

A curriculum design of Christian character education for young adult

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Abstract

This article starts with looking at the needed of design curriculum for my students in Christian University of Indonesia in Tomohon. I creating my own design curriculum to young adult as students for Christian University of Indonesia in Tomohon Faculty Theology namely Power (Pray, Obey, Worship, Evangelism, and Read) to embody of integrated Ralph Tyler and Maria Harris concept by learning experiences and preparing for church. I'm writing this article in the purpose for open our new paradigm about how we must facing to the reality when students formed their character through the design of curriculum. I'm using literature books and method in qualitative approach to founding the meaning. The result of this article to finding the values of Christian Character Education for young adult for inherited.

Keywords: curriculum design, POWER, Christian character, young adult

Introduction

A. Definition and Purpose of Curriculum Christian Education for Young Adult

Young adult in stages of study, especially Christian University of Indonesia in Tomohon need the real curriculum to design Character of Christian Education. First we must know about the meaning with the purpose. According to Campbel Wyckoff Curriculum is experience under guidance toward the fulfillment of the purposes of Christian education, not the entire social situation within which the person acts and with which he is interacting, but rather that part of it which is consciously planned^[1]. Some educators perceive the purpose of curriculum as being the improvement of instruction, and they define it accordingly but for me curriculum must form Character Christian Education.

Character is true identity about student as whole entire life, about physical, emotional, spiritual and as institution to students, so Christian University of Indonesia Tomohon is the right place to forming students in good character according image of God. Character Christian Education described in a design Curriculum Character Christian Education for young adult in Christian University of Indonesia in Tomohon. As researcher I'm trying to make my own design curriculum to nurture and empowering young adult in practice way of curriculum, so they can easy to implementation in their life. My focus concept curriculum describe about Ralph Tyler with five basic principles curriculum by learning experiences in the school with integrated of Maria Harris concept in five dimension to fashioning people in the Church. Young adult character full energy and dynamic always in progress be adults and mature. Young adults must have POWER in Character of Christian Education as unique practice implementation life every day.

My own design curriculum to young adult as students for

Christian University of Indonesia in Tomohon Faculty Theology namely POWER to embody of integrated Ralph Tyler and Maria Harris concept by learning experiences and preparing for church. Young adult in spirituality is the sensitivity of the God who bears the quality character of life as shown by Jesus especially in image of God. Quality of life was manifested in the great relationship with God, relationship with fellow noble and glorious relationship with himself. God reflects the quality of spirituality, because the purpose for the students in campus UKIT especially my Faculty Theology can experience and feel the spiritual life to forming the character Christian Education, so not boring and progress in the programs which named the "POWER" as abbreviation of (Pray, Obey, Worship, Evangelism and Read). Vision makes exemplary students as young adults in their words and actions on campus environment keep the moral and have a good character. Mission is transforming students as young adult in their life and to improve students as young adult character spirituality as a source of renewal drain the love of Jesus Christ.

POWER curriculum as output practice for young adult as students is combine from Ralph Tyler and Maria Harris concept because according Tyler his concept emphasized the systematic learning, so I'm arrange very systematic programs with name activity, time, location, activity, purpose and targets with the exercise technical way but also very practice and artistic according Maria Harris concept emphasized the five dimension by koinonia (community), leiturgia (prayer and worship), didache (teaching), kerygma (proclamation) and diakonia (outreach). Through this program curriculum can forming the character Christian Education in young adults as student and give great impact for their life especially in actualization. Thus programs describe the real program into the deep needed inside of young adult as students. Programs planning for one year and certainly with the 5 W's and 1 H (What, where, when, who, why and how) and will be described through a program description and explanation below:

P: (Pray) Christian young adult student who want to grow and longs to live a Christian life well, must always

¹ Campbel Wyckoff, *Theory and Design of Christian Education Curriculum*, (Philadelphia: The Westminster Press), 1955, 17.

communicate with God through prayer. Prayers is breath of life and it's part of *leiturgia*. In his/her prayer expressed their thanks speech, confessed his/her sins and also submit his application, either for yourself or for someone else. God promises to always be close to all the people who come to Him in prayer as Hannah in prayer (1 Samuel 1 :12-28). God hear the heart and when pray it is as a "heart monitor" installed in every person and when the heart truly reaches out to God as God, no longer looking to it self or others, He responds with the gift of "life from above"^[2]. Jesus as Master of peace and He also prayer to his Father on heaven at Getsemani when preparing time to sacrifice his self for salvation the world.

Character life of Jesus in every prayer becomes good character and example to relation with God and communication with intimacy of power in Jesus name. Pray teach the students become good character in their communication with God, because if in their life the communication with God is good, so it's mean the relation also with another human will better. Through prayer the Holy Spirit guides us in God way. Pray also become comfort thing to hospitality and renovation the heart. We will heal when visit and caring each other to sharing time for complete each other in prayer community. Points of prayer will make the counseling as mediation in Universities environment or church in congregation.

O: (Obey) In Luke 1:38 John says that the obedience of Mary as a person is a sign of the love of God. But we will not be able to do it on our own. That's one reason why God gave us the Holy Spirit. When we surrender to Him, the Spirit of God gives strength for young adult as students to walk with Him in obedience and take any risks. Jesus in his Character to obey his Father mission to save the world even though must suffering and took the risk. Jesus growth up from children become teenager and he obey to his parents when they looking for Jesus in Synagogue. The obedient become power to forming the young adult life to understanding what God purpose to their life and He never disobedient. In case even thought the Judas already betray and sale him but God plan become real process as real curriculum life in whole mission from the beginning until the last time. Obey is part of *diakonia* because the outreach for the whole life and in obedient character of students formed by Holy Spirit and guiding the students in process of learning to follow God will because the result is humble of heart. *Diakonia* teach also to sharing and care another person to give the meaning of life.

W: (Worship) As a person, she must worship God in thought, deed, his prayers and so forth. Students should be an example to worship and offer praise to God with other people of God (Psalm 111: 1, Hebrews 10: 24-25). At the level of the human spirit, nothing can be hidden. Lying always depends upon the use of our body^[3]. Worship is part the implementation of *koinonia* because in community the character will formed by another character to building relation from heart to heart, to knowing about each other. Character of students also will develop because in worship can show the talent as part of God grace. Students can

improve and learning about leadership and to arrange the creativity of worship. We worship Him in the spirit and truth, so the intimacy with God is important feeling. He show the true way because by Jesus as savior we get the power of communion.

E: (Evangelism) The good news about Jesus Christ must be shared with others through the testimony of everyday life for women like Ruth (Ruth 1:16-17). The aim of Christian Education is maturity in Christ to the glory of God. The Word must be personally, actively appropriated. Knowledge alone is not power, but the effective use of knowledge^[4]. Evangelism is part of *Kerygma* because proclamation about Gospel is all about good news for all believers and the character of Jesus is the risen and core of our life. The students can form with exercise practice and directly show the power of faith to spread the blessing and love of God. With their real attitude and behavior as Christian become real example for other unbelievers. I know the Christian of spiritual life increasing in part of proclamation. In *kerygma* give the right implementation character of Jesus love. In Jesus we believe the power of His name almighty.

R: Read, (reading the Bible). One source of spiritual growth that affect us directly is the Bible. Students in learning should read the Bible on a regular basis because the Word of God is spiritual and can forming the character Christianity like milk once solid foods that will foster our spirituality (II Timothy 3:16, I Peter 2:2, Hebrews 5:12-14). The Bible tells how a should life, because the Bible is basic for teaching the good way to forming their Character in Christian Education way according of Jesus example in teaching. Dallas Willard mention in part hearing God in Scripture "*Prepare yourself to receive from God. Close your eyes and breathe out slowly. Ask God to give you an openness to hear whatever the Spirit wishes to bring to you today.*"^[5] Read is part of *didache* because through Words of God especially in Jesus teaching we can know the right decision to action in thinking and attitude. Character so important forming the students to know the knowledge of God. The fear of the LORD is the beginning of knowledge (Proverbs 1:7a). As students we can keep God Words and store up His commands in heart.

The core of Character Christian Education base on the Bible because in process of learning and the teaching must impress as in Deuteronomy 6:6-7 said: "*These commandments that I give you today are to be upon your hearts. Impress them on your children. Talk about them when you sit at home and when you walk along the road, when you lie down and when you get up.*"

Keeping in mind that the Word of God, properly speaking, is the inspired content and spiritual substance of the Scriptures and that the words are only the form and vehicle of the Word, we can readily see why the term "word" in the Bible usually refers to a message and way of life-the truth of life. The Bible calls the Word of the cross, the word of the kingdom, the words of salvation, the word of the spirit, the word of Christ, the word of truth, the word of life. John

² Willard Dallas, *Renovation of The Heart Putting on The Character of Christ*, (United State America: Navpress), 1935, 149.

³ Dallas, 149.

⁴ Lois Lebar, *Education That Is Christian*, (America: Christian Publication), 1951, 206.

⁵ Dallas Willard, *Hearing God*, (United State America: IVP Books), 1935, 103.

called it “the truth of your life.” (Third John 3) ^[6]. Character of Christian Education is the truth teaching in words of God. The Words of God said in 2 Timothy 3:16-17 “*All Scripture is God-breathed and is useful for teaching, rebuking, correcting and training in righteousness, so that the man of God may be thoroughly equipped for every good work.*” The implementation not just to reading, but the function Words of God as principles to making decisions.

POWER: curriculum is part of daily activity and as my input for implementation in student life at campus, especially in class when teaching every course as Lecturer. This curriculum does not just preparing for students in campus but also until in the church. The courses to teaching as example in my planning same with my courses along I study at PCTS Seoul, South of Korea like Christian Education Ministry, Human Development, Christian Education for Women, Modern Christian Education, Biblical Christian Education, Christian Education and Spirituality, if possible particularly Christian Education for Young Adult.

I'm so interesting with young adult because according my opinion character of young adult very important to determine progress of development in Christian Education. Many education but for Christian University of Indonesia especially Faculty Theology should preparing the right education to form the character in Christian way, so young adult ready facing every challenge and take boundaries for best future in Christian Education. Young adults will become the curriculum life itself. The curriculum should not be viewed as the stagnant on campus but also will continue develop in impact of Church because the real impact of forming character Christian Education when they become educator or pastor and minister. We can look output as result by process in their behavior.

When talking about the area of curriculum, many authorities prefer to label their writings curriculum development. Organizing the curriculum is another important phase to be considered. This organization is concerned with relating students, space, content, time activities and teachers ^[7]. The Special Committee on the Curriculum Guide Division of Christian Education found out that the word “*curriculum*” is hard to describe precisely because it is used in the many ways, on the basis of broad and narrow concepts. Even so, it is helpful to be familiar with the different uses in order to understand clearly the relationship of curriculum to Christian Education and its function in the educational process. They started from the broad concept of curriculum. In this sense it has been defined as experience under guidance toward the fulfillment of the purposes of Christian Education ^[8].

Christian Education can't separate with Religious Education. Religious Education is a discipline because it is an inquiry into teaching and learning as models and means

of response to revelation ^[9]. Christian Religious Education is intended to increase spiritual potency and forming students to become a man of faith and fear of God Almighty and noble. Includes ethics morals, manners, and morals as the embodiment of religious education. Increase spiritual potency include recognition, understanding, and cultivation of religious values, and practice these values in individual and collective life of society. Increase the spiritual potential of ultimately aiming at the optimization of the various potential reflects the actualization of human dignity as God's creatures.

Application of Competence and Basic Competence Standards in the field of Christian Religious Education (CRE), very precise in order to realize CRE models that achieve a transformation in the lives of Christian students in college education. Competence Standard and Basic Competence gives equal space to each learner with a distinct uniqueness to develop an understanding of the Christian faith in accordance with the understanding, skills and creativity levels respectively. Competence Standard and Basic Competence Education Christianity is not a "moral standards" are set to tie Christian students, but the assistance and guidance for learners in doing an encounter with God to express the results of that encounter in everyday life. Learners learn to understand, recognize and associate with God intimately because actually God exists and has always existed and work in their lives. He is a Companion in the Life of Children.

The purpose of Christian education according to Miller is to offer “*the reconciliation that comes through Christ, also, other Christian educators, such as religious education as a practice of learning to be a servant of the redemptive God.*” Through learning Christian identity, we learn God's grace and God's reconciliation for all of creation. Identity is rooted in the unique story, tradition, and practices of the Christian faith community taught through initiation and Baptism, conversion, and living. For them, forming Christian identity is an embodied goal in Christian religious education. “The clue to Christian education is the rediscovery of a relevant theology which will bridge the gap between content and method, providing the background and perspective of Christian truth by which the best methods and content will be used as tools to bring the learners into the right relationship with the living God who is revealed to us in Jesus Christ, using the guidance of parents and the fellowship of life in the church as the environment in which Christian nurture will take place” ^[10].

The most crucial question in structuring a curriculum is the question of its center. Do not all Christians agree that both authoritative content and personal experience are essential if pupils are to appropriate for themselves the full salvation that is offered to them in Christ. Neither factor of the curriculum, content or experience, can be omitted or minimized with impunity. But one of them must constitute the center around which the other revolves, the source of authority upon which the other depends as a secondary element

⁶ Allan Hart Jahsman, *Power beyond words (Communication Systems of the Spirit and ways of teaching religion*, (London: Concordia Publishing House), 1969, 23.

⁷ Harold T. Johnson, *Foundations of Curriculum*, (Columbus, Ohio: Charles E. Publishing Company, 1968), 1.

⁸ Special Committee on The Curriculum Guide Division of Christian Education, *A Guide for Curriculum in Christian Education*, (National Council of Churches of Christ in the U.S.A., Chicago, U.S.A), 1955, 24.

⁹ Campbel Wyckoff, *Toward a Definition of Religious Education as a Discipline in Religious Education*, vol. 62, (New York Westminster), 1967, 387-394.

¹⁰ Jack Seymour, *The Clue to Christian Religious Education, Uniting Theology and Education*, (Nashville: Abingdon Press) 2004, 272-286.

Table 1

No.	Name Activity	Time	Location	Activity	Purpose and targets	The exercise technical way
1.	“Walking Pray”	Every day along one year.	Every Place way.	Pray in the mind and heart.	Sensitivity training for All students on campus.	While walking the prayer performed.
2.	“Healing Pray”	Once a month (30 minutes).	Pavilion.	Sharing prayer points.	Restore relation among Lecturer with students.	Pray for each other.
3.	“Visit Pray”	Once in two months	Office Administration	Hearing and prayer	Reinforce heart of Lecturer with Campus official	Counseling and pray for everything.

Table 2

No.	Name Activity	Time	Location	Activity	Purpose and targets	The exercise technical way
1.	“Sow the seeds of Love”	The first month of march.	Vacant land behind campus.	Planting Chili, garlic and make a living pharmacy.	Instill a love of nature created by God for all students.	Planting together.
2.	“Songs of Students”	Every week on Saturday.	Campus Room	Exercise	Developing talent every young adult as new generation students	Combination each generation.
3.	“Craft of Hands”	Once in six months	Yard on campus	Bazaar	Funding support and improve skills for students and official administration	Selling all day.

Table 3

No.	Name Activity	Time	Location	Activity	Purpose and targets	The exercise technical way
1.	“English Worship”	Once in two weeks	Chapel	Praise and Worship	Improving the quality of worship for Lecturer and students	Alternative
2.	“Rainbow Worship”	Three days	“Hill Prayer”	Training creative worship	Setting up a students who is ready to serve the Lord	Regulated by committee
3.	“Composed worship”	Every weekend	Room Lecturer	Compose Liturgy	Hone Skills of Lecturer with official administration	Cooperate

Table 4

No.	Name Activity	Time	Location	Activity	Purpose and targets	The exercise technical way
1.	“Freedom Evangelism”	Once in year after last semester on June	Brothels and Prisons	Evangelism ministry	Make students brave to proclaim Good News	Observation and sharing care
2.	“Testimony Evangelism”	Once in beginning of the week	Synod office GMIM	Prepare for the mission of Gospel	Form the competent office workers and students in evangelism	Combine Evangelism between official campus with Synod
3.	“Evangelism Seminar”	Last Year on December along a two days	Auditorium Inspiration Hall	Evangelism outreach materials	Prepare a strategy for evangelism ministry for students of Lecturer	Implemented on schedule

Table 5

No.	Name Activity	Time	Location	Activity	Purpose and targets	The exercise technical way
1.	“Students sharing”	Once in Months	Class Room	Discussion and Learning	Helping young adults as students to learn from Bible and improve relationship	Read the Bible and sharing how the way to design ministry for students as young adult
2.	“Wall Magazine and Bulletin”	Once in one semester	Campus	Making Magazine and Bulletin	Increase creativity and the role of students and official in social media	Established and implemented by organization of students
3.	“Love of Bible”	Once a year on July	Library and Orphanage	Reading, Sharing and telling story Bible	Loving of spirituality students.	Visiting and serve with share Bible

Many are the young adult who have been exposed to enough factual Scripture to enable them to live deeply spiritual lives, yet they have not actively inwardly appropriated the truth that they understand mentally. At the other extreme is the secular and religious liberal curriculum that is centered in experience. Since it is the pupil who must do the growing, who must accept the content, he is given priority in the school's activities. As the pupils' needs are met, as they are motivated to interact with content that meets their needs, they originate and reorganize relevant content and bring it to life. The advocates of experience-centered systems assert that no curriculum that is centered in content can be dynamic, only the ones that are centered in life. Only as pupils search and find the content that has a bearing on current life will it enrich and change life.

What is the truth in this outlook, what the weakness, can

Christians accomplish their aims in a structure that is man-centered, No, only a God-centered curriculum can be Christian. Can we put the Word of God in the center and yet have a dynamic curriculum. God means His words to be more than facts, even eternal facts. He means them to reveal Himself and His Son. He never meant us to separate the written Word from the Living Word. The Living Word is contacted only through the written record. Therefore Christians have a curriculum that is Word-centered rather than Bible-centered. A curriculum that is centered not in sinful human life, but in divine life Himself, eternal life, fullness of life, the Living Word revealed by the written Word. What center can compare with that for vitality and power ^[11].

¹¹ Lebar, 203-205.

According to Campbel Wyckoff the form that this investigation into the life stream of the learner took was twofold: an analysis of areas of human experience and an analysis of Christian character traits. These were then developed into a crosshatch, so that the desirable and undesirable traits in various areas of experience would be defined. The organizing principle of the curriculum from the view point of the Christian gospels is to be found in the changing needs and experiences of the individual as these include his relation to (1) God as revealed in Jesus Christ; (2) his fellow men and human society; (3) his place in the work of the world; (4) the Christian fellowship, the church; (5) the continuous process of history viewed as a carrier of the divine purpose and revealer of the moral law; (6) the universe in all its wonder and complexity. This was an attempt to base curriculum upon a theologically oriented purpose and an integral rather than merely selective organizing principle, both Christian and educational at the same time, giving sample emphasis to the experience of the learner, the content of the Christian faith, and the demands of the Christian life^[12].

Another variable that complicates curriculum development is the environment in which it occurs, which is highly complex and constantly changing. To remain effective, the curriculum must be designed and modified to reflect the changes in society at large, changes in the local school, and changes in the students. Failure to consider and adjust for these changes would be tantamount to learning how to operate a car without ever putting it in traffic. In addition to curricular change being a highly complex process, the perception and definition of curriculum can be interpreted in a multitude of ways^[13]. Curriculum implications for the development of these traits might then be drawn. The purpose of the curriculum of Christian education is to confront individuals with the eternal gospel, and to nurture within them a life of faith, hope and love in keeping with the gospel of Jesus as savior.

Finally Christian Character of Education is the education process that will shape the character of the young adult as Christian student to find their identity, hone and explore the potential to make them as young people who have integrity and character of Christ in their lives so it can be a channel of blessing and be *imago Dei* for the glory of the Lord with their lives. Program POWER will be forming Christian Character of Education as part of long life process to teaching student in cognitive aspect but also in practice their spiritual life.

B. Scope of Content

The complete of curriculum depends on scope of content. In the part of introduction as I said the scope of this research includes the character Christian Education in Jesus Christ itself and also all students as young adult who are taught even wider than that on the whole for all associated with the development of Christian character proper education. Proposed curriculum is expected to answer and give an idea of how important a Christian education that is not only based on academic or cognitive but also the impact of the growth and development of Christian education and Christian character education. This study already describe

the two essential things: *first*, the importance of designing appropriate curriculum based on Christian educational development. *Second*, the meaning and character Christian education curriculum development patterns in the implementation of Christian education.

My own designing curriculum appropriate focus in integrated of Ralph Tyler and Maria Harris concept, so I'm trying to honestly about what the young adult needed especially as student in their Christian Education background at Christian University of Indonesia in Tomohon as students. Following every step stage of Christian Education develop the Christian Character of Education in their meaning become real implementation as young people believer. These research give contribution for Christian University of Indonesia in Tomohon to design a curriculum character Christian education based on reality of learning by experiences and forming by family and college or University become fashioning the people to practical implementation. Their character is the result of their curriculum process.

C. Biblical and Theological Foundation

A Christian philosophy of teaching begins in the Bible and forms part of the larger concept of Christian education. A clearly defined mandate and goal mesh precisely with the Bible's remarkable insights into the teacher, student, and God to form a stable superstructure. Each Christian teacher constructs a personal philosophy of teaching by correctly or incorrectly understanding the biblical framework. Therefore, the lifelong challenge to build a truly Christian philosophy correctly starts by examining each component part furnished by the Scripture. Christian teaching traces its roots back to the earliest days of man on the earth. God began teaching when He placed a restriction on man's behavior in the Garden of Eden. After the Fall, the need for teaching increased. Godly parents passed down crucial spiritual information from one generation to the next till God formalized parental responsibility by commanding them to teach their children (Deuteronomy 6). Because the Law functioned within a theocracy, spiritual training largely depended on the family but received reinforcement from the whole social, economic, political, and religious system. Though prophets were occasionally sent to other lands (Jonah), the focus of teaching during the Old Testament remained on the people who lived in the land of Israel. Jesus Christ would first articulate the idea of teaching everyone everywhere.

Christian teachers should stop long enough to consider how creatively God gave His revelation. Too much teaching methodology copies traditional models which may or may not reflect a Christian (not to mention creative) perspective. Because the Bible is largely a propositional document, some Christian teachers primarily present propositional and verbal explanations of biblical truth. But consider the incredible variety of methods and extremely diverse ways God used to communicate His Word.

1. He spoke directly and audibly from heaven.
2. He wrote on tablets of stone.
3. He became flesh.
4. He revealed Himself in supernatural beings.
5. He gave vivid dreams and visions.
6. He drew on walls of palaces.
7. He made animals talk.

¹² Campbel 36-37.

¹³ Kenneth O. Gangel and James C. Wilhoit, *The Christian Educator's Handbook on Adult Education*, (Michigan: Grand Rapids Baker Books), 1993, 7-8.

8. He voiced truth through human prophets.
9. He composed poetry.
10. He provided visual reminders of promises ^[14].

In one sense the mandate for Christian teaching assumes a goal. Those who learn about God must respond positively to Him. Almost invariably, when the goal of Christian teaching is raised, the word maturity surfaces. We seem to assume a common definition for this key word but such an assumption produces confusion. Scripture uses at least three different words as both goals for teaching and measures of maturity. Maturity should manifest itself in relationships, morality, and theology. First Timothy, Hebrews, and Ephesians state these marks of maturity clearly. As themes, we find them everywhere in the Bible. But the clarity of expression in these particular passages makes them ideal summaries.

Timothy 1:5: *"The goal of this command is love, which comes from a pure heart and a good conscience and a sincere faith."* For purposes, the substance of the verse is really straight forward and hardly astonishing. Paul intends his teaching to produce love in the life of the student. Until that was accomplished, the goal for his instruction was not achieved. This simple verse ties vast amounts of the New Testament together. Note how the following passages focus on love

1. The first commandment (Matt. 22:37-38)
2. The second commandment (v. 39)
3. The distinguishing mark of a disciple (John 13:35)
4. The fruit of the Spirit (Gal. 5:22-23)
5. The fruit superior to the gift (1 Cor. 13:1)
6. The way to tell if a man loves God (1 John 4:20) ^[15]

Bible foundations necessary for accomplished the purpose Christian Education to put and forming Character Christian Education in student mindset. Focus on learning followed the real example basis on Bible guiding become not just as command but working in God will and purpose. Like Timothy as young adult but God still show and give His power and authority in his life. Bible support and empowering young adult as new generation to followed Jesus character. Jesus is Love and justice, His almighty, His creator, His Father, Holy Spirit and Son. Jesus is great Master and source of wisdom. The fear of God will make the students begin in knowledge of truth. Character based on Bible become practice curriculum in all activity of Christian Education process.

D. Method of Education

Education need method and the one way through teaching but also have variation of teacher or lecturer because talking about Christian Education is meaning of process in learning. Lots of options among others are playing, showing, involving, discuss, and the creation of lecturers or teacher. How to teaching the Christian Character of education

through ever course and make discussion in class room or questions for sharing, critical response each other and in practice exercise the program POWER because it is already systematic and my own designing for one year with the schedule. To forming and teaching about character it's must followed by exercise the program directly from student with lecturer or teacher.

A teacher or lecturer is an instructor whose duty is to impart knowledge about a particular subject following a systematic, methodical procedure. A teacher of religion has a call to be more than an instructor of the truths of faith. It is a call that involves the goal of motivating and inspiring learners to be prepared to make an active response to those truths in their practical application to life. Formal teachers of religion are those persons affiliated with a church community and appointed to teach in church-related schools or college/University. They may hold classes for children as well as for young adults or may provide tutoring when needed. They may be called upon to participate in team teaching programs or in other related learning experience groups, such as liturgical ceremonies, study clubs, forums, and similar controlled situations. Other persons who indirectly give public witness to their faith as they serve in various ministries may be considered informal teachers of religion, insofar as religion is sometimes "caught rather than taught." Parents in family who realize their vocation to hand down the tenets of faith from one generation to another by their word and example also fit in this category. They teach more formally when they consciously plan ways of sharing their faith convictions with their children, for example, by arranging specific times for family discussions on matters of faith and morals as they relate to current events in everyday living.

In view of future trends resulting from such phenomena as population mobility and rapidly developing communication technology, a teacher of religion may need to cultivate the all-important role of a prophet, one called to interpret the revelation of God as manifested through the signs of the times and in contemporary situations. It is to be understood that no one teacher can be expected to excel in all of these qualifications, but that all are challenged to be open to the Spirit, to people, and to new ideas, and to be ready and willing to grow in the art of learning even as they expect their students to do so. A learning experience is one that effects a change in a person. This not only applies to students, but to the teacher as well. It has been aptly said that a good teacher is simply a more experienced learner and an expert is one committed to continuing self-improvement. See also Curriculum; Evaluation; Instruction; Laboratory School; Learning Theory; Methodology; Parent-Teacher Relations; Professional Study; Team Teaching; Theology and Education ^[16].

¹⁴ Kenneth, 61-62.

¹⁵ Kenneth, 64.

¹⁶ Iris V. Cully and Kendig Brubakker Cully, *Harper's Encyclopedia of Religious Education*, (New York: Harper & Row, Publisher, San Fransisco), 1990, 636.

Table 6

Stubblefield	Merriam & Ferro	Hershey
Bible teaching program for each young adult	Develop a clear statement of mission purpose and goal	Give away responsibility (active participation) Focus on a faith that matters (relevant)
Special discipleship training, mission education, music programs	Organizations Models: Kerygma: proclamation Koinonia: fellowship Diakonia: service Didache: teaching Martyria: witness	Opportunities for be- longing (intimacy)
Special classes for the divorced & always single	Don't isolate as an age-group	Reach out the local community
Marriage Effectiveness Classes: Spouse & Parenting & young adult	Don't equate single	Sensitivity to newcomers Give them ownership of the program Affirm their diversity. Survey needs
Sensitivity to blended families & needs Attractive church facilities for children	Respect them as adults Promote terminal/ focused classes, workshops & retreats	

According David Edwards in book of Kenneth Christian Education Handbook of teaching his emphasized a four part definition of the Christian college which may bear repeating here: *A Christian college is a postsecondary institution of learning which takes seriously an evangelical doctrinal statement; classes in Bible and Christian ministry; a distinctively Christian philosophy of education and life; and the quality of spiritual life on campus.* Such a definition can apply to a Christian liberal arts college or university with the broadest of programs or to a small Bible institute or seminary with a single-purpose curriculum. In fulfilling the definition a Christian institution finds is uniqueness by emphasizing at least three basic components: evangelical commitment (the serious view of a doctrinal statement with faculty and board compliance); ecclesiastical allegiance (a willingness to serve the body of Christ in general as well as the sponsoring denomination where appropriate); and educational quality (a willingness to submit the institution to analysis and approval by the appropriate professional accrediting and certifying agencies) ^[17].

The students related teacher or lecturer will vary his teaching methods, expand his grading methods, consider ability sectioning if possible, provide tutorial time when necessary, and provide out of class audio and visual material to support classroom learning experiences. Students-relatedness also finds form in contract learning. One could argue that a learning contract constitutes a teaching methodology, not a form of students-relatedness. The method of teaching for college can improve according the needed of students as decision of curriculum teaching particularly for Christian University of Indonesia in Tomohon to preparing future on campus for church or institution college and University. The method for teaching can creative but stay in corridor of Bible teaching base on Jesus teaching and include of curriculum to describe character in image of God.

E. Conclusion (A summary)

Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and in purity (1 Timothy 4:12). Character is all about image of God in behavior of person especially for young adult. Jesus needed young adult who want to give his/her self for Jesus. We can see the Character but also some very deep inside we hide, because character is all about in our self as human being especially as young adult.

Character are personality, nature, disposition, temperament, temper, mentality, turn of mind, psychology, psyche, constitution, make-up, make, stamp, mould, cast; Morepersona; attributes, features, qualities, properties, traits; essential quality, essence, sum and substance, individuality, identity, distinctiveness, uniqueness, spirit, ethos, complexion, key, tone, tenor, ambience, air, aura, feel, feeling the quality of being individual in an interesting or unusual way.

Christian Education is a lifelong process that requires maintenance, care, and teaching to help students and directing them to progress through each phase of life and move toward spiritual maturity and integrity with spiritual formation and transformation. Christian Character Education is so important because if a character can be in the form of a student with a strong will strengthen Christian Education to develop and strengthen the church makes people believe more stronger to face the challenges of life. Christian Character Education in the implementation based on 5 basic principles of curriculum and instruction 5 questions at the Christian University of Indonesia in Tomohon organized with clear educational goals to expand services and to lay the basic Christian education program.

How can I make that goal can be achieved is by design a Christian education program covering all the content requirements that must be fulfilled to achieve the competency standards of Christian Education prerequisite not only meet compliance achievement in academic knowledge but also the daily implementation of the curriculum as a whole so handy and maximum. Meet academic standards through each course that is specifically for Christian Education program planning need curriculum design that is capable of administering and managing to get everything running smoothly and includes a balance to produce effective teaching. Evaluation is needed in determining the success of the planting concept for Christian Character Education because of it can also be distinguished which learning outcomes either in theory or based on experiential learning. Design curriculum eventually involving many stakeholders including the entire teacher or lecturer for the realization of the development of Christian Character Education. Cognitive skills and abilities will make Christian Character Education functioning and useful for academic improvement at follow its implementation.

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¹⁷ Kenneth, 329-331.

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