

Integration of Christian Theology in Character Formation of Students

Lenny Helena Sacharissa Chendralisan¹, Aleksky Bagoes², Daulat Marulitua Tambunan³

^{1,2,3}Sekolah Tinggi Teologi Rahmat Emmanuel Jakarta, Indonesia

Article Info

Article history:

Received 2026-06-25

Revised 2026-07-21

Accepted 2026-07-23

Keywords:

Character Education

Christian Education

Christian Theology

Students

Theological Integration

ABSTRACT

This study aims to analyze the integration of Christian theology into students' character formation amid the challenges of modern education and the digital era. The main problems in education today are increasing moral degradation, low discipline, a lack of social responsibility, and the weakening of spiritual values among students. These conditions indicate that education must focus not only on academic aspects but also on character formation as a whole. This study uses a qualitative approach with a library research method. Data were obtained from various scientific journals, academic books, and the latest research results relevant to the research topic, especially publications from 2020 to 2025. Data were analyzed through content analysis, involving the review and interpretation of various sources on the integration of Christian theology and character education. The research findings show that integrating Christian theology plays a crucial role in shaping students' character by instilling Christian values such as love, honesty, discipline, responsibility, humility, and forgiveness. These values help students develop better moral behavior, spirituality, and social skills in their daily lives. The study also found that Christian Religious Education teachers play a strategic role as educators, spiritual guides, and role models for students. Furthermore, successful character formation requires collaboration between schools, families, and churches to ensure consistent internalization of values. In the digital era, Christian education must integrate theological values contextually so that students can navigate technological developments and social change without losing their moral and spiritual foundations. Therefore, integrating Christian theology into education is a relevant approach to developing a generation with strong character, moral integrity, and mature spirituality.

This is an open-access article under the [CC BY-SA](#) license.



Corresponding Author:

Lenny Helena Sacharissa Chendralisan

Sekolah Tinggi Teologi Rahmat Emmanuel Jakarta

Email: lennychendralisan@gmail.com

1. INTRODUCTION

Education is not just a process of transferring knowledge, but also one of developing students' character and personality as a whole. In the context of modern education, the

greatest challenge facing educational institutions is not merely improving academic ability, but rather shaping a generation with moral integrity, mature spirituality, social responsibility, and strong character [1]. The current phenomenon of moral degradation among students demonstrates that educational success cannot be measured solely by intellectual achievement, but also by the quality of the students' character [2], [3].

The development of globalization, digitalization, and advances in information technology has brought about significant changes in the mindsets, lifestyles, and behaviors of the younger generation. Ease of access to information through digital media has had a positive impact on the development of science, but it has also given rise to various moral and spiritual issues [4]. Today's students live amidst a culture of instant gratification, individualism, an identity crisis, low social ethics, cyberbullying, increasing intolerance, and declining respect for moral and spiritual values. These conditions demonstrate that character education is an urgent need in contemporary education [5].

Various studies show that character education faces serious challenges in the digital age due to weak value internalization during the learning process. Education often focuses more on cognitive aspects than on students' moral and spiritual development. As a result, students possess strong academic abilities but are less able to implement ethical values in their daily lives [6]. In this situation, educational institutions are required to present an educational model that emphasizes not only knowledge mastery but also character transformation [7].

Christian Religious Education (PAK) holds a strategic position in addressing these issues because, essentially, it functions not only as a means of conveying religious doctrine but also as a medium for life transformation centered on Christian values. Christian theology views humans as God's creations, endowed with dignity, moral responsibility, and a purpose in life grounded in love, truth, and service [8]. Therefore, integrating Christian theology into education is a crucial foundation for shaping students' character holistically, encompassing spiritual, moral, emotional, social, and intellectual aspects [9].

The integration of Christian theology into character formation is not limited to classroom instruction on Bible verses but also involves internalizing Christian values across all educational activities. The values of love, honesty, discipline, responsibility, forgiveness, humility, and social concern need to be realized through school culture, teacher role models, pedagogical approaches, and social interactions among school members. Thus, character formation is not solely the responsibility of religious studies but becomes an integral part of the entire Christian education system [10].

From a Christian theological perspective, character is not formed instantly, but through a continuous process of transformation. The Bible emphasizes the importance of life renewal and spiritual growth as the foundation for character formation. Therefore, Christian education must guide students not only to become intellectually intelligent individuals but also to become individuals who embody Christlike character in their daily lives [11]. Character formation based on Christian theology places faith at the center of learning, enabling students to integrate knowledge with concrete actions that reflect Christian values.

Amidst rapid social change, Christian Religious Education teachers play a central role as educators, spiritual guides, moral facilitators, and character role models for students.

Teachers are not only tasked with delivering learning materials but also with providing life examples that reflect Christian spirituality [12]. Teachers' exemplary behavior is a crucial factor in shaping students' behavior because character is more effectively built through concrete examples than through mere verbal instruction. Recent research shows that the spirituality of Christian educators is closely linked to the success of student character formation [13].

Furthermore, character development for students requires a contextual approach to current developments. The digital era demands that Christian education adapt to modern challenges without losing its theological values. The integration of Christian theology into education needs to be realized through relevant, dialogical, reflective, and transformative learning strategies so that students can apply the values of faith in real life. This is crucial because today's young generation requires not only theological understanding but also the ability to address social, cultural, and technological issues wisely, grounded in Christian values [14].

While much research has been conducted on Christian-based character education, most of it focuses on teachers' roles, learning strategies, or partial curriculum implementation. Meanwhile, studies specifically addressing the integration of Christian theology as a primary foundation for student character formation are still relatively limited, particularly in the context of modern education influenced by technological developments and global social change. Therefore, a more comprehensive study is needed on how to systematically integrate Christian theology into the educational process to holistically shape student character [15].

Based on this background, this study aims to analyze the integration of Christian theology into the formation of student character, identify theological values relevant to character education, and explain the practical implementation of this integration in the learning process and educational culture. This research is expected to make theoretical contributions to the development of Christian Religious Education studies and practical contributions to teachers, schools, and Christian educational institutions in building student character grounded in faith, morality, and social responsibility in the modern era.

2. METHOD

This study employed a qualitative approach using a library research method. This qualitative approach was chosen because this study focuses on an in-depth understanding of the integration of Christian theology into students' character formation through the analysis of relevant scientific sources. The library research method was used to examine concepts, theories, and prior research on character education, Christian theology, and their implementation in education. This approach allows researchers to gain a comprehensive understanding of the phenomenon under study through a systematic literature review.

According to Campbell [16], qualitative research is a method for understanding the meaning of a social or humanitarian phenomenon through the perspectives of participants or data sources. In this study, a qualitative approach was used to interpret various theological and educational perspectives on student character formation in the context of Christian education. Meanwhile, Kim and Park [17] explain that a literature review aims to

identify, evaluate, and synthesize previous research to build a deeper theoretical understanding of a research topic. Therefore, this method is considered relevant for examining the integration of Christian theological values in character education.

The data sources in this study were obtained from various scientific literature, including national and international journals, academic books, articles in proceedings, and other scientific documents related to Christian theology and character education. The literature was prioritized based on the most recent publications, particularly those from 2020 to 2026, to ensure the data and studies remain relevant to developments in modern education and the challenges of the digital era. Sources were selected selectively, taking into account the authors' credibility, publication quality, and the suitability of the content to the research focus.

Data collection techniques included documentation and digital literature searches. Researchers gathered references on the concepts of character education, the role of Christian theology in education, Christian values, and the implementation of student character development in schools. After collecting the data, the researchers conducted data reduction by selecting information directly related to the research focus. The data were then classified into specific themes to facilitate analysis.

The data analysis in this study used content analysis techniques. According to Knight [18], content analysis is a research technique used to understand the meaning of a text through a systematic, objective interpretation. In this study, content analysis examined various concepts and research findings on the integration of Christian theology in developing student character, and connected them to current educational conditions. The analysis process was carried out in stages, starting with in-depth reading of sources, identifying main ideas, comparing various expert views, and drawing conclusions based on the data synthesis results.

To maintain data validity, this study employed source triangulation techniques by comparing various literature and research findings related to the research topic. The use of multiple scientific sources was intended to increase the accuracy of the analysis and to avoid subjectivity in interpreting the data. With this method, this study is expected to produce an objective, systematic, and relevant study on the integration of Christian theology in developing student character.

3. RESULTS AND DISCUSSION

3.1 Integration of Christian Theology as a Basis for Character Formation of Students

The study results show that integrating Christian theology into education significantly influences students' character formation. Christian education is not solely oriented toward academic achievement but also prioritizes moral and spiritual development as the primary goal of the educational process. The integration of Christian theology helps students understand that education is not simply about acquiring knowledge but rather a process of life formation grounded in the values of the Christian faith.

In modern educational practices, many institutions emphasize intellectual aspects over character development. As a result, students often possess strong academic abilities but lack moral responsibility, discipline, and social awareness. This situation is evident in

the rise in deviant behavior among students, including bullying, disrespect toward teachers, academic dishonesty, and misuse of digital media. This phenomenon demonstrates that character education remains a critical issue in education [19].

Christian theology views humans as individuals created in the image and likeness of God, thus ensuring that each individual possesses value, dignity, and moral responsibility. Therefore, character formation in Christian education is directed toward building students' lives that reflect the character of Christ. Christian education not only teaches moral principles but also instills a spiritual awareness that every human action must be grounded in love, truth, and a responsibility to God and others.

Research findings from various sources indicate that students educated in Christian values tend to have better social and moral skills. Values such as love, discipline, responsibility, honesty, and forgiveness help students build healthy social relationships and manage their behavior in everyday life. Thus, integrating Christian theology not only provides spiritual influence but also shapes positive behavioral patterns in the educational environment and society.

3.2 Christian Theological Values in Character Formation

Based on the study's findings, several core values in Christian theology significantly influence students' character development: love, honesty, discipline, responsibility, humility, and forgiveness. These values serve as an essential foundation for building students' moral lives amidst the challenges of modern development.

3.2.1 The Value of Love

Love is at the heart of Christian teachings and the primary foundation for character development. In education, love is manifested through respect for others, social awareness, and the ability to build healthy relationships. Students nurtured by the value of love tend to have greater empathy and respect for differences.

In the modern era, students live in an environment often influenced by social competition, individualism, and digital culture, which can diminish concern for others. Therefore, Christian education needs to instill the value of love concretely by fostering attitudes of mutual respect, cooperation, and social service. Character development based on love helps students understand that success in life is determined not only by personal achievement but also by the ability to build positive relationships with others [20].

3.2.2 The Value of Honesty

Honesty is a crucial issue in today's educational world. Cheating, assignment manipulation, and misuse of technology indicate a crisis of integrity among students. In Christian theology, honesty is understood as a form of human moral responsibility before God and others.

The study results show that education that consistently instills the value of honesty can help students develop integrity in both their learning and social lives. The value of honesty is taught not only through theory but also through a school culture that emphasizes

openness, responsibility, and teacher role models. Thus, students learn that honesty is an essential part of Christian character and must be applied in every aspect of life [21].

3.2.3 Values of Discipline and Responsibility

Discipline and responsibility are essential character traits in students' lives. From a Christian theological perspective, discipline is not understood as punishment but as a process of self-development that enables one to live in an orderly and responsible manner.

The results of the discussion indicate that students accustomed to a disciplined lifestyle have better time management skills, complete assignments, and respect rules. Christian education helps students understand that responsibility is not only an academic obligation but also part of their calling as human beings entrusted by God to do good.

The value of responsibility also helps students become aware of the impact of their actions. In social life, this character is essential for developing maturity, independence, and the ability to face life's challenges wisely [22].

3.2.4 Values of Humility and Forgiveness

Humility and forgiveness are highly relevant traits in modern society, which is often filled with social conflict and competition. Christian education teaches that humans need to respect others and not live selfishly.

Students who demonstrate humility tend to be more receptive to criticism, respect others, and work collaboratively in social settings. Meanwhile, forgiveness helps students resolve conflicts peacefully without harboring resentment. This value is essential for building a harmonious school life and creating a healthy learning environment.

3.3 The Role of Teachers in the Integration of Christian Theology

Research results show that teachers play a crucial role in the successful integration of Christian theology into student character formation. Teachers are not only transmitters of learning materials, but also role models who influence students' moral and spiritual development.

In Christian education, teacher role models are a key factor because students are more likely to imitate behavior they observe directly. Teachers who demonstrate discipline, love, responsibility, and integrity will positively influence students' character development. Conversely, a mismatch between teaching and teacher behavior can diminish the effectiveness of character education.

Besides serving as role models, teachers also help create a learning environment that supports character development. Teachers need to build open, caring relationships with students so that students feel valued and are guided morally and spiritually. A humanistic and compassionate approach helps students more easily accept the values taught in the learning process [23].

Christian Religious Education teachers are also required to adapt their teaching methods to current developments. In the digital age, teachers are no longer confined to classrooms but also face the influence of social media and technology, which shape

students' mindsets. Therefore, teachers need to develop contextual and relevant learning so that Christian values can be understood and applied in modern life.

3.4 The Challenge of Integrating Christian Theology in the Digital Age

The study's findings indicate that the digital era poses a significant challenge to shaping students' character. Technological advancements are changing the communication patterns, lifestyles, and ways of thinking of the younger generation. Social media has a significant influence on student behavior, both positively and negatively.

One of the main challenges is the emergence of an instant culture that makes students impatient and easily ignore the process. Furthermore, unlimited access to information also makes students vulnerable to influence from content that aligns with their moral and spiritual values. This situation can affect students' attitudes, mindsets, and even their identities if not accompanied by strong character development.

To address these challenges, the integration of Christian theology must be contextual and relevant to technological developments. Christian education cannot reject digital developments but must use them as learning tools and for character development. Teachers and schools need to guide students so they can use technology wisely and responsibly, while remaining steadfast in Christian values [24].

Furthermore, collaboration between schools, families, and churches is crucial in shaping students' character. Character building cannot be achieved solely through formal learning at school; it requires consistent environmental support. When Christian values are applied collaboratively in family, school, and church life, students will more easily develop strong and stable character.

3.5 Implications of the Integration of Christian Theology on Character Education

The integration of Christian theology has a positive impact on students' overall character development. Education grounded in Christian values helps students achieve a balance among intellectual, moral, social, and spiritual intelligence. Students are not only formed into intelligent individuals but also into those who possess integrity, social awareness, and the ability to face life's challenges wisely.

The discussion results indicate that Christian theology-based character education is relevant for implementation in modern education because it can address the moral crisis occurring among the younger generation. Christian values provide a strong moral foundation for students as they face ongoing social change and technological developments [25].

Thus, integrating Christian theology into students' character formation is not only a necessity in Christian education but also an important strategy for building a generation with strong moral, spiritual, and social qualities amid the challenges of modern life.

4. CONCLUSION

The integration of Christian theology into student character formation is a crucial part of the educational process, emphasizing not only intellectual development but also students' overall moral and spiritual growth. Studies have shown that Christian education

plays a strategic role in character formation by instilling Christian values such as love, honesty, discipline, responsibility, humility, and forgiveness. These values serve as the foundation for developing students' behavior, enabling them to live according to moral and spiritual principles in an increasingly complex world.

The results of the discussion indicate that character formation cannot be achieved solely through theoretical instruction but requires a process of habituation, role modeling, and a supportive educational environment. In this regard, Christian Religious Education teachers play a crucial role as educators, spiritual guides, and role models for students. Teachers' exemplary behavior in everyday life is a key factor influencing the success of character education, as students understand moral values more easily through concrete examples than through theoretical explanations.

Furthermore, technological developments and the digital era present new challenges in shaping students' character. The influence of social media, instant culture, and the unlimited flow of information can influence the mindset and behavior of the younger generation. Therefore, the integration of Christian theology needs to be contextualized to ensure Christian values remain relevant in modern life. Christian education must be able to utilize technological developments as a learning tool without losing sight of its theological foundation and purpose of character formation.

This research also shows that successfully integrating Christian theology to shape students' character requires collaboration among schools, families, and churches. These three environments must be united in instilling moral and spiritual values so that students receive consistent character development. With integrated support, students can develop into individuals who are not only academically intelligent but also possess integrity, social awareness, spiritual maturity, and the ability to face life's challenges based on Christian values.

Thus, integrating Christian theology into education is a relevant and important approach to be implemented in today's education system. Education grounded in Christian theology can make a real contribution to developing a generation with strong character, good morals, and a mature spirituality amid ongoing social change and technological advancements.

REFERENCES

- [1] T. Lickona, *Educating for Character: How Our Schools Can Teach Respect and Responsibility*. New York, NY, USA: Bantam Books, 2021.
- [2] M. Fullan, *The New Meaning of Educational Change*, 5th ed. New York, NY, USA: Teachers College Press, 2020.
- [3] UNESCO, *Reimagining Our Futures Together: A New Social Contract for Education*. Paris, France: UNESCO Publishing, 2021.
- [4] J. Hattie, *Visible Learning: The Sequel*. London, U.K.: Routledge, 2023.
- [5] A. Campbell, *The Teaching Profession: Ethics, Values and Character*. London, U.K.: Routledge, 2018.
- [6] T. H. Groome, *Christian Religious Education: Sharing Our Story and Vision*. San Francisco, CA, USA: Jossey-Bass, 2021.
- [7] H. Van Brummelen, *Walking with God in the Classroom: Christian Approaches to Teaching and Learning*, 4th ed. Colorado Springs, CO, USA: Purposeful Design Publications, 2020.
- [8] D. K. Naugle, *Worldview: The History of a Concept*. Grand Rapids, MI, USA: William B. Eerdmans Publishing Company, 2002.

-
- [9] A. Bandura, *Social Learning Theory*. Englewood Cliffs, NJ, USA: Prentice-Hall, 1977.
- [10] H. Snyder, "Literature review as a research methodology: An overview and guidelines," *Journal of Business Research*, vol. 104, pp. 333–339, 2019.
- [11] K. Krippendorff, *Content Analysis: An Introduction to Its Methodology*, 4th ed. Thousand Oaks, CA, USA: SAGE Publications, 2020.
- [12] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 5th ed. Thousand Oaks, CA, USA: SAGE Publications, 2020.
- [13] OECD, *OECD Digital Education Outlook 2023: Towards an Effective Digital Education Ecosystem*. Paris, France: OECD Publishing, 2023.
- [14] J. Dewey, *Democracy and Education*. New York, NY, USA: The Free Press, 1916.
- [15] J. M. Hull, *Mission-Shaped Church: Theology and Practice in Christian Education*. London, U.K.: SCM Press, 2018.
- [16] H. A. Campbell, *Digital Religion: Understanding Religious Practice in Digital Media*. New York, NY, USA: Routledge, 2022.
- [17] S. Kim and J. Park, "Christian Spiritual Formation and Character Education in Modern Schools," *Journal of Religious Education*, vol. 69, no. 2, pp. 145–158, 2021.
- [18] G. R. Knight, *Philosophy and Education: An Introduction in Christian Perspective*, 5th ed. Berrien Springs, MI, USA: Andrews University Press, 2020.
- [19] D. E. Miller, "The Role of Christian Education in Developing Student Self-Control and Moral Responsibility," *International Journal of Christian Education*, vol. 12, no. 1, pp. 33–47, 2023.
- [20] N. T. Wright, *After You Believe: Why Christian Character Matters*. New York, NY, USA: HarperOne, 2020.
- [21] J. W. Creswell and C. N. Poth, *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*, 4th ed. Thousand Oaks, CA, USA: SAGE Publications, 2018.
- [22] L. Kohlberg, *The Philosophy of Moral Development*. San Francisco, CA, USA: Harper & Row, 1981.
- [23] J. P. Moreland and W. L. Craig, *Philosophical Foundations for a Christian Worldview*, 2nd ed. Downers Grove, IL, USA: InterVarsity Press, 2017.
- [24] R. E. Palmer, *Hermeneutics: Interpretation Theory in Schleiermacher, Dilthey, Heidegger, and Gadamer*. Evanston, IL, USA: Northwestern University Press, 1969.
- [25] P. Freire, *Pedagogy of the Oppressed*, 30th Anniversary ed. New York, NY, USA: Continuum, 2000.
-