



The Problem of Evil and the Christian Hope: A Philosophical Exploration of Suffering in the Light of the Cross

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Abstract. *The problem of evil remains one of the most persistent and challenging issues in Christian philosophy. This paper explores the philosophical dimensions of suffering through a Christian lens, focusing on the paradox of divine goodness in the presence of moral and natural evil. Drawing from classical theodicy and contemporary Catholic thought, the study examines how the mystery of the Cross offers a unique theological and philosophical response to suffering. Special attention is given to the thought of Augustine, Aquinas, and modern Catholic philosophers such as Henri de Lubac and Josef Pieper. The paper argues that Christian philosophy does not attempt to explain away suffering but rather provides a framework in which suffering can be redemptive, meaningful, and even transformative when united with the suffering of Christ. By grounding human suffering within the narrative of salvation history, Christian philosophy affirms that evil does not have the final word. The research also reflects on the existential implications of hope, patience, and grace in enduring suffering, making a case for a distinctly Christian metaphysical response to theodicy. This study contributes to ongoing discussions in Christian existentialism, ethics, and metaphysics by reaffirming the coherence of faith and reason in addressing one of the deepest human questions.*

Keywords *Theodicy, Christian Hope, Suffering, Catholic Philosophy, Problem of Evil*

1. INTRODUCTION

National education is a system based on the values of Pancasila and the 1945 Constitution, and combines local wisdom, religious values, and the ability to adapt to the times. The main goal of national education is to shape and develop the character and civilization of a dignified nation, with a focus on the intellectual, moral, and emotional development of each person.(Yuni & Harini, 2024). Comprehensive development and good character not only include academic aspects, but also positive attitudes, which will shape students' personalities in the future.(Mustoip, 2023). Character education is very important to form individuals with high morals and ethics. The goal is not only to produce students who are academically intelligent, but also those who have empathy, honesty, and integrity.(Arifin et al., 2024). Character education is important to instill the principles of ethics, morals, leadership, and responsibility.(Siregar et al., 2024). Therefore, training on the importance of character education becomes very relevant and necessary.

Developing character faces many challenges, such as the negative impact of technology that encourages behavior that is contrary to church teachings, such as promiscuity and misuse of technology. Identity crises and social pressures can also make things worse. In addition, globalization makes this problem more difficult because it brings values from other countries,

which are often contrary to the Christian faith. This creates a difference in values between local cultures and influences around the world. This can cause the younger generation to lose direction in fulfilling their spiritual obligations.(Napitupulu, 2024).

Christian Religious Education (PAK) plays an important role in shaping students' character and morals, not only by teaching religious teachings but also by teaching Christian values such as love, peace, honesty, and forgiveness. Helping students understand and apply Christ's teachings in everyday life is one of the main goals of PAK.(Saragih, 2025). There is another opinion from Nauli(2025)states that PAK is very important in forming character and morals based on the values of love, justice, and respect for the dignity of every person. Therefore, to apply these values in the teaching and learning process, teachers need an appropriate learning model. The learning model serves as a guide in choosing teaching strategies and methods. It is a plan intended to help students gain a better understanding of various knowledge, perspectives, and skills.(Maharaja et al., 2024). Cooperative learning models can be used in PAK to improve students' understanding and their ability to work together to understand the material being taught.

According toThe Greatest Showman (2021), Cooperative learning involves students in small groups to support each other and achieve common goals. This strategy can increase student engagement and understanding of education, including religious education. Students are grouped into small, diverse groups to work together to solve problems and gain new knowledge.(Nababan et al.,2023). Effective, cooperative, and cooperative students in groups are essential in the learning process. Peer motivation can help students learn more cooperatively, which in turn supports their growth effectively. Thisrenable students to bercompetition derjust like thatrthat too. Very perimportant to berlearn to bertgether, both in serschool or outside or in the community. Karerand my team membersrhave the same goal, torThis cooperation is usually terbecome merthrough communication. Olerh curryrthen, perimportant for mermake sure that torthis cooperation berthe wayrjust good so that the processrs berlearn to berthe wayrjust fine.(Kamsiyati, 2024).

Perngercharacter developmentrr students in perChristian religious educationrn merbe a challengersar, terespecially curryrmany students are lackingrinvolved in permerlessons and not bertorcooperation withrjust good at itrgroup. As a result, the collaboration thatrshould be merhelp perngercharacter developmentrr merthrough the internetsocial reaction merbecome not erferactive. Serother than that, perrberbackground roadrstudents canryesrcause conflict in therthank yourreryourabout religious principles. Mereven though permerkoope lessonrRatif can merhelp merbuilding characterrr, students serring merface to facerit's hard for

memorimplement the principlesrrserbut in torlife of serdays. Students must be able to interact with each otherrunderstand and understandnorimplement religious teachingsrgo through the discussionropen, perteacher training, and projectsrk collaborative. Derwith meruntilrconsider this issue, pernorliti terpull for merwrite terntang "want" Mr. Characterrr Merthrough PermberKoope's LessonsrRative in PerChristian Religious Educationrn" which aims toranalyze poternsi permberkoope lessonrRatif in merngerdevelop characterrr students in the field of Christian Religious Education.

The concept of character education

Percharacter educationrr terconsists of two syllables which arerrberyes, that is pereducation and characterrr. Word permy educationrlook like yourrjermahan from "ereducation," which isrorigin of "erducat" or in Latin "erduco." Educobermean merngerdevelop from within, mereducate, or merenforce the lawruse. Meraccording to the Language Centerrnational education, characterrr means serlike "nature, heart, soul, torpersonality, characterrtorrti, perbehavior, perpersonality, nature, character, personality runtilr crowdedrn, and character." SermerIn the meantime, bercharacterrr bermean merhave torpersonal, perbehavior, nature, character and personalityrte you r (Lado & Gaddi, 2024).

Merobedient Lumbu eret al., (2025), Percharacter educationrr is a processrs mermerberfor and merngerdevelop torpersonal sersorpeople derwith merinstill moral, social, and spiritual values. Prosters this is merinvolve asperk perngerknow, ermotion, and toryourrampilan, seruntil students canrfeel and memorimplement these values in your liferlife of serdays. Prosters this is also done merthrough the internetrsocial and te reactionsrfields from teachers and the community rhow torsorshedding.

Percharacter educationrr is a processrs merinstill values in oneselfrsorpeople, other people, and their environment, termain torto the Almighty Godsa. Pe This education is based on the basic nature of human beings. The origin of religious moral values, which are knownrnal serlike goldrn ruler (Suarning ret al.,2024). The main purpose ofrcharacter educationrr is serlike be next:

- Mermerberfor the individual who isnoble people: Merngerdevelop individual rwith strong moral values andrsorhe is to beract asraccording torwith the valuesrrserbut.
- Merimprove quality of life: Merhelp mersorpeople merbecome lerbih berresponsibility, discipline, andrDuli tertowards the environment in seraround.
- Merbuilding a harmonious society: Mercreate a community that supports each otherrrespect, tolerran, and percare for each other.

- Mercreate gernerconstellation pernorthe be rusrbudi mulia: Mermberfor yournoryoung constellation thatrhve characterr strong and ready merfacing challenges in the futurerpan (Lumbu eret al., 2025).

Olerh currysor that's it, mergo through pernorimplementation of moral, social and spiritual values, percharacter educationrr berrcontribution to permberset to good personality, perimproving quality of life, andrmercreate a harmonious society. The figurerperI'm sorryran Piagert mernorkankan betapa perthe important thing isrmerlesson perrkermoral developmentrfrom an early age,rmerbetween Lerv Vygotsky mernorkankan betapa perthe importance of intersocial reaction in processrs permerlessons and lessonsrmerdetermine characterr. Merobey merthis is original, perpositive social experiences can merhelp me studentsrcultivate moral values inrlife of serdays. (Hutagalung & Saragih, 2025).

Part perimportant from the main purpose of therChristian religious educationrn is morality, seraccording torwith the teachings of the Bible thatrncourage people to live inwardlyrberbaran, love, and kerjustice. (ERfersus 4:24). Universal valuesrrsal serpererti torhonesty, responsibility, love, perforgiveness, and tolervalues are taught in PAK. These values arerbased on the teachings of the Bible (Simamarmata, 2025).

The concept of cooperative learning

Mertoderpermerberkoope lessonrI am gratefulrencourage students to beractive participation in the processrs berlearn currysor to merinvolve merreryou to berRinterreact to each other to merachieve the goal berlearn.(Lathifa andret al., 2024). Permerberkoope lessonrrative is done inrgrout torcil, usually 4–5 people, terbut can lerbih, derwith mertoderthat berrberyes for sereach member. Permerberkoope lessonrberativerpurpose for merachieve the desired resultsrthe le learnerrbetter. In the systemrm here, there is no perberroad berbased on race or ethnicity; which isrkan is torstudent cooperation in meryesrlsaikan permerlessons (Nababan eret al., 2023).

Meraccording to Tandjung in (Kurniasih, 2023), there isrberget itrknik permerberkoope lessonrratif that can be testedrrap, serpererti Merlooking for a partner (Makera Match), Jigsaw, BerExchange Partners, and Berrthink-Berrpasangan-Berrbagi (Think-Pair-Share). Terknik-terThis technique is designed torincrease interreactions and collaboration between students duringrlearn.

To merusing moderl permerberkoope lessonrRatif, students are divided intorbecome a couple to bertalk to merabout the topicrrterntu and bershare ideasr. Torthen, torgrout torcil diberfor mercollect information teron the topic in a short time, which isrthen discussed.

Serother than that, students can take part in the game process, where members play like a character or situation in the game. In the game, experience and your social media that is being developed are discussed. In this way, students can be active and learn to develop your social skills to be critical thinking (Ponidi et al., 2021).

Members of the lesson are grateful for the act of participating in another word of the main features. One of the characteristics is that students are in direct reaction to each other. Two, there is individual and collective responsibility, where each member is responsible for his/her contribution to the group. Three, members of the lesson are grateful for your social care and students learn to cooperate and communicate just good for each other to achieve the goal together. Then, evaluation of the group is done, where the group is assessed based on whether they finish the task, and whether it is done for cooperation in the future (Saputra et al., 2024).

Thus, it can be concluded that the cooperative learning method is a way that is effective for increasing interactions between students, encourage active participation, and achieve the desired results for the learner better. With dividing students into the group that has variety, until the method this is to encourage cooperation and individual responsibility to develop your social skills. Various techniques such as Jigsaw and Think-Pair-Share are designed to enhance collaboration and interaction. Serother than that, the steps in the process that involve discussion, information gathering, and game process help students learn from an active way. Evaluation of the group so that they finish your assignment to be important for pushing forward and performance improvement in the future.

Students learn to become each other's support and until the confession and tolerance towards each other. This is to benefit from the modern cooperative learning model in welding. Students also participate in the plan and manage the welding, which helps create an atmosphere for the welding process and they catch. Modern this is also to give students a chance to be friends and to take care of yourself through positive experience. Another highlight is the form of mutual behaviour to cooperation and mutual assistance, which can implement the value of mutual cooperation in the process of study, while studying to achieve the goal of the desired course (Seerptianingrum et al., 2023).

The Relationship between Cooperative Learning and Character Development

Permemberkoope lessonrvery be rativerrelation torjust for yourngercharacter developmentr students. Mertoderthis is merinvolve inrcooperation and interreactions between students to meryesrlrfinish the task or mermersolve the problem berrsama. Individual and collective responsibility group is part of the group rthe essence of permemberkoope lessonrrative, where sereach member merhave perran in merreach torberresults torgroup serhow torsorThis is merhelp students lermore focus on resultsrlearn merrerto. torcooperate with merbecome the core of mertoderthis, where students learn from each otherssupport and bershare sourcerr power for merachieve the goal be rtogether (Saputra eret al., 2024).

Students berstudy toryoursocial ramprperlet me knowrthererlisten and bercommunication derjust bertorcooperation in rKoope Group rRative. To This expert is very perimportant to go tormy social liferreryou in my timercoming. Serother than that, seryourit's my jobrlersai, kergroup is assessed asbased on the results torcooperate with merreryou, and ideasr-ideardiscussed for strategyrgo torcooperation that lerbetter in the futurerrpan. Student merget help from erThis valuation is forlearn from permy experiencerreryou and merdo perfix for merimprove kinerrja torgroup. Students canrincrease permahaman and keracademic abilityrmiss merreryou, yourrrta merupgrade toryoursocial and community developmentrcooperate with merreryourin this way.(Nababan eret al., 2023). Percharacter educationrr is a way to mermberfor and merngerdevelop torpersonal so thatsorpeople merbecome lerbih berresponsible and wise. Proers this is merinvolve inrgood habits in berthink, merfeel, and beract asrthe wayrrus-mernorris, and the results can be seen inrlife of berdays (Seerptianingrum eret al., 2023).

Withrjust like thatrthus then permemberkoope lessonRative and percharacter educationrr mutual terrelated in processrs perngerstudent development. Permemberkoope lessonrI am gratefulrpush torcooperation and interreactions between students, which arerrcontribution to perngerto the riverryoursocial and collaborative skills, etc.rrrta merincrease perthe academy of mahamanre.g. On the other hand, percharacter educationrr berfocus on permberset torpersonal that berresponsible and wise mergo through pergood habits. Torboth of them arerrperrun perimportant in merncreating individuals who are not just cerrdas seracademic wayrmiss, terbut also merhave strong moral values, which arerrcermin in torlife of serdays.

Christian Religious Education

Robert W. Pazmino in (Simanjuntak, 2023) merthererfinish the perChristian Educationr serlike "an effort that is made" intentionally and sis rMatis, supported byrh spiritual and human efforts tortransmit perngerknowledge, values, attitudes,ryourrampilan, and perbehavior that isrpurpose for mercreate perchange, perupdates, and rerformation on

individuals, through the power of the Holy Spirit, members of the church can live according to the meaning stated in the Bible, "Per Christ's Supper." Per This education is run by individual, foundation, or church, both in formal (school), non-formal (church), or informal (Christ's Family). Then obey The Last Supper (2025) convey that Christian Religious Education teaches the importance of faith to God and encourages students to implement religious principles in life of everyday. In addition, this education is expected to be able to facilitate character development, good student morals and foster a sense of responsibility within social life.

Christian Religious Education also determines the important things that determine morals, based on the teachings of Jesus Christ about love to God and all alike. Christian Religious Education is a process that helps the fall that covers spiritual development, interaction, and moral students. Determine my morals become an important part in this education, where morals are understood as a set of values and principles that direct individual behavior to determine the action that is right and wrong. In the Christian view, morality is based on the teachings of Jesus Christ's love to God and all alike (Matthew 22:37-39). Christian Religious Education has a main line in helping students understand and understand the realization of moral values so that it can be tested in life of everyday (Simamarta, 2025).

Core values of Christian Religious Education (PAK) very relevant and can be applied in life of everyday. One of the main values is love, which in Christian teachings means more than just feelings. Love also includes real actions to achieve respect, care, and helping others. An attitude of love is shown through good deed, tolerance, and meaning that until strengthen social relationships. Values of honesty is also very important, teaches us to be honest and act honestly, even though there are many people in this world who are fake. Besides that, my responsibility reminds us to realize the consequences of our actions and contribute to the community. Value of forgiveness teaches us to let go of our anger and repair broken relationships. Finally, it provides a strong moral and spiritual foundation in facing various challenges of life, character growth, good, members push positive behavior, and create a harmonious society. Besides that, PAK is not just a religious education, but also a way to become a better human being (Almanda and et al., 2024).

Perthererword perinte teachingractive and merinvolve students terproof lerbih erferactive in merincrease my participationrreryou in berlearn. In perPe teachingrChristian Religious Educationrn (PAK), mertodorsorperrti discussion, rerflearsef-action, and perMBERlesson berproblem-based canrhelp me studentsrunderstand religious teachingsrjust nowrbetter. One of thermain ori in perPAK teaching is artherersaid bervalue-based, whichrnorkankan perthe important thing is merwantrthe realization of Christian valuesrpermeaning love, perforgiveness, torhonesty, and responsibility. Here, PAK teachers do not onlyrteach, terbut also merbe an example for students in memorinstill religious values.rother than that, pertherercontent wordrme kstualrconnecting religious teachingsrwith the social and cultural situations that students face,runtil merreryou can mersee rerlervansi teachings inrlife of serdays. Pertherersaid berrbasis perexperienced toorcurry, curryrto memorkankan perMBERmy lessonrgo through torsocial activities and perservice. This is merenable students torunderstand and understandrwantrmate rnalizationrri perlesson derjust nowrI love yourdeep. Derjust yourinvolved inrsocial activities or projectsrk that berrelation torwith Christian teachings, students not onlyrlearn tororiginal, terbut also memorrapp it in torreal life(Simarmata, 2025).

2. METHODS

Perthererwords used in thernorThis research is qualitative. Mertoderliterature studyrrap for mercollect information from bervarious sourcesr, serpermeaning of book, articlerl, and the websiterb that rerlerfromrjust topic pernorlitan. Seryourthe data is collected, perwrite meranalyze the informationrrserbut for merget permahaman the lerI love yourdepth or new insights into the field being studiedrliti mergo through pernorlitan and terliterqueen. Perthererthis word mermake it possiblereexploration, analysis, and explorationrthank yournamerwhat is saidrliti serhow to meryesrfall mergo through lite reviewrthe queen who isrmat and mertherertail (Gera, 2023).

3. RESULTS AND DISCUSSION

Implementation of Cooperative Learning in Christian Religious Education

In processs peeducation, temain in pembePe lessonChristian Religious Educationn (PAK), one of the strategiesgi the efeactive is pembekoope lessonRative. Strategythis is itpurpose for meincrease interest, motivation, and so oneat itstudents' studies, which can bepositive impact on the resultslearn mereka. Sethe wayoriginal, metodepembekoope lessonI am gratefulhave many benefits,pelet me knowhelp me studentssolve difficult problems mereyou face ityourself. Ingroups, students help each otherRintereaction, beshare peexperience, and mutuallysupport. DeIn this way, students who were initially passive will start to become more active.more active, moremeAmong the active students will

being increasingly motivated. Dewith minorap strategygi pembekoope lessonrative in PAK, it is expected that students will be moreyou are welcomemotivation and beresponsibility in beinglearn, learnuntil peunderstanding and resultslearn mereyou can meincrease (Manurung eet al., 2023).

Model pembekoope lessonbe rativepurpose for meincrease intereaction between students and mengedvelop toyousocial media mereka. Dejust beRintereaction, students also belearn to betake responsibility for yourselfreyou areyourself. Pembekoope lessonI am gratefulhelp membefor good studentswith meteach toyouth the ramp that was madeneed to beRintereactionwith other people (Budiman eet al., 2022). Implementmstrategygi pembekoope lessonRative in PeChristian Religious Educationn meinvolve pedivision of students intoin tothe group that bevarety for mediscuss materi Bible. Teacher meuse mehe issupport and memberikan pequestion for mefacilitate discussion. Dejust betocooperation ingroup, studentsjust toability to berbeda can be mutualhelp, mecreate a conducive environmentlearn the lessonand mesupport. The principle of mutual supportthis is dulithe waywith Ye's teachingssus to each otherhelp, sepethe term that is usedbut in Efesus 4:2. Dewith meget used to the attitude of mutual respecthelp mefrom an early age, students canngedvelop characterr peduli and ready menorap it in tomy lifereyou in the futurepan(Nababan eet al., 2023).

One example of ambekoope lessonthe rative in the Bible is peexperienced Yesuswith His disciples. Yesus meteach His disciples not onlyjust betalk, tebut also dewith memberidirect guidance. Heconvey his teachingsgo through cefriendly, then mehhelp his students to practice andnorap what i have donereyoulearn(My Case, 2024).

Pemode usagel pembekoope lessonRative in PeChristian Religious Educationn (PAK) teproof efeactive for meincrease students' interest in learninglearn. Students mecomfort and securryto mereyou can meconvey ideas-ideasoyourself ingroup. Seother than that, pestudent attention and motivationincrease, temain towthen the student is leI'm so smarthelp meman-teman. Tosoa chance for melead ingroup also memake mereyou metaste of lebih beresponsibility. Integood reaction between teachers and students,rta tocooperation ingroup, mehhelp students leit's easier meremember and meunderstand thelesson. Sehow tososhedding, model pembekoope lessonI am gratefulmbehave a positive impact on interest instudent learning.(Pinga, 2021).

PAK teachers canusing model pembekoope lessonrative which does not only focus on the intesocial reaction in kewelding, weldingbut also mehhelp pengecharacter developmentr students, seperti tocooperation, eempathy, and responsibility.just betocooperation for meyeslecomplete the task or projectk, students will belearn from each otherhelp and

meunderstand Christian valuesn that meteach yountang love and help-mehelp(Panjaitan & Saragih, 2024).

Withjust like thatThus, it can be concluded that thenofashion trendl pembekoope lessonRative in PeChristian Religious Educationn (PAK) efeactive for meincrease interest, motivation, and so oneat itstudent learning. StrateThis is mepush intereactions between students,until mereyou can each otherhelp and beshare peexperience. Students who are usually passive mebecome lemore active, moremeamong those who are already activeincreasingly temotivation. Dewith meshare tothe group that bevareity and meuse mehe issupport, students candiscuss materi Bible dejust nowbetter, while mengedevelop toyousocial skills and sense of responsibility.how tososhedding, model pembekoope lessonratif not only meincrease pethank you materi, tebut also mehhelp membefor characterr students who peduli and ready menorap it in tolife of sedays.

Developing Christian Character Values Through Cooperative Learning

Pengemate's dreamri and pe activitiesmbelesson becharacter basedr memeneed peresystematic planningMatis in contentks PeChristian Religious Educationn (PAK). Strategygi pengemate's dreamri teach mecouver pethereword inteactive, seperti discussion togroup, pegame peran, and projectk collaborative, which isthe waywith Colossians3:16 tentang mutual meteach and meadvise. MateRi Yang Dikethink I shoulduntilpay attention to the aspectk peexperienced belearn that meyescatch, while membefor characterr Christ in the student, seaccording towith 2 Timothy 3:16-17 mengenai benefits peteaching of the word of God(Mepotato eet al., 2025).

Pengecharacter value developmentr in pembekoope lessonrative is mego through peplant value topethanks toon students. Attitude ofsorry mecovers how studentsuntildo itman liketowelding to be willingshare, mehhelp, and memberi. This attitude can diekspreplease methrough words, actions,thoughts, and pemberian, who meenable students to growjust toawareness terhadap sesame and sameproblems faced by others. Attitude ofsorry meform part of the value of pecharacter educationr Christn that perlu diterap oleh teacher. Attitude of the teachersorry memanifest formstation of the value of love in the Bible, seas taught in Matthew 22:39, whichnokankan pethe important thing is megive it to mesame. Seother than that, tohonesty, selike the value of KeChristNan, also taught byh teacher, whohelp students betalk and beact asfit tobenaran, meavoid mereyou from toas usualnkontek, seaccording towith Efesus 4:25. Tocooperation, is a collaborative effortactive for meachieve the goalmbelessons, which arethe wayjust for yombekoope lessonIn the processIn this, students help each otherhelp mebuild ideasand menofind a solution, where Pesermon 4:9-10 meremind that betocooperate with youbetter than seyoursself, becauseto each othervery supportive

peimportant in meface the challenge(Cahyaningati & Yoedo, 2021).

In the contentks pembebble study, teacher meencourage students to be each othertocooperation and mutual assistanceserve, sepethe meaning taught in Philippians 2:3-4, whichnokankan pethe important thing is to be mutualrespect and meuntilpay attention topeother people's concerns. Tothis cooperation meh help me studentsngedvelop a new attitudebeautiful, meavoid perselisihan, serta meappreciate the contribution of others.other than that, Colossians3:16 meunderline pethe important thing isteachings that meuntilrich peoplemy students understand methrough collaboration, where mereyou each otherinspiring and meremind of tobethe Word of Christ. Hebrews 10:24-25 meencourage students to help each othermotivation in pespiritual growth, semebetween James 1:22 menokankan pethe need for internetgrittylike pepractice the word of God. Finally, 1 Thesalonika 5:11 meininvite students to bemutual initiativebuild, seuntil tcreate a strong and mutually supportive community of faithsupport. Dejust like thatthat's all, penorapan tocooperation in pembeBible studies are not just aboutuntilstrengthen relationships between students, tebut also meh help mereyou menoinstall Christian valuesn in tolife of sedays(Boru & Saingo, 2024).

Benefits and Challenges of Implementing Cooperative Learning in Character Development in the Context of PAK

Benefit

Model this is mefacilitate pembestudent lessons ingroup tocil mego through bevarious metode, spemeans discussion, collaboration, and mutual supportsupport in meyeslesolve the problem. Dejust betocooperation, students can beshare views and ideas, which meh help mereyou meuntilroleh pemahaman the leI love youdeep insidepotato materi peChristian religious educationn (Yuliani eet al., 2023). Seother than that, model pembekoope lessonRatif also meteach the values of collaboration and responsibilitysame. Mego through tocooperation ingroup, students belearn to help each otherappreciate, mesupport, and beresponsibility forbeprocess results belearn ithow toactive(Lestariningsih eet al., 2023).

Model pembekoope lessonI am gratefulencourage students to berpeactive run in processs bestudy. Ingroup, seEach student is expected to beparticipation and membemake a contribution to the discussionrta betocooperation in meyeslesolve the problem (Pebrianti & Irawati, 2024).In this way, students not onlynoinformation rhyme, tebut also teactively involved in mebuild pethank youreyou areyourself. This is memake a processs pembethe lessonbih bemeaning.

Seother than that, model pembekoope lessonRatif also mesupport studentsjust bevarious stylesstudy. Ingroup, seeach student cantake the peran that seaccording tojust tostrength and waylearn mereyou, youuntil mereyou can belearn fromin the most e

wayfeactive for myselfreyou areyourself (Panggabe)an, 2023). This is meappreciate perberoad between students and membego tosoa chance for seeach individual to mereach the goaloptimal understanding.

Model pembekoope lessonI am gratefulmbego tosothe gap tofor students to belearn to betogether ingroup tocil. Mereyou meuse metodesopemeans discussion, collaboration, and mutual suppothelp meyeslesolve the problem. Dejust for youthereIn this word, students not onlyuntilrdalam pethank youpotato materi peChristian religious educationn, thbut also meuntillearn pethe important thing is tocooperation and responsibility. Model this is memberi encouragement for students to beactive participation, seuntil seall students, dejust bevarious ways to belearn, can bercontribution seaccording tojust toerspective capabilities. This is mcreate a conducive environmentlearn that bemeaning and meaningsupport perberoad, seuntil seeach student mehave tosoa chance for meunderstand materi dejust fine.

Challenge

Penorapan pembekoope lessonRative in PeChristian Religious Educationn (SIR) mefacing bebemeet the challenges, sepemeaning lack ofyoustudent and teacher involvementneed meincrease intereaction between mereyou(Budiman eet al., 2022). Challenges in thenorapan pembekoope lessonrative, sepeRTI PERbeway tostudent's ability, tonopebalance ingroups, and lack ofthank you teacherstrategythis is it, can ireduce efehis activities. Oleh currythen, the teacherrlu meunderstand itjust good and mehave toyouspecial rampilan for mengelola pembekoope lessonRatifjust fine (Saputra eet al., 2024).

SeeApart from that, there are also challengeshook pengedynamics of the lolaanthe group that bevariety, tothe possibility of conflict arising ingroup, toneed for pepreparation and preparationregood planning from the teacher, pefair value tetowards the contribution of each student and togroup, serta peyescustomwith curriculum and resourcesr existing power (Boru & Saingo, 2024).

Oleh curryso that's what we eatnorapan pembekoope lessonRative in PeChristian Religious Educationn (SIR) mefacing bevarious challenges, teincluding the lack ofyoustudent involvement, perbeway toability, and pethe teacher's understandingrbatas.Seother than that, pengedynamics of the lolaanbunch, potnsi conflict, serta toneed for pepreparation and preparationfair value also mebecome an obstacle. To meovercome this, teacherrlu mehave pemahaman who medeep and toyouspecial ramp for pembekoope lessonRatif can beewalkfeactive and membeprove maximum benefits for students.

4. CONCLUSION

Penational education that isbased on Pancasila and the 1945 Constitutionnokankan pethe

important thing is character education for members to be good and be individuals. In the content this book, Christian Religious Education (SIR) has a very important role in instilling Christian values meaning love, honesty, and responsibility. Through cooperative learning, students are invited to cooperation, mutual assistance support, and to develop crucial social skills for their lives.

Cooperative learning not only increases student interest and motivation, but also helps them understand the material better. However, the challenge is to provide good guidance from the teacher so that the learning is effective. For practice and training good preparation, cooperative learning can become the way that is effective for developing character in students. Through the application of character education through PAK and cooperative learning not only has a purpose for improving learning results, but also for members who are ready to face moral and social challenges in the future, so as to create a harmonious and just society.

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