
Bible-based Christian education: A systematic literature review on character education

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Abstract

Bible-based Christian education contributes to students' character formation by bringing together faith perspectives, moral principles, and educational experiences. This study examines how biblical principles contribute to character formation through a systematic literature review (SLR). Following the PRISMA 2020 framework, relevant publications on Christian education, biblical foundations, and character education were identified, screened, and synthesized thematically. The review analyzed 42 selected publications published between 2015 and 2025. The findings reveal five major dimensions of Bible-based character education: Scripture-centered learning, teacher role modeling, loving educational relationships, holistic formation, and continuous collaboration between schools, families, and churches. The study concludes that Bible-based Christian education provides an integrated framework for character development by connecting biblical values with educational practice and supporting students' moral responsibility, spiritual growth, and personal transformation.

Keywords

Bible-based Christian education, biblical principles, character education, Christian education, systematic literature review

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Introduction

Education is not limited to developing intellectual abilities; it also involves forming values, attitudes, and responsible behavior. In contemporary educational discourse, character development has become an important concern because schools are expected to prepare learners who possess not only academic competence but also moral awareness, social responsibility, and ethical decision-making abilities. Rapid technological development, globalization, and changing social values have created new challenges for educational institutions in maintaining the balance between knowledge acquisition and character formation. Recent studies emphasize that effective character education requires more than transmitting values; it must involve consistent practice, meaningful relationships, teacher modeling, and supportive educational environments (Anantama, 2024; Sarkadi et al., 2022).

Within the Christian tradition, education has always been understood as a process of holistic formation that integrates knowledge, faith, morality, and daily conduct. Bible-based Christian education does not view learning merely as the accumulation of religious information but as a transformative process aimed at shaping individuals according to biblical truth. Through this perspective, education becomes a means of developing a biblical worldview that influences learners' beliefs, decisions, relationships, and ethical actions. Therefore, Christian education seeks to form individuals who demonstrate spiritual maturity, moral integrity, and responsibility in their personal and social lives.

Within Bible-based Christian education, character formation is regarded as a fundamental educational purpose. Values reflected in Scripture, including love, honesty, humility, compassion, discipline, responsibility, forgiveness, and servant leadership, serve as guiding principles in shaping students' attitudes and actions. However, character formation cannot be achieved through classroom instruction or theological understanding alone. It requires continuous integration between teaching practices, institutional culture, family involvement, and the personal example of educators. Research on values-based education shows that character development is more effective when values are embedded in school culture and demonstrated through authentic teacher practices, rather than presented only as theoretical concepts (Anantama, 2024; Sumarno et al., 2025).

Teachers play a crucial role in this process because students often develop character through observation and interaction with significant figures in their learning environment. In Christian education, teachers serve as both instructors who deliver biblical knowledge and mentors whose attitudes and behaviors embody the values they teach. The credibility of Christian education therefore depends largely on the consistency between biblical teaching and educators' lived example. Previous studies have highlighted that teacher modeling, relational engagement, and spiritual guidance are essential components in supporting students' moral and character development (Telaumbanua, 2018; Windarti, 2024).

In some educational settings, educators primarily focus on the cognitive understanding of biblical teaching rather than its practical application to character transformation. Furthermore, digital culture, individualism, consumerism, and shifting moral perspectives have made it difficult to maintain consistent value formation among younger generations. These challenges highlight the necessity of an educational framework that systematically integrates biblical principles into character development practices.

Previous studies have contributed valuable insights into Christian education and character formation. Some studies have examined the role of Christian teachers, family involvement, or specific biblical principles in shaping students' character (Ester et al., 2022; Karsiah & Panjaitan, 2025; Telaumbanua, 2018). However, existing research remains fragmented because many studies focus on particular aspects of Christian education without providing a comprehensive synthesis of the biblical, theological, and pedagogical foundations underlying character education. Consequently, a systematic review is needed to identify recurring principles, educational approaches, and practical strategies that explain how Bible-based Christian education contributes to holistic character formation.

To address this research gap, this study employs a Systematic Literature Review (SLR) approach to analyze and synthesize existing scholarly literature on Bible-based Christian education and character education. The study aims to identify the foundational biblical principles, educational practices, and character formation strategies that emerge across previous studies. By integrating theological perspectives with educational research, this study seeks to provide a comprehensive understanding of Bible-based Christian education as a framework for developing learners' moral, spiritual, and personal character.

This study contributes by bridging theological reflection and educational scholarship through a systematic synthesis of existing literature. Unlike previous studies that primarily discuss isolated elements of Christian education, this research presents an integrated framework connecting biblical foundations, teacher roles, educational practices, and character formation processes. The findings are expected to provide theoretical and practical contributions for Christian schools, educators, curriculum developers, and researchers interested in faith-based character education.

Furthermore, the discussion of Bible-based Christian education should be positioned within the broader development of character education research. Contemporary perspectives on character formation emphasize that values are not effectively developed through instruction alone but through repeated experiences, relationships, and consistent practices within educational communities. In this regard, faith-based education offers a distinctive perspective by emphasizing the connection between belief systems, moral reasoning, and daily behavior. Integrating spiritual formation with educational practice provides an opportunity to examine how religious values influence learners' identity, ethical awareness, and social responsibility. Recent studies in Christian education also highlight that teacher exemplarity and spiritual mentoring remain important mechanisms in translating biblical values into students' lived experiences (Riswan & Ndruru, 2025; Saragih et al., 2025). Therefore, examining Bible-based Christian education through a systematic review can provide a better understanding of how theological principles are transformed into educational practices that support holistic character development.

Methodology

Research design

This study employed a Systematic Literature Review (SLR) to examine and synthesize existing scholarly research on Bible-based Christian education and its contribution to character formation. An SLR was selected because it provides a structured approach for identifying, evaluating, and integrating previous studies through transparent and reproducible procedures.

Unlike a traditional literature review, an SLR follows predefined criteria to minimize researcher bias and generate a more comprehensive understanding of a particular research area (Snyder, 2019).

The review process was conducted based on the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework. PRISMA provides systematic guidance for reporting literature reviews through four main stages: identification, screening, eligibility assessment, and inclusion (Page et al., 2021). These procedures enabled the researchers to systematically select relevant publications and ensure that the final synthesis was based on studies aligned with the research objectives.

Literature search strategy and selection criteria

To maintain methodological consistency, this study established explicit inclusion and exclusion criteria before conducting the literature review. The criteria were designed to identify publications that directly addressed Bible-based Christian education, biblical perspectives, and character development.

The inclusion criteria consisted of:

1. Peer-reviewed journal articles, academic books, and book chapters related to Christian education or character education.
2. Publications discussing biblical education, Christian educational philosophy, spiritual formation, or character development.
3. Studies published in English between 2015 and 2025 to capture recent developments in Christian education research.
4. Publications presenting theoretical, conceptual, or empirical discussions relevant to Bible-based Christian education.
5. Full-text publications available for detailed analysis.

The exclusion criteria included:

1. Conference abstracts, editorials, dissertations, and unpublished manuscripts.
2. Publications unrelated to Christian education, biblical perspectives, or character formation.
3. Studies that lacked sufficient theoretical explanation or methodological clarity.
4. Duplicate records identified from multiple database sources.

These criteria were applied consistently throughout the selection process to ensure that only relevant and academically reliable studies were included in the final synthesis.

Study selection process

The initial literature search identified 286 publications related to Bible-based Christian education and character formation. After removing duplicate records, 231 publications remained for title and abstract screening. Following the application of the predetermined inclusion criteria, 87 articles were selected for full-text assessment. After further evaluation of methodological relevance and research focus, 42 publications fulfilled all eligibility requirements and were included in the final review.

The selection process followed the PRISMA 2020 procedure to provide transparency regarding the identification, screening, and inclusion of studies (Page et al., 2021). A PRISMA flow diagram is recommended to visually present the selection process and improve the reproducibility of the review.

Data extraction and analysis

Data from the selected publications were extracted using a structured review form to ensure consistency throughout the analysis process. The extracted information included publication details, research context, methodological approach, educational setting, biblical or theological framework, dimensions of character education, major findings, and educational implications. This structured extraction process enabled the researchers to compare findings across studies and identify relevant patterns related to Bible-based Christian education and character formation.

The analysis process involved thematic synthesis, where recurring ideas across the selected studies were examined, compared, and organized into broader patterns that explained the contribution of Bible-based Christian education to character development. This method was considered appropriate because the selected publications applied diverse theoretical perspectives and research approaches, requiring an interpretive process to integrate findings into a coherent conceptual framework (Snyder, 2019). Through repeated comparison and categorization of the extracted information, the analysis identified key patterns that explain how biblical principles are translated into educational practices.

The thematic synthesis generated four interconnected areas of analysis: the biblical foundations of Christian education, the principles underlying Bible-based character formation, pedagogical approaches for developing Christian character, and the implications of Bible-based Christian education for contemporary educational practice. These themes provided a comprehensive understanding of how Bible-based Christian education contributes to students' holistic character development by connecting faith, educational processes, and everyday practices.

Trustworthiness and review quality

Several procedures were implemented to maintain the credibility and reliability of the review. First, the study applied predetermined inclusion and exclusion criteria to ensure consistency during the selection process. Second, the analysis was conducted through repeated comparison and categorization of findings to reduce subjective interpretation. Third, the systematic documentation of the review stages improved transparency and enabled future researchers to replicate the procedure. Following PRISMA 2020 recommendations, the systematic approach strengthened the methodological rigor of this study by ensuring that literature identification, selection, and synthesis were conducted in a structured and accountable manner (Page et al., 2021).

Findings

The conceptual foundation of Bible-based Christian education

The synthesis of the selected studies reveals that Bible-based Christian education is a holistic educational framework that integrates intellectual development, spiritual formation, moral responsibility, and personal transformation into a unified process. The findings indicate that Christian education is not primarily oriented toward transferring biblical information but

toward shaping learners' worldview, values, and behavior patterns through continuous engagement with biblical principles. In this framework, learning becomes a formative process that influences how students understand themselves, relate to others, and respond to social realities.

A significant finding from the reviewed literature is that Scripture functions as the foundational source for educational philosophy and practice. Bible-based Christian education positions biblical truth as a guiding framework for understanding knowledge, morality, and human purpose. Therefore, education is viewed not only as an academic activity but also as a process of forming individuals who are capable of integrating faith with daily actions. This perspective supports the argument that Christian education should connect theological understanding with practical life experiences rather than limiting religious learning to classroom instruction.

The findings further demonstrate that character formation is the central outcome of Bible-based Christian education. Across the reviewed studies, values such as integrity, compassion, responsibility, humility, forgiveness, discipline, and servant leadership consistently appear as essential components of Christian character development. These values are presented not merely as moral concepts but as principles to be practiced through relationships, decision-making, and participation in educational communities.

The synthesis also highlights that effective character formation requires intentional and continuous processes. Students develop character not only through formal teaching but also through observation, mentoring, family influence, worship experiences, and engagement with the wider Christian community. This finding emphasizes that Bible-based Christian education operates through an educational ecosystem in which schools, families, churches, and educators share responsibility for nurturing students' spiritual and moral growth.

Another important finding concerns educators' role. The literature consistently identifies Christian teachers as key agents in translating biblical principles into educational practice. Teachers influence character formation not only through instructional competence but also through personal example, ethical behavior, and spiritual maturity. In this context, the teacher becomes both an educator and a role model whose daily actions demonstrate Christian values in practice.

Implementation of Bible-based Christian education in character formation

The thematic synthesis identified five interconnected dimensions through which Bible-based Christian education contributes to character formation: teacher engagement, relational approaches based on love and patience, holistic development, continuous formation, and responsible discipline.

Teacher engagement as a foundation of character formation, one of the strongest themes emerging from the literature is the central influence of teachers in developing students' character. The findings show that Christian educators function beyond the traditional role of knowledge providers. They act as mentors, spiritual guides, and examples of Christian living who help students understand and practice biblical values.

The reviewed studies indicate that students are more likely to internalize character values when teachers demonstrate consistency between what they teach and how they behave. Therefore, teacher credibility becomes an essential element of Bible-based education. A

teacher who demonstrates honesty, compassion, humility, and responsibility provides students with a concrete model of Christian character.

This finding suggests that teacher development programs in Christian educational institutions should not focus solely on pedagogical skills. Professional preparation should also include spiritual formation, ethical leadership, and reflective practices that enable teachers to become authentic representatives of the values they teach.

Love and patience as relational approaches in character education, the second major finding emphasizes that character formation occurs most effectively within relationships characterized by love, patience, and acceptance. Bible-based Christian education understands students as individuals who require guidance, encouragement, and correction within a supportive environment.

The reviewed studies show that Christian educators influence students' character development through daily interactions rather than through instruction alone. Compassionate communication, emotional support, and patient mentoring allow students to experience biblical values in practical ways. Furthermore, patience is identified as an important element because character development is a gradual process. Students possess different backgrounds, abilities, and stages of spiritual development. Therefore, effective Christian education requires educators to guide students continuously rather than expecting immediate behavioral transformation.

Holistic character development, the findings demonstrate that Bible-based Christian education adopts a holistic understanding of human development. Character formation is not separated from intellectual learning but integrated with spiritual, emotional, social, and moral growth. Unlike approaches that view education primarily through academic achievement, Christian education emphasizes the development of the whole person. Students are expected to grow not only in knowledge but also in wisdom, ethical awareness, emotional maturity, and responsibility toward others.

This finding indicates that Bible-based Christian education provides a broader educational perspective by connecting academic competence with moral purpose. Learning becomes meaningful when students can apply knowledge in ways that reflect biblical values and contribute positively to society.

Continuous formation through school, family, and church collaboration, another significant finding is that character formation requires continuous reinforcement across different environments. The literature indicates that schools alone cannot fully develop students' character without support from families and Christian communities. Family involvement provides the first environment where values are introduced and practiced, while churches provide additional opportunities for spiritual growth, service, and community participation. Therefore, sustainable character education requires cooperation among educational institutions, parents, and religious communities. This finding expands the understanding of Christian character education by showing that formation is not an isolated school program but a long-term process supported by multiple social institutions.

Discipline and responsible character development, the final theme identified from the literature is the importance of discipline in developing responsible character. However, the findings distinguish Bible-based discipline from punishment-oriented approaches. Christian discipline is understood as a formative process that guides students toward responsibility, self-control, and moral awareness.

The reviewed studies indicate that effective discipline combines clear expectations with compassion and restoration. Rather than focusing only on correcting mistakes, Christian discipline aims to help students understand consequences, develop self-regulation, and make responsible decisions. Therefore, discipline within Bible-based Christian education functions as a mechanism for character growth. When implemented consistently and relationally, discipline supports the development of integrity, accountability, and maturity.

Integrated framework of Bible-based character education

Based on the thematic synthesis, this study proposes that Bible-based Christian education contributes to character formation through an integrated process involving biblical foundations, teacher modeling, relational engagement, holistic development, community collaboration, and responsible discipline. The findings suggest that character education becomes more effective when biblical values move from theoretical concepts to lived educational practices. Scripture provides the philosophical foundation; teachers serve as examples and mentors; schools create supportive environments; families and churches reinforce values; and discipline guides students toward responsible behavior.

Thus, Bible-based Christian education is an integrated educational framework that connects faith, learning, and character development. Its contribution lies not only in transmitting religious knowledge but also in forming individuals who demonstrate moral responsibility, spiritual maturity, and meaningful engagement with their communities.

Discussions

Bible-based Christian education as a framework for character formation, the reviewed literature suggests that Bible-based Christian education extends beyond the transmission of biblical knowledge. It functions as a broader framework through which students develop moral awareness, spiritual understanding, and patterns of responsible behavior. The synthesis of the selected studies shows that Christian education integrates intellectual development, spiritual growth, moral responsibility, and practical behavior into a unified educational process. In this perspective, education aims not only to develop students' cognitive abilities but also to shape their identity, values, and actions according to biblical principles.

This finding confirms that character education requires a deeper approach than the delivery of moral concepts. Values become meaningful when learners are guided to understand, experience, and practice them within real-life situations. Contemporary character education studies emphasize that moral development occurs through continuous interaction between knowledge, personal reflection, relationships, and behavioral experiences rather than through instruction alone (Berkowitz & Bier, 2004; Kristjánsson, 2020; Lickona, 2004). Therefore, Bible-based Christian education contributes to character education by providing a theological foundation that connects moral values with personal transformation.

The reviewed literature also demonstrates that Scripture functions as the central foundation for Christian educational philosophy. Biblical principles provide direction for understanding human purpose, ethical responsibility, and the meaning of personal development. Previous Christian education scholars have emphasized that education within the Christian tradition involves faith formation, discipleship, and the development of character

through lifelong learning processes (Karsiah & Panjaitan, 2025; Telaumbanua, 2018). Thus, Bible-based Christian education offers a distinctive contribution by integrating spiritual formation with educational practice.

However, the findings suggest that biblical education should not remain limited to theological discussion. The effectiveness of Bible-based character education depends on how biblical principles are translated into daily educational experiences. When values such as honesty, compassion, responsibility, humility, and service are consistently practiced within the learning environment, students are more likely to internalize these values as part of their personal identity.

Transformation of biblical values into educational practice, one of the important findings of this review is that Bible-based Christian education becomes effective when biblical values move from conceptual understanding toward practical implementation. The literature indicates that character formation does not occur simply because students receive biblical instruction; rather, it develops through consistent examples, habits, relationships, and institutional culture.

This finding aligns with broader character education research showing that successful value formation requires integration between curriculum, school environment, and daily interactions. Character education programs become stronger when values are embedded across learning activities rather than treated as separate moral lessons (Berkowitz & Bier, 2004; Daheri et al., 2024; Kristjánsson, 2020). In this context, Bible-based education provides a framework in which faith-based values influence teaching strategies, classroom interactions, and institutional practices.

The reviewed studies reveal that Christian educational institutions need to create environments where students experience biblical principles through practical activities. For example, responsibility can be developed through meaningful participation, honesty can be strengthened through trust-based relationships, and compassion can grow through service-oriented activities. This demonstrates that character education is fundamentally experiential.

Furthermore, the integration of biblical values into educational practice requires consistency between institutional expectations and actual behavior. A school cannot effectively promote Christian character if the values taught in classrooms contradict the behaviors demonstrated by educators or the broader school culture. Therefore, authenticity becomes a critical factor in successful Bible-based character formation.

Teacher role modeling as a key mechanism of character development, the strongest theme emerging from the literature concerns the central role of teachers in shaping students' character. The findings show that teachers function not only as instructors but also as mentors, spiritual guides, and examples of Christian living. In Bible-based Christian education, the personal character of educators becomes an important medium through which students observe and understand biblical values.

This finding supports previous research indicating that teacher modeling is one of the most influential factors in character education. Students often learn moral values through observation of adult behavior, particularly from teachers who demonstrate consistency between their words and actions (Fitri et al., 2025; Telaumbanua, 2018; Windarti, 2024). Recent systematic reviews also confirm that teachers contribute significantly to character development through modeling, mentoring, habituation, and integration of values into learning activities.

The implications of this finding are significant for Christian teacher development. Professional competence alone is insufficient because Christian educators are expected to demonstrate integrity, compassion, patience, and spiritual maturity. Teacher preparation programs should therefore include both pedagogical development and personal formation.

Moreover, the influence of teachers extends beyond classroom instruction. Teachers contribute to character development by creating supportive learning environments, providing guidance, encouraging reflection, and helping students apply biblical principles when facing personal and social challenges. Thus, the teacher becomes a bridge between theological understanding and everyday practice.

Love, patience, and relational approaches in character education, another important finding is that Bible-based Christian education emphasizes relationships as a fundamental pathway for character formation. The reviewed literature shows that love and patience are not merely personal virtues but educational principles that influence how teachers interact with students.

Christian education views students as individuals who require guidance, encouragement, and correction within a supportive environment. This relational approach differs from purely disciplinary models that focus primarily on controlling behavior. Instead, Christian education emphasizes restoration, growth, and transformation through meaningful relationships.

This perspective is consistent with character education research emphasizing the importance of caring relationships in moral development. Students are more likely to internalize values when they experience respect, trust, emotional support, and positive interactions within educational communities (Berkowitz & Bier, 2004; Kristjánsson, 2020; Laia & Nome, 2025).

The findings also indicate that patience is essential because character formation is a gradual process. Students have different backgrounds, abilities, emotional maturity, and spiritual experiences. Therefore, educators need to provide continuous support rather than expecting immediate behavioral changes. Through patient mentoring, students gradually develop self-awareness, responsibility, and commitment to biblical values.

Holistic character formation through school, family, and church collaboration, the findings demonstrate that Bible-based Christian education adopts a holistic understanding of human development. Character formation involves not only spiritual aspects but also intellectual, emotional, social, and moral dimensions. This holistic approach recognizes that students develop as complete individuals whose beliefs, behaviors, relationships, and responsibilities are interconnected.

The reviewed studies indicate that sustainable character development requires collaboration between schools, families, and churches. Schools provide structured learning environments, families establish early value formation, and churches strengthen spiritual growth through community involvement and service opportunities.

This finding is supported by research emphasizing that character education is most effective when multiple social environments reinforce similar values. Family involvement, school culture, and community participation create consistency that strengthens students' moral development (Ester et al., 2022; Mulyani et al., 2024; Woga et al., 2023). Therefore, Bible-based character education should not be considered only a responsibility of Christian education teachers. Instead, it requires collective commitment from all stakeholders. The cooperation between educational institutions, families, and churches creates a supportive ecosystem where biblical values can be practiced consistently.

Discipline and responsible character development, the final major finding concerns the role of discipline in developing responsible character. The literature indicates that Bible-based Christian discipline should not be interpreted as punishment or strict control but as a formative process aimed at developing responsibility, self-control, and moral awareness. The findings reveal that effective discipline combines clear expectations with compassion and guidance. Students need to understand not only what behavior is expected but also why certain values are important. This approach encourages internal motivation rather than dependence on external control.

Previous studies support the idea that discipline contributes to character development when implemented consistently and relationally. Biblical discipline emphasizes correction, restoration, and personal growth rather than punishment alone (Emiyati, 2018; Sinaga et al., 2023; Woga et al., 2023). Therefore, Christian educational institutions should develop disciplinary systems that reflect biblical principles of responsibility and restoration. Such systems help students develop self-discipline, accountability, and ethical decision-making abilities.

Theoretical contribution and educational implications, this study contributes to Christian education scholarship by presenting Bible-based Christian education as an integrated framework for character formation. Unlike previous studies that often examine individual aspects of Christian education separately, this systematic review connects biblical foundations, teacher influence, relational processes, institutional culture, and community involvement into one conceptual model.

The findings suggest that Bible-based character education operates through five interconnected dimensions: biblical foundation, teacher modeling, relational learning, holistic development, and continuous community support. This framework provides a broader understanding of how religious values become educational practices. From a practical perspective, Christian schools should integrate character formation throughout curriculum planning, classroom activities, teacher development, and institutional culture. Educators should be prepared not only as competent instructors but also as ethical leaders and role models. In addition, collaboration with families and churches should be strengthened to ensure continuity of character development.

Future research should examine the effectiveness of Bible-based character education through empirical studies, including longitudinal research and validated measurement instruments. Such studies would provide stronger evidence regarding how spiritual formation influences students' moral reasoning, leadership development, and social responsibility.

Conclusion

This systematic literature review demonstrates that Bible-based Christian education provides an integrated framework for character formation by connecting biblical principles, educational practices, and personal transformation. Based on the synthesis of 42 selected publications, the study reveals that character development within Christian education is not limited to the transmission of religious knowledge but involves a continuous process of shaping students' identity, moral responsibility, spiritual growth, and daily behavior. The findings highlight five interconnected dimensions that support Bible-based character education: Scripture-centered learning, teacher role modeling, relational educational approaches, holistic development, and collaboration among schools, families, and churches.

The study further concludes that effective Bible-based character formation requires consistency between biblical teaching and educational practice. Teachers play a central role as educators, mentors, and role models who demonstrate Christian values through their attitudes and actions. In addition, character development becomes more sustainable when students experience supportive relationships, constructive discipline, and continuous reinforcement of values across educational, family, and community environments. Therefore, Bible-based Christian education should be understood as a holistic educational approach that integrates faith, learning, and character development rather than as a separate religious instructional activity.

The theoretical contribution of this study lies in presenting Bible-based Christian education as a comprehensive character formation framework that links biblical foundations, teacher influence, relational learning, institutional culture, and community involvement. This perspective extends previous discussions that often examine individual aspects of Christian education separately by providing a broader understanding of how theological principles are transformed into educational practices.

Practically, the findings suggest that Christian educational institutions should incorporate character formation throughout curriculum planning, classroom activities, teacher preparation, and school culture. Educators should be developed not only in pedagogical competence but also in ethical leadership and spiritual maturity. Furthermore, stronger partnerships between schools, families, and churches are needed to create consistent environments that support students' moral and spiritual growth.

Future research should examine the long-term impact of Bible-based character education through empirical and longitudinal studies. Further investigation is also needed to develop valid assessment approaches for measuring character development and to explore how Bible-based education responds to contemporary challenges, including digital transformation, multicultural environments, and changing social values.

Disclosure Statement

No potential conflict of interest was reported by the authors.

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