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### paper text:

The effective pattern design for children education to raise godly children based on Biblical standard  
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Abstract. In this digital era where individuals in the community turn out to be more secular and dependent on science and technology, some devoted Christian parents still want to teach their children to have godly characters. These parents assume that the Bible ought to be the basis of educating their children. They need an effective pattern design to teach their children in the light of the Bible since their early age. Various samples of parents were selected based on the children's age, gender, number of siblings,

parents' occupations, and church ministries. The number of parents was about forty. They focused on teaching their children based on Biblical standard. The procedure began with the step of exploration, in which the indicators were determined. The characters of their children had been described before starting the observations. Parents employed the pattern design of character education that was adopted from the childhood of some Bible heroes and Christian leaders in the Church History. Those models are individuals who have a Christ-like character and credibility. On the second half of the preparation year, the second observation was conducted to find out the difference and the development of their children's characters. The result is a significant change in the characters of their children. Children who encountered this pattern of character education showed better character traits. They developed the ability to communicate with a healthy emotion, to be obedient to the parents, and also to build better relationships with parents and siblings. Educating children based on Biblical standard can be an effective pattern design of children education. It is a recommended model to equip parents who want their children to have godly characters in the middle of the digital era and secular society. Keywords: Biblical pattern design, early childhood education, godly characters.

1. Introduction In the midst of today's secular generation, educating children to follow Biblical standards is still possible. Although it is not easy, building faith and educating character in children based on Biblical standard are real. As a fact, Bible heroes and many Christian leaders in the Church History demonstrated godly character and followed the Word of God. There is a good education process through which, nowadays, parents can learn how other parents implement Biblical pattern design to their children. A study was conducted to find out and describe what the pattern design is and how this design has been applied to their children. This study may support Christian parents today who want to apply the same Biblical pattern design for their own children. Thus, Christian parents may know that the Biblical pattern design is still effective and relevant today. Of course, there are an education process and some important things that parents should consistently carry out to make the process effective.

2. The Fundamental Education Process for Children What is the most fundamental education process for children according to the Biblical standard?

**In Deuteronomy 6:4-9, God taught His people to teach their children to love God with all their heart, soul, and strength. It means**

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**to love the one and only God more than anything or anyone on earth**

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**since they are young (Carter, 1986)[ 1]. Allen (1889) sees that this commandment requires parents as husband and wife, to love each other and to**

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be an example for their children how to love God[2].

**In the New Testament, Jesus also taught people who followed Him to teach their children to God with all of their heart, soul, mind, and strength.1**

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Elizabeth Berger (2004) said about the character, that although most Christian parents expect their children to have godly character, not every parent has the same interpretation of the character[3]. Furthermore, according to Berger (2004) a person's character is more than just an ethical life, because it merges with his personality[3]. Character includes the most honest struggle within oneself, as male and female; going against God, himself, and others; dealing with the situation of the past, present, and future; while working or resting; from rejoicing to feeling the love or when mourning and facing bitterness; when being excited, living or dying. First of all, Berger (2004) ensures that the closeness of the relationship between parents and children from birth, until the children go to school is an important factor for building the children's basic characters[3]. Parental love is the most powerful element and determining factor of the formation and growth of the children's characters in their lives. The experience of being loved while they are in the womb, when they are infant, until they reach pre-school age, will determine how the children will respond to the whole experiences of their lives. When children experience the love of parents who are willing to sacrifice their lives for them, the experience of this love will build their basic characters. 1Mark

**12:29-30“ And Jesus answered him, The first of all the commandments is, Hear, O Israel; The Lord our God is one Lord: And thou shalt love the Lord thy God with all thy heart, and with all thy soul, and with all thy mind, and with all thy strength: this is the first commandment.” (KJV).** Berger (2004) asserts **that**

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the experience of how deep the love felt by the children in early childhood will determine the formation of their characters[3]. It was the foundation of character. Second, Berger (2004) also reveals that it is true that how successful the process of spiritual education for the children is determined by the persons beyond the process. Therefore, parents are truly responsible and potent to help their children in the spiritual and the character education. Parents who have unconditional love are highly effective in influencing the formation of good characters in their children. Third, she emphasizes the connection between the maturity of faith and wisdom for parents and the exercising authority towards their children. Parents who built their believes in a right relationship with God by

**His word will run their role as parents as an expression of**

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the heart that respects and fears God. Thus, parents must also be subject to God and honestly admit, that when executing authority, character-flaw factors in parents can be an obstacle. Fourth, parents who have healthy and vigorous characters are a supporting factor that helps the process of the growth of the children's characters. Parents who do not have these characters can cause delays

**in the process of building positive character in children. Parents**

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need to be aware of the weaknesses of their characters and need to be honest to admit mistakes and be prepared to apologize to their children. It is important to provide a balance to realize the process of forming

good character in children. Fifth, according to Berger (2004), parents need to seriously plant the fundamental principles and the standard of the Bible as the pattern design of the spiritual education for children[3]. The real transformation of character in children

**is the work of the Holy Spirit that**

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involves role and responsibility of parents. So, even though the formation of the character is entirely the work of God, He is pleased to use the lives of parents as a channel of His blessings. God works through His Word. As faith comes from hearing His Word, the character of Christ can only be planted in the life of children whose parents love and believe in God. The formation of the character of Christ in children is a process that happens through the power of His Word through parents who love and believe in God. Parents who trust in the Lord and do their roles and responsibilities for their children responsibly, according to the

**word of God, the children will not deviate from the path of God**

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in their lives. Sixth, Berger (2004) states that the parents who have experienced the love of God, have more potential to efficiently educate character for children[3]. Parents who have a close relationship with God can more effectively help their children build the right relationship with God and healthy relationships with others. Children will also have the right perspective on life. Seventh, based on her research, Berger (2004) ensures that another factor that makes the teaching process for the children's character more effective is when parents have a close relationship in the children's daily activities[3]. The closeness between children and their parents become effective simulation and inspiration which stimulate improvement in the children's attitudes in the aspects of morality and character. The growth of character and positive growth are not due to deliberating character study by older people, but as a process of growth in their spirituality together with their physical, intellectual, and moral (Berger, 2004)[3]. 3. Training Children a Life Preparation Todd

**Hall's (2007) research has recommended the importance** of helping children **to have a**

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good relationship with the people around them so that they may grow in loving God and fellow men. A good relationship with parents and

**others can enrich the soul, develop faith and spiritual life,** as well as **grow the character to be like Jesus Christ.** 2 **Hall**

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(2007), founder of Furnishing the Soul Ministries, presented his research on how to enrich one's soul, that "God had created human as hard wired to connect and this is the most fundamental revolution of the relational revolution; that is God hard wired our brains-and our souls-for relationships. God created and designed human's brains –hard wired to connect in two ways, to connect relationally with Him and other

people, and to connect to a sense of spiritual meaning and purpose. God designed us to enjoy relationships with Him and others. So the goal of spiritual growth is becoming more loving God through the power of the Holy Spirit. Love is about connecting with God and others in relationship. God designed us to connect relationally through love and to grow spirituality throughout our lives. Close relationship and the development of the brain is called transformation process. This is directly influenced by the relationship of a person with God and others. Relationship with God and others are what change us to become more like Jesus.” [4] Hall (2007) states that experiences of children in the first fifteen months of their lives form what he calls as “gut level memory”,

**which is the ultimate filter for children to develop**

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the meaning of all feelings they will have in life[4]. This means that if their experiences during that time were good, positive, and related to loving relationship, the children would grow with the ability to accept and respond correctly in interpersonal relationships to himself, God, and others. It also provides a true life perspective for the children in seeing and interpreting every event that occurs in their lives. On the contrary, if their experiences were not good, negative, and related to bad relationships in the first fifteen months of their lives, those experiences will become a gut memory level, a negative filter that impacts their interpersonal relationships to themselves, to God, and to others, in a negative way, including their way of life (Hall, 2007)[4]. Debbie Keller (2008) argues that in order for a child to have good character, Christian parents must go through "a life preparation" training[5]. The Bible has recorded several heroes of faith like

**Moses, Samuel, Joshua, John the Baptist, and Timothy who had good**

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parents, who taught them in Biblical way. We need to learn about

**how they lived their lives, especially when they were young,**

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and how their parents taught them in such a life of preparation (Santoso, 2010)[6]. Keller 2”There are different ways of knowing, head knowledge, and gut level knowledge. Knowing truth about God in your head is not the same thing as knowing God at gut level. Our gut level knowledge of relationships operates in the same way with God as it does in our human relationships. Our gut level knowledge drives the quality of our relationships with both God and others. Gut level memory is a completely different type of memory that supports gut level knowing. The parts of the brain that support gut level knowledge are the same parts that support gut level memory. These parts are online at birth and fully developed by fifteen months. The amazing things about gut level memory that make it so important to our spiritual transformation are that it does not require conscious attention to be recorded in the brain and we are not aware of it when it is operating. It is not conscious. It means that we remember all of our relational experiences from day one in gut level memory, and these memories act on us without us knowing it. In short, memories of relational experiences with important people are etched in our souls and become filters that shape how we feel about ourselves, God, and others, and how we determine the meaning of events in our lives.” (Hall, 2007) (2008) states

**that every Christian** parent **who** wants **to have godly children** needs **to invest** and wisely design **a preparatory life** in the lives **of**

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their Children[5]. An effective way to help the process of building good characters in children is to consistently train spiritual discipline in daily activities (Hess & Garlett, 2004)[7]. The first aspect of spiritual discipline is to help children relate to God personally. Christian parents in Celtic tradition are very good at helping

**their children to have a prayer life since they**

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were very small. This education gives a positive influence in the process of the faith and the growing of the children's characters. Children who learn to pray in their early childhood can have a better perspective to live according to God's principles. When

**a child** has **a good relationship with God and** communicates well with **his**

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social environment, it will help the child grow better to love God. Keller (2008) found that a child who can communicate well with parents can also

**develop a good relationship with God**[ 5]. Secondly, **Keller (2008)**

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explains that parents need to set a good example of life as a form of spiritual discipline for their children, in order for children to obey authority more easily[5]. Parents, also should have devout hearts. When a child sees a good example from his parents, he will develop a motivation in his heart to imitate the good things that the parents demonstrate. Marilyn Boyer (2004) who has the experience of educating her fourteen children encouraged parents to prioritize the issue of winning the heart of their children[8]. Because it is a very important process so that parents may give a very precious legacy to their children, that the children may have devout hearts. Thirdly, Zumwalt (2000) writes that the beautiful secret in Christian faith is that instead of asking the Lord Jesus to enter into our hearts[9]. The Lord Jesus invites us to enter His heart.

**Zumwalt (2000)** adds **that a child who** can rely on **his** or her **parents** while **he**

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or she is

**still in his mother's womb will** find it is **easier to have** faith **in**

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Christ. Fourthly, Paul Gieschen (2005) agrees with the view that training children joyfully and consistently in ministry can help children develop Christ-like character[10]. Serving those who need the love of God is

one of the most effective learning processes to develop

**Christ-like character. Gieschen (2005) recommends that every Christian parent design a spiritual training with activities that**

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enable children to be involved in mission services[10]. By training in mission services, children can learn how to show love and take care of others. Geischen also asserts that building character can actually be done only by the Holy Spirit. However, doing mission is a ministry towards God's heart. An effective way to help children grow in a Christ-like character is to engage children in a mission service. The children notice God's love to others and they are able to

**learn to pray and develop a loving heart for**

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those who do not know the love of God. Fifthly, Michael A. Zigarelli (2005) recommends that children need to apply these three positive qualities of gratitude, happiness, and God-centeredness[11]. When these are done continuously, children will cultivate Christ-like character. He says that one

**can plant a seed of gratitude by doing a spiritual discipline in the mindset, which responds to a reality based on what God says and teaches. To get a good response, he recommends spiritual disciplines such as**

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praying and fasting, self-reflection and self-evaluation. These spiritual disciplines can help parents develop the emotions of children to have gratitude in their hearts.

**His research proves that Christians who have joy in their lives have better characters than people who are less grateful (Zigarelli, 2005)[ 11]. One of the things that**

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Christian parents should commit is to show their responsibility to train their children in

**Biblical principles and let the Holy Spirit work in the lives of their children (Gangel & Wilhoit, 1994)[**

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12]. Every Christian parent who wants their children to grow in faith and character to imitate Jesus must seriously commit to this goal although the children's education is a process that depends on the role and work of God in the hearts of the children. Everything is completely dependent on the work of the Holy Spirit because parents and teachers are only instruments in God's hands. Changes in children's characters are not the parents' work, but the supernatural work of God. (Gangel & Wilhoit, 1994)[12]. 4. Implementing the



Fundamental Education Process for Children and Teaching Children with a Spiritual Discipline as a Process of Building Character in Children Parents who plan to apply Biblical character-based education to their 7-to-12-year-old children were selected as samples. They became the correspondents<sup>3</sup> who were committed to this research for two years. All respondents received questionnaires four times every six months as well as directions and guidance, so they understand the research project. Each parent received guidance and directions in the form of individual consultations, small group discussions, dialogues, and large group seminars with general questions.<sup>4</sup> These parents were committed to implementing this Biblical pattern design in educating their children. The process of data collection was through questionnaires, followed by direct research in the form of observations of students' learning process at school. The parents' process of implementing the Biblical pattern of spiritual education of children was properly observed and analyzed. There were a consultative conversation with parents with guidance and coaching on a regular basis during the research process. The children of the parents who joined the research process were also observed in a small group discussions and personal dialogues. The process of collecting data was through questionnaires, followed by direct research in the form of observation of student learning process at school. The number of children who followed the research process: 34 children consisting of 15 boys and 19 girls, aged seven to twelve, sitting in grade 1 to grade 6 elementary schools. All respondents were students of one Christian school.<sup>5</sup> Over time, the results were reported. All students respondents were given the opportunity to provide evaluations and personal reflections. The evaluation was conducted in the form of questions and dialogues face to face with each student. Each question was accompanied by clear illustrations to help the students understand the questions, so they could respond with their right answer, mindset, and understanding. Direct dialogues with the students were done in a casual conversation and comfortable room. Each student was already familiar with and had a relationship that was quite close to the author. Each student answered 39 (thirty-nine) questions, about their relationship with God, parents, friends and themselves, also about character and lifestyle issues. Overall, all parent respondents had problems with one factor, namely the lack of integration between Christian doctrine and Christian education of children. The parents had 3

**two groups.** The **first group is the parents of Pelangi Kristus Christian School as the main research object, who have children age 7 to 12 years old.** The **second group is the teachers who handle the children of the parents in the first group.** <sup>4</sup>The **directing and teaching** material were **documented in the library of Pelangi Kristus Christian School.** They were **also saved in the library of Seminari Alkitab Asia Tenggara, as special attachments.** 1

<sup>5</sup>Pelangi Kristus Christian School, Jemur Andayani XXII - 4 in Surabaya, Indonesia. no comprehensive understanding about true Christian education. Justin Taylor (2015) stated that

**Christian education involves loving and edifying instruction, is grounded in God's gracious revelation, is mediated through the work of Christ, and is applied through the ministry of the Holy Spirit who labors to honor and glorify God** 3



[13]. Most respondents did not use the Christian education as their perspective when applying education for their children. The parents did not know how to focus on teaching the children to love the Lord with all their hearts. Often, they instilled family values that were contrary to the principles of the Word of God. All of the respondents did not have an education curriculum design for their children. Most fathers did not perform their role and their calling as spiritual leader of the family. In the meantime, the church is not a Christian community that who is supposed to be in charges to be responsible. Consequently, the absence of this element has led to a dichotomy mindset in children's education and a concept of ambiguity. Some parents honestly admitted that they had not been a good example for their children. There was no agreement between husband and wife regarding guiding children to fulfill their life calling. They also did not have a strong commitment to pray for their children daily. Most parents admitted that they do not even dedicate the totality of life to support the process of spiritual education of children. Once the research was done, the parents realized the importance of implementing new processes such as the process to bring the atmosphere of joy in the morning and give children the opportunity to express their feelings openly. Parents need to train the children to remember the love of the Lord Jesus. Also, they need to teach the children valuable values by watching their mother and father love each other. Parents and children started singing spiritual songs and reading the Bible together. Also, they started helping the children read spiritual and mission-minded books. The parents had learned to always say wise words to their children. The parents trained their children to give offerings for the mission from their savings. They motivated the children to involve in the mission and church service. Parents and children started praying and fasting together for mission service. Also, the parents began taking the children to attend special meetings with several faithful servants of the Lord. Children and parents started having self-reflection and self-evaluation before going to bed, and the parents shared their spiritual experiences. The parents encouraged the children to read the Psalms and the Gospel daily, also helped their children to memorize the songs of praise. The children were given the opportunity to ask questions and discuss spiritual things with the parents. Also, the parents allowed the children to express thanks to God for family time and the parents showing appreciation for any development of good character. This research found out that parents were actually committed to implementing the education of children with Biblical standards, but they did not understand the importance of pre-school education and providing education for their children based on Biblical standards before their children reached the age of five. As a result, parents and children did not get along so well. Parents had been involved in church ministries, but the church did not provide children education curriculum. The church also did not have a program to equip parents to apply the education of children in Biblical perspective. The church also did not have a direct system for intervention to ask the fathers about their responsibility to carry out education for their children based on Biblical standards. Parents even had disagreements about how to educate their children, and the children often felt that when there was a conflict with parents, they were likely less motivated to obey the authority of parents. Children had the impression that parents became would not love them when they did not obey the parents. To this feeling of not being loved, their children did not dare to communicate openly with them. However, the children admitted that parents had shown their best efforts hoping that he would have good character. In one case, four sons admitted that the closeness of the relationship with a parent could give a positive impetus for them to become a better child. Parents were experiencing uncertainty about which things are good and right. No Christian community would encourage fathers to perform their roles and responsibilities as a spiritual leader in the family. The absence of a father's role causes a child lose the heavenly Father's figure. Other parents already had a strong commitment to implement spiritual education for children based on Biblical principles since the child was still small. These children experienced a period of fifteen months in positive affection and had a good relationship with the parents. Since the age of three years old, the

parents had taken them to a Christian school that applied Biblical standards. The parents had a good understanding of Christian faith and were committed to educating the children in Biblical standards. They were also actively involved in Christian service, but they had not been able to integrate the understanding of the Christian faith in the process of educating their children well. The Church did not have educational curriculum for children based on Biblical standards. Thus, parents had problems when they applied the education of children with the Biblical pattern consistently. One contributing factor is the lack of a method and an implementation strategy which is the gap between parents, as husband and wife. They had a different perspective in educating children. As a result, parents recognized that children tended to easily defy authority. As the children grew, there was a decrease in the quality of relationships with their parents. According to the parents, it was the impact of social media and the negative influence of the environment that triggered negative behaviors and conflict with them. For the children themselves had the same recognition that closeness with parents provided a positive incentive for them to become better. Conflict with the expression of negative emotions would lead them to a decrease in motivation and unwillingness to submit to parental authority. They also had the impression that when they did not obey, the parents did not love them. The children also wanted their parents to be fair, honest, and consistent with what were said or taught to them. In the case of inconsistencies, there would be a strong desire from the children to resist authority because of inner dissatisfaction. The children were able to accept the situation in which their fathers were still busy with work outside the home. The children can still feel the sincerity and commitment of parents who want the best in their lives. That is what motivates them to be willing to continue growing in character better. They had never experienced any discipline in the form of physical punishment. Children are also quite open to the process of learning to live a simple and humble life. However, the children are still struggling to deal with anger, especially if the parents do not fulfill their wishes. The internal state of children also affects the process of character formation. Furthermore, after the parents realized their mistake and began to set aside quality time for children, and children became more intimate with their parents. They received strong encouragement and motivation from their parents to establish

**a personal relationship with God in prayer and reading God's Word**

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regularly. In private conversations with the children as students respondents, they recognized how happy their parents were in supporting them through the process of education in which they could please God. They, also honestly admitted that there was still a tendency to follow their ego and laziness, but they were grateful to their parents who did not insist what they wanted them to do. The children were baptized when they were still babies, so they had no idea about the meaning of infant baptism and their identity as disciples of Christ because their parents did not explain its meaning. The children learned to read God's Word and diligently went to the Sunday school. But a few years later, there were children who felt less loved by their parents and were very disappointed when they saw their parents showed a life that were not consistent with what they said. They saw the difference between the teaching and the living. However, those children still wanted to help their parents in the household, to buy groceries and clean the house. At the age of 12, these children looked quite diligently engaging the service at school, but some of them were still reluctant to take part in church services. In the community, they had been accepted as good friends. They forgave easily, but some children struggled because there was a tendency to be less confident, to be less self-centered, to speak bad- language, and t unable to control anger. They acknowledged that their relationship with God was not good. The parents found that their children were more obedient when the educational process was conducted like the Biblical pattern design that was given. They also noticed that children could respect their authority more when parents discipline them in truth and honesty through a

simple and humble way of life. Parents found that the process of education based on Biblical standard, which had been applied to the balance between discipline and love, mutual love between parents and children, had a positive impact. The parents were committed to expressing some new approach and bring the atmosphere of joy in the morning by playing and joking with the children. The parents also encourage their children to be responsible instead of giving instructions and complaining. Moreover, holding the family altar trained the children to show attention to their brother and sister, and it could be a special moment to do reflection and evaluation at night before bed and to encourage children to memorize Bible verses. Father and mother in one heart diligently prayed for the children and devoted a prayer of blessing every day. By implementing this new process of educating children, the parents saw a better response from the children as well as the children showed good response to the parents. A year after this research was conducted, a deep observation was done. Most children claimed that there had been positive change in their behavior. They generally became more responsible. The parents admitted that the children were more independent and more open in communicating with them. Also, the children were more diligent in reading their Bible. The parents also witnessed that the children were happier and willingly took the initiative to help the parents. They were more obedient to parental authority. They were more willing to appologize and more willing to be molded. The children, also, were more concerned about friends and showed respect to God. Some children shared their feeling of joy while God answered their prayers. Besides, the children said that they truly believed in the Lord Jesus and felt loved by Him. They also shared their feeling of being valuable and unique. The children showed more enthusiasm to do good and right things, and to serve the Lord diligently in church services as well as school ministry. They happily read the Bible. They themselves showed that they were happy to pray and listen to the Word of God. The children showed humility and affection in the Lord. They also showed respect and consulted their parents. In friendship, the children became better in giving empathy to a friend who is feeling sad. They were active in giving advice to friends who were in need. They gladly worked together with an initiative to help any friends or teachers. They also loved to pray for missionaries. They were willing to memorize Bible verses and did it as well. They dared to admit their fault and honestly admit their wrong doing. This research found that parents who had a vision, mission, and strong commitment to implementing the spiritual education of children with the Biblical pattern would be more successful. Parents who loved each other as husband and wife, and consistently applied their family altar and had a good relationship with God, their children showed better character development. Their children also would be more open to receiving suggestions from the parents and have a willing heart to learn from their parents. The children admitted their mistakes more easily and showed respect to authority. Children who were involved in serving the Lord showed a better character development. Conversely, if the parents did not appropriately implement education for their children, the children would not show respect to the authority. Likewise, children aged more than four who were physically punished tended to be more difficult to handle, dishonest, and defiant to authority. Their children also tended to be less confident. The parents who had a problem with difficulty controlling emotions also inhibited communication with their children. The tendency of their children was more negative and more emotional towards other people. Based on this description after the observation, there was a significant difference when children experienced the educational process with or without the Biblical pattern design. There was a positive impact of the implementation of children education based on Biblical pattern, which is the formation of their characters. Thus, it can be assumed that if they experience the educational process, the result will be different. Parents' dedication to the Lord, commitment to Biblical standards and Biblical principles of life will provide the best process education for the children. The commitment and dedication of parents to God would help the process of character formation of their children. It is a very important investment for children, so they will have a loving spirit and encouragement to have the integrity in life, and they will emit character to imitate Christ in all aspects of life (Berger, 2004)[3]. Berger (2004) also proves

that character development is not only determined by how the spiritual process takes place in children, but is also influenced primarily by who implements the educational training process in children[3]. Proverbs 22:6 quotes that the transformation of character in the lives of children is God's supernatural work through the Holy Spirit, but requires the full role and responsibility of parents. He explains

**that wise and responsible parents have the authority of God and are more effective**

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for the process of inculcating and cultivating good character in their children.

**Parents who have unconditional love for their children and use their authority to consistently live according to Biblical principles will have a very effective influence in the process of forming good character in their children (Berger, 2004)[ 3]. Berger (2004) sees that parents who**

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have pure and powerful faith in God exercise their authority as parents to express their reverence to God[3]. Believing parents have the wisdom to educate their children to submit to authority. Parents who have good character and beautiful character

**will help the process of building children's character effectively.**  
Conversely, **if parents do not**

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become good examples for children, they will certainly

**cause some problems in the process of building virtuous character in children. Parents who realize their weaknesses must honestly admit their weaknesses and learn to apologize to their children.**

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When honest parents acknowledge their weaknesses, there will be a balance in the process of learning to build virtuous character in children (Berger, 2004)[3]. 5. Summary and Recommendation

**There are several factors that build and strengthen the process of forming godly characters. The first factor is the education process in the family and the church. The indicator is that there is integration**

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between children's education and the basic teaching of Christian faith. Children education should not be separated from the teaching of Christian doctrine. There is a necessity to develop a curriculum design that

integrates Christian faith education in church and Christian faith education conducted by the family. The church needs to fulfill the role of a community of believers who support the role of fathers as spiritual leaders

**in the family. The second factor is parents.**

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Parents should have a close relationship with God, as well as a quality relationship with their children. Parents need to set an example of character and integrity between words and daily actions. Loving relationship between father and mother is very important to be seen and imitated by children as well as the

**same vision and perspective in educating children, a genuine parental commitment to educate children based on**

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Bible standards, the sincerity of heart to help and guide the child so that children can follow God's calling in their lives. A father must commit himself to his role as God's spiritual leader in the family and diligently teach Bible-based doctrine of Christian faith. The third factor is children. This is a very important factor that a child has a personal experience of believing in Jesus Christ. Furthermore, parents should train children in preparation for their lives. Children should also be trained to be able to conduct personal evaluations and always give thanks in any circumstances. Children learn to thank the Lord for the love and mercy of God. All of these are recommendations based on the research results that provide an educational strategy that implements education for children with effective Biblical pattern design that builds the character of the child. Finally, it is important for parents to give priority to helping children have a personal experience with God. For without personal

**faith in Jesus Christ, the process of building the character of the child will not be effective. Without repentance and**

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personal faith in the work of saving Jesus Christ, no one can have the character of imitating Christ.

**The process of educating the child must be built in the**

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faith that experienced the saving grace of

**Jesus Christ through the work of the Holy Spirit (Pazmino, 1997)[ 14].**

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Thus, **parents**

who put

**on their faith in Jesus Christ and depend entirely on the Holy Spirit – for**

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only **the**

Holy Spirit can

**change the heart and change the character of a child (Coe, 2000)**

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– should educate their children according to Biblical standards[15]. Some of the practical things parents can do with teachers at school are: to provide opportunities for children at home and at school to be actively involved in mission service activities. Children are given the opportunity to get to know closely spiritual leaders at churches and at mission institutions. Furthermore, there should be a theological conversation between children and parents, or a discussion between children and a pastor or a spiritual guide Bibliology at church on issues such as the sacrament of Baptism and the Sacrament of Holy Communion, the doctrine of the Bible, and Christology. This theological conversation will be an excellent opportunity for children to be interested in learning and deepening the spiritual and teaching of the Bible.

**All these recommendations are dedicated to Christian parents and Christian teachers who have the vision and**

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vocation to serve their children for the sake of His Kingdom and His Glory. Only by the grace and blessing of God, Christian parents could raise their children to be godly children with the Christ-like character in this secular world. Only for the Lord Jesus Christ is glory, forever and ever. References 1. C. W. Carter, The Wesleyan Bible Commentary (Hendrickson, Massachusetts, 1986) 2. A. V. G. Allen, American Religious Leaders: Jonathan Edwards (Houghton Mifflin, Boston, 1889) 3. E. Berger, Raising Children with Character (Rowman and Littlefield, Oxford, 2004) 4. T. Hall, Furnishing the Soul, How Relational Connections Prepare Us for Spiritual Transformation. A seminar presented at Leadership Academy Seminar, (Colorado Springs, USA, 23 July 2007) 5. D. Keller, Shaping Character through Spiritual Formation dream Christian Early Education (ACSI, Colorado Springs, 2008) 6. Santoso, M. P. The Biblical Design for Spiritual Life of Children aged 7-12 years which Effective for the Formation of a Servant-Leader Character. [Thesis D.Min.]. SAAT, Malang, Indonesia (2010). p. 160-170. 7. V. E. Hess, W. Garlett, Habits of a Child's Heart: Raising Your Kids with the Spiritual Disciplines (NavPress, Colorado Springs, 2004) 8. M. Boyer, Parenting from the Heart (The Learning Parent, Rustburg, 2004) 9. J. W. Zumwalt, Passion for the heart of God, (OK: HGM, Choctaw, 2000) 10. P. Gieschen, Faith in Action, Helping Students Develop a Heart for God's Mission. (ACSI, Colorado Springs, 2005) 11. M. A. Zigarelli, Cultivating Christian Character (Purposeful Design, Colorado Springs, 2005) 12. K.O. Gangel, J. C. Wilhoit (Eds.), The Christian Educator's Handbook on Spiritual Formation (Victor, Canada, 1994) 13. J. Taylor, The Great Vision of Christian Education. [Online] From <http://www.desiringgod.org/articles/the-great-vision-of-christian-education> (2015) [Accessed on 18 February 2017] 14. R. W. Pazmino, Foundational Issues in Christian Education (Baker, Grand Rapids, 1997) 15. J. Coe, CEJ, Intentional Spiritual Formation in the Classroom: Making Space for the Spirit in the University, 4/2, Fall, 85-110 (2000) About the writer: The writer, Magdalena Pranata Santoso, 60 years old, married, mother of one son, is a Christian educator. Since 1985, she has been serving God at Petra Christian University, Indonesia as a lecturer for some subjects, as follows: Christian Ethics, Servant Leadership, and Christian Education. Since 2016, she has been serving as the Dean of the

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