



# The application of associative methods to analyze the impact of Christian learning management and classroom management on academic achievement

Author Name(s): Berdinata Massang, Horasman Perdemunta Munthe, Natanael Chandra, Hotliiong Verawaty

Publication details, including author guidelines

URL: <https://jurnal.konselingindonesia.com/index.php/jkp/about/submissions#authorGuidelines>

Editor: Linda Fitria

## Article History

Received: 18 Aug 2025

Revised: 4 Sept 2025

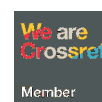
Accepted: 6 Sept 2025

## How to cite this article (APA)

Massang, B., Munthe, H. P., Chandra, N., & Verawaty, H. (2025). The application of associative methods to analyze the impact of Christian learning management and classroom management on academic achievement. *Jurnal Konseling dan Pendidikan*. 13(2), 732-741. <https://doi.org/10.29210/1168600>

The readers can link to article via <https://doi.org/10.29210/1168600>

## SCROLL DOWN TO READ THIS ARTICLE



Indonesian Institute for Counseling, Education and Therapy (as publisher) makes every effort to ensure the accuracy of all the information (the "Content") contained in the publications. However, we make no representations or warranties whatsoever as to the accuracy, completeness, or suitability for any purpose of the Content. Any opinions and views expressed in this publication are the opinions and views of the authors and are not the views of or endorsed by Indonesian Institute for Counseling, Education and Therapy. The accuracy of the Content should not be relied upon and should be independently verified with primary sources of information. Indonesian Institute for Counseling, Education and Therapy shall not be liable for any losses, actions, claims, proceedings, demands, costs, expenses, damages, and other liabilities whatsoever or howsoever caused arising directly or indirectly in connection with, in relation to, or arising out of the use of the content.

Jurnal Konseling dan Pendidikan is published by Indonesian Institute for Counseling, Education and Therapy comply with the [Principles of Transparency and Best Practice in Scholarly Publishing](#) at all stages of the publication process. Jurnal Konseling dan Pendidikan also may contain links to web sites operated by other parties. These links are provided purely for educational purpose.



This work is licensed under a [Creative Commons Attribution 4.0 International License](#).

Copyright by Massang, B., Munthe, H. P., Chandra, N., & Verawaty, H. (2025).

The author(s) whose names are listed in this manuscript declared that they have NO affiliations with or involvement in any organization or entity with any financial interest (such as honoraria; educational grants; participation in speakers' bureaus; membership, employment, consultancies, stock ownership, or other equity interest; and expert testimony or patent-licensing arrangements), or non-financial interest (such as personal or professional relationships, affiliations, knowledge or beliefs) in the subject matter or materials discussed in this manuscript. This statement is signed by all the authors to indicate agreement that the all information in this article is true and correct.

## Jurnal Konseling dan Pendidikan

ISSN 2337-6740 (Print) | ISSN 2337-6880 (Electronic)



Indonesian Institute for Counseling, Education and Therapy



# The application of associative methods to analyze the impact of Christian learning management and classroom management on academic achievement

**Berdinata Massang<sup>\*)</sup>, Horasman Perdemunta Munthe, Natanael Chandra, Hotliong Verawaty**  
Institut Agama Kristen Negeri Manado, Indonesia

## ABSTRACT

This study is motivated by the theoretical approach and the suboptimal internalization of Christian values, which affects students' academic achievement. The purpose of this research is to analyze the impact of Christian learning management and classroom management, both partially and simultaneously, on students' academic achievement. The research uses a quantitative associative approach with proportionate stratified random sampling, involving 253 students from four study programs at the Faculty of Christian Education Science, IAKN Manado. The instrument used is a Likert-scale questionnaire tested for validity ( $r$  count  $> 0.294$ ) and reliability (Cronbach's Alpha 0.913 and 0.858), along with data from GPA. Data analysis was conducted using multiple linear regression with SPSS 25 after passing classical assumption tests. The results show that both Christian learning management ( $t=14.885$ ;  $p<0.001$ ) and classroom management ( $t=14.990$ ;  $p<0.001$ ) significantly influence academic achievement, with both variables contributing 63.8% ( $F=219.851$ ;  $R^2=0.638$ ) to the students' academic performance. These findings highlight the importance of effective management in both learning and classroom settings. The practical implication is the need for faculty to enhance their ability to manage learning and classrooms holistically. Future studies should explore additional variables that influence academic achievement and use a longitudinal design.

## Keywords:

Christian values  
Christian learning management  
Classroom management  
Academic achievement  
Christian higher education

## Corresponding Author:

Berdinata Massang,  
Institut Agama Kristen Negeri Manado  
Email: [berdinatamassang@iaknmanado.ac.id](mailto:berdinatamassang@iaknmanado.ac.id)

## Introduction

Christian Religious Education (PAK) plays a very important and vital role in shaping a generation that is characterful, noble, and responsible (Telaumbanua, 2018), possesses moral values (Andrian, 2024), has learning independence (E. W. Waruwu & Waruwu, 2023), maintains tolerance (Langi et al., 2023), faces social change (Sagala, 2014), and helps individuals adapt critically and creatively in the use of technology through their faith maturity (Saputra & Serdianus, 2022). Christian Religious Education balances intellectuality and spirituality (Andrianti, 2012) amidst the development of an era that promotes the concept of intellectuality replacing morality (Boiliu & Polii, 2020). Therefore, PAK plays an important role in shaping individuals with character, spirituality, social relations, adaptation to technological and era developments, as well as intellectuality.

In higher education, PAK serves as a vessel to form and nurture young people to become individuals who can voice truth to provide a transformative impact in various aspects of life to support the transformation of the nation's character, (Kadarmanto, 2018). The implementation of PAK

in universities is an effort to prepare students to harmonize Christian faith in facing real life and to complement the role of PAK at previous educational levels (Sirait & Istinatun, 2022).

Based on the above description, PAK in universities, which plays a very important role in creating a quality generation of the nation in spirituality and intellectuality, requires quality learning in educational institutions (Zega et al., 2024). Christian higher education not only equips students with cognitive abilities but also shapes spirituality, character, and social skills. However, learning practices at the Institut Agama Kristen Negeri (IAKN) Manado tend to be theoretical and emphasize cognitive aspects, impacting the low internalization of Christian values in students' daily behavior. The suboptimal internalization of Christian values at IAKN Manado has led to several students being involved in promiscuity which disrupts their studies, cessation of scholarship benefits, and even dropping out due to behavior that violates the student code of ethics. Learning that emphasizes theoretical understanding while neglecting the affective and psychomotor dimensions as essential dimensions in forming attitudes, morals, behavior, and skills results in challenges in the formation of unbalanced spiritual and intellectual character (Natalia, 2025).

To address these challenges, Christian learning management is needed. Christian learning management is the management of learning through the process of planning, organizing, implementing, and evaluating effectively and efficiently by providing learning experiences that can shape Christian faith and student behavior to achieve the goals of Christian Religious Education (Gemnafle & Rafafy Batlolona, 2021; Natalia, 2025). Through Christian learning management, it is hoped that students' holistic abilities in cognitive, affective, and skills aspects can be produced, impacting the response to the nation's moral issues with a balance between spirituality and intellectuality (Andrianti, 2012). On the other hand, to support learning management, classroom management is needed to create and maintain a conducive learning atmosphere.

Furthermore, classroom management is also an important factor that supports the improvement of academic achievement. Classroom management is a necessity in the ongoing learning process between educators and students (Sembiring, 2020). Classroom management is an innovation and creativity prepared by educators as class leaders by optimizing existing resources efficiently to create conducive classroom experiences and atmosphere so that the learning process can be carried out according to the curriculum, thereby increasing interest and learning motivation which implies student achievement (Gulo, 2024).

According to Zega, effective learning management and good classroom management are key factors in supporting learning achievement, in this case specifically for students (Zega et al., 2024). Previous research on these two aspects by Massang, et al. entitled Digital Learning Management Through the Plan, Do, Check, Act Cycle Approach in the Christian Religious Education Study Program (Massang et al., 2021), research by Oci entitled The Influence of Classroom Management in Christian Religious Lessons on Student Learning Achievement at SMP Kanaan Ungaran Academic Year 2017-2018 (Oci, 2018), and research by Simanjuntak entitled The Impact of Effective Classroom Management on the Success of Teaching-Learning Activities for Contemporary Christian Religious Education Teachers (Simanjuntak, 2018). This research is useful in explaining these two aspects but is still partial and has not examined the simultaneous or combined influence of Christian Learning Management and classroom management in the context of Christian religious higher education. Based on this weakness, this will address the research gap and will be answered in this study.

As a result, this study primarily focuses on examining how Christian learning management and classroom management impact students' academic performance. Specifically, this research aims to evaluate the effect of Christian learning management on students' academic achievement, investigate the role of classroom management in influencing academic success, and assess the combined effect of both Christian learning management and classroom management on student performance. To address these research objectives, the hypotheses proposed in this study include: a significant effect of Christian learning management on student achievement; a significant effect of classroom management on academic performance; and a significant simultaneous effect of both Christian learning management and classroom management on student academic outcomes.

Through the results of this study, it is hoped that understanding the relationship and influence between these variables can improve effective, efficient, and relevant learning and classroom management to achieve Christian education goals and enhance students' academic and spiritual achievement. This research is also expected to contribute to educator competence, curriculum development, and creating a safe, comfortable, and conducive classroom environment to support students' holistic growth.

## Method

The research method used in this study is a quantitative associative research method to find or prove the relationship between two or more variables (Ali, 2022). This research design was chosen based on the established hypothesis formulation, namely associative hypothesis, and in accordance with the research objectives, which is to analyze the influence of one variable on another (M. Waruwu, 2023). The variables in this study are Christian Learning Management ( $X_1$ ), Classroom Management ( $X_2$ ), and Student Learning Achievement ( $Y$ ). The relationship model between variables in this study is shown in Figure 1:

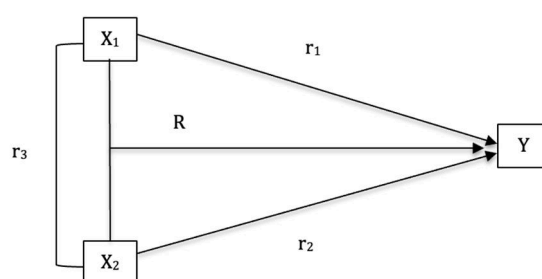


Figure 1 Variable Relationship Model

The population in this study were all students in the Faculty of Christian Education Science, State Christian Institute of Manado, totaling 685 students. Consisting of 117 students from the Christian Education Management (MPK) study program, 438 students from the Christian Religious Education (PAK) study program, 62 students from the Early Childhood Christian Education (PKAUD) study program, and 68 students from the Church Music Education (PMG) study program. From the population, a sample was selected, the size of which was determined using the Slovin formula. The Slovin formula was used due to the limited sample size and the adjustable error rate (Majdina et al., 2024), by setting an error rate of 5% as a general standard in statistics for research in the social field, a sample size of 253 students was obtained. To ensure each study program was proportionally represented, the sampling technique used was *proportionate stratified random sampling*. The sample representation from each study program to avoid bias was 43 students from MPK, 162 students from PAK, 23 students from PKAUD, and 25 students from PMG.

Data collection techniques in this study used a closed questionnaire with answer choices using a five-point Likert scale. The questionnaire was used to measure the variable Christian Learning Management as variable  $X_1$ , covering dimensions of planning, implementation, learning assessment, and internalization of Christian values in learning, consisting of 26 statement items, and the variable Classroom Management as variable  $X_2$  with dimensions of physical classroom environment management, interaction, discipline, and motivation management, as well as pedagogical strategies and academic guidance. Meanwhile, data collection for student learning achievement as variable  $Y$  was collected through Study Result Cards (KHS) by looking at the students' latest Grade Point Average (GPA). GPA was used as an indicator of student learning achievement because GPA is a summative measure of learning outcomes during students' education in university. The validity and reliability testing of the compiled questionnaire used *Product Moment Correlation* validity test and instrument reliability test using *Cronbach's Alpha* test. The instrument validity and reliability tests were

conducted at the Faculty of Theology, IAKN Manado, with 45 students filling out the questionnaire. The instrument was declared valid with the provision that the  $r_{\text{count}} \geq r_{\text{table}}$ ,  $r_{\text{tabel}}$  dalam dalam penelitian ini adalah 0,2940 obtained from the R table value with  $df = n - 2 = 45 - 2 = 43$  and a significance level of 5%. Thus, from 26 instruments for the Christian Learning Management variable, 24 statement items had  $r_{\text{count}} \geq r_{\text{table}}$  or  $r_{\text{count}} \geq 0,2940$  and were declared valid, while for the classroom management variable, 17 out of 19 statement items were declared valid. Instrument reliability testing used the *Cronbach's Alpha* value. The reliability level of Cronbach's Alpha according to Eisingerich and Rubera is  $\geq 0,70$  (Eisingerich & Rubera, 2010). The reliability test results showed that the *Cronbach's Alpha* value for the Christian Learning Management variable instrument ( $X_1$ ) was 0.913 and 0.858 for the classroom management variable instrument ( $X_2$ ), so both instruments were declared valid and reliable for use in data collection for research implementation. The research was conducted by paying attention to ethical aspects of research, where the researcher maintained the confidentiality of respondent data, and the collected data was used only for research and would not be disseminated.

This study employed a multiple linear regression technique for data analysis. The application of this method was preceded by diagnostic tests to verify key statistical assumptions, including tests for normality (Kolmogorov-Smirnov), linearity (ANOVA), multicollinearity (VIF and tolerance), and heteroscedasticity (via scatterplot examination). Subsequent to confirming that these assumptions were met, the hypotheses were examined. The t-test determined the significant partial effect of individual predictors, and the F-test gauged their simultaneous influence on the outcome variable. Furthermore, the proportion of variance explained was quantified by the  $R^2$  value. The software package SPSS 25 facilitated all analytical computations (Akbar et al., 2023).

## Results and Discussion

Before conducting hypothesis testing, descriptive data analysis was first carried out to provide a general overview of the respondents and variable data. Table 1 shows the general distribution of respondents from the four study programs:

**Table 1.** Distribution of Respondents by Study Program

Study Program	Frequency	Percentase (%)
Christian Religious Education (PAK)	162	64
Church Music Education (PMG)	25	10
Early Childhood Christian Ed. (PKAUD)	23	9
Christian Education Management (MPK)	43	17
Jumlah	253	100

Next, Table 2 shows a general overview of the questionnaire data distribution for the variables, as shown in the following table:

**Table 2.** Descriptive Statistics of Variables

Variabel	N	Mean	SD
Christian Learning Management ( $X_1$ )	253	72.3241	7.12458
Classroom Management ( $X_2$ )	253	50.2530	5.55557
Learning Achievement GPA (Y)	253	3.4036	0.24626

Testing the main hypotheses using multiple regression analysis was preceded by classical assumption tests to meet the requirements of the regression model. The classical assumption tests included several test.

The normality test in this study was conducted using the Kolmogorov-Smirnov normality test with a 5% error rate. The test results can be seen in Table 3.

**Table 3.** Data Normality Test Results

One-Sample Kolmogorov-Smirnov Test	
Asymp. Sig. (2-tailed)	.200 <sup>c,d</sup>

In Table 3, it can be seen that the *Asymp.Sig. 2 tailed* value is greater than 0.05 (error rate), which is 0.200, so the residual data in this study can be said to be normally distributed, fulfilling the requirements for multiple regression analysis.

After the normality test, the next classical assumption test was the linearity test between the independent variables and the dependent variable.

**Table 4.** Linearity Test

ANOVA Table		
		Sig.
Learning Achievement* Christian Learning Management	Deviation from Linearity	.529
Learning Achievement* Classroom Management	Deviation from Linearity	.291

Based on the linearity assessment detailed in Table 4, the Deviation from Linearity significance values are reported as 0.529 for Christian learning management and 0.291 for classroom management, relative to their relationship with learning achievement. As both values exceed the 0.05 threshold, it can be inferred that a statistically significant linear association exists between each independent variable and the outcome measure..

Subsequently, multicollinearity was examined to assess potential intercorrelations among the predictor variables. For multiple regression results to be considered valid, independent variables must demonstrate sufficient independence from one another. As indicated in Table 5, this was evaluated using variance inflation factor (VIF) and tolerance statistics, with critical thresholds set at  $VIF < 10$  and tolerance  $> 0.1$ .

**Table 5.** Multicollinearity Test

Model		Collinearity Statistic Tolerance	VIF
1	Christian Learning Management	1.000	1.000
	Classroom Management	1.000	1.000

Based on Table 5, it can be seen that the Tolerance value for the Christian learning management variable ( $X_1$ ) and the classroom management variable ( $X_2$ ) both have a Tolerance value  $> 0.1$ , which is  $1.000 > 0.1$ , and a VIF value  $< 10$ , which is  $1.000 < 10$ . Thus, it can be said that there is no correlation between the two variables, indicating no multicollinearity problem in this regression model.

The last classical assumption test was the heteroscedasticity test to determine the similarity of variance between one observation and another in the regression equation. The heteroscedasticity test in this study is presented in Figure 2. In Figure 2, it can be seen that the points on the *Scatterplot* graph are spread evenly and do not form a specific pattern. Thus, heteroscedasticity does not occur in the regression equation.

From all four classical assumption tests, it is known that the study met all prerequisite or classical assumption tests. Therefore, hypothesis testing could proceed. The partial hypothesis test used the t-test to determine the influence of Christian learning management on learning achievement, as shown in Table 6.

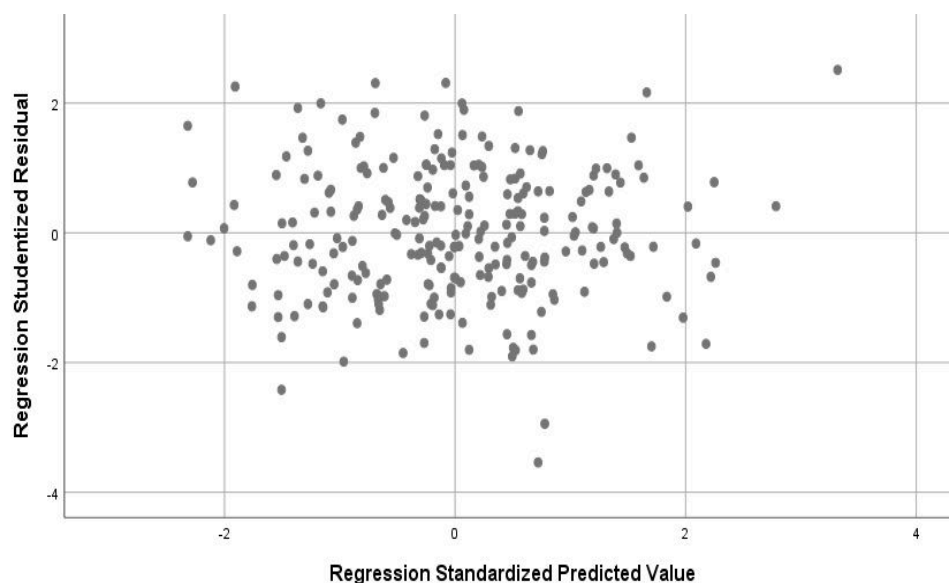


Figure 2 Scatterplot

Table 6. Partial Test (t-test)

	Model	Standardized Coefficients Beta	t	Sig.
1	(Constant)		.125	.900
	Christian Learning Management	.567	14.885	.000
	Classroom Management	.571	14.990	.000

In Table 6, it can be seen that Christian learning management has a sig. value  $< 0.05$  ( $0.000 < 0.05$ ) so there is an influence of Christian learning management on student learning achievement. Furthermore, classroom management has a sig. value  $< 0.05$  ( $0.000 < 0.05$ ), so there is also an influence of classroom management on student learning achievement. This means that partially, both independent variables each have an influence on the dependent variable.

Next, hypothesis testing to determine whether there is a simultaneous influence of Christian learning management and classroom management together on student learning achievement is shown in Table 7.

Tabel 7. Simultaneous Test (F-test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression Residual	9.735 5.535	2 250	0.22	219.851	.000

In Table 7, it can be seen that the F-test results obtained a Sig. value  $< 0.05$ , which is  $0.000 < 0.05$ , so it can be concluded that there is an influence of Christian learning management and classroom management together (simultaneously) on student learning achievement. The magnitude of the contribution of Christian learning management and classroom management to student learning achievement can be seen in the following Table 8 model summary<sup>b</sup> :

Tabel 8. Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.798 <sup>a</sup>	.638	.635	.14879

Based on Table 8, it is known that the *R square* value is 0.638, which means the variables Christian learning management ( $X_1$ ) and classroom management ( $X_2$ ) contribute 63.8% to student learning achievement at the Faculty of Christian Education Science, IAKN Manado. The remaining 36.2% is influenced by other variables not examined in this study.

The results of the study show that there is a significant influence both partially and simultaneously between Christian learning management and classroom management on student learning achievement. Through these results, it is known that student learning achievement, besides being influenced by the students' own intellectual abilities, also requires learning management and classroom management to create a conducive classroom management.

The partial influence of religious learning management affects student learning achievement in higher education. Religious learning management refers to three aspects of intelligence, namely intellectual, emotional, and spiritual quotient (IESQ). In line with Abdul's research, IESQ-based learning management has outputs that are steadfast in faith and piety, noble in morality and character, and possess knowledge (Halik, 2013). This is because learning management is the process of planning, implementing, assessing learning, and internalizing Christian values to achieve learning objectives effectively and efficiently, which can produce quality graduates to compete globally and build the nation (Alvunger, 2015).

In the research by Sirait and Istinatun, which analyzed the relevance of religious education in universities, it implies that every lecturer needs to choose and use active and interesting learning methods to grow student enthusiasm in attending lectures. Enthusiasm here is not only in developing cognitive abilities but also in spiritual and social development. Students' abilities that develop holistically in the IESQ aspects help students build their quality of life personally, socially, and in national life (Sirait & Istinatun, 2022). For this to be achieved, a higher education organizational management system is needed, which can be carried out by the study program management unit, in this case the Faculty of Christian Education Science, including quality management focused on students and other beneficiaries and visionary faculty leadership (Angin & Yeniretnowati, 2022). According to Lellya, the characteristics of visionary leadership in modern education management have a clear and inspiring vision, where the vision describes the aspirations of educational goals that can improve educational accessibility, develop relevant curricula, and produce innovative and creative students (Lellya, 2025).

The results of this study also show that classroom management has a significant influence on student learning achievement. This result is in line with the meta-analysis results on the influence of classroom management on learning improvement (Rizqa et al., 2024). Classroom management strategies can be done with positive reinforcement techniques to become role models and inspirations in the classroom, safe and comfortable classrooms, establishment and application of rules, and good time management (Putri et al., 2025), as well as equally important is creating an ideal learning atmosphere and environment to ensure the implementation of effective and efficient learning so that learning objectives can be achieved (Masfufah et al., 2023). Strategies that can be used for classroom management are: arranging the physical environment and classroom space to increase learning comfort; educators act as facilitators, communicators, motivators, and classroom controllers; creating open communication interactions, discussions, and guided group work; and creating a positive classroom culture by habituating positive behavior in ethics and having responsibility and independent learning (Ardiansyah et al., 2025).

Simultaneously, in this study, Christian learning management and classroom management influence student learning achievement with an effect of 63.8%. This is in line with the results of research conducted by Wirastuti on classroom management and learning management which influence learning effectiveness, but the results were lower compared to the results of this researcher's study (Wirastuti, 2020). The results of this study are relatively identical to research by Suleman who analyzed the strategy of classroom management on the academic performance of students in the Economics Education Study Program with a contribution of 64.2%. Although these

results provide a large contribution, there are still 36.2% of other variables influencing student learning achievement outside the variables of this study. These variables can come from learning motivation, family support, curriculum, campus environment, and others, but due to researcher limitations, these variables were not examined by the researcher.

## Conclusion

Based on the research results, it can be concluded that there is an influence of Christian learning management and classroom management, both partially and simultaneously, on the learning achievement of students at the Faculty of Christian Education Science, IAKN Manado. The research findings show that Christian learning management can significantly improve student learning achievement. Through the internalization of Christian values in learning, student learning achievement can be enhanced. Furthermore, in classroom management, besides arranging the physical classroom conditions, open interaction between lecturers and students is needed to habituate good behavior.

Researcher realizes the limitations in this study, namely the research is still limited in its design; this study used a cross-sectional design which has not analyzed changes in variable conditions over time. Additionally, data collection on student learning achievement was still limited to GPA and has not collected data from non-academic achievements in the fields of arts, sports, and others, as well as activity in Student Activity Units (UKM). Therefore, for future research, it can be developed on variables that influence student academic achievement, use a longitudinal design, and collect student achievement data not only from a single indicator but more complex and comprehensive data.

## References

- Akbar, R., Sukmawati, U. S., & Katsirin, K. (2023). Analisis Data Penelitian Kuantitatif: Pengujian Hipotesis Asosiatif Korelasi. *Jurnal Pelita Nusantara*, 1(3), Article 3. <https://doi.org/10.59996/jurnalpelitanusantara.v1i3.350>
- Ali, M. M. (2022). Metodologi Penelitian Kuantitatif Dan Penerapan Nya Dalam Penelitian. *JPIB : Jurnal Penelitian Ibnu Rusyd*, 1(2), Article 2.
- Alvunger, D. (2015). Towards new forms of educational leadership? The local implementation of förstelärare+ in Swedish schools. *Nordic Journal of Studies in Educational Policy*, 2015(3), 30103. <https://doi.org/10.3402/nstep.v1.30103>
- Andrian, T. (2024). Peran pendidikan agama kristen dalam pembentukan nilai moral remaja masa kini. *Inculco Journal of Christian Education*, 4(1), Article 1. <https://doi.org/10.59404/ijce.v4i1.188>
- Andrianti, S. (2012). Pendidikan kristen: keseimbangan antara intelektualitas dan spiritualitas. *Jurnal Antusias*, 2(2), 23–48.
- Angin, Y. H. P., & Yeniretnowati, T. A. (2022). Penyelenggaraan Manajemen Sekolah Dan Pendidikan Perguruan Tinggi Kristen Berbasis Standar Iso 21001. *Discreet: Journal Didache of Christian Education*, 2(1), 41–62. <https://doi.org/10.52960/jd.v2i1.111>
- Ardiansyah, A., Rifai, D. S., & Yahya, A. I. B. (2025). Optimalisasi Manajemen Kelas untuk Membangun Lingkungan Belajar yang Kondusif. *ITQAN: Jurnal Ilmu-Ilmu Kependidikan*, 16(1), 37–49. <https://doi.org/10.47766/itqan.v16i1.4977>
- Boiliu, F. M., & Polii, M. (2020). Peran Pendidikan Agama Kristen dalam Keluarga di Era Digital terhadap Pembentukan Spiritualitas dan Moralitas Anak. *IMMANUEL: Jurnal Teologi dan Pendidikan Kristen*, 1(2), 76–91. <https://doi.org/10.46305/im.v1i2.18>
- Eisingerich, A. B., & Rubera, G. (2010). Drivers of Brand Commitment: A Cross-National Investigation. *Journal of International Marketing*, 18(2), 64–79. <https://doi.org/10.1509/jimk.18.2.64>
- Gemnafle, M., & Rafafy Batlolona, J. (2021). Manajemen Pembelajaran. *JURNAL PENDIDIKAN PROFESI GURU INDONESIA (JPPGI)*, 1, 28–42. <https://doi.org/10.30598/jppgivol1issue1page28-42>

- Gulo, B. (2024). Penerapan Manajemen Kelas pada Pembelajaran Pendidikan Agama Kristen Berbasis Kurikulum Merdeka. *KHAMISYIM: Jurnal Teologi dan Pendidikan Kristiani*, 1(2), 67–83. <https://doi.org/10.71415/jkmy.v1i2.12>
- Halik, A. (2013). *Implementasi Manajemen Pembelajaran Pendidikan Agama Islam Berbasis Intellectual, Emotional, dan Spiritual Quotient: Telaah di Universitas Muhammadiyah Parepare* [Doctoral, UIN Alauddin Makassar]. <https://repository.iainpare.ac.id/id/eprint/1071/>
- Kadarmanto, M. (2018). *Mandat profetik pendidikan kristen di era revolusi industri 4.0*. INA-Rxiv. <https://doi.org/10.31227/osf.io/35a7g>
- Langi, E. A., Arifianto, Y. A., & Elisa, S. (2023). Peran Pendidikan Agama Kristen Terhadap Nilai Toleransi. *REAL DIDACHE: Journal of Christian Education*, 3(1), 63–73. <https://doi.org/10.53547/rdj.v3i1.371>
- Lellya, I. (2025). Peran kepemimpinan visioner kepala sekolah dalam implementasi manajemen pendidikan modern. *JIP: Jurnal Ilmu Pendidikan*, 3(5), 394–406.
- Majdina, N. I., Pratikno, B., & Tripena, A. (2024). Penentuan ukuran sampel menggunakan rumus bernoulli dan slovin: konsep dan aplikasinya. *Jurnal Ilmiah Matematika Dan Pendidikan Matematika*, 16(1), 73–84. <https://doi.org/10.20884/1.jmp.2024.16.1.11230>
- Masfufah, E., Sari, E., Munafi'ah, A., & Kusmawati, H. (2023). Strategi Pengelolaan Kelas Dalam Meningkatkan Proses Dan Hasil Pembelajaran Yang Efektif Dan Efisien. *Journal of Student Research*, 1(1), 215–230. <https://doi.org/10.55606/jsr.v1i1.981>
- Massang, B., Verawaty, H., & Nuryadi, G. (2021). Manajemen Pembelajaran Digital Melalui Pendekatan Plan, Do, Check, Act Cycle pada Program Studi Pendidikan Agama Kristen. *JMPK: Jurnal Manajemen Pendidikan Kristen*, 1(1), Article 1. <https://doi.org/10.51667/jmpk.v1i1.561>
- Natalia, N. (2025). Kurikulum Pak yang Holistik: Mengintegrasikan Aspek Afektif dan Psikomotorik dalam Pembelajaran Agama Kristen. *Jurnal Riset Rumpun Agama Dan Filsafat*, 4(2), 612–621. <https://doi.org/10.55606/jurrafi.v4i2.5670>
- Oci, M. (2018). Pengaruh Pengelolaan Kelas Dalam Pelajaran Agama Kristen Terhadap Prestasi Belajar Siswa Di SMP Kanaan Ungaran Tahun Ajaran 2017-2018. *Fidei: Jurnal Teologi Sistematis Dan Praktika*, 1(2), Article 2. <https://doi.org/10.34081/fidei.v1i2.10>
- Putri, I. M. A., Nuqia, K., & Baktiarso, S. (2025). Strategi Manajemen Kelas yang Efektif dalam Meningkatkan Kualitas Pembelajaran Siswa dan Menciptakan Lingkungan Belajar yang Kondusif di Sekolah. *Jurnal Ilmu Pendidikan*, 1(3), 77–81. <https://doi.org/10.59066/jip.v1i3.1021>
- Rizqa, M., Apriliani, A., & S, N. A. (2024). Meta Analisis: Pengaruh Manajemen Kelas yang Efektif terhadap Peningkatan Prestasi Belajar Siswa. *Jurnal Basicedu*, 8(1), 592–600. <https://doi.org/10.31004/basicedu.v8i1.6699>
- Sagala, L. D. J. F. (2014). Peran Pendidikan Kristen Dalam Menghadapi Perubahan Sosial. *Jurnal Simpson: Jurnal Teologi Dan Pendidikan Agama Kristen*, 1(1), Article 1. <https://journal.sttsimpson.ac.id/index.php/js/article/view/4>
- Saputra, T., & Serdianus, S. (2022). Peran pendidikan agama kristen dalam menjawab tantangan perkembangan teknologi di era posthuman. *Jurnal Gamaliel: Teologi Praktika*, 4(1), Article 1. <https://doi.org/10.38052/gamaliel.v4i1.91>
- Sembiring, R. B. (2020). Pengaruh manajemen kelas terhadap minat belajar siswa pada mata pelajaran pendidikan agama kristen. *Metanoia*, 2(2), Article 2. <https://doi.org/10.55962/metanoia.v2i2.37>
- Simanjuntak, R. (2018). Dampak Pengelolaan Kelas yang Efektif bagi Keberhasilan Kegiatan Belajar-Mengajar Guru Pendidikan Agama Kristen Masa Kini. *SANCTUM DOMINE: JURNAL TEOLOGI*, 6(2), 25–44. <https://doi.org/10.46495/sdjt.v6i2.37>
- Sirait, J. R., & Istinatun, H. N. (2022). Analisis Relevansi Pendidikan Agama Kristen Di Universitas. *Jurnal Indragiri Penelitian Multidisiplin*, 2(1), 26–33. <https://doi.org/10.58707/jipm.v2i1.120>
- Telaumbanua, A. (2018). Peranan Guru Pendidikan Agama Kristen Dalam Membentuk Karakter Siswa. *Fidei: Jurnal Teologi Sistematis Dan Praktika*, 1(2), Article 2. <https://doi.org/10.34081/fidei.v1i2.9>

- 
- Waruwu, E. W., & Waruwu, E. (2023). Peran Pendidikan Agama Kristen Dalam Meningkatkan Kemandirian Peserta Didik Di Era Kurikulum Merdeka. *Sinar Kasih: Jurnal Pendidikan Agama Dan Filsafat*, 1(2), Article 2. <https://doi.org/10.55606/sinarkasih.v1i2.120>
- Waruwu, M. (2023). *Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi*. 7.
- Wirastuti, L. (2020). Manajemen kelas dan manajemen pembelajaran: dampaknya terhadap efektivitas proses pembelajaran pada smp negeri di kecamatan jatibarang kabupaten Indramayu. *Edum Journal*, 3(1), 11–18. <https://doi.org/10.31943/edumjournal.v3i1.58>
- Zega, D. F., Girsang, C. D. V., Nababan, F. E., & Tafonao, T. (2024). Kinerja Guru Pendidikan Agama Kristen dalam Upaya Peningkatan Kualitas Pembelajaran. *Jurnal Ilmiah Multidisiplin*, 1(2), Article 2. <https://doi.org/10.62282/juilmu.v1i2.119-137>