

## **THE EFFORT OF SUNDAY SCHOOL TEACHERS TO LOVE AND EDUCATE CHILDREN TO FULFIL THE GOD'S DESIGN THROUGH THEIR PERSONALITY**

**Yosefo Gule**

Universitas Quality Berastagi, SUMUT

Email: [yosefogle@gmail.com](mailto:yosefogle@gmail.com)

**Abstract:** *The author investigated the efforts of Sunday school teachers to love and educate children to fulfil God's design through their personalities. The research method was a descriptive qualitative study with a library research approach. The lack of understanding of a Sunday school teacher on students' personality, character, and temperament was one aspect that triggers why Sunday school teachers did not love and educate children wholeheartedly. Therefore, it is essential for Sunday school teachers to love and educate children to fulfil God's design through their personalities. Loving and educating children aims to reach their maximum potential for Jesus in the context of the gifts and qualities that God has abundantly bestowed upon each child. Sunday school teachers need to educate children to attain higher levels of spiritual excellence in pious, wise and knowledgeable and learned personalities. The purpose of studying the personality of Sunday school children is to understand, reach, and teach students more effectively through the unique personality that God has given to students so that we can bring honour and glory to God.*

**Keywords:** sunday school teachers, personality, loving, educating

**Abstrak:** Penulis menginvestigasi upaya guru sekolah minggu mengasahi dan mendidik anak-anak untuk memenuhi rancangan Allah melalui kepribadiannya. Metode penelitian pada penulisan artikel ini adalah menggunakan metode kajian kualitatif deskriptif dengan pendekatan library research. Kurangnya pemahaman seorang guru sekolah minggu terhadap kepribadian, karakter, dan tempramen peserta didik, merupakan salah satu aspek yang memicu mengapa guru sekolah minggu kurang mengasahi dan mendidik anak-anak dengan sepenuh hati. Oleh sebab itu sangat penting peranan guru sekolah minggu untuk mengasahi dan mendidik anak-anak untuk memenuhi rancangan Allah lewat kepribadiannya. Mengasahi dan mendidik anak-anak bertujuan untuk mencapai potensi mereka secara maksimal bagi Yesus dan melakukan hal ini dalam konteks karunia dan kualitas yang telah dikaruniakan Tuhan secara limpah kepada masing-masing anak. Guru sekolah minggu perlu mendidik anak-anak untuk mencapai level keunggulan rohani yang lebih tinggi dalam kepribadian yang saleh, bijaksana dan berpengetahuan serta terpelajar. Tujuan mempelajari kepribadian anak-anak sekolah minggu adalah untuk memahami, menjangkau, dan mengajar murid-murid secara lebih efektif melalui kepribadian khususnya yang diberikan Allah kepada anak didik, sehingga kita bisa mendatangkan kehormatan dan kemuliaan bagi Allah.

**Kata-kata kunci:** guru sekolah minggu, kepribadian, mengasahi, mendidik

## **I. Introduction**

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and society<sup>1</sup>. Sunday school children are the next generation of church and Christianity for the future, so they need to be adequately educated to fulfil God's design through their personalities. It is crucial for the children to be prepared to become the next generation of quality churches for the advancement of the church during an era that continues to develop today. Sunday school is here to equip children to know who the Lord Jesus is in the Christian life of faith.

Sunday Schools need competent people in educating Sunday school children so that the children's faith growth process is well accommodated. Now many do not want to become Sunday school teachers for various reasons. To become a Sunday school teacher is required to know theology and be competent in teaching. On the other hand, Sunday school teachers must also be role models and have harmonious relationships with children and understand their personalities<sup>2</sup>. Lack of understanding of a Sunday school teacher's personality, character, and temperament of students is one of the aspects that triggers why Sunday school teachers do not love and educate children wholeheartedly. So there are often acts of violence against Sunday school children as the role of Sunday school teachers in the early days of Sunday school. Today's Sunday schools also use psychology to get to know children. The developmental psychology that continues to be developed in this century provides many services to the implementation of today's Sunday School<sup>3</sup>.

Sunday school teachers are expected to understand the mental development of their students to reach them in their every personality type. Therefore it is essential to love and educate children to fulfil God's design through their personalities. Loving and educating children aims to reach their maximum potential for Jesus in the context of the gifts and qualities that God has abundantly bestowed upon each child. Sunday school teachers need to educate children to attain higher levels of spiritual excellence in piety, wisdom and knowledge and learned personalities. The Bible says, *let the children come to me, do not hinder them, for such is the kingdom of God that belongs to God (Mark 10:14)*. We know that God has shaped each of us with a pattern specially designed for His plan. One of these patterns can be identified as our personality.

The topic of Sunday school teachers' efforts to love and educate children to fulfil God's design through their personalities is still minimal for the readers of Sunday school teachers, PAK teachers and theology. Therefore, the author raises this issue to introduce it to the public, especially the Sunday school teacher community, PAK teachers and theology, to encourage young researchers to conduct further research on how to love children through their personalities. More than that,

---

<sup>1</sup> Nanang Purwanto, *Pengantar Pendidikan*, Yogyakarta: Graha Ilmu, 2014, p. 19.

<sup>2</sup> Tanto Kristiono and Deo Putra Perdana, "Hambatan Guru dan Pelayanan Sekolah Minggu di Gereja Kristen Jawa Jebres Surakarta," *Jurnal Teologi Gracia Deo*, Vol. 1, No. 2, 2019, pp. 90-100, <http://www.sttbaptisjkt.ac.id/e-journal/index.php/graciadeo/article/view/9>.

<sup>3</sup> Tabita Kartika Christiani, "Belajar Dari Sejarah Gereja: Pendidikan Kristiani Untuk Anak Melalui Sekolah Minggu," *Gema Teologi*, Vol. 31, No. 1-9, 2007, pp. 85-94, <http://journal-theo.ukdw.ac.id/index.php/gema/article/view/98/91>.

this paper aims to readers to realize the importance of understanding the personality of Sunday school children as Sunday school teachers' efforts to love and guide them to fulfil God's plan.

The research method in this article used was a descriptive qualitative study method with a *library research* approach.<sup>4</sup> The writer read and compared several references<sup>5</sup> which relates to the Sunday school teacher's efforts to love children to fulfil God's design through their personality. This article referred to the four personality types: choleric, sanguine, phlegmatic, and melancholic. Every human being must have a strong, dominant personality and a weaker secondary personality. When we are born again into a Christian family, we become a person who is a mixture of the four personality types that are more balanced as part of living holy. We return the strength of our personality to God to be used for His service. So, through the unique personality that God has given to each of us, we can bring honour and glory back to God<sup>6</sup>.

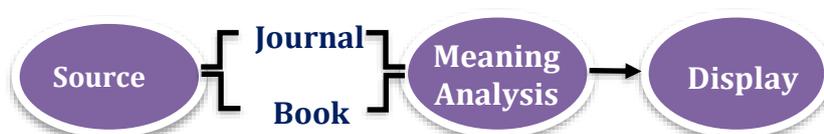


Figure 1. Research Process

Love in the Old Testament, both external and spiritual, is the most profound expression of a person's personality and is at the same time a relationship between humans and the divine. Love is a power from within humans (Deuteronomy 6:5) that encourages a person to do an activity that brings joy or happiness (Proverbs 20:13), or in a personal case, to make self-sacrifice for the good of loved ones (Leviticus 19) :18,34), and sincere obedience (1 Samuel 20:17-42)<sup>7</sup>. In the life of Greek society, we can recognize at least four levels of meaning of love. *First*, the word  $\alpha\gamma\alpha\pi\alpha\sigma = Agape / agapao$  (I love), meaning the highest love, self-sacrificing love for those who loves, unrequited love, or God's love for humans. *Second*, the word  $\phi\iota\lambda\epsilon\omega = Phileo$ , love friendship. *Third*, the word  $\sigma\tau\omicron\rho\gamma\eta = Storge$ , brotherly love (love between family members). *Fourth*, the word  $\epsilon\rho\omega\varsigma = Eros$ , love in love/love that involves a sense of belonging<sup>8</sup>. If they are not centred on agape love, these four types of love will lead to selfish, cruel, and manipulative love in relationships with others. Meanwhile, the definition of educating in the Big Indonesian Dictionary (KBBI) is to maintain and provide training (teaching, guidance, leadership, respect,

<sup>4</sup> Yosefo Gule, "Konsep Eduecologi Dalam Pendidikan Agama Kristen Konteks Sekolah," *Fidei: Jurnal Teologi Sistemika dan Praktika* Vol. 3, No. 2, 2020, pp. 181–201, <https://www.stt-tawangmangu.ac.id/e-journal/index.php/fidei/article/view/183/pdf>.

<sup>5</sup> Sonny Eli Zaluchu, "Metode Penelitian di Dalam Manuskrip Jurnal Ilmiah Keagamaan," *Jurnal Teologi Berita Hidup*, Vol. 3, No. 2, 2021, pp. 249–266, <https://e-journal.sttberitahidup.ac.id/index.php/jbh/article/view/93/88>.

<sup>6</sup> Mariani Harmadi and Ruat Diana, "Tinjauan Psiko-Teologi Terhadap Fenomena Kekerasan Dalam Pacaran Pada Remaja," *Evangelikal: Jurnal Teologi Injili dan Pembinaan Warga Jemaat*, Vol. 4, No. 1, 2020, pp. 92–102, <https://journal.sttsimpson.ac.id/index.php/EJTI/article/view/225/pdf>.

<sup>7</sup> Vitaurus Hendra, "Peran Orang Tua Dalam Menerapkan Kasih dan Disiplin Kepada Anak Usia 2-6 Tahun Sebagai Upaya Pembentuk Karakter," *Kurios*, Vol. 3, No. 1, 2015, pp. 48–65, 10.30995/kur.v3i1.29.

<sup>8</sup> Michael H. Crosby, *Apakah Engkau Mengasihi Aku?: Pertanyaan-Pertanyaan Yesus Kepada Gereja*, Jakarta: BPK-Gunung Mulia, 2009, p. 310.

motivation) regarding morals and intelligence of the mind<sup>9</sup>. Sunday school teachers should love their students sincerely and wholeheartedly and accept children as they are, as God also loves believers when they are still sinners (Mark 10:14).

In terms of teaching Sunday school children, a Sunday school teacher must love his students with unconditional love and patience. He cares for his personality and educating to have the proper knowledge of the noble character and develop the personality potential of children to fulfil God's design for their personality. The meaning of loving and educating above must be a teaching style that a Sunday school teacher is a must-have.

## **II. Sunday School Teacher Efforts to Love and Educate Sunday School Children Through His Personality**

According to John Trent, Gary Smalley and Klorence Littaver, there are four typologies of personality in a person, one of which must be the character of every student<sup>10</sup>. *First, Choleric child personality type*, born with a choleric personality has the soul of a leader and has a demanding attitude from childhood, likes to take control and quickly rises from unwanted circumstances<sup>11</sup>. Choleric children are not suitable to be subordinated because they will be "rebellious" when they realize that they are subordinates. He likes to arrange everything in details. He feels that other people do it 'imperfectly' in doing a particular job, so the choleric type tries to perfect it<sup>12</sup>.

Choleric children have energetic characteristics, have a strong will, show leadership naturally, want to be responsible, can act like a boss or like to dominate<sup>13</sup>. On the one hand, choleric children have been given the gift of natural leadership abilities. However, on the other hand, they often act as a boss and dominate. If in the Sunday school room they feel a void in the authority of a teacher or lack of leadership, then the child with the choleric type will move and take on the situation.<sup>14</sup>

The Sunday school teachers' role can play in reaching out to Sunday school children who have a choleric personality type is that, first of all, these choleric children, if loved and appropriately educated, often grow into great leaders, such as becoming Pastors, Doctors and even become President. They have the gift to do great things for God<sup>15</sup>. The challenge lies in Sunday school teachers, how they can channel the choleric type of children's encouragement to organize and educate them to obey good impulses. Sunday school teachers need to take the time to get to

---

<sup>9</sup>Anonymous, *Kamus Besar Bahasa Indonesia Edisi Ke - 4*, Jakarta: Gramedia Pustaka Utama, 2008, p. 561.

<sup>10</sup> Muhamad Muhyidin, *Bijak Mendidik Anak dan Cerdas Memahami Orang Tua*, Jakarta: Lentera, 2010, p. 192.

<sup>11</sup> Camelina Fitria and Tatag Yuli Eko Siswono, "Profil Keterampilan Berpikir Kreatif Siswa Dalam Memecahkan Masalah Matematika Ditinjau Dari Tipe Kepribadian (Sanguinis, Koleris, Melankolis, dan Phlegmatis)," *Jurnal Ilmiah Pendidikan Matematika* Vol. 3, No. 3, 2014, pp. 23-32, <https://jurnalmahasiswa.unesa.ac.id/index.php/mathedunesa/article/view/12685/11699>.

<sup>12</sup> Jody Capehart, *Teaching With Heart*, Jakarta: Standard Publishing, 2015, p. 192.

<sup>13</sup> Siti Aisyah, *Perkembangan Peserta Didik & Bimbingan Belajar*, Yogyakarta: Deepublish, 2015, p. 15.

<sup>14</sup> Sri Yunita, "Pengaruh Strategi Pembelajaran dan Kepribadian Terhadap Hasil Belajar Kognitif dan Afektif Pendidikan Kewarganegaraan Mahasiswa Jurusan PPKN Fis Unimed," *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, Vol. 5, No. 1, 2013, pp. 94-103, <https://doi.org/10.24114/jupiis.v5i1.530>.

<sup>15</sup> Capehart, *Teaching With Heart*, pp. 30-31.

know Sunday school kids with choleric personality types show them that they recognize, love and appreciate their leadership gifts. Give some responsibility to those who can make an excellent contribution to the Sunday school class, allow him to be a positive leader in the Sunday school class, and make choices that can be tolerated. Then he will respond to your love and will be the main helper in leading your Sunday school class. Because of his gift, he will hold responsible for everything for as long as he lives, particularly to Allah<sup>16</sup>.

Second, Sunday school teachers need to build the self-confidence of choleric children with awards or praise, providing busywork that they can complete. Children with choleric personalities are very assertive; they see life in black and white terms. For that, Sunday school teachers need to touch their logic and common sense to explain the wrong things. Choleric children hate punishment<sup>17</sup>. Punishment, according to them, is the opposite of achievement. In this case, the Sunday school teacher needs to speak heart to heart to the choleric children before punishing them to understand their mistakes. In addition, choleric children have excessive self-confidence, which is a plus for choleric children. However, excessive self-confidence of a child with this choleric can become arrogance in him, so Sunday school teachers must limit it and direct it to goodness<sup>18</sup>.

The effort of Sunday school teachers should care, love, recognize, value their gift of leadership of choleric children. However, do not criticize a choleric child in front of his friends, educate and love him to be better. Furthermore, Sunday school teachers must educate choleric children, give something in the form of responsibility to those who are within the parameters you set in order to contribute to your Sunday school class's goals and provide opportunities for them to become leaders. Positive in your Sunday school class, give him a tolerable choice. However, do not drop him in front of his friends, he will lose trust in you, and the relationship will become challenging to repair, give him some rules that might sound legal as a guide, works better for him<sup>19</sup>.

*Second, a child born with the sanguine personality type, has the soul of a person who only sees pleasure in every experience and has had a fun-seeking and cheerful nature since childhood<sup>20</sup>. When a sanguine is in trouble, he tries to find the beauty behind the problem. The characteristics of sanguine children are extroverted-friendly, fun-loving, happy, fussy-looking, happy-looking and playful<sup>21</sup>.*

Sanguine children always give the impression of fun and happiness with their social environment, especially in Sunday school classes. He is fun to have in class, but on the other hand, he forgets not to talk to his friends while the teacher is teaching or forget to bring the Bible or do homework<sup>22</sup>. Sanguine children have happy spirits and attract others with their happy and cheerful personalities. Sanguine children smile easily, find fun ways to solve complex problems, love others quickly and are otherwise easy to love. With a sanguine child's personality type,

---

<sup>16</sup> Ariesandi, *Rahasia Mendidik Anak Agar Sukses dan Bahagia: Tips Praktis dan Teruji Melejitkan Potensi Optimal Anak*, Jakarta: Gramedia Pustaka Utama, 2008, pp. 161-167.

<sup>17</sup> Capehart, *Op.cit.*,

<sup>18</sup> Septian el Syakir, *Islamic Hypno Parenting: Mendidik Anak Masa Kini Ala Rasulullah*, Jakarta: Kawan Pustaka, 2014, pp. 66-67.

<sup>19</sup> Capehart, *Op.cit.*,

<sup>20</sup> C. Fatningsaliska, H. Bidjuni, and F. Wowiling, "Perbandingan Tingkat Stres Berdasarkan Tipe Kepribadian Hippocrates-Galenus Pada Mahasiswa yang Terlibat Organisasi Tim Kerohanian Kristen Senat Mahasiswa Fakultas Kedokteran Unsrat," *Jurnal Keperawatan UNSRAT*, Vol. 3, No. 1, 2015, pp. 1-9, <https://ejournal.unsrat.ac.id/index.php/jkp/article/view/6801/6325>.

<sup>21</sup> Aisyah, *Op.cit.*, p. 16.

<sup>22</sup> Capehart, *Op.cit.*, pp. 34-35.

Sunday school teachers need to help them develop their character strengths. However, they are easy to forget, talkative, and impulsive<sup>23</sup>.

The Sunday school teachers' role can play to reach Sunday school children who have a sanguine personality type. The teachers need to understand that the personality trait of sanguine children is like "having fun", so when Sunday school teachers want to motivate them in class, then the teachers should wrap it up with the word "have fun". For sanguine children, if something is fun, it is legal. If it is not fun, it is not worth doing. They are fun students to be in class, but sometimes Sunday school teachers need to curb their fun, so they do not become biased<sup>24</sup>.

If adequately loved and educated, these sanguine children often grow up to be good and happy children, where everything has the potential to be fun when sanguine children are involved. They have the gift to do things that please and bring joy to others and God. The best way to love sanguine children is to be positive towards them. Sunday school teachers need to let them know that you love them as they are; sanguine children respond better to fun and play<sup>25</sup>. In addition, the teachers can educate sanguine children by helping overcome their forgetful tendencies, lovingly reminding them to keep talking more minor, and using their natural gifts of fun and humour to challenge work and study better. Since they tend to be fun-loving people, they like being outdoors. Teachers should also limit their social activities but not ban all their activities. Sanguine children want to get as much support, affection, and love from their teachers as possible. They love hugs, kisses, and holding hands. To build self-confidence, compliment them often. Since they are untidy and disorganized, make a schedule that looks like fun with them. Ask them to decorate the schedule and help them to fulfil it<sup>26</sup>.

The effort that Sunday school teachers should make to love sanguine children is to be positive, let them know you love them as they are! Remember that they respond better to fun and play. Sunday school teachers can involve several sanguine children in the teaching process. Do not allow sanguine children to manipulate you or other children with their natural charms. Allow them to play with something because it is cute and fun. Allow them to unhook by apologizing without accepting responsibility<sup>27</sup>. Furthermore, the efforts that Sunday school teachers must make to educate sanguine children are, helping them overcome their forgetful tendencies towards their duties and responsibilities, lovingly reminding them not to keep talking. Sunday school teachers must take advantage of their natural gift of pleasure and humour to challenge them to work better because sanguine children have a strong desire to please and respond to pleasant things. Do not be too harsh on sanguine children to make them better because they will shut themselves down. Sunday school teachers must be able to criticize sanguine children in a pleasant and friendly way, and then they will feel happy with you<sup>28</sup>.

*Third, a child born with phlegmatic personality type* has the soul of a person who manages to suppress choleric, sanguine and melancholic emotions. There are confluences of choleric, sanguine, and melancholic emotions in the phlegmatic

---

<sup>23</sup> Daviq Chairilisyah, "Pembentukan Kepribadian Positif Anak Sejak Usia Dini," *Jurnal Educhild: Pendidikan dan Sosial*, Vol. 1, No. 1, 2012, pp. 1-7, <http://dx.doi.org/10.33578/jpsbe.v1i1.1619>.

<sup>24</sup> *Ibid.*, p. 36.

<sup>25</sup> Ariesandi, *Op.cit.*,

<sup>26</sup> Syakir, *Islamic Hypno Parenting: Mendidik Anak Masa Kini Ala Rasulullah*, p. 65.

<sup>27</sup> Capehart, *Op.cit.*, pp. 30-35.

<sup>28</sup> *Ibid.*,

person. Children with this typology can be said to be perfect or peaceful people<sup>29</sup>. The characteristics of phlegmatic children have the characteristics of being quiet, acting as peacemakers, people-oriented, obedient and fun and can be nosy and stubborn<sup>30</sup>. Phlegmatic children can please parents and Sunday school teachers because they rarely act unkindly. They are quiet, easy to please, fun to make friends with and patient. But they can also be stubborn, nosy or lazy<sup>31</sup>. Naturally, phlegmatic children are the type of children who like to bring peace. They will not offend children of other personality types. Choleric children like phlegmatic children because they have no agenda for power. Sanguine kids love them because they have a great sense of humour, even if it is secretly witty, and they do not compete with silly sanguine. Melancholic children like them because they are gentle and kind and feel the same desire for peace<sup>32</sup>.

The Sunday school teachers can play roles in reaching Sunday school children who have a phlegmatic personality type. The teachers must understand that phlegmatic children can make teaching fun for everyone in a Sunday school class. Phlegmatic children are the most relaxed of all personality types. Phlegmatic children obey their teachers and cooperate with whatever are planned because they have peace-making souls. Phlegmatic children will not demand time and attention from the teacher, and therefore you must be careful not to forget the phlegmatic type children. Their personality is very teachable and disciplined. On the other hand, phlegmatic children can be very stubborn or lazy, especially when given encouragement<sup>33</sup>.

I loved, and appropriately educated Sunday school children with phlegmatic personalities often grow up to be good children and peacemakers. The Sunday school teacher's way of loving him is to understand that children with the phlegmatic personality type often like to be alone, so Sunday school teachers need to approach him gently (he will withdraw from violent and pushy people). A Sunday school teacher needs to tell him that teachers secretly tell, care and love him. In addition, teachers can educate him by giving him space to grow to recognize the gift of extraordinary internal organization that he has. If adequately guided, then they can be the best ministers in the Sunday school class and for Allah because they are peacemakers. They do not easily deviate and change shape due to many things experienced by children with the other three personality types<sup>34</sup>.

The weakness of phlegmatic children is their desire to please others. Phlegmatic children usually become too compromising and easy to seduce. Therefore, a Sunday school teacher must educate them not to trust others easily and follow other people's words or friends. They must first understand the good and bad of other people's invitations. In short, teach them to say no, before really understanding the point. Although conciliatory, phlegmatic children irritate others by procrastinating every work. Although this habit is quite disturbing, it usually happens when the phlegmatic child is distraught. Come to terms with it, the emotional needs of children with this personality type are not much, but if you do not fulfil it, they will feel uneasy, have low self-esteem, and never reach their potential.

---

<sup>29</sup> Rosdiana Siregar and Julaga Situmorang, "The Influence of Learning Strategies and Personality Types on Learning Outcomes of Teaching and Learning Strategies," *Journal of Educational Technology*, Vol. 7, No. 2, 2014, pp. 165–176, <https://doi.org/10.24114/jtp.v7i2.1860>.

<sup>30</sup> Aisyah, *Op.cit*, p. 16.

<sup>31</sup> Capehart, *Op.cit*, p. 39.

<sup>32</sup> *Ibid.*, p. 40.

<sup>33</sup> Ariesandi, *Op.cit*, p. 168.

<sup>34</sup> Capehart, *Ibid.*, p. 41.

Moreover, children like this tend to be 'ignored', and this is partly because they do not need much attention. Even so, appreciation and praise can make their self-confidence increase. They need to be appreciated for what they are, not for how much they do<sup>35</sup>.

The Sunday school teachers must love phlegmatic children and understand that phlegmatic children like to be alone and stay away from violent things as much as possible. Pair him with a loud and noisy child and expect him to manage a difficult child, placing him in the centre stage. The next effort a Sunday school teacher should make to educate phlegmatic children is to give him space to grow, recognize his extraordinary gift of internal organization, remember that he is a sinner like any other child, and realize that he may be nosy when you do not see. Do not push or force, because they will show a stubborn side, do not let his relaxed nature because it will make him lazy.

*Fourth, a child born with the melancholic personality type* has a melancholic personality which is not too demanding, quiet, and likes to be alone, follows a precise schedule, and organized. The characteristics of this type of children are melancholic, quiet and often withdrawn, can be introverted and easily controlled by their surroundings, may appear overly sensitive, very cautious and sometimes perfectionists<sup>36</sup>.

These kids are determined to do things right. They are born perfectionists. If the first attempt is not perfect, they may give up on the entire decision. They are often severe thinkers, tend to be geniuses, artistic, moody and deep thinkers. Childhood is not the happiest time for them. They will be happier as adults. Games do not mean as much to them as sanguine children<sup>37</sup>. Melancholic children are quiet in their Sunday school classes and are often too careful. They often have a serious look on their face; they are very conscientious and obedient. They want to do what is right but are very careful and afraid of making a mistake<sup>38</sup>.

The Sunday school teachers can play in reaching Sunday school children who have a melancholic personality type. It must be understood that melancholic children never tell them to be excited because they cannot. Just reflect on their feelings and find words to help them. If they feel heard, they can shift their focus from the negative to the positive<sup>39</sup>. Melancholic children need much encouragement. He often doubts himself and takes things personally. He is not a naughty child, and he follows your rules. However, he often feels guilty for no reason. So when someone else breaks the rules, he is the first to see it and often the first to report it<sup>40</sup>. When properly loved and educated, these melancholic children often grow up to be good children. Sunday school teachers can love them by encouraging and telling them every day in one way how well their work is doing, paying attention to their feelings, realize when they feel anointed to be someone who is asked to point out what mistakes other children are doing because deep down they are afraid of making mistakes alone. In addition, Sunday school teachers must educate them with great patience. Melancholic children may need attention to be made cheerful and more positive. Sunday school teachers can help them accept

---

<sup>35</sup> Syakir, *Ibid.*, p. 73.

<sup>36</sup> Aisyah, *Op.cit.*

<sup>37</sup> Capehart, *Op.cit.*, pp. 42-43.

<sup>38</sup> *Ibid.*, p. 43.

<sup>39</sup> *Ibid.*, pp. 44-46.

<sup>40</sup> *Ibid.*, p. 43.

themselves and the world as they are. Love them unconditionally. While these children are not seeking attention, they respond to your loving words and encourage their spirit with seriousness, especially if you talk about it personally<sup>41</sup>.

Excessive perfectionism can make them easily depressed and discouraged. Therefore, as a Sunday school teacher, you must help them lower their standards. Give an understanding that nothing is perfect, and everyone can fail to minimize that disappointment. When reprimanding melancholic children, do not hurt their hearts with ridicule because it can cause that we do not love them anymore. We must tenderly dig into these children's most profound feelings to draw out their suffering and help them solve their problems. If the Sunday school teacher is not proactive, do not expect the child to tell you the problem. Melancholic children are elegant, meticulous, and organized, so these traits will make life easier because we no longer need to yell at them to finish the class or do homework or assignments. After all, melancholic children are very organized and like schedules. Build their confidence by understanding their sensitive hearts, the regularity of their lives, and their plans. Do not discourage them with ridicules<sup>42</sup>.

The effort that Sunday school teachers must make to love melancholy children is, Push! Push! Push! Make sure you tell them every day how good the results are, pay attention to their feelings, realize when they feel anointed to be the one to be asked to point out what other kids are doing wrong because deep down, they are afraid of making their own mistakes. Do not let them whine or complain all the time, criticize everyone and everything, and get lost in self-pity. Furthermore, Sunday school teachers must educate melancholic children are; push! Push! Push! They need encouragement and accept it, knowing that they have "analysis paralysis" and are "a melancholy frozen person"! Once again, the only way to get them moving is to encourage them; remember that childhood may not be their best time, they will be a real adult; Sunday school teachers need to help melancholy kids through childhood. Do not say these are the best years of your life, but instead, the best is yet to come. Do not point out their mistakes as constructive criticism. Their perfectionist qualities make them work sluggishly when giving them too much work. Say, *I know you can do better; why don't you try?* Sunday school teachers just need to help melancholy kids through the time called childhood<sup>43</sup>.

### **III. Implementation of Sunday School Teachers' Efforts to Love and Educate Sunday School Children to Fulfill God's Design for the Personality of Sunday School Children**

God created every human being unique. Each child is unique and created for God's design and plan so that humans have a personality will that is more equal to God and make Christ an example and centre of life<sup>44</sup>. Some children want to lead, and others want to follow. Some children need much guidance, while others do not. All students need to be loved and educated. As a Sunday school teacher must be equipped to understand, teach and educate according to the uniqueness of each child; then, we will be able to equip these children through their personalities to

---

<sup>41</sup>Ariesandi, *Op.cit.*, pp. 162-168.

<sup>42</sup>Syakir, *Op.cit.*, pp. 68-70.

<sup>43</sup>Capehart, *Op.cit.*, pp. 42-46.

<sup>44</sup>William Dyrness, *Tema-Tema Dalam Teologi Perjanjian Lama*, Malang: Gandum Mas, 2011, pp. 63-65.

fulfil God's Plan for him. The goal is to fulfil His mission in children and fulfil God's mission in the world.<sup>45</sup>

The word love can be implemented with affection and tenderness, looking at it as valuable. In addition, love can include unconditional love, recognizing and affirming the best in each child, encouraging them through their personality traits to be the best they can be, enjoying them as they are because God created them. The word educate can be interpreted to encourage the full use of one's abilities or resources with challenging but stimulating efforts, absorbing, generating knowledge, wisdom or faith. Educating in and through the God-given potential of each child, extending their understanding of their abilities, setting the bar high for our holiness and respect as members of God's family, making them able to reach their maximum potential<sup>46</sup>.

If a Sunday School Teacher is too loving and under-educating, the child may become spoiled, appear overly sensitive, self-centred, self-absorbed, unable to see beyond his own needs to see the needs of others, wanting and hoping to get fit in his way. On the other hand, if a teacher is too educating and lacks love, children tend to be afraid, insecure, extreme introverts or inappropriate extroverts, unable to apologize if they are wrong, have behaviour that tends to be oppressive<sup>47</sup>. To reach children's personalities, a teacher must be able to love and educate at the same time with the heart. As of Sunday school teachers, we need to educate children to reach their full potential for Jesus and do this in the context of the gifts and qualities that God has abundantly bestowed upon each child. We also really need to educate children to reach a higher level of spiritual excellence during the progress of the times as we have discussed that the human personality type consists of four essential parts, namely choleric, sanguine, phlegmatic, and melancholic. We need to recognize and acknowledge the strengths and weaknesses of our personalities and our children.

Next, we must be able to manage these various personality types. The way to manage it is to elevate the impulses of each student's personality into something that can be useful for the class, school, church and God. For example, the urge to lead/power is appointed as an encouragement to create positive and valuable things for the wider community, such as being a Sunday school leader, worship leader, prayer leader, group leader and allowing himself to be guided by the noble values of religious life and responsibility. With this process, students no longer tend to bring out the negative side of their personality behaviour in Sunday school classes, but relatively positive and beneficial personality potentials for fellow Sunday school children, schools, churches, society and God. With the introduction of the four personality types, Sunday school teachers must develop and build the value of cooperation through good association with Sunday school children. A Sunday school teacher who serves with a heart knows to appreciate and accept both the strengths and weaknesses of the personality of each Sunday school child. He should enable students to accept the diversity and uniqueness of personality in the

---

<sup>45</sup>Tujuan dari PAK menurut beberapa ahli adalah supaya setiap orang memiliki pengalaman dan perjumpaan dengan Allah, Iman yang teguh akan Allah, menjadi keluarga yang mengasihi dan bertumbuh di dalam kasih Allah, hidup saleh, hidup dalam kebajikan dan bijaksana, pengetahuan dan pengertian yang benar akan Allah dan Yesus sebagai Tuhan dan Juruselamat, hidup menjadi lebih baik, penuh kebahagiaan, memiliki akhlak mulia dan mampu memajukan bangsa.

<sup>46</sup> E.G & Enklaar Homrighausen, *Pendidikan Agama Kristen*, Jakarta: BPK-Gunung Mulia, 2011, pp. 20-21.

<sup>47</sup> *Ibid.*, p. 21.

teaching community, create and build effective and polite relationships with students.

The Sunday school teacher's relationship with his students can affect adequate teaching competence through the student's personality. When Sunday school teachers can understand the personalities of Sunday school children through teaching and learning interactions to glorify God, it will reflect the quality of the emotional relationship between the two parties. Sunday school teachers have a good relationship with their students so that Sunday school children will approach others with a positive and hopeful attitude<sup>48</sup>. As a result, students will be more competent in building their personality potential positively, beneficial for the class, others, and God. On the other hand, if the Sunday school teachers are not able to understand the personality and potential of the children in teaching them, they will find it challenging to teach children, and the relationship becomes insecure about forming a negative Sunday school learning model and less competent in the relationship between the child's teaching process of Sunday school kids.<sup>49</sup>

To achieve the goal of teaching Sunday school children to fulfil God's design in the children's personality, we can learn from the understanding of John Amos Comenius. According to him, to love and educate, everyone must strive to achieve three potentials: knowledge/understanding virtue<sup>50</sup> and piety<sup>51</sup> and all three need to be unified in the teacher and the taught<sup>52</sup>. If we are to serve God, our fellow men and ourselves, then in our relationship with God, we need to live godly lives, and in our relationship with our fellow human beings, we need to act wisely in virtue and our relationship with ourselves, we need to acquire knowledge. These three principles are closely related to each other. Concerning their fellow human beings, god, and the development of the personality potential of Sunday school children, they are not only must be educated or have knowledge but also virtuous and pious. With these three strengths, Sunday school teachers will love and educate children effectively to fulfil God's design for their personalities.

#### IV. Closing

Loving and educating Sunday school children aims to reach their maximum potential for Jesus and do this in the context of the gifts and qualities that God has abundantly bestowed upon each Sunday school child. Sunday school teachers need to educate Sunday school children to reach a higher level of spiritual excellence in pious, wise, knowledgeable, and learned personalities. Creating a good Sunday school teaching atmosphere actively develop children's potential to have religious-spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves and the community.

Every human being must have a strong, dominant personality and a weaker secondary personality. When we are born again into a Christian family, we become a person who is a mixture of the four personality types that are more balanced as

---

<sup>48</sup> Daryanto, *Standart Kompetensi dan Penilaian Kinerja Guru Profesional*, Yogyakarta: Gava Media, 2013, p. 49.

<sup>49</sup> Herry Widayastono, *Pengembangan Kurikulum di Era Otonomi Daerah*, Jakarta: Bumi Aksara, 2014, pp. 12-15.

<sup>50</sup> In the Big Indonesian Dictionary, virtue is defined as something that brings goodness (safety, luck, etc.) or good deeds.

<sup>51</sup> In the Big Indonesian Dictionary, pious/piety is defined by obedient (obedient) attitudes and behaviour in carrying out worship and sincerity in carrying out religious teachings; holy and faithful.

<sup>52</sup> Robert R. Boehlke, *Sejarah Perkembangan Dan Praktek Pendidikan Agama Kristen: Dari Yohanes Amos Comenius Sampai Perkembangan PAK di Indonesia*, Jakarta: BPK-Gunung Mulia, 2010, p. 45.

part of living holy. We return the power of that personality to God to use for His service. The four types of human personality are choleric, sanguine, phlegmatic, and melancholic. The personality types of choleric and sanguine children are relatively more open, while phlegmatic and melancholic are closed. Every human being has one of these personality/temperament elements. However, the purpose of studying personality is to understand, reach, and teach Sunday school children more effectively through their personalities, especially what has been given by God to Sunday school children until Sunday school teachers can bring honour and glory to God through the personality of every Sunday school child.

### **BIBLIOGRAPHY**

- Anonymous. *Kamus Besar Bahasa Indonesia Edisi Ke - 4*. Jakarta: Gramedia Pustaka Utama, 2008.
- Aisyah, Siti. *Perkembangan Peserta Didik & Bimbingan Belajar*. Yogyakarta: Deepublish, 2015.
- Ariesandi. *Rahasia Mendidik Anak Agar Sukses dan Bahagia: Tips Praktis dan Teruji Melejitkan Potensi Optimal Anak*. Jakarta: Gramedia Pustaka Utama, 2008.
- Boehlke, Robert R. *Sejarah Perkembangan dan Praktek Pendidikan Agama Kristen: Dari Yohanes Amos Comenius Sampai Perkembangan PAK di Indonesia*. Jakarta: BPK-Gunung Mulia, 2010.
- Capehart, Jody. *Teaching With Heart*. Jakarta: Stadard Publishing, 2015.
- Chairilisyah, Daviq. "Pembentukan Kepribadian Positif Anak Sejak Usia Dini." *Jurnal Educhild: Pendidikan dan Sosial*, Vol.1, No. 1, 2012, pp.1-7. <http://dx.doi.org/10.33578/jpsbe.v1i1.1619>.
- Christiani, Tabita Kartika. "Belajar Dari Sejarah Gereja: Pendidikan Kristiani Untuk Anak Melalui Sekolah Minggu." *Gema Teologi*, Vol. 31, No. 1-9, 2007. <http://journal-theo.ukdw.ac.id/index.php/gema/article/view/98/91>.
- Crosby, Michael H. *Apakah Engkau Mengasihi Aku?: Pertanyaan-Pertanyaan Yesus Kepada Gereja*. Jakarta: BPK-Gunung Mulia, 2009.
- Daryanto. *Standart Kompetensi dan Penilaian Kinerja Guru Profesional*. Yogyakarta: Gava Media, 2013.
- Dyrness, William. *Tema-Tema Dalam Teologi Perjanjian Lama*. Malang: Gandum Mas, 2011.
- Fatningsaliska, C., H. Bidjuni, and F. Wowiling. "Perbandingan Tingkat Stres Berdasarkan Tipe Kepribadian Hippocrates-Galenus Pada Mahasiswa yang Terlibat Organisasi Tim Kerohanian Kristen Senat Mahasiswa Fakultas Kedokteran Unsrat." *Jurnal Keperawatan UNSRAT*, Vol. 3, No. 1, 2015, pp. 1-9. <https://ejournal.unsrat.ac.id/index.php/jkp/article/view/6801/6325>.
- Fitria, Camelina, and Tatag Yuli Eko Siswono. "Profil Keterampilan Berpikir Kreatif Siswa Dalam Memecahkan Masalah Matematika Ditinjau Dari Tipe Kepribadian (Sanguinis, Koleris, Melankolis, Dan Phlegmatis)." *Jurnal Ilmiah Pendidikan Matematika*, Vol. 3, No. 3, 2014, pp. 23-32. <https://jurnalmahasiswa.unesa.ac.id/index.php/mathedunesa/article/view/12685/11699>.
- Gule, Yosefo. "Konsep Eduecologi Dalam Pendidikan Agama Kristen Konteks Sekolah." *Fidei: Jurnal Teologi Sistematis dan Praktika*, Vol. 3, No. 2, 2020, pp. 181-201. <https://www.stt-tawangmangu.ac.id/e-journal/index.php/fidei/article/view/183/pdf>.

- Harmadi, Mariani, and Ruat Diana. "Tinjauan Psiko-Teologi Terhadap Fenomena Kekerasan Dalam Pacaran Pada Remaja." *Evangelikal: Jurnal Teologi Injili dan Pembinaan Warga Jemaat*, Vol. 4, No. 1, 2020, pp. 92–102. <https://journal.sttsimpson.ac.id/index.php/EJTI/article/view/225/pdf>.
- Hendra, Vitaurus. "Peran Orang Tua Dalam Menerapkan Kasih dan Disiplin Kepada Anak Usia 2-6 Tahun Sebagai Upaya Pembentuk Karakter." *Kurios*, Vol 3, No. 1, 2015, pp. 48–65. 10.30995/kur.v3i1.29.
- Homrighausen, E.G dan Enklaar. *Pendidikan Agama Kristen*. Jakarta: BPK-Gunung Mulia, 2011.
- Kristiono, Tanto, and Deo Putra Perdana. "Hambatan Guru dan Pelayanan Sekolah Minggu Di Gereja Kristen Jawa Jebres Surakarta." *Jurnal Teologi Gracia Deo*, Vol. 1, No. 2, 2019, pp. 90–100. <http://www.sttbaptisjkt.ac.id/e-journal/index.php/graciadeo/article/view/9>.
- Muhyidin, Muhamad. *Bijak Mendidik Anak dan Cerdas Memahami Orang Tua*. Jakarta: Lentera, 2010.
- Purwanto, Nanang. *Pengantar Pendidikan*. Yogyakarta: Graha Ilmu, 2014.
- Siregar, Rosdiana, and Julaga Situmorang. "Pengaruh Strategi Pembelajaran Dan Tipe Kepribadian Terhadap Hasil Belajar Strategi Belajar Mengajar." *Jurnal Teknologi Pendidikan*, Vol. 7, No. 2, 2014, pp. 165–176. <https://doi.org/10.24114/jtp.v7i2.1860>.
- Syakir, Septian el. *Islamic Hypno Parenting: Mendidik Anak Masa Kini Ala Rasulullah*. Jakarta: Kawan Pustaka, 2014.
- Widyastono, Herry. *Pengembangan Kurikulum di Era Otonomi Daerah*. Jakarta: Bumi Aksara, 2014.
- Yunita, Sri. "Pengaruh Strategi Pembelajaran dan Kepribadian Terhadap Hasil Belajar Kognitif dan Afektif Pendidikan Kewarganegaraan Mahasiswa Jurusan PPKN Fis Unimed." *JUPIIS: Jurnal Pendidikan Ilmu-Ilmu Sosial*, Vol. 5, No. 1, 2013, pp. 94–103. <https://doi.org/10.24114/jupiis.v5i1.530>.
- Zaluchu, Sonny Eli. "Metode Penelitian di Dalam Manuskrip Jurnal Ilmiah Keagamaan." *Jurnal Teologi Berita Hidup*, Vol. 3, No. 2, 2021, pp. 249–266. <https://e-journal.sttberitahidup.ac.id/index.php/jbh/article/view/93/88>.