

The Role of Christian Religious Education Teachers Indeveloping the Mentality of Broken Home Students

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Abstract: *This study aims to examine the role of Christian Religious Education (PAK) teachers in fostering the mentality of students from broken homes. Broken home problems have a significant impact on the mental and psychological conditions of students, which require special attention from PAK teachers as professionals who have spiritual and educational responsibilities. The research method used is a literature study by analyzing various relevant literature. The results of the study indicate that PAK teachers have a multidimensional role in fostering the mentality of broken home students, including the role as interpreters of the Christian faith, shepherds, role models and leaders, evangelists, facilitators, mentors, and motivators. The conclusion of this study confirms that PAK teachers have a strategic and holistic role in helping broken home students overcome their mental health through a comprehensive spiritual and educational approach.*

Keywords: *Broken Home, Christian Religious Education Teacher, Student Mentality*

1. BACKGROUND

In accordance with Law No. 20 of 2003 concerning the National Education System, it is emphasized that teachers or lecturers have the main task as guides, teachers, and trainers for students professionally, so that they can lead their students to achieve educational goals. Article 39 of the 2003 National Education System Law also emphasizes that teachers are professional staff who are tasked with planning and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service. (Sepriyanti, 2012).

Teachers are the most determining component in the education system as a whole, which must receive central, first and foremost attention. As the main element in educational institutions, teachers are expected to have abilities and skills in accordance with their teaching field so that they can provide convenience in conveying knowledge to students. In this case, teachers are not only expected to be able to master the knowledge they have acquired, but also have the ability to apply it by conveying the knowledge they have to students. (Lestari et al., 2017).

Christian Religious Education (PAK) teachers have a very special and strategic role in the world of education. The duties of PAK teachers are not only limited to cognitive aspects, but also include the formation of character, spirituality, and mentality of students. PAK teachers

are individuals who provide knowledge about the love of Christ to students so that their faith in God grows. Teachers who have the task of directing and mentoring need to provide good examples to students, teachers also need to teach students about the word of God and provide reinforcement so that they do not give up easily in learning.

According to (Naibaho & Purba, 2022), PAK teachers are teachers who provide teaching related to the Christian faith, who emulate the person of Jesus as the Great Teacher in daily life and in teaching duties. In 1 Timothy 4:12 it is written about Paul as a teacher who stated to his spiritual child Timothy that, "no one will think less of you because you are young. Be of faith in your words, in your behavior, in your faithfulness, and in your holiness."

The challenges that faced by PAK teachers are increasingly complex when dealing with students who come from broken homes. According to (Muttaqin & Sulisty, 2019), broken home is a situation and condition of a family that no longer has harmony as expected by many people. A peaceful, harmonious and prosperous household can no longer be obtained because of the chaos that causes problems that do not find common ground between husband and wife. Broken home can be seen from the aspect of the structure of the completeness of family elements. Incomplete family structure due to death and disruption to the family structure.

Broken home conditions have a significant impact on the mental and psychological development of children. Children from broken homes often experience various problems such as emotional disorders, difficulties in social interaction, decreased academic achievement, and personality disorders. The consequences of a broken home certainly have a significant impact on the relationship between parents and children in terms of communication, mental, psychological and child education.

This condition demands the active role of PAK teachers to not only be teachers, but also to be mental coaches for broken home students. PAK teachers are expected to provide spiritual, emotional, and psychological support to students who experience trauma due to disharmonious family conditions. Therefore, this study is important to examine in depth how PAK teachers play a role in fostering the mentality of broken home students.

2. THEORETICAL STUDY

Concept of Christian Religious Education Teacher

Christian Religious Education Teachers are professional educators who have a special responsibility in developing the spiritual and character aspects of students based on Christian values. According to (Naibaho & Purba, 2022), PAK teachers are teachers who provide teachings related to the Christian faith, who emulate the person of Jesus as the Great Teacher in everyday

life and in teaching duties.

The role of a PAK teacher is very different from teachers in general because a PAK teacher must be brave and able to instill Christian values in the children he/she is guiding. PAK teachers must be examples for students to emulate because they have the example of Jesus. As a mentor, PAK teachers must guide or lead students from darkness to light, meaning that teachers must teach students to truly understand PAK then students are equipped with sufficient knowledge about cognitive, affective, moral, spiritual, and also pay attention to the formation of students' character and morals.

Role and Function of PAK Teachers

PAK teachers have various comprehensive roles and functions in the education process. According to (Wiranto et al., 2024), the role of the PAK teacher includes: (1). Interpreter of Christian Faith, PAK teachers act as interpreters of Christian faith who can explain and interpret Christian teachings to students in a way that is easy to understand. This role requires a deep understanding of theology and effective communication skills. (2). Shepherd, As a shepherd, PAK teachers are tasked with leading and guiding students in their journey of faith. This concept refers to the example of Jesus Christ who called himself the good shepherd (John 10:14). (3). Role Model and Leader, PAK teachers must be role models in speech, behavior, loyalty, and holiness as taught in 1 Timothy 4:12. As leaders, PAK teachers lead students in developing Christian character. (4). Evangelist, The role as an evangelist requires PAK teachers to bring students to a deeper knowledge of Jesus Christ and experience a personal encounter with Him. (5). Facilitator, As a facilitator, the PAK teacher functions as a facilitator in the learning process, creating a conducive environment for students' spiritual growth. (6). Mentor, The role of the mentor involves the task of directing students in facing various life problems with a Christian perspective. (7). Motivator, The PAK teacher acts as a motivator who provides encouragement and enthusiasm to students to continue to develop in faith and character.

Broken Home Concept

Broken home is a term used to describe the condition of a family that is experiencing rift or disharmony. According to (Willis, 2015), broken home can be seen from two aspects, namely: 1) The family is broken up because the structure is not intact because one of the heads of the family has died or is divorced, 2) The parents are not divorced but the family structure is not intact again because the father or mother is often not at home or does not pay attention to the affectionate relationship anymore.

Broken home conditions have a significant impact on child development, especially in mental and psychological aspects. Children from broken homes often experience: Emotional and behavioral disorders, Difficulty in social interaction, Declining academic achievement, Disturbances in self-confidence, Identity and self-esteem problems and Difficulty in forming healthy relationships.

Child Mentality and Psychology

Child mental refers to the psychological and emotional condition of children that affects the way they think, feel, and behave. A healthy mental condition is very important for optimal development of children in various aspects of life. Children from broken homes often experience mental disorders that require special attention and intervention.(Pratama et al., 2023). Factors that affect the mental condition of children from broken homes include: Trauma due to parental conflict, Loss of parental figures, Emotional instability in the family environment, Lack of support and attention and Social stigma and feelings of being different from peers.

3. RESEARCH METHODS

This research uses a library research method which is qualitative descriptive in nature. Literature study is a research conducted by collecting, reading, and analyzing literature sources that are relevant to the research topic. This method was chosen because it is in accordance with the research objectives which want to examine in depth the role of PAK teachers in fostering the mentality of broken home students based on existing theories and research results.(Koebanu & Tari, 2024).

The data sources in this study consist of primary data, such as books on Christian Religious Education, scientific journals on the role of Christian Religious Education teachers, literature on broken homes and their impact on children, and the Bible as a source of Christian theology. In addition, secondary data includes supporting journal articles, previous research results, documentation, research reports, and credible online sources. Data collection techniques include literature identification, in-depth reading, recording, and categorizing data, while data analysis is carried out through content analysis, which includes data reduction, systematic presentation, and drawing conclusions based on the analysis carried out.(Saekoko et al., 2025).

4. RESULTS AND DISCUSSION

The Role of PAK Teachers as Interpreters of Christian Faith in Developing the Mentality of Broken Home Students

The role of PAK teachers as interpreters of Christian faith is very crucial in developing the mentality of students from broken homes. Through proper interpretation of Christian teachings, Christian Education teachers can provide students with a deeper understanding of God's unchanging love even when their families are broken.

In the context of broken home students, PAK teachers use Bible verses as a basis for providing an understanding that God still loves them regardless of their family conditions. For example, through Psalm 27:10 which states "Though my father and mother forsake me, the LORD will receive me," PAK teachers can help students understand that they are not alone in facing family problems.

The approach to interpreting faith used by PAK teachers includes several aspects:

- **Contextual Interpretation:** PAK teachers relate Bible verses to concrete situations faced by students from broken homes, so that students can feel the relevance of God's word in their lives.
- **Therapeutic Interpretation:** Through wise interpretation, Christian Education teachers help students find comfort and strength from God's word to overcome trauma and inner wounds caused by family conditions.
- **Transformative Interpretation:** PAK teachers use biblical interpretation to help students develop new perspectives on their lives and build mental resilience.

Based on research (Ermindyawati, 2019), the role of Christian religious education teachers in the formation of faithbroken home students have been implemented well. The roles carried out include as an interpreter of faith, namely being able to explain faith well and can be understood by each student. This shows that the interpretation of faith carried out systematically and in a structured manner can have a positive impact on the mental condition of broken home students.

The Role of PAK Teachers as Shepherds in Developing the Mentality of Broken Home Students

The shepherd in the Christian tradition refers to the example of Jesus Christ who called himself the good shepherd (John 10:14). In the context of broken home students, the role of the PAK teacher as a shepherd becomes very strategic because these students often lose a

protective figure in their family. The PAK teacher as a shepherd takes several concrete actions:

- **Spiritual Protection:**PAK teachers protect students from negative influences that can worsen their mental condition. This is done through teaching Christian values that can be a moral fortress for students.
- **Personal Coaching:**PAK teachers pay special attention to students from broken homes by taking a personal approach to understand the specific needs and problems they face.
- **Emotional Recovery:**Through consistent love and attention, PAK teachers help broken home students in their emotional and mental recovery process.
- **Spiritual Empowerment:**PAK teachers empower students by teaching them to rely on God's strength in facing life's challenges.

Studyshows that the role of the PAK teacher as a shepherd is to be a spiritual father in leading and guiding each student to understand faith correctly.(Wulan, 2023). InIn the context of broken home students, the function of a "spiritual father" becomes very important because it can fill the void of a father or mother figure who may not be there or may not be functioning optimally in their family.

The Role of PAK Teachers as Role Models and Leaders in Developing the Mentality of Broken Home Students

Broken home students often experience confusion in terms of role models and figures who can be role models. Disharmony in the family often makes them lose their role models.good and consistent behavior. In this situation, the role of PAK teachers as role models and leaders becomes very crucial.

As a role model, PAK teachers must demonstrate consistency between what is taught and what isThis is very important because students from broken homes are usually very sensitive to inconsistencies in adult behavior, given their experiences in families that are often full of conflict and instability.(Monika, 2024). Aspects of exemplary behavior that PAK teachers must demonstrate include:

- **Exemplary in Words:** PAK teachers must speak wisely, lovingly, and constructively. The words spoken must provide hope and strength for broken home students.
- **Exemplary Behavior:** The behavior of PAK teachers must reflect Christian values.taught. This consistency provides a sense of security and confidence to students.
- **Exemplary in Loyalty:** PAK teachers must demonstrate loyalty in their commitment to students, not giving up easily in guiding students who are experiencing difficulties.

- **Exemplary in Holiness:** The moral integrity of PAK teachers is very important in building the trust of broken home students who may have lost trust in authority figures.

As a leader, PAK teachers lead students to develop positive character and healthy mental attitudes. This leadership is not authoritarian, but rather transformational. Inspire students to develop into better individuals.

The Role of PAK Teachers as Evangelists in Developing the Mentality of Broken Home Students

The role of evangelists in the context of PAK teachers is not only limited to delivering the good news of salvation, but also includes delivering hope and recovery for broken home students. Through this role, PAK teachers help students find new meaning and purpose in life despite experiencing emotional wounds due to family conditions. The forms of evangelism carried out by PAK teachers to broken home students include:

- **Evangelism of Love:** PAK teachers show God's love through concrete actions to students, give special attention, and do not judge their family's condition.
- **Evangelism of Hope:** Through Bible stories and testimonies of faith, PAK teachers help students find hope in the midst of difficult situations.
- **Restoration Evangelism:** PAK teacher delivers a message about life recovery and transformation which may be experienced through faith in Christ.
- **Practical Evangelism:** Evangelism is not only verbal but also through real actions in help students deal with their problems.

According to (Tobing et al., 2020), PAK teachers before evangelizing their students or others must first live a new life (repent). The evangelism that they do will not be successful if they have not also lived a new life (been born again), they will not be able to bring students to experience an encounter with Christ. This shows the importance of the authenticity and integrity of the spiritual life of PAK teachers in carrying out their role as evangelists.

The Role of PAK Teachers as Facilitators in Developing the Mentality of Broken Home Students

As a facilitator, PAK teacher plays a role in creating a conducive learning environment for the mental development of broken home students. This role is very important because broken home students often require a special approach that is different from students in general. The

facilitation carried out by PAK teachers includes:

- **Spiritual Facilitation:** PAK teachers provide facilities and opportunities for students to develop their spiritual lives, such as through communal prayer, worship, and spiritual reflection.
- **Emotional Facilitation:** PAK teachers create a safe space for students to express themselves.their emotions and provide the necessary emotional support.
- **Social Facilitation:** PAK teachers help broken home students to develop skillssocial and ability to interact with peers.
- **Learning Facilitation:** PAK teachers adjust learning methods to special needsbroken home students, providing additional support when needed.

According to(Assi, 2024), Christian Religious Education teachers as facilitators means that teachers must also function as facilitators or facilitate. In this function, teachers do more sharing of learning, or can be called learning together. This collaborative approach is very effectivefor broken home students because it can build self-confidence and active involvement in the learning process.

The Role of PAK Teachers as Mentors in Developing the Mentality of Broken Home Students

The role of a mentor is one of the most crucial roles for PAK teachers in dealing with broken home students. The guidance provided is not only limited to academic aspects, but alsoincludes comprehensive spiritual, emotional and social guidance.

The forms of guidance provided by PAK teachers include:

- **Academic Guidance:** Helping broken home students to stay focused on academic achievement despite experiencing emotional disturbances due to family conditions. PAK teachers provide additional support and motivation to learn.
- **Spiritual Guidance:** Guiding students in developing a personal relationship with God, teaching values of faith that can be a strong foundation in facing various challenges.life challenges.
- **Emotional Guidance:** Helping students manage their emotions, teaching them wayshealthy to express feelings, and provide support in the healing process from trauma.
- **Social Guidance:** Guide students in developing interpersonal skills, building confidence in interacting with others, and overcoming social stigma.that they might feel.
- **Career and Future Guidance:** Helping students from broken homes to maintain a vision

and hope for their future, providing motivation to continue to struggle to achieve their dreams.

According to (Ipiana & Triposa, 2020), the role of PAK teachers as mentors is interpreted as an important task mandated by God in order to address the increasingly worrying problem of student degradation. In the context of broken home students, the role of this guidance becomes more strategic because it can prevent further degradation in the mental and spiritual conditions of students.

The Role of PAK Teachers as Motivators in Developing the Mentality of Broken Home Students

Students from broken homes often experience a decrease in motivation and enthusiasm for life due to trauma and psychological pressure they experience. In this situation, the role of PAK teachers as motivators becomes very important to help students rise from adversity and rebuild their enthusiasm for life.

Motivational strategies used by PAK teachers include:

- **Intrinsic Motivation:** PAK teachers help students find sources of motivation from within themselves, such as through developing their talents, interests and potential.
- **Spiritual Motivation:** Providing motivation that comes from faith and trust in God, teaching that God has a good plan for their lives.
- **Achievement Motivation:** Encourage students to continue to excel in academic and non-academic fields as a way to build self-confidence and self-esteem.
- **Social Motivation:** Motivate students to remain active in social activities and build positive relationships with peers.
- **Future Motivation:** Helping students to maintain hope and aspirations for the future, even though current conditions are difficult.

Concrete forms of motivation provided by PAK teachers include:

- Giving praise and appreciation for even the smallest achievements
- Share inspiring stories about people who have successfully overcome similar problems.
- Teaching prayer and spiritual discipline as a source of strength
- Providing positive challenges that are appropriate to students' abilities
- Creating a supportive and non-judgmental environment

According to (Intarti, 2016), Christian Religious Education teachers have a role as motivators because this is related to his duties and responsibilities to develop moral values and Christian

faith to students. These moral values and Christian faith are the foundation for students in forming attitudes, morals and characters of students in accordance with the teachings of God's word.

5. CONCLUSION

Based on the analysis of literature studies, it can be concluded that Christian Religious Education teachers have a very important and multifaceted role in supporting the mental development of students from broken homes. There are seven main interrelated aspects that contribute positively to students' mental development. First, as interpreters of the Christian faith, Christian Religious Education teachers provide a deep understanding of God's unchanging love, helping students find hope amidst difficulties. Second, as shepherds, teachers function as protective figures and spiritual guides, filling the void of positive authority figures in students' lives. Third, by being role models, teachers demonstrate consistency between teachings and practices, providing behavioral models that students who often lack role models can follow.

Furthermore, the role of teachers as evangelists helps students find new meaning in life through real acts of love. As facilitators, teachers create a safe learning environment and support students' special needs. The role of mentors provides holistic guidance that includes academic, emotional, and spiritual aspects, while as motivators, teachers inspire students' enthusiasm and hope. This study emphasizes the importance of developing teacher competence in dealing with students with special needs and the need for support from Christian educational institutions. More intensive collaboration between PAK teachers and school counselors is expected to provide a more comprehensive approach in supporting students from broken homes. Finally, this study emphasizes that PAK teachers act as agents of recovery, able to bring hope and transformation to students who experience emotional wounds.

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