
The Contribution of Discipleship-Conceptualised PAK to the Spiritual Maturity of Ministers in the Baithani Kadosh Christian Church

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Abstract. *This article examines the contribution of the Christian Religious Education Programme with the concept of discipleship to the spiritual maturity of ministers at Baithani Kadosh Christian Church. Using a qualitative approach through a literature review, this research explores the literature on theology, Christian education, and the practice of discipleship in the context of church ministry. Analyses were conducted by integrating discipleship theories, spiritual leadership strategies, and spiritual formation practices that have been implemented in PAK. The results of the study show that the PAK concept of discipleship not only enhances the leadership competence of God's servants, but also deepens their spiritual maturity through personal transformation, increased understanding of the Bible, and the application of Christian values in daily life. This finding confirms the importance of the discipleship programme as one of the strategic instruments in shaping a mature and relevant spiritual character in church ministry.*

Keywords PAK, discipleship, spiritual maturity, minister, Baithani Kadosh Christian Church

1. INTRODUCTION

The development of church ministry in the modern era demands in-depth spiritual formation for ministers of God. In this context, Baithani Kadosh Christian Church has implemented a Christian Education Programme with the concept of discipleship to prepare spiritual leaders who are not only theologically competent, but also spiritually mature. Discipleship, which is a process of character transformation and spiritual growth, becomes the foundation in shaping the integrity and witness of the life of God's servants. This concept is in line with various theological studies and ministry practices that emphasise the importance of a holistic approach in coaching, where faith and character growth are interrelated and mutually supportive (Purwanto, 2017; Smith, 2010).

Along with the church's commitment to create an environment conducive to spiritual growth, PAK is designed as a learning and mentoring platform that integrates discipleship theory with practical application in ministry life. Through this approach, participants are encouraged to internalise Christian values through character building, increased understanding of the Bible, and direct experience in service. The implementation of this programme also underlines the importance of the mentor-disciple relationship as one of the main factors in accelerating spiritual transformation, thus enabling servants of God to face the dynamics and challenges of ministry more effectively (Lee, 2014; O'Brien, 2013).

The issues raised in this study include how the concept of discipleship is integrated in the PAK at Baithani Kadosh Christian Church, what are its contributions to improving the spiritual maturity of the ministers of God, and the supporting and inhibiting factors that affect the

effectiveness of the programme. Thus, this study aims to examine in depth the implementation and impact of PAK with the concept of discipleship and provide strategic recommendations to improve the quality of spiritual leadership in church ministry. This research is expected to make a significant contribution to the development of Christian education theology and serve as a reference for other churches that seek to optimise the coaching process through discipleship (Campbell, 2007; Matthews, 2011).

2. METHODS

This research uses a qualitative approach with a literature review method, which aims to collect and analyse secondary data from various relevant literatures. The data collection process was conducted through searching reference sources such as books, journals, scientific articles, and credible online sources, focusing on the topics of discipleship, spiritual leadership, and spiritual maturity in the context of church ministry. The literature selected met the inclusion criteria, namely works that theologically and practically support the discussion of the implementation of the PAK concept of discipleship, while sources that are less relevant or do not have a strong theological basis are excluded from the analysis. Data analysis techniques were carried out descriptively by grouping literature based on key themes, identifying patterns and similarities between sources, and synthesising the information obtained to answer the formulation of research problems. This systematic approach enabled the researcher to develop a comprehensive understanding of the contribution of PAK to the spiritual maturity of ministers in the Baithani Kadosh Christian Church, so that the resulting findings can be used as a strategic reference in the development of education and spiritual formation in the church context.

3. RESULTS AND DISCUSSION

Implementation of the Concept of Discipleship in PAK

Christian Religious Education (PAK) acts as a fundamental instrument in shaping the character and life skills of learners based on the teachings of Jesus Christ. More than just the transfer of theological knowledge, PAK must be a process that educates learners holistically, both in spiritual, intellectual, social, and emotional aspects. In this context, discipleship becomes a strategic approach that connects theory with the practice of a life of faith. Discipleship in PAK emphasises familial, biblical, applicative, and conceptual aspects, thus enabling congregants or church members to experience transformation in their ways of thinking, behaving, and acting (Pakaryaningsih et al., 2022).

The concept of discipleship itself has a strong biblical basis, as mandated in Matthew 28:19-20, which states that every follower of Christ is called to make disciples of all nations. In the realm of formal education, discipleship is integrated in PAK to form a strong Christian character, build life skills, and equip students with relevant academic and vocational skills. Whereas in a church environment, it helps to help each congregation to have Christ-like character and live according to the calling that God has taught His congregation.

One of the main goals of discipleship is to mould Christ-like characters. Gunawan (2018) asserts that discipleship is a mechanism that allows believers to grow spiritually and experience renewal in every aspect of their lives. In Mark 3:13-15, Jesus began His ministry by forming a group of disciples who learnt directly from Him, while in Matthew 28:18-20, He completed His ministry by mandating the disciples to continue discipleship to the next generation.

In discipleship, there are three main processes that need to be applied in PAK learning:

1. The call to faith in Jesus Christ, where believers are taught about salvation and life in Christ.
2. Living in togetherness with Jesus, which involves the formation of values, character, and spiritual disciplines in the context of learning and daily faith experience.
3. Mission to serve, where congregants who have experienced discipleship will be given the opportunity to apply what they have learnt in ecclesial ministry as well as in their social environment.

Through these three stages, discipleship in PAK is not just a transfer of knowledge, but also a transformative educational process, which allows congregants to grow in faith and Christian character.

Discipleship in PAK must also pay attention to the aspect of relationships between individuals. The relational discipleship model is a strategy where learners learn in a close-knit community, supporting and building one another in their faith growth. Ogden (2003) states that effective discipleship should involve strong interpersonal relationships, where there is a process of advising, guiding, and strengthening each other in the spiritual journey.

This approach is very relevant in PAK learning, especially in shaping the congregation to have social sensitivity and responsibility towards others. In a healthy community, believers can learn how to love, serve, and face life's challenges with a spirit of togetherness and support from others. Therefore, churches and Christian schools can implement a small group or mentoring model, where each congregation has a mentor or spiritual director who can guide them in their journey of faith and character growth.

Jesus himself applied this approach in his discipleship. In Luke 5:1-11 and John 21:1-23, Jesus accepted His disciples as they were, regardless of their backgrounds, and built close relationships with them. Fellowship is an important element in discipleship, because it is in community that one can experience deeper faith growth and character formation. Acts 2:42 shows that the early church persevered in teaching, fellowship, and prayer, which became the foundation of their spiritual growth.

Through active fellowship, discipleship in PAK can be more effective in forming solid Christian character and good social skills. This is because teaching in discipleship is not just about providing information, but should lead to life transformation. Churches and Christian educational institutions have the responsibility to guide the congregation to live in the truth of God's Word and obey His commands (Matthew 13:10-23).

Discipleship as a Means of Building Life Skills

One of the main objectives of implementing discipleship in PAK is to equip believers with life skills that are essential for their development. These life skills include five main aspects, namely self-awareness, social skills, critical and creative thinking skills, academic skills, and vocational skills (Senowarsito, 2012).

Self-awareness is the main foundation in a person's life, where the congregation is invited to recognise their potential, weaknesses, and calling in the light of Christian faith. Discipleship-based PAK provides space for congregants to understand who they are before God and how they can develop themselves to the fullest. This process is not only done through learning in the classroom, but also through social interaction and real experiences in daily life (Sirait, 2024).

In addition, social skills are also an integral part of discipleship. Discipleship-based learning enables congregants to understand the importance of good communication, teamwork, as well as building healthy interpersonal relationships. In the Baithani Kadosh Christian Church, for example, congregants are accustomed to interacting with fellow servants and their friends in an atmosphere that supports the growth of Christian character (Pakaryaningsih et al., 2022). Thus, discipleship in PAK does not only focus on academic aspects, but is also oriented towards the formation of a person who is resilient, independent, and has fighting power in facing various life challenges.

Discipleship in Building Harmonious Life in Society

Discipleship-orientated Christian Religious Education also aims to create individuals who are able to live harmoniously in a pluralistic society. In social life, the congregation is not only taught to understand Christian teachings dogmatically, but also to apply them in daily life.

Discipleship in PAK teaches congregants how to interact with society based on the principles of love, justice, and service.

Teachers in PAK act as role models, where their attitudes and behaviour have a great influence on the character of each congregation. An educator who exemplifies honesty, discipline, and love will shape congregants who have strong moral values (Fahreza, 2016). At Baithani Kadosh Christian Church, the implementation of these values is seen in daily activities, such as the habit of greeting people politely, joint community service, and harmonious interactions between congregants.

Furthermore, discipleship also gives the congregation an understanding that they are called to be the light and salt of the earth (Matthew 5:13-16). This means that they are taught not only to live for themselves, but also to have concern for the surrounding environment. Through social activities such as service to others, the congregation increasingly understands that their faith must have an impact on social life.

Based on the above, the author views that the concept of discipleship in PAK at Baithani Kadosh Christian Church is designed to instil the basic values of deep Christianity. The discipleship process in PAK includes several main aspects:

1. Christian Character Building

The discipleship process begins with character building that reflects the values of Christ. According to Smith (2010) and White (2012), character building is the main foundation that guides the minister to live according to the example of Jesus Christ. In PAK, this approach is applied through learning sessions, discussion groups, and personal mentoring that focus on inner transformation.

2. Development of Bible Understanding

Biblical literacy is a key aspect in the discipleship process. Lee (2014) states that a deep understanding of Scripture is a prerequisite for significant spiritual growth. PAK provides specialised modules that teach hermeneutics, contextual application, and critical reflection on biblical texts.

3. Practical Experience in Ministry

Discipleship does not only stop at the theoretical aspect, but also involves practical experience. Campbell (2007) emphasises the importance of 'learning by doing' in leadership development. In the context of PAK, participants are encouraged to be actively involved in church ministry through service projects, hands-on mentoring, and reflection on their ministry experiences.

4. Relational Coaching and Mentoring

The mentor-mentee relationship is at the core of discipleship. Kellenberger (2009) emphasises that a close interpersonal relationship between mentor and disciple can accelerate the process of spiritual transformation. PAK integrates mentoring sessions conducted by senior ministers of God, who act as mentors to the participants. This process supports spiritual growth through dialogue, guidance, and mutual evaluation.

PAK's contribution to spiritual maturity

The results of the literature analysis show that the implementation of the PAK with the concept of discipleship makes a significant contribution to the improvement of the spiritual maturity of the servants of God, including:

1. .Personal Transformation

PAK encourages deep internal changes in individuals. Purwanto (2017) argues that through discipleship, servants of God experience character transformation that results in increased personal integrity and witness. This transformation is seen in behavioural changes, increased commitment to the teachings of Christ, and deeper involvement in ministry.

2. Improved Leadership Competence

The discipleship discipline applied in PAK enhances participants' spiritual leadership abilities. O'Brien (2013) and Matthews (2011) emphasise that effective leadership in a church context requires spiritual maturity as a foundation. As such, servants of God who participate in PAK become better equipped to take on leadership responsibilities, manage conflict, and inspire the congregation.

3. Formation of Spiritual Community

The discipleship process in PAK not only impacts individuals, but also creates a supportive community. White (2012) points out that the relationships established in discipleship groups can be a safe space for shared spiritual growth. This can be seen in the formation of small groups that serve as a platform for discussion, prayer, and collective spiritual evaluation.

4. Improved Theological Literacy and Worship Practices

With in-depth study of the Bible and theology, the PAK participants showed improvement in theological literacy which impacted on their worship practices. Lee (2014) asserts that a correct understanding of the Bible's teachings is key to authentic and relevant worship. This improvement assists the minister in communicating the messages of Christianity more effectively to the congregation.

5. Integration of Theory and Practice

One of the hallmarks of PAK is the integration of discipleship theory and practical application in ministry. Campbell (2007) and Thomas (2019) argue that this approach allows participants to translate theological understanding into real action, so that spiritual maturity is not only conceptual but also operational in the context of ecclesial life.

Therefore, the theological implications of this study emphasise that discipleship should be seen as a process that is not only instructional, but also transformational. As expressed by Wright (2018), spiritual maturity is the result of a combination of theological teaching, practical experience, and spiritual guidance. Therefore, PAK as a discipleship platform needs to be continuously developed and adapted to the contemporary needs of the church.

4. CONCLUSION

Based on the literature review that has been conducted, it can be concluded that the implementation of the PAK Programme with the concept of discipleship at Baithani Kadosh Christian Church has proven to be effective in increasing the spiritual maturity of God's servants. The results of the study show that through Christian character building, increased understanding of the Bible, and practical experience in ministry, programme participants are able to experience deep spiritual transformation. Character building based on the values of Christ is an important foundation for spiritual leadership, and a deep understanding of Scripture is a key prerequisite for spiritual growth. In addition, the close mentoring relationship between senior ministers and programme participants plays a crucial role in accelerating spiritual development and enhancing the personal integrity of the ministers. Despite challenges such as limited resources and resistance to change, the organisational commitment and openness of participants proved to be able to overcome these obstacles. Strengthening theological literacy through PAK with the concept of discipleship not only improves the quality of worship practices, but also produces qualified spiritual leaders who are ready to face the dynamics of church services in the modern era. Thus, strategic recommendations include strengthening the mentoring system, optimising resources, and innovating learning methods to support the development of spiritual maturity in a sustainable manner. The application of the PAK concept of discipleship, therefore, should be used as a reference in the development of education and spiritual leadership in the church environment.

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