

Reformed Theological Seminary

**FIELD EDUCATION WITHIN
FOUR THEOLOGICAL SCHOOLS
IN INDONESIA**

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**Abstract of a Dissertation
Submitted to the Faculty of
Reformed Theological Seminary
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Ministry**

May, 1999

ABSTRACT

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One of the problems faced by a theological school from time to time is how to integrate the academic discipline with the field education, which serves to train theological students for readiness in ministry within the church. Often times, the field education does not receive proper attention, such as good supervision, sufficient opportunity to serve, and so on, from the theological school. This causes the graduate students to be insufficiently prepared for their service to the Lord. To be able to serve well, the student must be well prepared in spiritual maturity, personal maturity, competent knowledge, and readiness in ministry. The attainment of these four aspects of preparedness should become the goal of the theological school. Field education is the key to achieving that goal and a means to the integration of the academic discipline and the field ministry.

I believe that the existence of the theological school is not only to teach and pass on the content of belief, but also to train the ministerial candidate for readiness in ministry. Therefore, the purpose of this dissertation is to develop a model of integration of

discipline and the field education are integral parts of the educational whole which should not be separated.

I propose five hypotheses to test the effectiveness of the field education of four theological schools in Indonesia. Based on the collected survey data, it becomes evident that the field education programs within these four schools have not yet fully managed to achieve the ideal goals of a field education program in the areas of experience of internship, supervision, full scope of ministerial duties, and integration of the classroom study and competence in ministry.

The possibility of successfully developing an optimal field education program depends on a clear understanding of the purpose for the existence of the theological school and its relation to the church, and the awareness of faculty members of the importance of the field education itself. The theological school should handle field education thoughtfully, not as a secondary job within the school. I believe that the model of field education proposed in this dissertation will bring significant results for the theological school which seeks to further develop its field education as an essential aspect of theological training.

TABLE OF CONTENTS

ACKNOWLEDGMENTS	ii
LIST OF ABBREVIATIONS	vii
LIST OF TABLES	viii
Chapter	
1. INTRODUCTION	1
The Purpose of the Study	
Statement of the Problem	
Hypotheses	
Delimitations	
Goal of the Study	
Procedure	
Definition of Terms	
Assumption of the Study	
2. REVIEW OF THE LITERATURE	10
A Theological Foundation for the Nature and Purpose of the Church	
The Nature, Purpose and Goal of Theological Education	
Field Education in Theological Education	
Supervision	
History of Ministerial Training	

3. PROCEDURE AND TREATMENT OF THE DATA	79
4. RESULTS AND ANALYSIS OF DATA	85
5. RECOMMENDATION, SUGGESTION AND CONCLUSION	112
APPENDIX	121
BIBLIOGRAPHY	146
VITA	152

LIST OF TABLES

Table	Page
I. Internship Experiences	86
II. The Frequency of the Internship Program	88
III. The Length of the Internship Program.	89
IV. Supervisory Experiences	90
V. Full Scope of Ministerial Duties	92
VI. The Weakest Areas of the Internship Program	94
VII. Constructive Suggestions for the Internship Program	95
VIII. Internship Experiences - SAAT	96
IX. Full Scope of Ministerial Duties - SAAT	98
X. The Weakest Areas of the Internship Program - SAAT	99
XI. The Weakest Areas of the Internship Program - IMAN	102
XII. Constructive Suggestions for the Internship Program - IMAN	103
XIII. The Frequency of the Internship Program - ITA Medan	103
XIV. The Weakest Areas of the Internship Program - ITA Medan	106
XV. Constructive Suggestions for the Internship Program - ITA Medan.	107
XVI. Internship Experiences - ITA Lawang.	108
XVII. The Length of the Internship Program - ITA Lawang.	108