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The Role of Christian Religious Education and Character Building (PAK-BP) Teachers in Fostering Learning Interest Among Vocational High School (SMK) Students

Kristina Wati[1], Sugiyanto[2], Sinta Nurlela[3]

[1] Institut Agama Kristen Negeri Palangka Raya, Indonesia; krstnawti2003@gmail.com
[2] Institut Agama Kristen Negeri Palangka Raya, Indonesia; sultanmanuhing09@gmail.com
[3] Institut Agama Kristen Negeri Palangka Raya, Indonesia; nurlelasinta92@gmail.com
*083840432844

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Abstract

This research is motivated by the importance of the role of teachers of Christian Religious Education and Ethics (PAK-BP) in arousing students' interest in learning as one of the factors that affect the success of the learning process. This research aims to describe the duties of teachers of Christian Religious Education and Ethics (PAK-BP) in arousing students' interest in learning and identify strategies used by teachers of Christian Religious Education and Ethics (PAK-BP) in arousing students' interest in learning at SMK Negeri 2 Pulang Pisau. The type of research used is qualitative research with a descriptive approach. Data collection techniques use observation, interviews, and documentation. The key informants are teachers of Christian Religious Education and Ethics, as well as 10 students of SMK Negeri 2 Pulang Pisau from grades X, XI, and XII. Data analysis is carried out through the stages of data collection, data reduction, data presentation, and conclusion drawn. The validity of the data was obtained through source triangulation, technical triangulation, and member check. Based on the research conducted, the results were obtained that: (1) Christian Religious Education and Ethics teachers at SMK Negeri 2 Pulang Pisau have carried out their duties well as educators, teachers, supervisors, motivators, facilitators, and role models in fostering students' interest in learning through providing motivation, attention, guidance, and example; (2) the implementation of teachers' duties is carried out through interactive, communicative, and student-centered learning by providing opportunities to ask questions, discuss, express opinions, and create a comfortable and fun learning atmosphere; and (3) strategies used by teachers in arousing students' interest in learning include the use of discussion methods, questions and answers, presentations, group work, the use of learning media such as PowerPoint and learning videos, giving praise and appreciation to active students, and connecting learning materials with students' daily lives.

Keywords Learning Interests, Learning Motivation, Learning Strategies, PAK-BP Teachers, Vocational Students.

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INTRODUCTION

Education is an important part of the national development process and is an essential necessity for living in the era of globalization. In addition, education is considered an investment in the development of human resources, as improving one's abilities and skills is believed to help people in facing life's challenges. Christian Education teachers have a strategic

role in helping students integrate learning with a broader vision of life such as living in the fear of God, loving others, and being a person who brings a positive impact to the church and society.

Vocational High School focuses mainly on mastering technical competencies (hardskilss) so that every graduate is ready to enter the world of work. However, the development of aspects of student learning interests based on Christian values is important for students to be not only professionally competent, but also have the value of integrity and Christian character. Christian Religious Education teachers are not just teachers of cognitive material but also act as motivators. According to Purwo Haryono (2025:77) as a motivator, teachers are not only in charge of delivering material but also need to have the ability to encourage students' interest in learning. So that students are encouraged to actively ask questions, discuss, and provide feedback which builds students' interest in learning. Teachers must be able to foster students' intrinsic motivation so that they learn with awareness and sincerity and not just external demands.

SMK Negeri 2 Pulang Pisau has quite complex challenges, low motivation to learn which is often rooted in students' ignorance in identifying their own learning interests. Based on the results of interviews with Christian Religious Education teachers (Monday 23/02/2026), it was stated that the interest in learning Christian Religious Education at SMK Negeri 2 Pulang Pisau was not optimal so that there were students who were less interested or looked lazy to enter class and were sleepy when the class started, because some slept late at night while playing online games. Another cause is the lack of variety, learning tends to be monotonous and boring. Sometimes it is dominated by lectures, questions and answers or assignments due to the limited preparation of tools in learning because teachers handle class interruptions. However, teachers also often use other creative methods such as PowerPoint, learning videos, pictures, and digital teaching materials that are in accordance with the learning material. Another external factor that has a negative effect is peers and a less conducive social environment that also weakens students' motivation to learn. If students are in a social environment that is less supportive of learning activities, such as friends who often skip school, lack discipline, do not do assignments, or are more interested in activities that are not related to education, then students have the potential to imitate these behaviors. As a result, students' motivation to learn can decrease and attention to academic activities becomes reduced. The inconsistent level of student attendance is inconsistent, a number of students often do not fill out the attendance list for the subject of Christian Religious Education and Ethics. This condition is influenced by several factors, such as lack of motivation to learn, fatigue due to school activities and vocational practices, late to class, and other activities that are considered more interesting than participating in learning. Low active participation of students in discussions and learning activities in class. This is due to the lack of confidence of some students to express their opinions or answer questions given by the teacher.

The duties of teachers in the world of education are not only limited to delivering subject matter but also include aspects of character development, providing motivation and

developing students' potential as a whole, and the challenges faced by teachers in carrying out this role are not easy (Zuliana 2025: 144).

Based on this opinion, the duties of Christian Religious Education and Ethics teachers can be described as follows: First, to be spiritual and character guides. Teachers not only transfer knowledge, but are responsible for fostering students' Christian character so that they have moral values that are in accordance with the teachings of faith. Second, motivators in learning. Teachers are tasked with arousing students' interest and motivation to learn, especially when facing external obstacles such as negative peer influences or a less conducive environment. Teachers need to provide encouragement, advice, attention, and positive reinforcement that can foster students' desire to learn and achieve optimal learning outcomes. Third, facilitators of potential development. Teachers play a role in identifying and developing students' potential as a whole, both intellectually and spiritually. Fourth, discipline and attendance management. Teachers must be able to intervene in the problem of inconsistent student attendance and ensure active involvement of students in every activity in the classroom. Fifth, innovators in facing challenges. Given that challenges in the world of education are not easy, PAK teachers are required to be creative in creating an interesting learning atmosphere to overcome students' passive attitudes.

Based on these problems, the researcher is interested in studying more deeply the duties of Christian Religious Education and Ethics teachers in arousing students' interest in learning. Teachers' efforts are not enough only to teach in the classroom, but also include the ability to create a learning atmosphere that is interesting, relevant, and based on the values of the Christian faith. Therefore, this research is expected to provide a real picture of the strategy and role of PAK-BP teachers in fostering student learning enthusiasm at SMK Negeri 2 Pulang Pisau, so that the results of this research can be a reference for the development of the quality of Christian Religious Education learning in vocational schools.

METHODS

This study uses qualitative research methods to explore the duties of PAK-BP teachers in arousing students' interest in learning in a deep and natural way. Moleong (2017) stated that qualitative research produces descriptive data in the form of spoken and written words from observed behaviors. This research produces discoveries that cannot be achieved using statistical procedures or by other quantification methods. Qualitative research can be used to research community life, history, behavior, organizational functioning, social movements or kinship relationships (Situmorang & Gultom, 2021). The location of the research to be carried out is at Sekolah Menenga Kevocationan Negeri 2 Pulang Pisau, which is located on Jl. Trans PalangkaRaya-Bahaur, Buntoi Village Rt 5, Kahayan Hilir District, Pulang Pisau Regency, Central Kalimantan Province.

The techniques used to collect data are not applied randomly, but rather with various methods of interviewing, observation and documentation. Data analysis in qualitative research begins with preparing and organizing data for analysis, then reducing the data to a

theme through the process of coding and code summarization, and finally presenting data in the form of charts, tables or discussions. Qualitative data analysis is a cyclical process that prioritizes the validity of findings through triangulation techniques. The inductive nature of this study allows researchers to build credible theories because the hypotheses that emerge are repeatedly tested with field data. The process of organizing and systematically presenting data ensures that the conclusions drawn truly represent the phenomenon being studied in depth and objectively.

RESULTS AND DISCUSSION

The Duties of Christian Religious Education and Ethics Teachers in Arousing Students' Interest in Learning at SMK Negeri 2 Pulang Pisau

The results of the study showed that the teacher of Christian Religious Education and Ethics (PAK-BP) at SMK Negeri 2 Pulang Pisau has carried out his duties as an educator, teacher, motivator, facilitator, supervisor, and role model in arousing students' interest in learning. Based on the results of the interview, the students stated that the teacher always helps when experiencing learning difficulties, provides motivation during learning, pays attention to the student's learning progress, provides opportunities to ask questions, and gives praise to students who are active in learning. In addition, the teacher also shows a friendly, patient, and open attitude towards students so that a good relationship is created between teacher and student.

The findings of the study are in line with the opinions of Yestiani and Zahwa who explain that teachers have various roles, namely as educators, teachers, learning resources, facilitators, supervisors, demonstrators, managers, and advisors. In this study, PAK-BP teachers not only deliver learning materials, but also guide students academically and spiritually through attention, motivation, and examples given to students (Dea Kiki Yestiani & Nabila Zahwa, 2022: 17-18). This can be seen from the teacher's concern for the task, attendance, value development, and learning conditions of students.

The findings of the study also support Zuliana's opinion that teachers as motivators have the task of arousing students' enthusiasm for learning through encouragement, rewards, praise, and interesting learning methods (Zuliana, 2025: 144). The results of the interviews show that teachers consistently provide motivation to students at the beginning, middle, and end of learning. This motivation encourages students to remain active, confident, and not easily give up in participating in PAK-BP learning.

In addition to acting as motivators, PAK-BP teachers also carry out their duties as spiritual guides as stated by Kristanto that Christian Religious Education teachers not only transfer knowledge, but guide students towards the growth of faith and the knowledge of God's will in daily life (Kristanto, 2024: 12). Teachers not only focus on academic achievements, but also strive to form Christian character through example, attention, and spiritual guidance given to students.

Based on the results of the research and theory used, it can be concluded that PAK-BP

teachers at SMK Negeri 2 Pulang Pisau have carried out their duties optimally as educators, teachers, motivators, facilitators, spiritual guides, and role models. The implementation of these tasks contributes positively to increasing students' interest in learning because they are able to create harmonious relationships, provide motivation to learn, and shape students' character according to Christian values.

Implementation of the Duties of Christian Religious Education and Ethics Teachers in Arousing Students' Interest in Learning at SMK Negeri 2 Pulang Pisau

The results of the study show that the implementation of PAK-BP teachers' duties is carried out through interactive, communicative, and student-centered learning. Teachers explain the material clearly, invite students to discuss, open question and answer sessions, provide opportunities for students to express their opinions, use learning media, and connect the material with students' daily lives. In addition, teachers also create a comfortable learning atmosphere so that students feel happy to participate in learning.

The findings of this study are in line with the opinion of Tari and Tafonao who stated that professional teachers must have an understanding of learning materials, learning methods, and student characteristics so that they are able to design learning that is effective, fun, and interesting to students (Tari & Tafonao, 2024). In this study, PAK-BP teachers are able to manage learning well through the use of discussion methods, question and answers, group work, and presentations so that students are not only listeners, but actively involved in the learning process.

The results of the study also support Haryanto and Rohman's theory which explains that effective learning occurs through two-way communication and multi-directional communication between teachers and students (Haryanto & Rohman, 2020). Based on the results of the interviews, teachers provide opportunities for all students to ask questions and express opinions during learning. These interactions make students feel valued, more confident, and more active in participating in learning.

In addition, the research findings are in accordance with the contextual learning theory stated by Rusman that learning will be more meaningful if the material is connected to the real lives of students (Rusman, 2018: 187). PAK-BP teachers consistently associate learning materials with family life, school, associations, social media use, and students' lives of faith. This method makes it easier for students to understand the material and realize the benefits of learning in daily life.

Based on the results of the research and the theory used, it can be concluded that the implementation of the duties of PAK-BP teachers in arousing students' interest in learning has gone well. This can be seen through interactive learning, open communication, the use of varied learning media, and the presentation of contextual materials so that students become more active, comfortable, and interested in participating in PAK-BP learning.

Strategies of Christian Religious Education and Ethics Teachers in Arousing Students' Interest in Learning at SMK Negeri 2 Pulang Pisau

The results of the study show that the strategies used by PAK-BP teachers in arousing

students' interest in learning include the use of discussion methods, questions and answers, presentations, group work, problem-based learning, the use of learning media such as PowerPoint and videos, providing motivation, giving praise and appreciation, and connecting the material with students' daily lives. These strategies make students more active, interested, and easy to understand the material being taught.

The findings of this study are in accordance with the opinion of Wahyunita et al. who stated that learning interest can be increased through awarding, the use of adequate learning media, a close relationship between teachers and students, a comfortable learning atmosphere, and the ability of teachers to arouse students' enthusiasm for learning (Wahyunita et al., 2026). In this study, teachers give praise to students who are active, create a pleasant learning atmosphere, and build good relationships with students so as to encourage the emergence of interest in learning.

The research findings also support the inquiry strategy theory put forward by Situmorang and Gultom that learning that involves questioning, discussing, and finding knowledge independently can increase student involvement in learning (Situmorang & Gultom, 2021). The results of the study show that the group discussion and question and answer method is the most commonly used strategy by teachers because it is able to encourage students to think critically, express opinions, and actively participate in learning.

In addition, the results of the research are in line with Pratiwi and Laksmiwati's theory which explains that interest in learning will develop if students are given the opportunity to actively participate, have the freedom to express opinions, and gain meaningful learning experiences (Pratiwi & Laksmiwati, 2021). In this study, teachers provide opportunities for students to ask questions, discuss, present the results of group work, and express opinions so that students feel valued and have a role in the learning process.

Based on the results of the research and theory used, it can be concluded that the strategy of PAK-BP teachers in arousing students' interest in learning has been implemented effectively through the use of active and varied learning methods, the use of learning media, the provision of motivation and appreciation, and the presentation of contextual material. This strategy is able to increase student involvement in learning and foster a better interest in learning PAK-BP subjects.

CONCLUSION

Based on the results of the research on "The Duties of Christian and Moral Education Teachers (PAK-BP) in Arousing Students' Learning Interest in SMK Negeri 2 Pulang Pisau", it can be concluded as follows: 1) The Duties of Christian and Moral Education Teachers in Arousing Students' Interest in Learning at SMK Negeri 2 Pulang Pisau; Christian Religious and Moral Education Teachers (PAK-BP) at SMK Negeri 2 Pulang Pisau have carried out their duties well as educators, teachers, supervisors, motivators, facilitators, and role models for students. Delivering learning materials, providing motivation, helping students who have learning difficulties, showing a friendly and patient attitude, paying attention to academic

development and student character. The implementation of these tasks has a positive impact on students' learning interests because students feel cared for, appreciated, and supported in the learning process. 2) Implementation of the Duties of Christian and Ethical Education Teachers in Arousing Students' Interest in Learning at SMK Negeri 2 Pulang Pisau; The implementation of the duties of PAK-BP teachers in arousing students' interest in learning has been carried out well through interactive, communicative, and student-centered learning. Teachers provide opportunities for students to ask questions, discuss, express opinions, and actively participate in various learning activities so that students are not only listeners, but also directly involved in the learning process. In addition, teachers are able to create a comfortable, fun, and not boring learning atmosphere through good communication, continuous motivation, and the use of varied learning methods. The compatibility between teacher and student answers shows that the implementation of active and participatory learning has a positive impact on increasing students' interest, activeness, motivation, and interest in learning in participating in Christian Religious Education and Ethics subjects at SMK Negeri 2 Pulang Pisau. 3) Strategies of Christian and Ethical Education Teachers in Arousing Students' Learning Interest in SMK Negeri 2 Pulang Pisau; The strategies used by teachers in arousing students' interest in learning have been implemented effectively and in accordance with the needs of students. These strategies are realized through the use of various active and participatory learning methods, such as discussions, questions and answers, presentations, group work, and problem-based learning that encourage direct student involvement in the learning process.

Overall, this study shows that the tasks, task implementation, and strategies implemented by Christian Religious Education and Ethics teachers at SMK Negeri 2 Pulang Pisau have contributed positively to arousing students' interest in learning. This success can be seen from the high involvement of students in learning, the existence of good learning motivation, and the creation of an active, fun, and meaningful learning atmosphere.

This research still has limitations because it only focuses on the task of Christian Religious Education and Ethics teachers in arousing students' interest in learning in one school. Therefore, the next researcher is expected to develop research with a wider scope, both in terms of the location of the research, the number of informants, and the variables studied. The next research can also examine other factors that affect students' learning interests, such as the family environment, peers, the use of educational technology, and school culture.

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