



# The Influence of Teacher Personality Quality on the Spiritual Growth of a Congregation

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## Abstract

The purpose of this study was to determine how much influence the quality of the teacher's personality has on spiritual growth. A teacher should ideally have a personality that is suitably aligned to a deeper sense of spirituality so that he or she can role-model desired behaviours and impart the desired Christian characteristics the Lord desires of them. In this article, the researcher discusses some of the critical personality and spiritual values that must be possessed by teachers in order for them to effectively accomplish their role as a teacher. The Apostle Paul described the desired qualities for a teacher in his letter to the Ephesians and also in Timothy. This research was conducted at the Yogyakarta Baptist Church, Indonesia. This study used quantitative methods to collect representative data that was be tested in answering the problems studied. The results in this study demonstrate that there is a moderate relationship between teacher quality and spiritual growth. Statistical analysis of the questionnaire stated that there was a two- tailed relationship of 0.524 at a significance level of 0.01/1% and was accepted with a probability of 0.000. The magnitude of the coefficient of determination of variance ( $r^2x$ ) is 0.274, which means that Personality Quality (X1) contributes to spiritual growth (Y) by 27.4%. If the teacher's Personality Quality score increases by one unit, the average spiritual growth score (Y) will increase by 0.874 from the current condition.

**Keywords:** Teacher's, personality qualities, spiritual growth, congregation.

## Introduction

Teachers are individuals who to a certain extent, can control the quality of human resources in a country (Noor, 2020: 1). Being a teacher, one must become a person who has an obligation to help students in their physical and mental development (Safitri, 2019: 8). Every teaching process must be carried out with high expertise and dedication. New knowledge, skills, and ability to in disseminate ideas must be carried out effectively. The ability to look far ahead to



deal with problems in the field of education is needed so that every teaching and learning process can run well (Hanafi & Adu, 2018: 3–6).

The Lord Jesus Christ gave five ministry gifts to the church after His Ascension to heaven. The five gifts were conveyed by the apostle Paul in his letter to the Ephesians (Ephesians 4:11) (Ferreira & Chipenyu, 2021: 4). One of the most indispensable ministry gifts for the church is the teacher (Rantung & Vandiano, 2021:240). Teachers have important tasks, namely: educating, guiding, training, and evaluating (Setyaningsih & Suchyadi, 2021). See also Sijabat (1994). In Ephesians 4:2 the apostle Paul reminded teachers to carry out their duties by having a quality of life that is in line with God's call. Every teacher not only needs to meet the qualifications aspect but also have the qualities a good teacher is required to possess (Lee, 2018:16). This is more especially, related to the quality of his or her personality which will certainly be the centre of attention of the students and the congregation when a teacher ultimately conducts a ministry in the church.

Ephesians 4:2-3 describes teaching as one of the ministry gifts that require a good quality of life. The gift of teaching has been given by Christ to the church which has a role to shape personality qualities in itself and in the broader congregation (Aich, 2021: 12). Teaching is a life-affirming gift for educating all. The teacher must have a life like Christ (Andrian et al., 2021). The personality qualities in the teaching calling are: first: having a character that has been changed by Christ including humility, gentleness, and patience (Ephesians 4:2a); second: Living in real love through the habit of helping one another, maintaining unity, and bringing peace (Ephesians 4:2b-3). Every effort to improve the quality of the teacher's self and work ability must have a sound personality goal in order to carry out teaching tasks effectively (Sijabat, 1994: 70; Sirait & Istinatun, 2022: 31).

This study aims to unpack how much influence the teacher's personality has on spiritual growth. This research was conducted at the Baptist Church, Yogyakarta, Indonesia. This action indicates that there are still God's servants in Ephesus (teachers) whose lives have not been matched with Christ (Kee, 1990: 19; Padgett, 1987: 30). The presence of teachers in the church is very important for its growth and fortitude. The teacher takes on the role to build the spirituality of the congregation (Buchta et al., 2021: 4). The congregation will get proper coaching and teaching from the teachers. Therefore, everyone who obtains the gift of being a teacher must be able to equip himself or herself to have needed personality qualities. Teachers should be able to use spiritual education in all subjects (Kamolova, 2021). Spiritual education has the aim of making the congregation experience the fullness of Christ which is a life process for people who have been born again.. A healthy church will experience growth. According to Christian Schwarz (1999: 34), the Church has the potential for growth which is a gift from God. The church is a living organism, and all living things grow naturally. The task of God's servants is to remove obstacles that hinder growth (Wulandari & Zoubir, 2021: 15).

In general, researchers only focus their research on the study of the text of the Ephesians letter. However, there are still some researchers who are trying to find the dominant dimension in confirming full maturity among the congregation (Prajnamitra et al., 2020). In fact, the church must be evaluated to find the spiritual growth that occurs in itself. Evaluation can be done by conducting research on the parts that are important to make the spiritual growth of the congregation increase so that it becomes a spiritually mature person (Supriyadi, 2021: 113).

This study aims to see how much influence the personality of the teacher has on the spiritual growth of the Baptist church congregation in Yogyakarta. The teachers at the Baptist church in Yogyakarta have carried out teaching activities in Sunday Schools, Community Development Groups/Family Devotions, and services to assist Pastors in teaching through sermons. The part that is of concern is the understanding of teachers and churches, which still do not fully understand the importance of the quality of a teacher's personality. The personality quality of a teacher is a very important part to achieve spiritual growth which can be measured



through faith, knowledge of the Son of God, maturity and growth according to the fullness of Christ.

## **Literature Review**

### **Background of Ephesians 4**

Chapters 1 to 3 of Paul are more concerned with the position of the church in Christ (Martyn, 2022: 7). The image of God in humans who have been damaged by sin is restored by the sacrifice of Jesus Christ on the cross (Kim, 2022: 15). Meanwhile, chapter 4 describes the new standard that has been redeemed in Christ. Paul explains the urgency of God's actions that must be carried out by the congregation which contains practical guidelines that must be carried out, not only doctrine but more emphasis on the application of daily life. In chapter 4, there is a truth about the unity that is from God for the church to have, namely the unity of God's grace which is manifested in the behavior of the congregation. There are two important parts that Paul emphasizes, namely the quality of teacher teaching and spiritual growth. The quality of teacher teaching has a function in educating the congregation to understand the truth and not be influenced by teachings that deviate from the Christian faith. While spiritual growth will make the congregation have a life that continues to show life like Christ.

### **The Gift of Teaching**

Paul states that God chooses the church to receive spiritual gifts (Prajnamitra et al., 2020: 9). The word for a gift in Greek is  $\chi\alpha\rho\iota\varsigma$  "charis" which means as a sign of love given by God, not because of human kindness but God's initiative. Therefore God does all things to His people through the manifestation of the gift of Christ. Gifts are precious gifts, one of which is the gift of teaching. The teacher must be able to use the gift appropriately according to the function of the gift received from God (Andrianti, 2016: 43). The teacher must realize the function of the gift that the Lord Jesus gave to confirm the vocation. The teacher does not only carry out his obligations as a teacher but more than that, by using the learning process to be useful to guide students to experience spiritual growth in their lives (Keriapy, 2020: 87–88).

The Apostle Paul wrote a letter to the church in Ephesus stating that teaching competence is a gift given by Jesus Christ (Sudjono, 2014: 1). The congregation must use these gifts to the fullest so that the glory of God is manifest in their lives by learning from the Bible and spiritual experiences (Ruy, 2022: 77). Through the gifts given by God, the congregation will be able to serve fellow human beings well. However, to know the life of the congregation, the church must try to understand the spiritual condition of the congregation. Spiritual growth and teaching competence must be evaluated by the church to maximize the quality of life that glorifies God (Simorangkir & Arifianto, 2020: 233).

### **Teacher Personality Quality**

The gift of teaching is a gift from Jesus Christ (Nugroho et al., 2021: 737). Teaching is a service because of the necessities of life that serve to educate and provide knowledge (Herawati, 2016; Amiruddin et al., 2021: 47). Teachers are needed in the Church to grow and develop the spirituality of the congregation. In addition, a good teacher must possess skills in communication, listening, collaboration, adaptability, empathy and patience. Other characteristics of effective teaching include an engaging classroom presence, value in real-world learning, exchange of best practices and a lifelong love of learning.

If a person is called to be a teacher, it is God's trust to educate and prepare the congregation (Matang & Komaling, 2022: 66). Ephesians 4 describes Christ who gave five gifts to the Church, namely apostle, prophet, evangelist, pastor, and teacher. These gifts are given to



equip the church in building up the body of Christ. Christ is the Great Teacher who gives the gift of teaching (Prihanto et al., 2021: 27). Teachers need to be Christ-like role models when it comes to their students. We need to be aware that all students (and all people) are created in the image of God and that Christ is the perfect pattern we should all seek to emulate. All Christian teachers should visibly teach the truths of Holy Scripture as well as demonstrate and model Christian principles in all that they do.

A teacher does not have to be a pastor even though he or she teaches the word of God. In general, there are pastors who also have the gift of ministry as a teacher (Tulung & Masinamboue, 2020: 16). One of the most important characteristics a teacher must have is the ability to impart knowledge. Teachers must be equipped with the knowledge of Christ as the head and source of the unity of the gifts given to the church (Suseno, 2021: 6). An understanding of Christ will make the congregation aware that they belong to Christ who has been redeemed, as part of the body of Christ, and given gifts in order to build up the body of Christ (Sunarno, 2018: 67). A good understanding of the principles of Christ will make the congregation stronger in its faith, and more able to position themselves well, and not be afraid to take steps and have positive attitudes when dealing with people who do not believe in Christ. When these three parts are owned by the congregation, they can all be involved in the process of building the body of Christ toward spiritual maturity.

The quality of the teacher's personality is very important and a good one is much needed in educating and forming students who should have a Christlike character. Before educating and teaching, teachers must have influential personality qualities to make students experience at least some positive spiritual growth. The teaching and learning process does not only allow one to share knowledge but also provides real examples of life practices that are pleasing to God. Through living examples, all students can more easily apply a life that is pleasing to God in their daily activities.

### **Spiritual Growth**

The teacher's ability can be seen in carrying out his or her duties (Rostini et al., 2022: 2514). Teachers in teaching not only provide knowledge but also as serve as guides. The word 'equip' word in Greek is *καταρτισμὸν* "katartismos". The word equip (katartismos) is a direct noun that expresses the work done directly by someone. Paul in Ephesians 4:12 states that teachers have the duty to equip and train the saints.

The saints denote a more general Christian ministry. There are two parts that the teacher must do in order to produce a good process, namely equipping with knowledge and experience of faith. In this context, knowledge is about the Truth in Christ (Ephesians 4:21b). Every believer who accepts the teachings of Christ will be transformed by the word of God that he has received (Sumiwi, 2018: 55). The congregation will receive teachings, doctrines, and explanations that come from the Word of God if they are spiritually receptive.

In the Bible, there are four teaching functions that are needed in the life of the church: *First*, to rebuke. Every learning process must be able to state mistakes wisely without creating problems. The fault must be disclosed to the person who committed it. This action serves to awaken the person who has made a mistake and encourage him or her to correct wrong actions. *Second*, improve behavior.

The teaching carried out must have the aim of improving behavior. The behavior will be good through teaching the Word. God's Word will guide people to experience the renewal of his spirit and mind (Ephesians 4:23). The congregation will experience changes created according to God's will in love, righteousness, and holiness. *Third*, educate people about the truth. Teaching must be done with the truth found in the Holy Bible. The truth will educate the congregation to live according to God's Word. Paul had told the Ephesians they had received teaching



according to the truth in Jesus. Christian teachers must of necessity teach the truths of Scripture as well as demonstrate and model Christian principles all the time.

Spiritual growth in the congregation is needed in the church. The church will succeed in carrying out its duties according to its designated function if it can educate and teach the congregation to experience spiritual growth on an ongoing basis. Spiritual growth will occur if every process of educating and teaching is carried out by people who fear and love God and have the gift of teaching that is obtained from Christ. There is no doubt that solid Christian personal qualities are required in people who embark on a career in education, Thus a role-model teacher is needed in the process of teaching and learning.

## **Method**

The research data were collected through observation to obtain information from each individual using questionnaires, interviews, and standardized scales (Sumanto, 2000: 27). This study uses quantitative methods to collect testable data so that it can answer the problems studied (Rukajat, 2018: 19). Researchers look for the relationship between two variables from the phenomena that occur (Anggito & Setiawan, 2018: 67).

The population in this study amounted to 700 people. Determination of the purposive sample was by using general guidelines as follows: If the population reaches 100, then the sample is 100%, If the population is 101-1000, then the sample is 10%, if the population is 1001-5000, then the sample is 5%, if the population is 5001-10,000, then the sample is 3%, if the population is above 10,000, then the sample is 1% (Subagyo, 2004: 62). Based on these guidelines, the sample in this study was 10%, so the number of research samples was 70 people. Permission was been obtained for ethical approval and access to participants. Ethical considerations were that informed consent and voluntary participation was applied. In addition there was anonymity and confidentiality concerning the participants.

## **Results and Discussion**

### **Data Collection**

Based on the results of the data that has been collected from research conducted by distributing questionnaires to the sample, the researchers have obtained data using a Likert scale measuring instrument, by giving a quantitative value, namely, a score of 1 strongly disagree; a score of 2 disagree; score 3 undecideds, score 4 agree; a score of 5 strongly agree. After the online questionnaires were distributed to 50 samples, they filled out a questionnaire consisting of 46 statements. One month was the prescribed time to complete and resend the questionnaire. Then the data collected was described based on statistical categories as follows:



### Teacher's Personality Quality (X)

#### Statistics

Teacher's Personality Quality		
N	Valid	50
	Missing	0
Mean		43,8600
Median		44,0000
Mode		42,00
Std. Deviation		4,27145
Range		18,00
Minimum		36,00
Maximum		54,00
Sum		2193,00

Based on the sample data of 50, the empirical score is between 36 to 54, the mean is 43.8600, the median is 44, the mode is 42, the standard deviation is 4.27145, and the range is 18.

### Congregational Spiritual Growth (Y)

N	Valid	50
	Missing	0
Mean		100,1400
Median		101,0000
Mode		104,00
Std. Deviation		7,12572
Range		29,00
Minimum		84,00
Maximum		113,00
Sum		5007,00

Based on a sample of 50 data, the empirical score is between 84 to 113, the mean is 100.14, the median is 101, the mode is 104, the standard deviation is 7.12572, and the range is 29.

### Respondent's Gender



Gender				
	Frequency	Percent	Valid Percent	Cumulative Percent
	Laki – laki	27	54,0	54,0
Valid	Perempuan	23	46,0	100,0
	Total	50	100,0	100,0

Gender indicators based on sample data were 50 respondents, 27 (54%) were male and 23 (46%) were female.

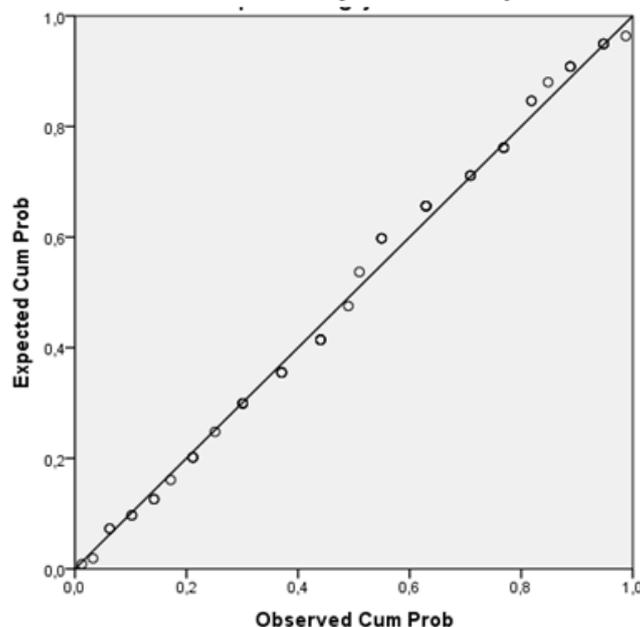
### Regression Analysis Test Requirements

Regression analysis test requirements include a normality test, linearity test, and homogeneity test. The description is as follows:

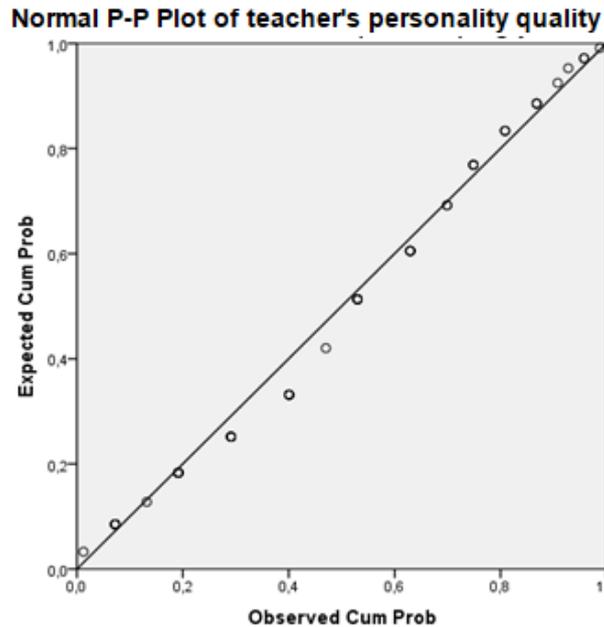
### Normality Test

To establish if the residual value under study had a normal or abnormal distribution, the normality test was conducted for the independent variable and the dependent variable with the estimated proportion using the Blom formula with the P-P Plot technique. Standardized regression occurs when residual values, which are regularly distributed as observed in the normal P-P plot, are steered toward or around the diagonal line without any outliers. Similar to detrended for the distribution of variable and indicator data, this data is gathered around a horizontal line that passes through the zero point rather than a specific curve. With the use of SPSS 20, the standardized regression plot is known as follows:

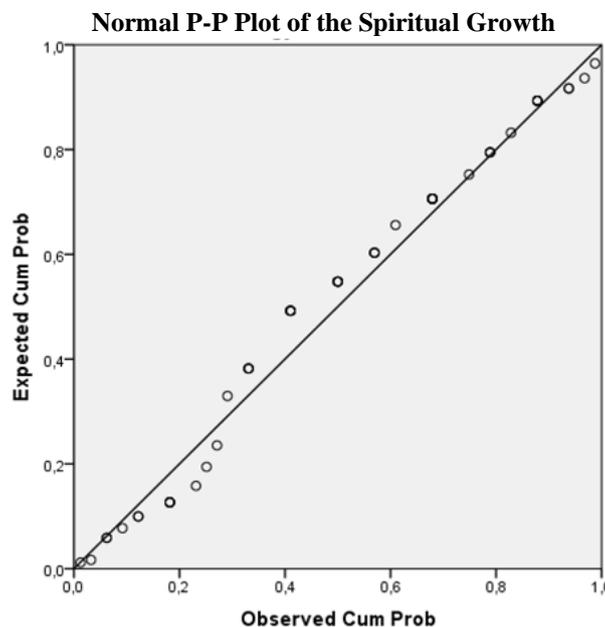
**Normal P-P Plot of Teacher ability based on Ephesians 4:1-32**



According to Ephesians 4:1–32, the P-P plot in Figure P–P of Variable X Personality Quality and Teacher Ability demonstrates that the data is normally distributed since the dots (Plot) follow a diagonal line.



Based on the variable X P-P plot in the figure Because the dots (plots) follow a diagonal line, it can be inferred from the quality of the teacher's personality described above that the data is regularly distributed.



Because the dots (plots) follow a diagonal line, it can be shown from the figure P - P plot of Variable Y spiritual growth of the Church above that the data is normally distributed.

To equalize the perception of the dotted pattern from the plot images of the eleven indicators above, apart from being detrended, specifically, the significant value of the distribution can be seen from the normality test using Kolmogorov Smirnov. With this test, empirical numbers will be produced, so that it does not cause differences in assessment. The output results using the SPSS 20 program are as follows:

### One-Sample Kolmogorov-Smirnov Test

		Teacher's Personality Quality	Spiritual Growth of Congregation
N		50	50
Normal Parameters <sup>a,b</sup>	Mean	43,8600	100,1400
	Std. Deviation	4,27145	7,12572
Most Extreme Differences	Absolute	,128	,132
	Positive	,128	,093
	Negative	-,065	-,132
Kolmogorov-Smirnov Z		,908	,935
Asymp. Sig. (2-tailed)		,382	,347

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it can be seen that each variable has a significant level above 0.05 which indicates that the variable is normally distributed and can be tested using the parametric method.

From the data above, it can be concluded as follows: Data variable X The quality of the teacher's personality has a significance of 0.383. Because it is more than 0.05, it is declared normally distributed. Data for Variable Y Congregational spiritual growth has a significance of 0.347. Because it is more than 0.05, it is declared normally distributed.

### Linearity Test X – Y

A test method called a linearity test is required to ascertain the nature of the relationship that exists between the variables X and Y. To determine whether the linearity of the two variables under investigation is important, a linearity test is run. When using hypothesis testing with correlation or regression, the linearity test is a must.

Assuming that there is no discernible pattern in the plot between the standardized predictive value and the standardized residual value, linearity will be achieved (random). The linear regression error test or the deviation from the linearity test is used to calculate the linearity test. The linearity test was used to determine whether the regression equation  $Y = a + bX_n$  was in the form of a linear equation. The linearity test looked at the magnitude of the P-Value coefficient to determine whether the regression equation was linear or not. If the linearity value is less than 0.05 or the divergence from linearity is more than 0.05, two variables are considered to have a linear connection.



**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
		(Combined)	1088,487	16	68,030	1,604	,123
Spiritual Growth	Between Groups	Linearity	682,233	1	682,233	16,087	,000
		Deviation from Linearity	406,254	15	27,084	,639	,822
* Congregational Spiritual Growth	Within Groups		1399,533	33	42,410		
	Total		2488,020	49			

A conclusion that the variable X1 of the quality of the teacher's personality is stated to be linear can be drawn from the output of the above linearity test, which reveals that the significance value of linearity is 0.000 and the deviation from linearity is 0.822, which is greater than or equal to 0.05.

### Homogeneity Test Y – X

The goal of the homogeneity test is to demonstrate that two or more sample data groups originate from populations with the same variance. Regression analysis requires that the regression error have the same variance for each grouping depending on the dependent variable.

### Test of Homogeneity of Variances

The Spiritual Maturity of the Baptist Church Congregation Yogyakarta.

Levene Statistic	df1	df2	Sig.
1,750	10	33	,111

From the results of the homogeneity test between variables Y and X1 conducted using SPSS 20 Given that the data were obtained from a homogeneous sample with a p-value of 0.111 > 0.05, the teacher's personality can be seen.

### Hypothesis Test

The hypothesis put forward by the researcher reads: Influence of Teacher Personality Quality on spiritual growth (in the medium category). To test the hypothesis, the researcher used Pearson Product Moment (PPM) correlation analysis using the formula:

$$r_{xy} = \frac{n \sum XY - (\sum X)(\sum Y)}{\sqrt{\{n \sum X^2 - (\sum X)^2\} \{n \sum Y^2 - (\sum Y)^2\}}}$$

If the value of r is less than the price (-1 r + 1), the PPM correlation is represented by (r). If r = -1, the correlation is completely negative, r = 0 indicates there is no association, and r = 1

indicates there is a high link. In the meanwhile, the table of interpretation for the value of r will be used to determine what it means:

**Tabel 4.6**  
**Correlations**

		Teacher's Personality Quality	The Spiritual Growth
Teacher's Personality Quality	Pearson Correlation	1	,524**
	Sig. (2-tailed)		,000
	N	50	50
The Spiritual Growth	Pearson Correlation	,524**	1
	Sig. (2-tailed)	,000	
	N	50	50

\*\* . Correlation is significant at the 0.01 level (2-tailed).

### Pearson Correlation Strength

Coefficient Interval	Relationship Level
0,800 – 1,000	Very Strong Influence
0,600 - 0,799	Strong Influence
0,400 - 0,599	Moderate Influence
0,200 - 0,399	Low Influence
0,000 - 0,199	Very Low Influence

From the Pearson bivariate correlation table above, it is known that there are results that show similarities with regression analysis, namely by two-tailed testing with a significance level of 0.01/ 1%, a correlation number of 0.524 is accepted with a probability of 0.000 with a positive relationship direction. means that there is a positive and significant relationship between the variable X Personality Quality based on Ephesians 4:1-32 on spiritual growth of the Baptist Church Congregation in Yogyakarta (Y) with an influence strength of 0.524 Or in other words, Personality Quality based on Ephesians 4:1 -32 (X) has a fairly strong/moderate effect on the spiritual growth of the Baptist Church Congregation in Yogyakarta (Y).

To see the amount of contribution given by the Personality Quality variable X based on Ephesians 4:1-32 to the spiritual growth of the Baptist Church Congregation in Yogyakarta (Y), it can be done using linear regression method and the data results are as follows:

### Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,524 <sup>a</sup>	,274	,259	6,13356

a. Predictors: (Constant), Teacher's Personality Quality

### ANOVA<sup>a</sup>

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	682,233	1	682,233	18,135	,000 <sup>b</sup>
	Residual	1805,787	48	37,621		
	Total	2488,020	49			

a. Dependent Variable: The Spiritual Maturity of the Baptist Church Congregation Yogyakarta

b. Predictors: (Constant), Teacher's Personality Quality

### Coefficients<sup>a</sup>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61,826	9,039		6,840	,000
	kualitas kepribadian pengajar	,874	,205	,524	4,258	,000

a. Dependent Variable: The Spiritual Maturity of the Baptist Church Congregation Yogyakarta

The personality quality of the teacher (X1) contributes to the spiritual growth of the Baptist Church Congregation in Yogyakarta (Y), as shown by the coefficient of determination of variance ( $r^2X$ ), which is 0.274. This figure equals 27.4%. The coefficient is 4.258 with a P-value of 0.000, meaning it is quite significant at 0.01 based on the significance test with the t-test. Therefore, it can be inferred that there is a considerable and positive association between the Spiritual growth of the Yogyakarta Baptist Church Congregation and Personality Quality based on Ephesians 4:1-32 (X1) (Y).

To be able to predict the contribution of the variable X Personality Quality based on Ephesians 4:1-32 to the spiritual growth of the Baptist Church Congregation in Yogyakarta (Y), the regression equation  $Y = b + b X$ ,  $Y = 61.826 + 0.874 X$  with a coefficient of F calculated is 18.135 and a P-value of 0.000. These results indicate that the regression equation is very significant



or very meaningful so that it can be used to predict the relationship between increasing variables with the regression equation  $Y = 61.826 + 0.874 X$  which means that if the Teacher's Personality Quality based on Ephesians 4:1-32 increases by one unit, the average The score of the spiritual growth of the Baptist Church in Yogyakarta (Y) will increase by 0.874 times from its current condition.

From the two tests, it can be concluded that the hypothesis which reads: Influence of Teacher Personality Quality on Spiritual Growth (Moderate Influence) is stated to be accepted.

## Conclusion

Based on the results of the study "The Influence of Personality Quality and Teaching Ability based on Ephesians 4:1-32 on spiritual growth of the Baptist Church Congregation in Yogyakarta City", the researchers concluded as follows: Influence of Teacher Personality Quality on Spiritual Growth (moderate influence) stated that the hypothesis is accepted. It is proven from the results of the statistical analysis of the distributed questionnaires conducted using a linear regression model and Pearson Bivariate correlation with the Pearson formula stating that there is a two-tailed/associative relationship of 0.524 at a significance level of 0.01 / 1% and accepted with a probability of 0.000 which indicates that there is a positive and moderate relationship between the Personality Quality of the Teacher based on Ephesians 4:1-32 and the spiritual growth of the Baptist Church Congregation in Yogyakarta City. The magnitude of the coefficient of determination of variance ( $r^2X$ ) is 0.274, meaning that the Personality Quality based on Ephesians 4:1-32 ( $X_1$ ) contributes to the spiritual growth of the Baptist Church Congregation in Yogyakarta (Y) by 27.4%. If the teacher's Personality Quality score based on Ephesians 4:1-32 increases by one unit, the average score of the spiritual growth of the Baptist Church in Yogyakarta (Y) will increase by 0.874 times from the current condition. The increase is taken from a very significant regression equation  $Y = 61.826 + 0.874 X$  with a calculated F coefficient of 18.135 and a P-value of 0.000.

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