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## The Congregation's Perception of the Role of the Pastor as a Christian Religious Education Teacher

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### **Abstract**

*This research stems from concerns about the lack of pastoral roles in Sunday school teaching. Shepherds only focus on serving adults and youth. This study aims to identify and explain the forms of CE and the mechanism of its implementation in the congregation. And the author wants to know the role of the pastor as a CE teacher. This research uses the descriptive qualitative method. This study indicates that there are CE forums in the local congregation, including Sunday school forums, youth forums, men's forums, women's forums, rayon forums, and public worship forums. Activities in these CRE forums are carried out at certain times according to the management of each congregation. The role of the pastor in each of these institutions is generally applied to a task delegation system for each CE forum administrator. However, in particular, the Siding Pastor has not shown his active role as a CE teacher in the Sunday School, Youth Youth and Women's Forum. The role of the Shepherd is more focused on the sermon on the pulpit at the Sunday service.*

**Keywords:** *Teaching, Service, Leadership*

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## INTRODUCTION

Pastor as a teacher for the congregation who is pastored is an important task and cannot be underestimated. The importance of the study of teaching to the congregation members is directly related to the growth of the congregation's faith. The pastor must be able to influence the spiritual growth of the community through teaching God's Word (Telaumbanua, 2019). They respond to the needs of members of the congregation of all ages, whether children, youth or adults; religious training or education for congregation members is very important in a local community.

In practice, not all pastors or pastors are interested in Christian Religious Education (CRE). There are still many who do not pay attention to this work properly. Some ministers have taken on many other kinds of work in the congregation and have been efficient in society, so there is no opportunity to surrender themselves to religious teaching. Teaching is one of the pastor's most important responsibilities in achieving church growth. because all church members will continue to be processed through renewal by the Holy Spirit as a result of preaching God's Word (Subekti, 2020). The advice of the Apostle Paul regarding the task of teaching, as written in the book of Timothy, is that a pastor or pastor must be able and good at teaching others and even needs to be able to lead others in the task of teaching.

Some people see their job as largely religious and roles as teachers and pastors, in school topics, and as something "preached" from the pulpit. (Luodeslampi et al., 2019). In a fragmented and violent world, religious educators must think of themselves as healers. (Baker & Reyes, 2020). The pastor became a role model for the church, had a strong track record, was able to lead all his family members, and his wife's lifestyle did not become a stumbling block (Sembiring & Simon, 2020).

Different representations of 'religion' and other ideas about the purpose of this course have a major impact on the professional attitude expected of teachers and consider the plurality of religions and the private placement of teachers and students (religious). Experience in the

classroom and pay attention to the different representations of 'religion' and other ideas about the objectives of this course as they have a major impact on the professional attitude expected of teachers (Rota & Bleisch Bouzar, 2017). Curriculum materials and summaries of Christian and Biblical examples are used to foster suitable values for kids, great character, and a positive attitude toward life (Tse, 2020).

Third, did the teacher's higher-order needs attenuate these role stress-outcome relationships? (Conley & Woosley, 2000). Pastors' ordination vows, which include a commitment to continuous learning through personal study, appear to be the most motivating factor for learning. (Carlsten & Olsen, 2019). Family stability has a significant inverse association with church management and pastoral care (Maina et al., 2018). Teachers are implementing formative assessment, which has been universally accepted as an effective technique to enhance student learning outcomes (Yan et al., 2021).

Adult ministry success comes from someone who has been softened, matured, and matured in both ministry talent and character through God's maturity process. (Cincala & Saucedo, 2019). Pre-research observation conducted on April 1, 2022, found that in GPdI, there are places for congregational development as a form of implementing Christian Religious Education in local congregations. The interesting thing about the Pentecostal Church in Indonesia is that although there are no special teaching positions accommodated in structural works, there are places for building congregations directly related to Christian Religious Education. The forums for the formation of congregation members at GPdI are a manifestation of the practice of Christian Religious Education in the congregation.

The forums for fostering the congregation members include categorical coaching (Sunday School Forum, Youth Youth Forum, Men's Forum, Women's Forum). In addition to these forums, there is also a forum for fostering family groups (household worship and rayon worship) and another special coaching (pre-marital coaching, enabling child delivery, coaching candidates for water baptism). In the containers mentioned above, it appears the function of the teacher in carrying out his duties as a teacher of Christian Religious Education. In practice, being involved and or not directly involved in these formation institutions, that teaching is the Pastor's responsibility in addition to preaching the preaching of the word at the General Service every Sunday. These coaching platforms are media that aim to practice Christian Religious Education, which the Pastor ideally plays. As a leader and a teacher for the congregation, the pastor or pastor has a moral responsibility to carry out his duties, both shepherding and teaching duties. How do the congregation members respond to the pastor's role as a teacher in each CRE forum and what is the mechanism for implementing CRE in the church?

## **RESEARCH METHODS**

The method used in this research is a qualitative research method. The purpose of qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behaviour (Sugiyono, 2013). Qualitative research aims to get a complete picture of something according to the human view of the object under study. (Carminati, 2018). Qualitative research deals with people's ideas, perceptions, opinions or beliefs, which numbers cannot measure. In qualitative research, the data collected is not meant to support or reject hypotheses that have been prepared before the investigation begins. Still, abstractions are compiled as specifics organised and grouped through a data collection process that was carried out carefully and thoroughly. the authors highlight key decisions to be made before, during, and after coding, assist beginners in practising rigorous and enlightening coding work, and contribute to debates about the procedures and quality of qualitative research (Skjott Linneberg & Korsgaard, 2019). Reasons for conducting a theme analysis

and then emphasizing important quality assurance considerations when working on thematic analysis (Lester et al., 2020).

## RESULTS AND DISCUSSION

In the Sunday School container, the pastor's role is only as a recipient of activity reports in church A and congregation B as a coach. In contrast, in church C the pastor has entrusted the implementation of Christian religious education to the shepherd children. Through interviews with Sunday school administrators in congregations A, B and C, the pastor did not play an active role as a CRE teacher at the Sunday school forum.

Likewise, in the youth forum (Y.F.), the pastor is only present when there is a "moment" in the forum's activity. Only congregational pastors in Congregation C were still given a teaching schedule in the description column. According to information from informants J.L. and A.S., pastors were no longer teaching – sharing and preaching – in congregations A and B youth groups. The pastor no longer teaches at the Youth Youth forum because the pastor has handed over the task of serving to the existing administrators.

In column number 3 of the CRE W container, the interview results show that both pastors in Congregations A, B and C are not involved in teaching practice. This is because the women's forum is for categorical coaching related to gender. The three informants in the three congregations A, B and C emphasized that "this is a place for mothers". On the other hand, in column number 4, the shepherd plays an active role as a teacher through preaching.

In column number 5 is the CRE Rayon container. The interviews showed that in congregations A, B and C, the pastor's presence to teach was determined by the schedule and the existence of certain activities. Members of the GPdI congregation used the term "certain moments". Adapun *didaskalos*. Concerning Christian religious education, the pastor is a teacher whose function is to teach, educate, train, govern and provide information so that the congregation can hear and do God's will through God's word. Teachers who find a significant relationship between gender and instructional leadership and between instructional leadership and servant leadership qualities will help Christian schools and educational leadership programs prepare principals to become instructional leaders (Martin, 2018).

The practical teaching function can be seen in the sermon activities carried out in CRE forums. As a practical teacher for the congregation, the pastor should play an active role in delivering the subject matter to the Sunday School Children.

RE teachers, like other teachers, may need to consider that the educational process for students is not a process that seeks to involve students indirectly (Sealey, 2019).

However, the reality in the research field is that the pastor is not actively involved in teaching practice. In the observation and interviews, it was found that those who carried out practical teaching tasks in the Sunday school forum were Sunday school teachers.

Suppose the teaching function is related to the task of training with the term *paideuo*. In that case, it means that the role of the pastor in the Sunday school coaching forum is only as a coach who provides training to Sunday school teachers and not as a teacher whose function is to make Sunday school children know closely. In addition to the word *paideuo* there is also the word *yada*. *Yada* can be found in (Gen 3:5, 22). *Yada* means 'making to know'. The task of supervising teachers is not only the responsibility of the principal. However, it is also a shared responsibility, in this case, the Office of Education, practitioners, school supervisors, and teachers who are more skilled in teaching (Wardani et al., 2020).

The process of knowledge occurs through the ability of the senses to observe. This word in the Bible means a knowledge born of a very close relationship with God (1 Sam. 2:12;

3:7, Isa. 60:6). The word *yada* also describes a very intimate relationship between husband and wife. In being associated with a teacher, an understanding is obtained that a teacher functions to make other people know something closely. If viewed from the meaning of *yada* concerning the pastor as a teacher, it means that the pastor is required to create a learning process for Sunday school children. This process will be created in the classroom if the pastor plays an active role as a teacher who explains the subject matter to Sunday school children in the study class. Likewise, in the youth forum, it was found both through interviews and observations that the pastor allocates time to carry out teaching tasks only when there are "certain moments". In this case, the shepherd only plays an active role as a teacher at the youth forum when there are certain activities. If the pastor does not pay attention to the needs of youth as a whole, both physical and spiritual, the church will lose a very valuable asset. As the person in charge of implementing CRE in the church, the pastor has an important role in the overall development of young people. Spiritual development and needs are related to the child's psychological, socio, and emotional. Even though the pastor has delegated service duties to the management in the youth development forum, the pastor should still act as a supervisor and controller of the implementation of activities.

When viewed from the importance of the youth CRE forum, the pastor as a teacher seen from his function needs to consider the existence of teaching materials whose materials cover the needs of youth as a whole. According to Hobbes, there would be war between humans if there was no state because there were no limits on human behavior or morals, which tend to act aggressively in carrying out their lives (Yuniar Mujiwati, 2022). The importance of Christian religious education in youth institutions demands serious attention from the implementation of education in this forum. If the implementer of Christian religious education in the youth forum is a shepherd, then the one responsible is the shepherd. If the implementer of religious education at the youth forum is the administrator who handles this coaching forum, then it is the administrator responsible for it. However, considering that the youth forum is part of the overall service in the GPdI congregation structurally, both the board and pastor are responsible for implementing religious education in this type of categorical formation.

Following the importance of service in the youth development forum for this categorical type of service, the curriculum and teaching materials need to be adapted to the congregation's needs in the container. The teaching material is based on the Bible by considering all forms of psychological needs of the congregation. Psychology supports Bible truth in practice. The results also show a task delegation system in each CRE forum in the GPdI congregation. Concerning the task delegation system, delegation is: "the act of entrusting tasks (which are definite and clear), authority, responsibility rights, obligations, and responsibilities to individual subordinates in each task position.

Delegation is carried out by dividing tasks, authorities, rights, responsibilities, obligations and responsibilities set out in an elaboration/description of formal tasks within the organization. From the definition of task delegation, it is understood that the consequences of an organization are the existence of duties, responsibilities, authorities, obligations and responsibilities. The study found that the CRE platforms were accommodated structurally by the congregational organization of the GPdI Congregation. If it is related to the pastor's duties in the GPdI Church Administration (Tata GPdI Article II paragraph 3) which says that, "GPdI in mobilizing members of the congregation to be actively involved in ecclesiastical service forms service facilities for congregational activities for children, youth, women, men, students, scholars, professional entrepreneurs, children of God's servants and others."

So about the congregation's perception, it turns out that the pastor in delegating tasks is based on the GPdI Church Order. This means that organizationally the pastor as a teacher directs members of the congregation to be involved in ecclesiastical service. The study found

that the pastor had empowered members of the congregation to be involved in ecclesiastical ministry. So, the congregation's perception of the pastor's role as a teacher and the pastor's involvement in Christian religious education at every CRE forum in the congregation is understood as a system that applies in the GPdI congregation according to the GPdI Church Order. Suppose the system of delegation of duties is applied in the GPdI congregation following the definition of task delegation in the pastoral system theory. In that case, it is necessary to balance the duties and responsibilities entrusted to the institutions' administrators with the rights that should be obtained. The form of congregational rights that need to be considered by the pastor can be implemented through the implementation of the duties and functions of the pastor himself.

The elements of effective task delegation include assignment of tasks, granting of authority and creation. Concerning the church management offered by Edgar, the pastor in delegating tasks needs to consider; first, what the person receiving the task delegation should do must be clearly defined. Good delegation of duties to each church administrator and or CRE institution requires that the assignment of tasks be clear and understandable. In this case, the pastor's role as a teacher needs to direct the recipient of the assignment regarding the types of tasks to be carried out and how to carry them out.

The second important element of delegating tasks is the granting of authority. As a CRE teacher, the pastor is not only a supervisor but is willing to give authority to the recipient of the task delegation to carry out the delegated task. In this case, the pastor prevents the delegates from becoming frustrated with what can and cannot be done. The final element of the delegation of tasks is the creation of obligations. The pastor, as a CRE teacher in the third element in the delegation of this task, should give understand to the recipient of the assignment that the task given should not be a heavy burden but an obligation as a mature member of the congregation and understand the meaning of a given task.

In order for the delegation of tasks to be achieved effectively, the pastor needs to concentrate on the importance of delegating tasks concerning CRE institutions. Pastors need to devote time and energy to assisting assignees to overcome any destructive concerns and desires that may arise against them by allowing themselves to be overwhelmed with the details of the delegated task.

The relationship between teacher ability and student behavior in building an effective classroom teaching and learning environment is known as classroom management (Firnando Sabetra et al., 2021). This type of leadership style can be realized in the implementation of leadership if the leader has more than one main task in an institution. If there is no control in a leadership structure, it can manipulate the recipient of the delegation or subordinates. If viewed from a biblical point of view, the thing that needs to be considered by the pastor is, "I advise the elders among you, I am a friend of the elders and a witness to the sufferings of Christ, who will also share in the glory that will be revealed later. Shepherd the flock of God that is with you, not with CRE but voluntarily according to God's will, and not out of a desire for profit, but self-dedication. Do not act as if you want to rule over those entrusted to you, but be an example to the flock.

The explanation of the word "shepherd" relates to the task of the shepherd to feed the sheep. In contrast, the word "rule" means expressing the usual attitude of superiors in worldly powers. However, Christian leaders are not people entrusted to them but are obliged to be role models who give obedience to them. They were all that he could minister to in teaching and spiritual formation. This means that the pastor, in carrying out his pastoral and teaching duties,

departs and is escorted by a call of the heart to carry out the Great Commission of Jesus Christ (Matt. 28:19-20; John 21:15-19).

## CONCLUSION

At the Pentecostal Church in Indonesia, there are places for coaching or other forms of CE, each of which is innate: a Public Service Center, a Sunday School forum, a Youth Forum for Youth, a Women's Forum, a Men's Forum, and a Regional Community Center. The pastor is the leader and teacher of the congregation. As a leader, the congregation's pastor carries out his pastoral duties, namely shepherding, leading and serving the local congregation. As a teacher or instructor, the pastor carries out the task of teaching both preaching in public services and teaching God's word in forums for the formation of members of the congregation. In carrying out his role as a teacher in categorical coaching institutions, especially in Sunday schools and youth organizations, the pastor does not play an active role because services have been delegated to these institutions. Shepherds also do not play an active role in the women's forum because the forum consists of homemakers. Structurally, the congregational pastor has the authority to appoint the Congregational Council to support and assist in implementing pastoral care, ministry, church growth, and other activities. In the authority of the congregation's pastor, the pastor of the congregation is specifically to delegate the task of teaching the administrators of the forums for the formation of members of the congregation.

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