

THE ROLE OF CHRISTIAN RELIGIOUS EDUCATION IN THE RECOVERY OF MENTAL DISORDERS

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Abstract (Indonesia)

Latar Belakang: Pendidikan agama Kristen tidak hanya sebatas pembelajaran keilmuan tetapi juga dipraktikkan dalam kehidupan sehari-hari, salah satunya dalam pemulihan gangguan mental.

Tujuan: Penelitian ini bertujuan untuk mengetahui peran pendidikan agama Kristen dalam pemulihan gangguan mental.

Metode: Penelitian ini menggunakan metode penelitian kualitatif dengan pendekatan deskriptif, sedangkan teknik pengumpulan data dilakukan dengan studi literatur melalui eksplorasi jurnal, buku, dan informasi lain yang relevan dengan penelitian.

Hasil: Hasil penelitian menunjukkan bahwa peran pendidikan agama Kristen dalam pemulihan gangguan mental adalah sebagai panduan untuk mengajarkan makna hidup, untuk menjauhkan mereka yang memicu masalah, untuk membawa harapan yang baik dan untuk membawa ketenangan.

Kesimpulan: Hasil penelitian menunjukkan bahwa peran pendidikan agama Kristen dalam pemulihan gangguan mental adalah sebagai panduan untuk mengajarkan makna hidup, untuk menjauhkan mereka yang memicu masalah, untuk membawa harapan baik dan untuk membawa ketenangan.

Kata Kunci: pendidikan, agama kristen, pemulihan gangguan mental

Abstract (English)

Background: Christian religious education is not only limited to scientific learning but also practiced in everyday life, one of which is in the recovery of mental disorders.

Objective: *This study aims to determine the role of Christian religious education in the recovery of mental disorders.*

Method: *This research uses qualitative research methods with a descriptive approach, while data collection techniques are carried out with literature studies through the exploration of journals, books, and other information relevant to the study.*

Results: *The results showed that the role of Christian religious education in the recovery of mental disorders is as a guide to teach the meaning of life, to keep away those who trigger problems, to bring good hope, and to bring tranquility.*

Conclusion: *The results showed that the role of Christian religious education in the recovery of mental disorders is as a guide to teach the meaning of life, to keep away those who trigger problems, to bring good hope, and to bring tranquility.*

Keywords: *education, christianity, recovery of mental disorders*

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INTRODUCTION

Christian education is education by involving all church members being more aware of sin and living in the Word of Jesus Christ so that they can serve and be responsible in communion, namely the church (Sahertian, 2019a). Christian religious education is an effort to develop the ability of students to understand and live the love of God in Jesus Christ, which can be expressed in everyday life towards others, nature, and the environment (Sahertian, 2019b).

Christian religious education is an effort to develop the ability of students to understand and live the love of God in Jesus Christ, which can be expressed in everyday life towards others, nature, and the environment. Christian religious education is not just an understanding of the teaching of Christianity scientifically (cognitively), but a personal life that can be practiced through attitudes (affective) and daily actions (psychomotor), so that through Christian religious education Christians grow in the steadfastness of faith and spiritual maturity (Telaumbanua, 2020).

Every day through the medium of information, both print and electronic, news of criminality, the tragedy of domestic violence, rape, sexual abuse, prostitution, and various other forms of crime always appear. This illustrates that the life of our society is ailing. Society experiences an identity crisis that boils down to a moral and spiritual crisis. Even more stifling, the phenomenon of moral and spiritual crises that has been rife lately has not only afflicted adults but has involved children. From the current condition of society, it can be seen that the mental health of each individual cannot be equalized. This condition

increasingly makes the urgency of discussing mental health which leads to how to empower individuals, families, and communities to be able to find, maintain, and optimize their mental health conditions in facing daily life (Firmansyah, 2013).

The lack of public awareness and knowledge about mental illnesses or disorders often leads to the mistreatment of people with mental illnesses. For example, there is a phenomenon where families in remote areas of Indonesia prefer to accommodate their family members who have mental illnesses such as Schizophrenia rather than take them to the hospital. Not to mention people with mental illness who are made fun of and shunned by their environment because it is considered troublesome. There are many types of mental illness outside of Down syndrome and autism that are difficult to detect through external appearance and are not congenital from birth such as schizophrenia, bipolar disorder, manic, depression, paranoid and others (Choresyo et al., 2015)

Mental disorders are generally considered as suffering or strange behaviors. This kind of assumption is only natural because people with mental disorders tend to show unreasonable behavior. They are usually busy with themselves and what is said is difficult to understand people around them and even what is done is difficult to accept for those (Tumonglo, 2022). Christian religious education is not just an understanding of the teaching of Christianity scientifically (cognitively), but a personal life that can be practiced through attitudes (affective) and daily actions (psychomotor), so that through Christian religious education Christians grow in the firmness of faith and spiritual maturity (Daulay, 2015). Thus, the recovery of mental disorders can be one of the efforts implemented through Christian religious education. Based on the background of these problems, researchers are interested in conducting a study entitled "The Role of Christian Religious Education in the Recovery of Mental Disorders".

RESEARCH METHODS

This research is qualitative research with a descriptive approach. Qualitative research is research that departs from ignorance, meaning that the researcher does not yet know the object under study, including the types of data and categories that may be found. Therefore, qualitative research does not use existing theories as the basis for their theoretical development. Qualitative researchers are required to be able to dig up data based on what participants or data sources say, feel, and do. Qualitative researchers must be an "emic perspective" meaning that obtaining data is not "as it should be", not based on what the researcher thinks but based on what happens in the field, which is experienced, felt, and thought by participants/data sources.

According to Ansori (2019), the descriptive method is carried out by describing facts which are then followed by analysis, not only deciphering but by providing sufficient understanding and explanation. Data collection techniques are carried out by exploring journals, books, and other information relevant to the study. The source of data that is material is the results of research data and journals, books, laws, and other information relevant to the study obtained through Google Scholar.

RESULTS AND DISCUSSION

Education comes from the Greek pedagogy which means a child who goes and goes home delivered by servants (pedagogues). In English education is termed to educate which means to improve morale and improve intellectuals. Etymologically, education comes from the Latin word educere a combination of ex which means outside, and ducere which means to lead, then educate means to lead outside. In its development, this word is

interpreted as educating, raising, nurturing, and training children. According to Plato, education is *educere*, which is the process of guiding or leading people out of the shadows that are not real to a truth (Sianipar, 2022).

Christian Religious Education is Christian religious education carried out by the church through various educational and teaching programs that aim to mature the faith of all members of the congregation so that they can play a role in society. Christian Religious Education applies not only to Christian educational institutions but to the entire world of education. Christian education is not education aimed at Christians or education organized only by Christians. The essence of Christian education lies in Christian education itself, namely education that is sourced and centered on the word of God and the Bible (Purba & Christmastiando, 2021).

The success of Christian Religious Education depends on the shared engagement between educators and learners and is genuine for the success of the teaching itself. Christian education is open to change and needs so that learners can understand and place themselves realistically, critically, and creatively in every situation faced including how to place themselves as believers amid their environment. The main purpose of Christian Religious Education is for students to grow in faith, and obedience to the word of God, and be able to apply their faith in their personal lives and together with others.

The characteristics of Christian Religious Education are very different from general education. The difference will be seen if you understand the meaning of the vision of Christian Religious Education which is by the biblical understanding. Christian education has the purpose of human repentance. Repentance is so important in the Christian faith. It is repentance that makes it possible for each person to see the kingdom of God and experience a new birth in Christ. Christian education also brings people to spiritual growth which will be seen from two aspects, namely the vertical and horizontal aspects. The vertical aspect is the renewed relationship with God which is confirmed through the word of God and prayer. Meanwhile, horizontal is characterized by the practice of faith in relationships with others (Sagala, 2016).

Christian Religious Education educators teach learning materials not only limited to knowledge related to the Christian faith. However, religious teachers are also encouraged to do their teaching based on counseling. What is meant by counseling-based education is that the material and basic techniques of counseling are understood by teachers when counseling counselors. This counseling-based learning also fosters an attitude of empathy and shapes the individual to become a listener who understands and engages in the atmosphere of the victim's feelings and suffering. Counseling guidance-based education has an ideal concept and role because with the optimal functioning of guidance and counseling all the needs and problems of students in schools will be handled properly (Sembiring & Simon, 2022).

Religion has responsibility for mental health issues. This requires good coordination arrangements between institutions so that they can be 'forced' to carry out cross-sectoral cooperation in dealing with these problems collectively.

Act No. 36 the Year 2009 paragraph 1 concerning Health states that health is a state of physical, mental, and social well-being that allows everyone to live a socially and economically productive life. According to WHO, health is a complete state of well-being both physically, mentally, and socially that is not only free from disease or disability (Saputra et al., 2018).

Mental disorders or mental illnesses are psychological or behavioral patterns that are generally associated with stress or mental disorders that are not considered part of the normal development of the human being. The disorder is defined as a combination of affective, behavioral, cognitive, or perceptual components, which relates to certain functions of the brain region or nervous system that perform the social, labor, and physical functions of the individual.

Mental illness has different type or types that will also affect the severity of the disease. Some types of social diseases that exist include Anxiety Disorder (Paranoid), Depression, Schizophrenia, Bipolar Mood Disorder, Personality Disorder, Trauma, and eating disorders. The most common social ills are Paranoid and depression. Sometimes there are times when human beings come face to face with feelings of oppression, fear, or sadness. Feelings that are too strong from it will cause early symptoms of depression or Anxiety Disorder and it can interfere with daily life and can also damage social relationships with others in more severe conditions, a person with depressive symptoms can for days not want to go out of the room and do not want to come into contact with the outside world and do not care about their health. A person who is paranoid, in severe condition, may not want to leave the room or house because they feel threatened by something that does not threaten him. Paranoid sufferers, usually also have certain rituals that are quite awkward to remove fear from within themselves (Choresyo et al., 2015).

According to the ICD-10 2010 edition, and the ICD-10 Classification of Mental and Behavioural Disorders: clinical descriptions and diagnostic guidelines of 1992, mental disorders can be classified into the following 11 categories (Ayuningtyas & Rayhani, 2018).

1. F00-F09: Organic, including symptomatic, mental disorders
2. F10-F19: Mental and behavioral disorders due to psychoactive substance use
3. F20-F29: Schizophrenia, schizotypal and delusional disorders
4. F30-F39: Mood [affective] disorders
5. F40-F48: Neurotic, stress-related, and somatoform disorders
6. F50-F59: Behavioral syndromes associated with physiological disturbances and physical factors
7. F60-F69: Disorders of adult personality and behavior
8. F70-F79: Mental retardation
9. F80-F89: Disorders of psychological development
10. F90-F98: Behavioral and emotional disorders with onset usually occurring in childhood and adolescence
11. F99-F99: Unspecified mental disorder

Mental health issues are the responsibility of cross-ministries, namely the Ministry of Social Affairs, the Ministry of Religious Affairs, the Ministry of Health, the Ministry of Education, and others. This requires good coordination arrangements so that these agencies can be 'forced' to carry out cross-sectoral cooperation in dealing with this problem collectively.

Christian religious education in the recovery of mental disorders plays a role in various things including:

1. Guidance teaches the meaning of life

Understanding the meaning of life is so important for every human being, as a reason to live life as much as possible. Based on the Christian faith, the man was formed by God from the dust of the ground and created in His image and likeness. God created nature, life, and man must have some meaning. The meaning of life is a strong reason and motivation that supports a person to live life according to what is believed and what is his goal. Since the beginning of creation, man has been mandated to fill the earth and preserve the contents of the earth. A human being who has the meaning of life will understand his values so that he values and loves himself more which greatly affects the course of his life whether in a positive or negative direction. Understanding the meaning of life is so important for every human being, as a reason to live life as much as possible. Based on the Christian faith, the man was formed by God from the dust of the ground and created in His image and likeness. God created nature, life, and man must have some meaning. The meaning of life is a strong

reason and motivation that supports a person to live life according to what is believed and what is his goal. Since the beginning of creation, man has been mandated to fill the earth and preserve the contents of the earth. A human being who has the meaning of life will understand his values so that he values and loves himself more which greatly affects the course of his life whether in a positive or negative direction.

2. Keep what's triggering the issue away

Christianity teaches us to stay away from sources of stress and the causes of disease. The Bible can serve as a guide to avoid you from doing bad. By minimizing life problems, you will feel calm and have the potential to live happily.

3. Bearer of good wishes

Faith can provide hope and acceptance. This encourages a sense of optimism and positive hope when something bad is happening to you. All religions teach you to accept all things that are not to your liking, and things that are beyond your control. This is commonly called surrendering to God, and hoping that everything that happens to you will end up okay.

4. Carriers of tranquility

Religion can bring a calming effect. The calming effect that exists in religion is often done through prayer, rituals, meditation, and other forms of relaxation of the body. So, with the teachings of the beliefs you have, you can reduce depression and physical stress.

Matthew 11:28-29. "Come unto me, all ye that labor and are heavily laden, and I will give you rest. Take my yoke upon you and learn from me, for I am gentle and humble in heart, and your souls shall find rest."

CONCLUSION

Christian religious education is not only limited to scientific learning but also practiced in everyday life, one of which is in the recovery of mental disorders. The results showed that the role of Christian religious education in the recovery of mental disorders is as a guide to teach the meaning of life, to keep away those who trigger problems, to bring good hope, and to bring tranquility.

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