

Teacher Role Modeling in Developing Students' Self-Control in Christian Religious Education at Class VIII-4 of SMP Negeri 7 Palangka Raya

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Abstract

This research is based on the importance of developing students' self-control as an important aspect of character education. In Christian Religious Education, teachers not only deliver learning materials but also serve as role models in shaping students' character. This study aims to describe (1) the role of Christian Religious Education teachers in forming students' self-control, (2) the formation of self-control through Christian Religious Education, and (3) supporting and inhibiting factors in class VIII-4 of SMP Negeri 7 Palangka Raya. This study employed a qualitative approach. The informants consisted of one Christian Religious Education teacher and eight students. Data were collected through observation, interviews, and documentation and analyzed using the Miles and Huberman model, including data reduction, data display, and conclusion drawing. Validity was ensured through source and technique triangulation. The findings show that teacher role modeling is reflected in discipline, respect, and humility. Supporting factors include teacher competence, a conducive school environment, learning, and student awareness, while inhibiting factors include limited supervision, peer influence, uncontrolled digital media use, and low self-awareness.

Keywords

Christian Religious Education, Self-Control, Teacher's Care



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INTRODUCTION

Education plays a fundamental role in developing human resources who are not only competent in knowledge and skills but also possess strong character and the ability to regulate their thoughts, emotions, and behavior in everyday life. The success of education therefore cannot be measured solely by students' academic achievement, but also by their ability to demonstrate responsible, disciplined, respectful, and morally appropriate behavior. Within the educational process, teachers do not merely function as transmitters of knowledge; they also serve as educators and role models whose attitudes and behaviors can influence students' character development. Teacher role modeling is particularly important in character education

because students frequently observe and imitate the behaviors demonstrated by adults in their social environment. In this context, the role of teachers becomes increasingly significant in developing students' self-control.

Christian Religious Education (CRE) has an important position in the development of students' character because it seeks to guide learners to know God, understand the teachings of Jesus Christ, and apply Christian values in everyday life. Christian values such as discipline, humility, responsibility, love, patience, and self-control are not only taught theoretically but should also be manifested through concrete behavior. Therefore, CRE teachers are expected to become examples of Christian values in their interactions with students. Suki et al. (2026) emphasize that Christian Religious Education contributes to the development of students' character through the internalization of values that encourage discipline, humility, responsibility, and self-control. The teacher's consistency in demonstrating these values can provide students with concrete examples that are easier to understand and imitate.

Self-control refers to an individual's ability to regulate thoughts, emotions, impulses, and behavior in accordance with applicable values, norms, and goals. This ability is particularly important during adolescence because students experience significant physical, emotional, social, and spiritual changes. Adolescents with good self-control tend to be better able to manage their emotions, resist negative impulses, follow rules, make appropriate decisions, and consider the consequences of their actions. Conversely, students with low self-control may be more vulnerable to peer influence, emotional reactions, indiscipline, and inappropriate behavior. Sanosa et al. (2022) explain that self-control is an important component in directing an individual's thoughts, feelings, and behavior and therefore needs to be developed systematically and continuously through education.

The development of self-control among adolescents, however, faces increasingly complex challenges. Technological development, digital media, changing patterns of social interaction, and peer influence can affect students' behavior and emotional regulation. Digital media, for example, provides students with extensive opportunities for communication and information exchange, but uncontrolled use may also interfere with learning discipline and encourage impulsive behavior. Similarly, peer relationships can positively support character development but may also encourage students to engage in behaviors that conflict with school rules and moral values. Wati (2023) found that character-related problems among adolescents can be reflected in low discipline, reduced respect toward teachers and peers, and difficulties in managing emotions during social interactions.

In Christian Religious Education, the teacher's exemplary behavior is therefore an essential element in the formation of students' self-control. Teachers who consistently demonstrate discipline, honesty, responsibility, patience, respect, humility, and emotional regulation provide students with direct behavioral models. Students can observe how teachers respond to problems, interact with others, manage emotions, and carry out their responsibilities. Aknes Diana Silaban et al. (2023) indicate that teacher role modeling contributes significantly to students' character development because students tend to observe

and imitate behaviors demonstrated by teachers during everyday interactions. Consequently, the effectiveness of character formation depends not only on the content of instruction but also on the consistency between what teachers teach and what they practice.

Previous studies have also demonstrated the importance of teachers in developing students' self-control. Mones and Un (2021) found that the role of Catholic Religious Education teachers through exemplary behavior and faith development could improve adolescents' self-control, particularly in discipline, learning participation, and compliance with school regulations. Arfah (2019) reported that Islamic Religious Education teachers develop students' self-control through advice, religious guidance, and behavioral supervision. Similarly, Hilalludin (2025) found that teacher role modeling, religious habituation, and a conducive religious environment positively contribute to students' self-control. In the context of Christian education, Sanosa, Rini, and Arifianto (2022) showed that character development through the 4P program—parenting, development, training, and mentoring—can encourage students to manage behavior, regulate emotions, and make wise decisions based on Christian values.

Although previous studies have established the importance of teacher role modeling, religious education, and character development in strengthening students' self-control, studies specifically examining the role of Christian Religious Education teachers in forming self-control among junior high school students remain limited. This is particularly relevant in the context of SMP Negeri 7 Palangka Raya, where students are in a developmental stage requiring continuous guidance and appropriate role models. Initial observations in class VIII-4 indicated that students demonstrated varying levels of self-control. Some students showed discipline and respect toward teachers and peers, while others were observed talking during lessons, paying insufficient attention to teachers' explanations, submitting assignments late, being easily influenced by peers, and having difficulty considering the consequences of their actions.

These conditions demonstrate that the formation of students' self-control is a complex and continuous process involving interactions between teachers, students, peers, school environments, and digital influences. Teacher role modeling may provide an important foundation for helping students internalize Christian values and translate them into daily behavior. Therefore, further investigation is necessary to understand how Christian Religious Education teachers demonstrate exemplary behavior and how such examples contribute to students' self-control.

Based on this background, this study examines the role of Christian Religious Education teachers in the formation of students' self-control in class VIII-4 of SMP Negeri 7 Palangka Raya. The study focuses on the forms of teacher role modeling, the process of developing students' self-control through Christian Religious Education, and the supporting and inhibiting factors influencing its formation. A qualitative approach is employed to obtain an in-depth understanding of students' experiences, teacher practices, and social interactions occurring during the learning process. The findings are expected to contribute to the development of character education, particularly the implementation of Christian Religious

Education in strengthening students' self-control and supporting the formation of responsible, disciplined, and morally grounded young people.

METHODS

This study employed a qualitative research approach. Qualitative research is appropriate when researchers seek to understand social phenomena by exploring the meanings, experiences, perspectives, and interactions of individuals within their natural contexts. Creswell and Creswell (2023) explain that qualitative research is used to explore and understand the meaning individuals or groups assign to social or human problems. In this study, the qualitative approach was selected because the research focuses on understanding the role of Christian Religious Education (CRE) teachers as role models in developing students' self-control. The study does not aim to measure self-control statistically but rather to explore how teacher role modeling is practiced, experienced, and interpreted by teachers and students in the learning process. Silverman (2025) also emphasizes the importance of understanding social reality through the meanings and processes that emerge in particular contexts. Therefore, the qualitative approach enables the researcher to obtain comprehensive information about teacher behavior, classroom interactions, students' responses, and the factors that support or hinder the development of self-control.

The type of research used was descriptive qualitative research. Descriptive qualitative research is intended to provide a detailed description of a phenomenon based on information obtained directly from participants and the research setting. The researcher seeks to describe the phenomenon as it occurs naturally without manipulating the research situation. In this study, the descriptive qualitative design was used to examine the forms of teacher role modeling, the process of developing students' self-control, and the supporting and inhibiting factors in Christian Religious Education learning. The research therefore emphasizes the actual experiences and practices of teachers and students rather than hypothesis testing or quantitative measurement. Data were interpreted inductively to develop an understanding of the phenomenon based on empirical findings in the field.

The research was conducted at SMP Negeri 7 Palangka Raya. The school was selected because it provides Christian Religious Education for Christian students and offers an appropriate setting for examining teacher role modeling and students' self-control within the learning process. The research setting also allowed the researcher to directly observe classroom interactions and teacher behavior. The study was planned for approximately two to three months, covering preparation, research permission, data collection, data analysis, triangulation, and preparation of the final research report.

The data consisted of primary and secondary data. Primary data were obtained directly from research participants through interviews and observations. Following Sekaran and Bougie (2020), primary data are information collected directly by researchers from original sources for a particular research purpose. Participants were selected using purposive sampling, meaning that participants were chosen according to criteria relevant to the research

objectives. The primary informants consisted of the principal, one Christian Religious Education teacher, namely Yunita, S.Pd.K., and eight students from class VIII-4. The students were selected because they actively participated in Christian Religious Education learning and were able to provide relevant information about teacher role modeling and the development of self-control. Secondary data were obtained from relevant school documents, including lesson plans, student attendance records, school regulations, school vision and mission statements, and photographs of learning activities. These documents were used to complement and verify information obtained through interviews and observations.

Data were collected through interviews, observation, and documentation. Sugiyono (2022) states that interviews, observation, and documentation are important techniques for collecting qualitative data. First, semi-structured interviews were conducted with the CRE teacher and selected students. Semi-structured interviews provide a structured framework while allowing researchers to explore participants' responses in greater depth. Kvale (2018) explains that qualitative interviews are useful for understanding participants' experiences and perspectives through flexible and reflective conversations. The interviews focused on teacher role modeling, forms of self-control emphasized during learning, students' experiences, and supporting and inhibiting factors. Second, non-participant observation was conducted during Christian Religious Education lessons. The researcher observed without becoming directly involved in classroom activities. Attention was given to the teacher's discipline, communication, respect, humility, emotional control, instructional strategies, and interactions with students. Students' responses, discipline, participation, and social behavior were also observed. Observational findings were recorded systematically in field notes.

Third, documentation was used to obtain supporting evidence. The documents examined included lesson plans, attendance records, school regulations, photographs, and other relevant school records. Asdal and Reinertsen (2021) emphasize that document analysis should consider not only the content of documents but also their context and function within social practices. Documentation therefore served to complement and verify interview and observation findings. Data analysis followed the interactive model developed by Miles, Huberman, and Saldaña (2018), which views qualitative data analysis as an interactive and continuous process. The first stage was data collection, during which interview, observation, and documentation data were gathered simultaneously. The second stage was data reduction. At this stage, the researcher selected, focused, coded, and categorized information relevant to teacher role modeling, students' self-control, and supporting and inhibiting factors. Irrelevant information was excluded to maintain analytical focus.

The third stage was data display. According to Miles, Huberman, and Saldaña (2018), data can be displayed through narrative descriptions, matrices, charts, or other organized forms. In this study, findings were primarily presented through descriptive and thematic narratives supported by relevant quotations from informants. The researcher organized the findings into themes related to teacher role modeling, students' self-control, and factors affecting its development. The final stage was conclusion drawing and verification.

Conclusions were developed by identifying patterns and relationships among the findings and were continuously checked against the collected evidence. Data credibility was strengthened through source triangulation and technique triangulation by comparing information obtained from the principal, teacher, students, interviews, observations, and documents.

FINDINGS AND DISCUSSION

The Exemplary Role of Christian Religious Education Teachers in Shaping Students' Self-Control

The findings of this study indicate that the role modeling of Christian Religious Education (CRE) teachers contributes to the development of students' self-control in class VIII-4 of SMP Negeri 7 Palangka Raya. Data obtained through observation, interviews, and documentation show that teacher role modeling is primarily reflected in discipline, respect for others, and humility. The teacher does not merely communicate Christian teachings verbally but also demonstrates Christian values through daily behavior during the learning process. This provides students with concrete examples that can be observed, understood, and gradually practiced in their own behavior.

Teacher discipline was evident in the consistent implementation of professional responsibilities, including arriving on time, beginning lessons according to schedule, preparing learning materials, completing instructional activities, and reminding students to fulfill their responsibilities. Such behavior provides students with a practical example of how time and responsibilities should be managed. Observation findings indicate that some students began to demonstrate similar patterns by becoming more orderly and responsible in completing learning activities. Nevertheless, several students still required reminders concerning assignments, classroom order, and attention during lessons. This finding suggests that teacher modeling can encourage students' discipline, but the development of self-control requires continuous habituation and reinforcement. This finding is consistent with the view of Homrighausen, who emphasizes that Christian Religious Education teachers are not merely providers of religious knowledge but also figures who embody Christian values in their lives. In the present study, this principle was reflected in the teacher's behavior when fulfilling responsibilities, following school regulations, respecting students, and controlling personal responses. Consequently, teacher role modeling is not limited to verbal instruction but is manifested primarily through observable behavior in everyday educational interactions.

Respect was another important dimension of teacher role modeling. The teacher provided students with opportunities to express opinions, listened to their questions, communicated politely, and corrected inappropriate behavior without humiliating them. This interaction created a classroom atmosphere in which students felt valued and accepted. Several students subsequently demonstrated greater respect when communicating with teachers and peers. However, the implementation was not completely consistent because some students continued to interrupt their classmates, talk during discussions, or engage in unrelated

activities. These findings indicate that respect as a component of self-control develops progressively through repeated interaction and consistent examples.

Teacher humility was also reflected in the willingness to listen to students, provide opportunities to correct mistakes, and offer patient guidance when students encountered difficulties. Rather than responding to mistakes solely through punishment, the teacher used them as opportunities for reflection and behavioral improvement. This approach helped students understand that mistakes can be corrected through responsibility and self-regulation. In this respect, humility becomes closely related to emotional control because students learn to accept correction, avoid immediately blaming others, and regulate their responses when situations do not correspond to their expectations. The findings can be further interpreted through Tangney et al.'s conceptualization of self-control, which includes the ability to regulate emotions, resist impulses, maintain self-discipline, establish positive habits, remain focused on goals, and consider the consequences of actions. The six dimensions were visible in the students' behavior, although their levels of development differed. Some students were able to accept correction, follow classroom rules, complete assignments, and improve their behavior after making mistakes. Other students, however, still became distracted, talked with peers, joked during lessons, or acted spontaneously without sufficiently considering the consequences.

Emotional regulation was particularly evident in the teacher's calm and proportional response to students' inappropriate behavior. Rather than reacting excessively, the teacher attempted to redirect students through controlled communication and constructive guidance. Such responses provided students with a practical model of how to deal with problems without being dominated by emotional impulses. This finding supports the idea that self-control can be learned through social interaction and observation. Bandura's social learning theory explains that individuals can learn behavior by observing models and subsequently reproducing behaviors that they consider appropriate or meaningful (Bandura, 1977). Therefore, the teacher's emotional regulation can function as an important behavioral model for students. Impulse control was demonstrated through students' efforts to regulate the desire to talk, joke, or engage in activities unrelated to learning. The teacher consistently reminded students to adjust their behavior to the learning situation. However, observations still showed students talking and joking during lessons, indicating that impulse control had not been fully internalized. This condition demonstrates that self-control is not developed instantly through instruction but requires repeated practice, habituation, supervision, and reinforcement.

The development of self-discipline and positive habits was supported by classroom routines established by the teacher. Activities such as praying before learning, following learning procedures, completing assignments, and obeying school rules became repeated behaviors. Repetition can facilitate the formation of behavioral patterns and encourage students to perform positive actions more independently. Nevertheless, differences in students' awareness meant that some still needed reminders and supervision. This finding indicates that external regulation provided by teachers may gradually contribute to the

development of internal regulation among students. The ability to remain focused on goals was developed through the teacher's effort to connect Christian Religious Education with students' everyday lives. The teacher encouraged students not only to achieve academic outcomes but also to become responsible individuals who demonstrate appropriate behavior. In this sense, the purpose of learning extends beyond mastery of subject matter toward character formation. However, students' attention was not always stable. Some students were easily distracted, requiring the teacher to provide repeated motivation and reinforcement. This condition confirms that maintaining goal-directed behavior is an ongoing aspect of self-control development.

The ability to consider consequences before acting was developed by encouraging students to understand the relationship between behavior and its consequences. When students made mistakes or violated rules, the teacher guided them to reflect on the impact of their actions and identify appropriate ways to improve. This approach encouraged students to think before acting and to recognize that every decision may produce consequences. Nevertheless, some students still responded spontaneously without adequately considering the effects of their actions. Therefore, decision-making based on consequences requires continuous guidance. The findings can also be interpreted using Averill's (1973) concept of self-control, which consists of behavioral control, cognitive control, and decisional control. Behavioral control was observed when students attempted to adjust their behavior to classroom rules, follow teacher instructions, and reduce disruptive activities. Cognitive control was evident when students were encouraged to understand the reasons behind rules and consider situations from a more objective perspective. Decisional control appeared when students began to make behavioral choices by considering Christian values, right and wrong, and possible consequences. These three dimensions demonstrate that self-control involves not only controlling visible behavior but also regulating thoughts and making responsible decisions.

The relationship between teacher role modeling and students' self-control is also supported by observational learning theory. Bandura (1977) argues that learning can occur through observing the behavior of others, particularly individuals who are considered significant models. In the school context, teachers occupy an important position because students interact with them regularly and observe their responses to different situations. The teacher's punctuality and responsibility model discipline, respectful communication models interpersonal respect, and patience in dealing with mistakes models emotional regulation. Thus, teacher behavior becomes part of the character education process because students acquire values not only through explicit instruction but also through daily experiences.

The results further demonstrate that teacher role modeling is not the only factor influencing students' self-control. A supportive school environment, Christian Religious Education learning, and students' personal awareness function as supporting factors. A conducive environment provides students with consistent expectations regarding discipline and appropriate behavior. Christian Religious Education provides a value-based framework

through which students can understand responsibility, humility, respect, and self-control. Meanwhile, students' self-awareness is important because external examples and guidance will have limited effects when students are unwilling or unable to internalize the values being taught.

Conversely, several inhibiting factors were identified, including limited supervision, peer influence, uncontrolled digital media use, and low student self-awareness. Peer influence is particularly relevant during adolescence because students increasingly interact with peers and may adjust their behavior according to group norms. Similarly, uncontrolled digital media use can affect students' attention, habits, and ability to regulate impulses. These findings indicate that the development of self-control cannot be addressed solely through classroom instruction. It requires consistency between school guidance, family supervision, peer relationships, and students' personal commitment. The findings are consistent with the research of Mones and Un (2021), which found that the exemplary role and religious guidance of teachers contributed to the development of students' self-control, particularly in discipline, participation, and compliance with school regulations. The similarity lies in the recognition of teachers as important figures who provide both examples and guidance. However, the present study focuses specifically on Christian Religious Education at the junior high school level and identifies discipline, respect, and humility as prominent forms of teacher role modeling.

The findings also correspond with Arfah's (2019) study, which found that religious education teachers developed students' self-control through advice, religious guidance, and behavioral supervision. Similar elements were identified in this study through teacher guidance, classroom routines, and the implementation of Christian values. The difference lies in the stronger emphasis of the present study on observable teacher behavior as a form of modeling rather than relying primarily on verbal advice and supervision. Furthermore, the findings are consistent with Hilalludin (2025), who reported that teacher role modeling, religious habituation, and a conducive religious environment positively supported students' self-control. The present findings reinforce this conclusion by showing that teacher modeling becomes more meaningful when accompanied by repeated positive habits and a supportive school environment. The study by Sanosa, Rini, and Arifianto (2022) also supports the importance of developing self-control within Christian education. Their findings indicate that character development through parenting, development, training, and mentoring can encourage students to regulate behavior, control emotions, and make wise decisions based on Christian values.

Factors Supporting and Hindering the Development of Self-Control

The findings indicate that the formation of students' self-control is influenced by several supporting and inhibiting factors originating from the school, family, peer, and digital environments. The supporting factors identified in this study include teacher role modeling, a conducive school environment, Christian Religious Education (CRE) learning, and students' self-awareness. Among these factors, teacher role modeling emerged as one of the most influential elements in developing students' self-control. The students tended to internalize

values more effectively when they observed their teacher consistently demonstrating discipline, responsibility, patience, and appropriate behavior in daily interactions. This finding is consistent with Bandura's Social Cognitive Theory, which emphasizes that individuals can learn behaviors through observation and modeling. Bandura explains that cognitive, behavioral, and environmental factors interact reciprocally in shaping human behavior, while observational learning enables individuals to acquire behavioral patterns from significant models in their environment (Bandura, 1986).

The important role of teacher modeling found in this study suggests that the development of self-control cannot rely solely on verbal instruction. Students need concrete examples that can be observed and practiced in everyday situations. When teachers demonstrate consistency between what they teach and how they behave, students receive a behavioral reference that can gradually be internalized. This condition is particularly relevant in the development of self-control because self-control involves the ability to regulate thoughts, emotions, attention, impulses, and behavior in accordance with desired goals. Baumeister and Vohs (2004) explain that self-regulation and self-control involve processes through which individuals regulate their thoughts, emotions, attention, impulses, and actions. Therefore, teachers who demonstrate emotional stability, discipline, responsibility, and patience provide students with practical examples of how self-control can be implemented in real-life situations.

The school environment also constitutes an important supporting factor in the formation of students' self-control. The implementation of school rules, consistent supervision, and harmonious relationships between teachers and students creates an environment that encourages students to regulate their behavior. The findings show that students are more likely to practice discipline and responsible behavior when expectations concerning appropriate conduct are clearly communicated and consistently implemented. A supportive school environment therefore functions not only as a setting for academic learning but also as a social context in which students learn to understand boundaries, consequences, responsibilities, and appropriate ways of responding to situations. This finding is compatible with Bandura's view that behavior is shaped through reciprocal interaction between individuals and their social environment (Bandura, 1986).

Christian Religious Education also contributes to the development of students' self-control by providing opportunities for students to understand and practice Christian values in their everyday lives. The learning process emphasizes values such as love, responsibility, discipline, obedience, patience, and self-control. These values are not only presented as theoretical concepts but are connected with students' experiences and daily behavior. Consequently, CRE learning can serve as a medium for strengthening students' moral awareness and encouraging them to make behavioral choices based on Christian values. The findings indicate that the effectiveness of such learning becomes stronger when religious values are translated into concrete behavioral practices, such as respecting teachers and friends, completing responsibilities, controlling speech, following school rules, and avoiding actions that may negatively affect others.

Students' self-awareness is another important supporting factor. The findings suggest that self-control becomes more sustainable when students begin to recognize the consequences of their actions and understand the importance of controlling their own behavior. External supervision may encourage compliance, but internal awareness is necessary for students to regulate themselves even when direct supervision is absent. In this respect, self-control can be understood as an internal regulatory capacity rather than merely obedience to external rules. Baumeister and Vohs (2004) emphasize that self-regulation involves processes through which individuals manage their thoughts, emotions, attention, impulses, and performance. Thus, the development of students' self-awareness is essential because it enables them to gradually move from externally controlled behavior toward internally regulated behavior.

However, the findings also reveal several factors that hinder the development of students' self-control. These include limited supervision outside school, peer influence, uncontrolled digital media use, and low self-awareness among some students. Observations showed that several students were still easily influenced by their peers to talk during lessons and had difficulty using digital media responsibly. Peer influence is particularly significant during adolescence because students increasingly interact with their peer groups and may adjust their behavior to obtain acceptance or maintain relationships. Recent research among Indonesian adolescents demonstrates that peer norms in digital communication environments can be associated with risky behavior, while stronger self-control can reduce such risk and weaken the influence of peer norms (2026). These findings support the present study by demonstrating that students' behavior cannot be separated from the social environment in which they interact.

Digital media represents another challenge in the formation of self-control. Easy access to smartphones, social media, and other digital content can provide opportunities for learning, but uncontrolled use may also interfere with students' ability to regulate attention and behavior. Research on adolescents has found an association between lower self-control and greater use of digital technology for entertainment, although the evidence does not establish a simple causal relationship (2022). Therefore, the problem identified in this study should not be interpreted merely as a consequence of technology itself. Rather, the findings indicate the importance of developing students' ability to regulate when, why, and how digital media is used. Digital literacy and responsible technology use should consequently become part of the broader process of character formation at school and at home.

The role of parents is also important because school-based efforts to develop self-control may be less effective if they are not reinforced within the family environment. Teachers in this study emphasized that guidance and supervision at home need to continue consistently so that behavioral habits developed at school can be maintained outside the school environment. Previous research has also demonstrated that parental and peer factors are relevant to adolescents' risky social media use, while individual self-control plays an important role in adolescents' vulnerability to problematic digital behavior (2023). This indicates that the

formation of self-control requires consistency between educational expectations at school and guidance provided by parents at home.

Overall, the findings demonstrate that the formation of students' self-control is a multidimensional and continuous process. Teacher role modeling, a supportive school environment, CRE learning, and students' self-awareness function as important protective factors, whereas peer pressure, insufficient supervision outside school, uncontrolled digital media use, and limited self-awareness can become obstacles. These findings reinforce the view that self-control develops through the interaction of individual and environmental factors rather than through a single educational intervention. Bandura's Social Cognitive Theory provides a relevant framework for understanding this process because students learn not only through direct instruction but also through observing significant others and interacting with their social environment (Bandura, 1986). Therefore, strengthening students' self-control requires continuous collaboration among teachers, parents, schools, and students themselves through consistent role modeling, habituation, guidance, supervision, and reinforcement of Christian values. Such synergy is expected to help students gradually develop the ability to regulate their thoughts, emotions, and behavior in accordance with Christian values and the expectations of their social environment.

CONCLUSION

Based on the findings of the study entitled *"Teacher Role Modeling in the Formation of Students' Self-Control in Christian Religious Education at Grade VIII-4 of SMP Negeri 7 Palangka Raya,"* it can be concluded that teacher role modeling plays an important role in supporting the development of students' self-control. The role modeling demonstrated by Christian Religious Education teachers was reflected primarily in discipline, respect for others, and humility throughout the learning process. Teachers did not only provide verbal instructions and advice concerning appropriate behavior but also demonstrated positive behaviors that students could directly observe and imitate. Teacher consistency in managing time, following school regulations, communicating politely, respecting students' opinions, accepting corrections, and providing opportunities to improve mistakes provided concrete examples of self-control in everyday situations.

The findings further indicate that teacher role modeling is related to several dimensions of students' self-control, including emotional regulation, impulse control, self-discipline, habit management, concentration, responsibility, and consideration of the consequences of actions. Some students demonstrated improvements in following school rules, completing learning responsibilities, responding appropriately to teachers' corrections, and correcting their mistakes. However, the development of self-control was not yet evenly achieved. Several students were still easily influenced by peers, lost concentration during lessons, talked or joked during learning activities, and sometimes acted without considering the consequences of their behavior. Therefore, continuous guidance and reinforcement are still necessary.

The formation of students' self-control is also supported by a conducive school environment, Christian Religious Education learning that integrates Christian values, teacher role modeling, and students' awareness of the importance of improving their behavior. Conversely, limited supervision outside school, negative peer influence, uncontrolled digital media use, and low self-awareness among some students remain significant obstacles. Thus, the development of self-control requires continuous cooperation among teachers, parents, schools, and students. Through consistent role modeling, habituation, guidance, supervision, and the internalization of Christian values, students can gradually develop stronger self-control and apply it in both academic and everyday social situations.

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