readiness to learn in the form of simple skills that allow one to master higher skills. Learning readiness is influenced by the maturity of psychology and individual experience. To know the students have readiness in learning, then conducted pre-tests on the initial material based on the topic taught.; (b) each discipline has concepts, principles, and procedures that must be understood before a person begins to learn. The best way to learn is to understand concepts, meanings, and relationships through an intuitive process until they come to a conclusion or find something (discovery learning); (c) motivation in learning. Motivation is a situation that is contained in a person who encourages to do activities to achieve a certain goal. In learning, students must be motivated in various ways, so that there is an interest in learning.

The key to a teacher's success lied in the meaningfulness of teaching materials received or learned by learners. Something meaningful could be done systematically through discovery, memorization, and lectures. Meaningful learning could also be influenced by many factors, one of which was the intrinsic factor of the learner, namely motivation.¹³

This intrinsic motivation could be formed through extrinsic motivation, which was motivation that comes from outside the learner. Such as encouragement from parents and teachers, so in this case teachers also had an important role in fostering the motivation of learners.

Thus, cognitive theory was a knowledge that is gained or possessed by a person gradually. This means that knowledge or information was not directly obtained so quickly and easily. But it went through a step-by-step process that took a long time. In the process of acquiring a knowledge or information a person must use his brain to think more critically and deeply to acquire a new and important knowledge. Knowledge or information obtained would be processed, selected, processed, and concluded into a complete information.

Humanistic-constructivist theory was a subject that actively creates its own knowledge, based on its experiences with the environment. Because knowledge was not a collection of facts or concepts that were checked to learners, but rather a reconstruction (formation) of the experience. Humanistic-constructivist theory of learning was a process of knowledge formation.

The more a person learns, the more information he or she gets. Similarly, if a person had a lot of experience more and more information or knowledge that could be learned by him. In shaping knowledge, not all information that had been obtained was

¹³Stella D. Potgieter, "Communities: Development of Church-Based Counselling Teams," *HTS Teologiese Studies / Theological Studies* 71, no. 2 (2015): 1–8.

used all of them. There was some important information that could be the formation of a knowledge but some that was not important information in the formation of knowledge. Therefore, not all information obtained could shape one's knowledge.

Developing the Curriculum

Etymologically, the curriculum came from the Greek *curier* and *curere* which meant a race, running in a race that has been formed. Curriculum was everything that was prepared for the purpose of learning in the formation of intelligence and character of learners in accordance with the goals to be achieved. Curriculum was one part of a management system that concerns the planning, implementation, and evaluation of learning that serves as a guide or guide for teachers in carrying out learning activities.

Thus, the curriculum was an educational element to assist teachers in managing learning in the classroom. In this case teachers had a role in implementing the existing curriculum. This element had been planned or designed by the teacher to be implemented in the learning process. This helped teachers and students to be able to achieve the objectives of the learning that had been planned by the teacher and this was a standard in the learning process. Learning activities conducted by teachers were an important and main part of formal education whose foundation is based on the curriculum, so teachers in designing or planning learning programs or carrying out the learning process must rely on the curriculum.¹⁴

Implementing Educational Learning

One could be called a responsible human being if he was able to make choices and make decisions on the basis of certain values and norms, both those that were sourced from within him and those that are sourced from his social environment. In order to improve the quality of education, teachers had an important role in realizing educational goals. Teachers were the spearhead of teaching activities in schools that are face-to-face with students. The role of teachers was not only to provide information but also to direct and provide learning facilities to make the learning process more adequate. Mastery of the principles of educating teachers must be realized in the actual learning process, and teachers can understand the components related to learning before making a lesson plan draft.

In carrying out educational learning, teachers must teach and guide learners to understand the values and norms and carry them out. Academic learning should also affect the lives of learners because, at the end the goal of education is a change in the behavior of learners for the better, so that in this case the teacher must make the learners to learn both in the course of the learning process and in self-learning.

Utilizing Information Technology for Learning

Information technology contained two terms, namely technology and information. The word technology was the result of human thought to develop certain system ordinances and use them to solve problems in their lives. While information was a

¹⁴Erna Oliver, "A Move towards Heutagogy to Empower Theology Students," *HTS Theologiese Studies / Theological Studies* 72, no. 1 (2016): 1–7.

message or information about knowledge and experience shared or communicated to others. Thus, information technology was an ordinance or system used by humans to convey messages or information.¹⁵

Information technology covered everything related to process, use as a tool, manipulation (hand-done work or skilled mechanical tools, and information management). Teachers used technology to find materials or teaching materials, access the latest information, about the development of science and technology used in classroom learning. Teachers could also assign assignments to students to search for sources of information or material from the internet and make use of the internet to discuss or share information. Information technology was also very helpful for teachers in carrying out the learning process in the classroom and influence the results of the learning process. When viewed from the development of the times, technology was familiar to teachers and students, so this could help teachers to benefit this information technology in the learning process in the classroom.

Helping Students Actualize Their Potential

The potential of learners was the capacity or ability and characteristics or traits of individuals related to human resources that have the possibility of developing or supporting the development of other potentials contained in learners. Potential was referred to as strength, energy or hidden ability that has not been utilized optimally. In actualizing the potential of learners, students were not only encouraged to receive information presented through the learning process but should be directed at how to respond, conducting assessments, managing in various forms of variation, but also directed to form an independent person so that it has the character to speak and express opinions, and behave.

Communicate Effectively, Empatheticly, and Politely with Students

Communication as a process was encouraged to reduce the sense of uncertainty that arises, the means to act effectively, and maintain or strengthen the ego. Thus communication was a process of processing ideas or ideas about a thing and conveyed to others either directly or indirectly (symbols and behavior).¹⁶

The process of communication learning was very important, both for teachers and students in delivering materials and receiving the material. The essence of learning was the interaction between teachers and students so that there is an exchange of messages (information, knowledge, experience, skills, etc.). In communicating there were some terms or conditions that can be used to make that communication effective, empathetic, and polite. a) effective communication is a communication that is effective or communication that causes the messages delivered can be received and understood perfectly. The existence of meaningful interactions that give rise to mutual understanding and mutual understanding between teachers and learners; b) empathy

¹⁵D A Carson et al., "Some Reflections on Pastoral Leadership," *Themelios: An International Journal for Students of Theological and Religious Studies* 39, no. 2 (2014): 195–197.

¹⁶Ryan A Brandt et al., "New Models of Religious Understanding," *Journal of Biblical and Theological Studies* 3, no. 1 (2018).

communication is involving all parties in the communication process and diving into each other's hearts, intentions, objectives of each party. The teacher can be said to be able to communicate with the learner if he understands well the needs of the learner; c) polite communication is that teachers should use a more human communication approach in interacting with students because the learners are partners.

Assess Learning Processes and Outcome

Assessment was a systematic and continuous process or activity to gather information about the learning process and results of learners in order to make decisions based on certain criteria and considerations. The assessment process was related to the achievement while the learner during learning, involvement, motivation, interest, and enthusiasm of learners in learning. Results assessment was intended to measure the achievement of learning objectives at the end of a particular learning unit. The results of this assessment could then be used to make improvements, diagnose weaknesses or difficulties experienced by students. Thus, process assessment was a process in measuring or assessing the achievement of the objectives of the learning process conducted by teachers. The purpose of this process assessment was to make improvements to the mistakes made during the learning process so that it gets better results. This assessment was also beneficial for teachers, where teachers could measure themselves against material achievement and the extent to which their students understand the material. Teachers should be able to develop measurable assessments to measure the progress or improvement of students' learning outcome.¹⁷

Teachers should also pay attention to the principles in judging. The intended principles, namely: 1) assessment should be done objectively, namely assessing what should be assessed and focused on the competencies or objectives of the learning that has been set; 2) assessment should be conducted thoroughly and comprehensively, covering all aspects of the ability or competence of learners (cognitive, affective, and behavioral); 3) assessment should use appropriate measuring instruments taking into account its validity and reliability; 4) assessment should be educational means to be a motivational tool for learners to learn or in other words learners must be challenged to reflect and improve their learning performance through the results of assessment obtained; 5) assessment should be conducted continuously and pay attention to the development of learners from time to time.

Perform Reflective Actions

Reflective was one part of the learning process and is a generic term for effective intellectual activities, where individuals involved in it seek to investigate their experiences to help new understanding and appreciation of a particular thing. It was interpreted as a process of rethinking so that it can be interpreted or analyzed. Thus reflective was an action performed by teachers in the learning process that has happened before by looking back or correcting themselves to activities. By doing this

¹⁷David Ko et al., "Greed vs . Self-Interest : A Case Study of How Economists Can Help Th Eologians Serve the Church" 2, no. 2015 (2014): 17–47.

reflective action would create an opportunity for teachers to continue to progress or be encouraged in doing the learning process better.

There were three ways of reflecting, namely (1) reflection in action, related to the decision-making process that is done when the teacher is actively involved in learning. this process usually occurs spontaneously but is experienced when learning occurs; (2) reflection on action, reflection performed before and after the action is performed. There are certain considerations that teachers will make about their suitability for the context of learning; (3) reflection-about-action, a relatively more comprehensive reflection by taking a broader and deeper and critical viewpoint of its learning practices by examining them from various other aspects such as ethical, moral, political, economic, sociological, and so on.

This reflection action helped teachers to have a broader and deeper knowledge or understanding of the learning carried out, could increase their responsibility in carrying out the learning process better and responsible for the activities that have been done, and decisions and choices taken in the implementation of learning in the classroom. Because every decision or choice taken by the teacher in the learning activities will be very influential for the lives of students in the future.

CONCLUSION

Based on the results of literature studies and field research, with a series of data processing, it can be concluded that there is an influence between the teacher's level of understanding of Divine vocation on the teacher's competence of Christian education. This can be seen from the results of the R-Square determination coefficient which shows a figure of 0.521 which means that the influence of independent variables (X) on dependent variable changes (Y) is 52.1% while the remaining 47.9% is influenced by variables other than independent variable X (the teacher's level of understanding of Divine vocation). The problem of decadence of teacher's competence, that is very likely experienced by teachers during this pandemic, can be addressed by putting full emphasis on the importance of understanding a teacher's Divine vocation.

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