

The Role of Christian Religious Education Teachers in Improving Student Learning Achievement at Bhakti Insani Vocational High School in Bogor City

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Abstract. PAK teachers have the responsibility to educate and improve students' learning achievements. Efforts to improve student learning achievement are not an easy task for a teacher because often students cannot achieve learning achievements as expected by teachers and schools. The decline in student learning achievement is caused by students not understanding the teacher's explanations, monotonous and less creative learning methods, low learning motivation, spending more time playing games, and lack of attention from parents/family. This research aims to determine the role of Christian Religious Education teachers in improving the learning achievement of students at Bhakti Insani Vocational School, Bogor City. The research methodology used is descriptive qualitative with a literature study, observation and interview approach. To achieve learning achievement, students need to receive direction, guidance, motivation, creative learning methods, and attention from Christian Religious Education teachers. That is why, good collaboration between teachers, schools, and parents/families helps students improve their learning achievements.

Keywords : Christian education, Learning achievement, Teacher's Role.

1. INTRODUCTION

Education is an obligation for all individuals to achieve changes in life as explained in the Law that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Ministry of National Education,2003). One of the goals of education is to educate and enlighten the lives of students. Formal education is obtained at the elementary school, junior high school, high school, and vocational high school levels. Bhakti Insani Vocational High School in Bogor City is under the auspices of the Bhakti Insani Foundation which has a mission to provide quality education, equip students with relevant knowledge and skills, and develop students' character and personality holistically(Rahimah,2024). Therefore, increasing achievement is a learning goal that must be achieved by students at SMK Bhakti Insani in Bogor City, including learning Christian Religious Education.

According to Ulimaz Almira, learning achievement has 3 things First, learning achievement plays a crucial role as the main indicator in evaluating students' level of understanding and achievement of the subject matter. Second, learning achievement includes

mastery of concepts, development of cognitive abilities, and students' ability to apply the knowledge gained in the context of real life. Third, it describes the intellectual journey and development of students during the learning process."(Almira et al.,2024).In line with that, the role of Christian religion teachers is indispensable in schools as educators who teach, guide, and assist students. So that students become individuals who believe in God, experience changes in attitude and character and have achievements in the learning process (Prastawa and Krisnawati,2024). That is why the role of Christian Religious Education teachers also cannot be underestimated in improving student achievement.

From the observations of researchers at SMK Bhakti Insani in learning Christian Religious Education, it was found that students still did not get scores that did not reach the KKM even though all teachers had tried to provide teaching with various learning methods such as discussion, evaluation, discipleship, demonstration, question and answer, lectures, and assignments. This can be seen when teachers give exams and students work with the system so that the results of student work are immediately visible and do not reach the KKM. From the interview with the PAK teacher, Nomi, it is known that students do not take advantage of the time to study but rather play online games so they do not do the assignments given (Interview Nomi 'The Cause of Declining Student Achievement' SMK Bhakti Insani, 11.00 WIB). In addition, students' low interest in learning when at home is due to spending time hanging out with friends and lack of supervision from parents. This makes students less understanding of the explanation of the material carried out by the teacher and there are students who are sleepy in class during learning hours.

The results of interviews with students who were successfully observed were that they expressed that playing online games via mobile phones was very exciting and fun, they played online games during school breaks, or between class periods, and there were also students who said that they played online games sometimes during the teaching and learning process in class. Some other students also said that they were not disturbed at all by the teaching and learning process, although they found time to play online games during class time. Some students answered, online games are very disruptive to the lesson process, so that these students feel lazy to study, lazy to do assignments, lazy to follow the learning process, forget about the assignments given and forget about learning which resulted in a decrease in learning presentations given by the teacher at school." (Haryadi,2024).

Previous research said the role of Christian Religious Education teachers in improving the learning achievement of junior high school students needs a lot of struggle, prayer, direction, guidance, and establishing a good relationship between teachers and students

(Jupianto et al., 2024). In order to get good grades academically. In connection with that, the need for good synergism between parents and Christian Religious Education teachers in instilling Christian values will make it easier to shape the spiritual character of students (Prastawa and Krisnawati, 2024). Therefore, this study aims to examine how the role of Christian Religious Education teachers in improving student achievement at SMK Bhakti Insani.

2. METHODS

In obtaining data, the author uses a descriptive qualitative approach. The author reviews the literature sources and describes them in a framework as follows. The analysis begins with the role of the Christian Religious Education teacher, then describes the efforts to improve student learning achievement at SMK Bhakti Insani. In addition to using the Bible as a historical reference, it is also sourced from printed books and PDF books related to the object of research. The author also uses reference sources that can complement this article which are still considered to be the main source. The author also uses literature in exploring the role of teachers and student learning achievement. Furthermore, the literature data was read and selected and recorded important data to be quoted in this paper. The results of the study were then analysed and used to answer the research problem.

3. RESULTS AND DISCUSSION

A Biblical Understanding of the Christian Religious Education Teacher

A profession or position that has duties and responsibilities that must be carried out. these duties and responsibilities are guiding, teaching and informing. In guiding, teaching and informing, especially Christian religious education, it must be in accordance with the truth of God's word. The Bible describes that the first to do and carry out the task of the profession as a teacher was God himself, God taught the right things about himself through his Word to Adam and Eve in his teaching. God places great importance on the education of children. This is revealed in the books of the Old Testament and this task was passed on to Abraham (Genesis 18:19) The task was very important to convey and contain so that his descendants would continue to live according to the path shown by God. the content of the teaching must be communicated or told, talked about and written down. the responsibility must be carried out with persistence and tirelessness by making the most of the opportunities and means available Deuteronomy 6:4-9 In addition to Abraham, the responsibility of teaching God revealed through priests, prophets, and judges. The Bible also records that scribes such as Esra also took

part (Tim penerjemah tafsir Alkitab masa kini volume 1,1983;655). In addition, teaching was carried out in the family by the parents. The teaching taught was about the law Deuteronomy 4:10 and the commandments Leviticus 10:11.

The Old Testament thus harbours faith education as not only an activity that focuses on the intellect but more than that it touches on dimensions that lead to changes in attitude, especially changes in the lives of students. The New Testament writes that Jesus is a teacher sent by God John 3:2 And this is also confirmed by Jesus John 3: 13 As a teacher Jesus taught based on authority, authority and power, everyone who listened was amazed and gave a positive response Matthew 7: 24-28. Paul wrote about teacher competence, which is the ability as a teacher, among others: Capable of teaching 2 Timothy 2:2 means that the one who is able to do is an adult and trustworthy, every, believe in the Lord Jesus and have faith. the word capable which is also called clever in Greek is *ikan mas* which means appropriate, capable. While capable in the Big Indonesian Dictionary is being able to do something, capable, able, clever, and proficient (Tim pendidikan Dan kebudayaan, 1998;146). Teachers must be capable, clever and proficient in carrying out their duties. both in showing the importance of maintaining faith helping students to grow according to the teachings of God's word. The teacher must be able to convey his teaching well and clearly and even be an example for the learners to emulate and be sincere in his teaching Titus 2:6-7. Robert R Boehlke said that God prepared two ecclesiastical positions as ministers of His Word, namely pastors and teachers. These two positions can be applied in individuals, for example, when serving the congregation, they carry out their duties as point pastors but when preaching the Word, they serve as teachers (Boehlke, 2009;418) Likewise, the Apostle Paul stated that because of the gospel, he was appointed as a preacher and apostle and also as a teacher 2 Timothy 1: 11. Thus it can be said that Christian Religious Education teachers have duties as shepherds of people who are not limited to space and classroom hours but are also involved in activities outside of class hours in the form of counselling, worship, and retreats. Meanwhile, in the world of education, Christian Religious Education teachers are part of the national education profession to educate the nation.

The role of the Christian Religious Education teacher

The teaching and learning process is the core of the overall educational process with the teacher as the main role holder because the teaching and learning process contains a series of actions of teachers and students on the basis of reciprocal relationships that take place in educational situations to achieve learning objectives. interaction and reciprocal relationships between teachers and students are the main conditions for the teaching and learning process to take place. interaction in this teaching and learning event has a broader meaning than just the

relationship between teachers and students but in the form of educational interaction. in this case it is not only the delivery of messages in the form of subject matter but instilling attitudes and values in students who are learning.

The role of the teacher in the teaching and learning process, the teacher does not only appear as a teacher or teacher as his function is prominent but switches as a coach or coach supervisor or counselor and learning manager or learning manager. this is in accordance with the function of the teacher's role for the future of the point where as a coach a teacher will play a role in encouraging students to fill out learning tools to motivate something to work hard and achieve the highest possible achievement. There are still too many human elements such as attitudes, systems, values, motivational feelings, habits and others that are expected to be the result of the teaching process, cannot be achieved through these tools, this is where the advantages of humans in this case teachers from tools or technology created by humans to help and facilitate their lives. Thus in any teaching system the teacher is always an inseparable part with a role that must be played in accordance with the demands of the system point In teaching or the teaching and learning process the teacher acts as a director as well as an actor, meaning that it is the teacher's duty and responsibility to plan and carry out teaching in schools.

Model

Teachers are expected to appear as experts, who creatively know a lot about the what and how of the material being taught, the point of the teacher's task is not only to convey lessons but also to help students understand how to explore and master the lessons they will or are following. That is why teachers must improve their quality and be a role model for students.

Teacher

Teachers in the teaching and learning process have a dual function, as teachers and educators, teachers also automatically have a big responsibility in achieving educational progress. student progress is influenced by the quality of teacher education. Theoretically, in improving the quality of education, teachers have a role, among others: One of the sacred components in the education system, as a teaching staff as well as educators in an educational institution (School or guidance class), Determining the quality of educational outcomes by producing students who truly become whole human beings, namely humans who believe in God Jesus, are confident, disciplined, and responsible, as a key factor.

This implies that all policies of the Innovation plan and educational ideas set to realise changes in the education system in order to achieve the desired educational goals as supporters and mentors of students as a generation who will continue the relay of the nation's struggle to fill independence in the national development scene and in adapting to the times and

increasingly sophisticated technology as a servant of humanity in the community, and as a monitor of professional practice.

Communicator

The task of the teacher is to assess the progress of students to convey information that is useful to students as a commentator the teacher must develop his ability to objectively see the shortcomings and strengths of students. as a communicator the teacher plays a very large role as an intermediary or mediator between fellow students to seek peace with God, self and others.

Demonstrator

The teacher as a demonstrator, lecture, or teacher should always master the material or subject matter to be taught and always develop it in the sense of increasing his ability in terms of his knowledge because this will greatly determine the learning outcomes achieved by students. one of the things that teachers pay attention to is that he himself is a student. this means that the teacher must constantly learn in this way he will enrich himself with various knowledge as a provision and in carrying out his duties as a demonstrator so that he can demonstrate what he teaches practically. The intention is that what is conveyed is truly absorbed and practised by the child.

Class manager

There must be active student involvement in learning. Both go hand in hand, there is no precedence between teaching and learning because each has a role that influences one another. The success or success of the teacher in teaching is determined by the activities of students in learning, as well as the success of students in learning is determined by the role of the teacher in teaching (Estiawan,2003). Teaching means conveying or issuing knowledge and views. William Burton just stated that teaching is presented as an effort to provide stimulus, guidance, mobilisation, and encouragement to students so that the learning process occurs. In this case, the role of the teacher is very important in managing the class so that the teaching and learning process can run well (Sidjabat,2017). Teaching is an activity carried out by the teacher in the classroom or school environment at the point in the teaching process, and there is a goal to be achieved by the teacher, namely so that students understand, understand, and can apply the knowledge they get. The purpose of teaching is also defined as a way to make the desired changes in a student's behaviour (Sidjabat,2017).

Mediator and facilitator

As a mediator, you should have sufficient knowledge and understanding of educational media because educational media is a communication tool to further streamline the teaching and learning process. Educational mediators are an indispensable basis that is complementary

and integral to the success of the educational process. As a facilitator, teachers should be able to seek learning resources that are useful and can support the achievement of goals and the teaching and learning process, for those in the form of sources, textbooks, magazines or newspapers.

Evaluator

In the world of education, every type of education or form of education at certain times during one period of education will be evaluated, meaning that at certain times during one period of education, the teacher always conducts an assessment of the results that have been achieved both by the educated and by the educator. Assessment needs to be done, because with the assessment the teacher can find out the success of achieving the goals of students' mastery of the lesson as well as the appropriateness and effectiveness of teaching methods.

Definition of Learning Achievement

Achievement is an assessment of something that is used to assess the results of teaching given in a certain time, so that learning achievement is important because there will be a clear picture of the success rate of student activities during the lesson (Purwadarminta, 1975). Bukhari revealed that learning achievement is the result achieved or highlighted by students as a result of their learning in the form of numbers, or letters and actions that reflect the learning outcomes that each child has achieved in a certain period. However, Soedjiarto sees learning achievement more as an act of mastery level achieved by students in following the teaching and learning process, while Sukmadinata calls learning achievement or learning outcomes in schools can be seen from students' mastery of the subjects taken. Learning outcomes or learning achievements in schools are denoted by numbers or letters (Sumiyatiningsih, 2006). In line with that, Aswar states that learning achievement is the result achieved by students in learning (Azwar, 1997). While Suryabrata makes it clearer by giving a definition of learning achievement, namely the results of tests carried out through assessments by testing working on assignments, asking various things, making essays to produce things that have been received as lessons, and giving tests that aim to determine the progress of students. [Thus learning achievement is the result achieved by a person after passing certain stages of training or education through the teaching and learning process, which is expressed in the form of numbers, letters or sentences. the learning achievement data used is the learning achievement of Christian students of SMK Bhakti Insani.

Factors that influence learning achievement

Almost all experts mention that there are three factors that can affect learning achievement. namely internal external and situational. Sanggalang (Kartono, 1995) explains in more detail this division, namely:

Factors from within the individual or internal

Intelligence

If the intelligence of an individual is normal or high, it is likely that the achievement will be achieved by the individual will be good, although not all people with this level of intelligence or normal have good achievement. this could be due to various other factors, such as illness, unwillingness to learn, and so on.

Talent

Talent is a potential or ability which, if given the opportunity to be developed through learning, will achieve real skills.

Interest and Attention

Someone if he has an interest in one thing will definitely pay good attention to it in the learning process, this can improve achievement because if the focus on something is good then it will not be forgotten.

Motive

People who have a strong learning motive will definitely try to increase their efforts continuously until they get good results or achievements.

Physical health.

Physical health is also important, learning with a healthy body will definitely be easier than someone who is often sickly, it will be more difficult to absorb the material being studied. automatically his achievements will be very different.

Way of learning

The better and more efficient a person's way of learning the possibility of achieving good achievement will be higher.

Factors from outside the individual or external

Environmental factors

Environmental factors consist of three types:

Natural environment

A calm and refreshing natural environment will certainly make a person more relaxed and make any material learned easier to absorb, compared to a hot and noisy atmosphere. With cool natural conditions, we will be better able to improve our performance.

Family environment

Family is the closest person and our first place in everything, a family that supports learning activities, greatly helps students in learning points such as helping us when we are in trouble, and so on. Discipline in the family is also important so that students know what to do throughout the day so that time is not wasted on unpleasant things.

Community environment

The community environment is more highlighted to the association with other children in the vicinity. If someone hangs out with children who are diligent, and always have time to study, then his achievements will be good. compared to if children hang out with children who are lazy to learn, then their achievements will decline.

School factors

A supportive school atmosphere will affect student achievement. If there is no good interaction or relationship between students and teachers in the school environment, then a child may have a good achievement.

Learning equipment factor

Whether or not the available learning equipment is complete also affects one's learning intentions and will definitely affect the achievements he achieves.

Aspects of Learning Achievement

The aspects of learning achievement are as follows: *First*, in the cognitive field, which includes verbal informativeness, intellectual skills, and the influence of cognitive activities. *Second*, learning in the sensory-motor field which is also a motor skill. *Third*, learning in the field of effective dynamics which includes attitudes. Based on the opinion, there are three important aspects in educational goals, namely the cognitive aspect of the affective aspect of the psychomotor aspect.

Functions of Learning Achievement

The main functions of learning achievement consist of:

1. Learning functions that serve as indicators and quantity of knowledge possessed by students.
2. As a symbol of wish fulfilment
3. Learning achievement information can be a stimulus to improve previously obtained grades.
4. Learning achievement can also function as an indicator of learning absorption and intelligence.

Subandi stated that learning achievement serves to systematically determine the effect of students' learning efforts to be analysed in order to determine whether learning objectives have been achieved. learning achievement is obtained from a collection of information from students in this case in the form of learning outcomes to determine the success of the lesson objectives achieved and with the assessment of learning outcomes is to identify whether students have done what has been described in the formulation of teaching objectives and how well students do as a result of learning.

Efforts to Improve Learning Achievement.

Social support can be received from various sources such as friends, family, spouses, or lovers, the environment or community organisations. family, especially parents, plays an important role in actualising achievement motivation in children. achievement motivation in children grows if it is developed and results from interactions with the environment. point therefore, parents as the closest environment have a major interest in this matter. supported by Gussan's research which states that parents are very successful figures and swallow determine the success of children. readiness and support for children are characteristics of parents whose children succeed in school: a. Emotional support includes empathy, care and concern for the individual concerned; b. Appreciation support which includes expressions of respect or appreciation; c. Instrumental support which includes the provision of direct assistance and the latter; d. Informative support which includes the provision of advice. Informative support which includes giving advice instructions and suggestions.

Good learning achievement and the relationship between each social and emotional support, for example, if the child feels sad and with poor test scores, parents are expected to also feel the sadness experienced by their children and encourage the child to study harder to get good grades. By getting attentive support like this, it will foster motivation to excel again, the points of support aspects that can support children's learning achievement include:

Aspects of appreciation

Through the support aspect of appreciation, for example when students get good grades or test results. Parents can give praise to the child that he is a smart child because he gets good grades. Opinion by getting praise given by parents will foster motivation to excel.

Instrumental aspects

Aspects of instrumental support, for example when a student needs the facilities needed for successful learning at school such as stationery textbooks or needs a comfortable study room at home. Then parents or family provide all the needs or facilities used for learning when students get this support.

Aspects of social support

The social support aspect of Informatics, for example, when students have difficulty understanding a subject matter received by children when participating in the learning process at school, it is hoped that parents can provide as much explanation as parents can understand. Parents can run their children to ask their friends to provide more explanation so that children can understand the lesson with information support provided in the form of explanations and suggestions that will help children to be motivated to achieve.

The Role of Christian Religious Education Teachers in Improving Student Learning Achievement at SMK Bhakti Insani Bogor City.

Bhakti Insani Bogor's vision is to become a leading educational institution that produces students who are competent, have character, and have human values. Bhakti Insani's mission is to provide quality education, equip students with relevant knowledge and skills, and develop students' character and personality holistically. These become the learning outcomes that must be mastered by students in every lesson conducted at SMK Bhakti Insani. The purpose of Christian Religious Education is to improve knowledge (*cognitive*), attitude change (*affective*), and behaviour (psychomotor) in accordance with the basis of students' faith. Through PAK learning materials, teachers instil Christian values in students. The PAK teacher invites all students to worship 'Pembiasaan' which is mandatory for Christian students of SMK Bhakti Insani once a week on Friday. Then the school also conducts *outing class* activities such as field worship, retreats, and collaborates with surrounding churches in order to equip students with good and correct religious knowledge.

In teaching Christian Religious Education in the classroom, teachers always use the main sources of learning, namely the Bible, Christian Religious Education package books, and other references such as daily devotional books so that students can learn and increase religious knowledge and become a spur for growth in faith in Christ and also self-strengthening in achievement in students' lives. In the growth of faith and learning achievement, of course, there are several things that must be considered, namely reading the Bible, praying, fellowshiping, witnessing, and obeying God's word. So as to make students grow and develop their faith and in achieving learning achievements, their personal abilities need to be continuously improved, the support of parents, teachers and the environment will greatly affect the development of themselves and student learning achievements. Student development must start from the teacher, his identity in Christ is formed strongly. Therefore, the Christian Religious Education teacher gives himself completely to Jesus Christ believing and acknowledging Jesus as Lord Saviour and King of his life. Christian Religious Education teachers also guide students to pray

to God so that students can communicate and express the problems faced to God. Students are motivated to read God's word by taking turns during Christian learning hours according to the learning material, thus the teacher will train children to read God's word and always use their time for useful things in life.

In an effort to improve student achievement as the responsibility of the Christian Religious Education teacher also involves parents. This is done when there are students who face problems then the teacher conducts counselling to find the cause of the problem and the solution faced by students. Teachers work together with parents to help students improve achievement by motivating parents to encourage filling spare time by re-learning the lessons learned at school. The success of children will make parents proud.

4. CONCLUSION

Efforts to improve learning achievement of Christian students at SMK Bhakti Insani in learning Christian religious education, the teacher acts as a spiritual guide, motivator and facilitator of students. Teachers still have dedication and creativity so that teaching and learning activities of Christian Religious Education can be carried out and can improve student learning achievement. There may still be students who experience difficulties when observing lessons and in adjusting to their school. The role of the Christian Religious Education teacher is very meaningful to help students achieve achievement in studies both spiritually, faith, and knowledge. Learning achievement is achieved not only from students' own efforts (internal) such as talent and intelligence but there are also supporting factors from outside students (external) which come from the natural environment, family, community, and school.

Cognitive, affective, and psychomotor student learning achievements are learning outcomes contained in each lesson followed by students. Christian Religious Education teachers must motivate, educate, and guide each student taught in order to get good learning outcomes, especially for students who lack a high interest in learning so that they spend more time playing online games. The learning methods that can be carried out by Christian religion teachers include: using technology-based learning media so that learning is not monotonous and boring, conducting parenting activities for parents of Christian students, and giving special attention to students who are less able to follow lessons.

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