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## Education system at GMIM Ds AZR Wenas foundation Tomohon city North Sulawesi-Indonesia

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### Abstract

This study aims to analyze and describe activities in the planning, coordination, implementation, monitoring and implementation subsystems of educational programs. The focus of this research is on the education system at the GMIM A.Z.R foundation and is a research on all private schools assisted by the Evangelical Christian Church in Minahasa. This study used a naturalistic qualitative method, the data sources were obtained from 6 foundation administrators, 5 principals of kindergarten, elementary, junior high, high school and Christian vocational schools assisted by the Foundation, and one person representing the Head of the Education Office. Through interview techniques, observation and documentation studies, it is concluded that: 1. Planning an education program based on the mission of the Christian faith evangelical ministry in the Minahasa land. 2. Education services at the level of Kindergarten, Elementary, and Junior High School coordination of the Congregation, Region and District/City Education Office, for Senior High School and Vocational High School coordination of the Provincial Education Office. 3. The implementation of the Education Program by the Foundation supports the substance of the national education curriculum through the Christian education evangelical mission program. 4. Internal supervision through management meetings and meetings of all school principals on a regular basis. 5. Results of Education Implementation by the Foundation that each program has been planned, coordinated and implemented as well as carried out internal and external supervision with the government and the community. Weaknesses in the activities of the sub-system Coordination of recruitment and placement of prospective principals from the Foundation with the Government through the District/City Education Office tends to experience difficulties. It is recommended that planning, organizing, implementing and monitoring integrated internally and externally, design sources of funding for permanent education, full subsidies are the joint responsibility of the government. It is necessary to call the scientists of the congregation in education to give meaning to the mission of evangelism and education of the GMIM synod.

**Keywords:** System, administration, education, GMIM foundation

### 1. Introduction

Education is a basic need for every human being who wants to progress. It is said so because without education it can be predicted that humans will not be able to organize life towards a decent life. To lead to a decent life, the implementation of educating the nation's life is an obligation and necessity for the government and society. The importance of education to educate the nation, especially for students because it has an educational function to improve the quality of human resources (HR). The educational functions include: "(1). Humanity function; (2). Political function; (3) The function of cultural transformation; (4). educational function, and (5). Economic function" (Ibrahim Bafadal, 2007:3) [2].

Observing this view of the very strategic function of education requires the maximum support for the role of the government, community and family to become a tri-center of education that is managed in a total, integrated manner in order to produce quality education. The community, as one of the three pillars of education centers in practice, has long taken part in the administration of education through religious educational institutions including the Evangelical Christian Church in Minahasa (GMIM).

In its development, historically Christian schools in the service area of the Evangelical Christian Church in Minahasa are under two foundations, namely: (1). GMIM Education and School Foundation to foster GMIM Kindergarten, GMIM Elementary School, Christian

Middle School, Christian High School and Christian Vocational School in coordination with the government through the Education and Culture Office and Regional Offices of the Ministry of Education and Culture of the Province and District/City Governments and (2) Higher Education Foundations Kristen (YPTK) to foster the Indonesian Christian University Tomohon (UKIT) and the Nursing Academy (AKPER) Bethesda Tomohon in coordination with the Coordinator of Private Universities (Kopertis region IX) the Director General of Higher Education Kemendikbud and the Indonesian Ministry of Health. Initially, all GMIM schools had the status of full private schools where the management of full education was carried out by the GMIM Education and Schooling Foundation and was responsible to the GMIM Synod Assembly Working Body. Subsequent developments, GMIM schools gradually changed their status from full private schools to subsidized private schools so that at the same time the government provided subsidies, including placing Civil Servant teachers to work in GMIM-owned schools and providing tuition assistance as well as other schools. Other public schools. Thus, the North Sulawesi Provincial Government together with the Regency/City government through the Education and Culture Office (P&K Office) and the Regional Office (P&K Kanwil) in accordance with the existing authorities to jointly develop GMIM Christian school education institutions with their respective roles as following: (1). The Christian Education and Schooling Foundation (YPPK) GMIM as the owner of the educational institution, (2). The Provincial Office of Education and Culture plays a role in the field of recruiting and remunerating teachers, and repairing and developing as well as procuring school education infrastructure and facilities equivalent to state schools, and (3) the Regional Office of Education and Culture (Kanwil P & K) plays a role in the field of curriculum, procurement of teaching materials and learning tools, as well as professional capacity development of teachers through upgrading, education and training, workshops, and the like.

GMIM Foundation Ds. A. Z. R. Wenas in organizing 727 Christian Religion-based school education institutions was faced with a number of symptoms of problems in the field. Symptoms of problems based on initial data in the field regarding the education program implementation system, among others, relate to aspects of planning for the implementation of educational programs, coordinating the implementation of education programs, the recruitment and placement process for school principals, the process of administering education programs, as well as supervising the implementation of educational programs substantially. A. Z. R. Wenas does not have broad authority because it is the authority of the provincial and district/city governments related to the curriculum, education financing, recruitment and placement of school principals and education staff (teachers and employees), learning processes and outcomes. From the initial data, it is illustrated that the GMIM Ds. A. Z. R. Wenas's role is getting smaller and smaller in the process of providing education at GMIM's educational institutions, starting from Kindergarten, Elementary School, Junior High School and Senior High School, as well as Vocational High School, Bethesda Tomohon Nursing Academy and Indonesian Christian University Tomohon in the District /City within the GMIM service area. If the symptoms of this problem have an indication of the truth, it

is necessary to solve the problem.

Based on the symptoms of the problems described in the background of this problem, this study aims to analyze and describe the problem data about:

1. Activities of Education Program Planning Sub-System by GMIM Foundation Ds. A.Z.R. Wenas in the field of GMIM school education for Christian Schools assisted by the Evangelical Christian Church in Minahasa.
2. Activities of the Coordination System for the Implementation of the Education Program by the GMIM Foundation Ds. A.Z.R. Wenas in the field of GMIM school education for Christian schools assisted by the Evangelical Christian Church in Minahasa.
3. Activities of the Education Program Implementation Sub-System by the GMIM Foundation Ds. A.Z.R. Wenas in the field of GMIM school education for Christian Schools assisted by the Evangelical Christian Church in Minahasa.
4. Activities of the Sub-System for Supervision of the Implementation of Education Programs by the GMIM Foundation Ds. A.Z.R. Wenas in the field of GMIM school education for Christian Schools assisted by the Evangelical Christian Church in Minahasa.
5. Results of the Education Program Implementation by the GMIM Foundation Ds. A.Z.R. Wenas in the field of GMIM school education for schools Christians assisted by the Evangelical Christian Church in Minahasa.

## 2. Literature Review

### 2.1 Basic Concepts of System Theory

Conceptually, systems theory discusses the nature of the system in interpreting the reality of human life which is bound in a unified whole and integrated system. It is said so because systems theory emphasizes the relationships between the parts or components that form a single unit in the whole (Wullur, M. 2011). Systems theory which was originally the basis of general philosophy, has in its development expanded into a way of thinking and as a method of compiling certain knowledge and solving certain problems. Therefore, the system as a unified relationship between parts that deliberately examines the readiness of the concept and the complexity of the leader's task both from the internal environment and from the external environment so that it can run smoothly.

Likewise with the implementation of GMIM school education which is fostered by the GMIM A.Z.R. Foundation. Wenas, in its implementation as an organization, has components that make up a system including the areas of planning, organizing, implementing, and supervising, as well as areas that carry out evaluations of the implementation of education by the GMIM A.Z.R. foundation. Wenas. As an organized system, people who have superior thoughts in their respective fields are gathered in a unified whole as the main capital to move the organization in implementing educational service programs in GMIM school educational institutions. This concept is in line with the views of Johnson, Kast & Rozenzeig (Anwar, I. Wongkar, B.1993) <sup>[1]</sup>, who argued that "A System is an organized or complex whole; as assembly or combination of things or parts forming complex or unitary whole".

From the view above, it can be understood that the system is a collection consisting of parts that are interconnected, forming a unit with a certain arrangement. This concept is emphasized by (Tilaar, H.A.R., 2015) <sup>[19]</sup> that the intended

unity is formed by the interrelationship between its parts, and is not just a collection of the properties of the parts in question but emphasizes the functions of these parts. In their role in achieving goals. Thus the system as a process of organizing groups in their respective fields as a sub-system of the unified system forms a link that is realized starting from the planning process specifically and objectively towards all the roles of each of the intended sub-systems. In turn, the concept of the system as a whole consists of subsystems or parts, or components or in other terms elements that have interdependencies between sub-systems, but have self-regulating and adjustment. Self-adjusting), where this ability can create conditions that maintain the stability of the system itself. It is said so because self-adjustment is possible as a result of feedback, while self-regulation is obtained by dynamic interactions between the subsystems or parts in question.

In this study, the system in question is a unified component formed by the GMIM Ds Foundation. A.Z.R. Wenas in providing education at GMIM school institutions is related to the implementation of management functions by the Foundation in the implementation of education in Christian schools assisted by GMIM. The system in question is the GMIM DS Foundation Education System. A.Z.R. Wenas which includes: 1. Sub. Planning System, 2. Sub. Organizing System, 3. Sub. Implementation System, 4. Sub. Monitoring System, and 5. Sub. Education Program Implementation Results System by the GMIM A.Z.R. Wenas in the field of Christian schooling assisted by the Evangelical Christian Church in Minahasa.

## 2.2 Basic Concepts of Educational Management

The basic concept of educational management departs from an understanding of the understanding of management science in general. It is said so because management science in general has been studied, studied and developed through economic management science, government management science, public management science, and political management science in an organization. Thus management science itself has diverse views from experts so that they express their views on the basic concepts of management differently from each other. According to the Big Indonesian Dictionary, the notion of management is the process of using resources effectively to achieve goals (Ministry of Education and Culture, 1990:553). While etymologically, the notion of management comes from the Latin, namely manus which means hand and agere which means to do. The combination of these two words becomes managere which means to handle or control (Kambey D.C., 2003) <sup>[5]</sup>.

Another view suggests that management is generally equated with administration in a broad sense, namely the process of cooperating with a group of people in order to achieve group/organizational goals efficiently and effectively (Soetopo, H., 2004) <sup>[17]</sup>. While Kontz and O'Donnel (Kambey D.C. 2003) <sup>[5]</sup> stated "management is getting things done through people. In bringing about this coordinating of group activities, the manager, as a manager plans, organizes, staffs, directs and controls the activities of other people." This view emphasizes that management is an effort to achieve certain goals through the activities of other people. Thus, managers apply management functions over all other people's activities in terms of planning, organizing, mobilizing and controlling towards the achievement of

organizational goals. If implemented in education management, from this point of view, there are at least four main indicators in the implementation of education management according to the views of a number of experts. GMIM Foundation Ds. A.Z.R. Wenas in implementing education for GMIM school educational institutions, adheres to the principles of education management which are realized through the actualization of education management functions in a unified whole and integrated system. As a system, the management of the GMIM Foundation, Ds. A.Z.R. Wenas already has a complete structure in accordance with their respective fields in carrying out management functions related to the planning function, organizing function, implementation function, and supervisory function in which there are monitoring and evaluation activities of program implementation in a unified and integrated system.

In implementing education management in educational institutions at the Macro, Messo and Micro levels, it is described through education management functions which include: 1). Planning Function, 2). Organizing Function, 3). Execution Function, 4). Oversight function. Educational planning as an integral part and as one of the functions of education management, has a strategic role to provide direction for achieving educational goals in the future (Turang, J. 2002, Soetopo, H. 2004 and Mantja, W 2008) <sup>[20, 17]</sup>.

After the planning stage in educational activities, the next stage is organizing educational activities. This organization is intended to divide the duties and responsibilities for each person according to their field of work. The smooth implementation of the duties of each person in an educational organization will greatly depend on the sharpness of the organization in this case the assignment and authority given. Organizing education is also not only related to the division of tasks of each member of the educational organization, but also relates to the organization of educational content/materials, educational systems and processes, educational resources and funds as well as organizing the components of all educational management functions (Soetopo, H. 2004) <sup>[17]</sup>.

Next is the implementation of (Activating) Education. In the opinion of Terry, (in Kambey, D.C. 2003) <sup>[5]</sup> suggests: "Actuating is setting all members of the group to want to achieve and to strike to achieve the objective willingly and keeping with the managerial planning and organizing the efforts". This understanding can be understood that mobilization is to make all group members want to work together and work sincerely and passionately to achieve goals in accordance with predetermined plans and organized efforts. This concept is reinforced by Koontz and Wehrich (in Kambey, D.C. 2003) <sup>[5]</sup> who argue that: "Actuating is the process of influencing people so that they will contribute to organization and group goals". That is, mobilization as a process of influencing people so that they will contribute something to the organization and to group goals.

Furthermore, educational supervision is a process of monitoring the implementation of educational service activities that must be carried out so that all activities are carried out in accordance with the established plans towards achieving the goals of educational organizations. This concept is clarified by the view that suggests that supervision can be interpreted as a monitoring process to ensure that all organizational activities are carried out as

planned and at the same time an activity to correct and correct them if deviations are found that can interfere with the achievement of goals (Robbins, S. P, 1990) <sup>[14]</sup>. Thus, supervision functions as a process of monitoring activities. The purpose of this supervision is to determine the expectations that are actually achieved and make improvements to the deviations that occur.

**3. Research Method**

This research was designed using an ethnographic micro study approach as viewed by Mantja W. (2007) <sup>[7]</sup>, namely case studies conducted on organizational units that have specific uniqueness, with participant observation techniques. In line with the research design of this case study, the researcher has tried to understand the meaning of events and people's interactions in certain situations with a phenomenological approach.

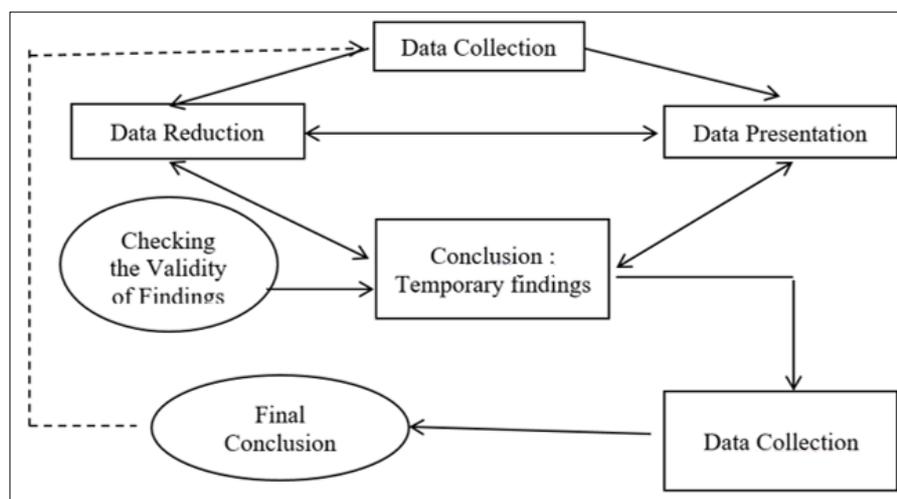
The location of this research is in Tomohon City, precisely at the GMIM Foundation Office, Ds. A.Z.R. Wenas with the address, Kelurahan Lessa, Tomohon Tengah Subdistrict, Tomohon City. Meanwhile, for the purposes of triangulation of data on the implementation of the GMIM school education system by the Ds Foundation. A.Z.R. Wenas researchers deliberately set several Christian schools assisted by the GMIM Foundation Ds. A.Z.R. Wenas. This research was conducted from March 2019 to February 2020. Yin K. R, (2002) <sup>[24]</sup> suggests, in qualitative research there are 6 types of research designs, namely: (1) ethnographic, (2) case studies, (3) grounded theory, (4) interactive, (5) ecological, and 6 future research".The location of this research is in Tomohon City, precisely at the GMIM Foundation Office, Ds. A.Z.R. Wenas with the address, Kelurahan Lessa, Tomohon Tengah Subdistrict, Tomohon City. Meanwhile, for the purposes of triangulation of data on the implementation of the GMIM school education system by the Ds Foundation. A.Z.R. Wenas researchers deliberately set several Christian schools assisted by the GMIM Foundation Ds. A.Z.R. Wenas. This research was conducted from March 2019 to February 2020.

The key data sources in this research are: 1 (one) person from the Working Body of the GMIM Synod Assembly, Elements of the GIMI School Foundation Ds. A.Z.R. Wenas 4 (four) people, (Chairman, Deputy Chair, Secretary, Deputy Secretary and Treasurer) GMIM School Affairs

Foundation, 1 (one) Head of Foundation Administration Division, 1 (one) GMIM Kindergarten teacher representative, GMIM Elementary School teacher representative 1 (one) person, 1 (one) representative of Christian Middle School teachers, 1 (one) representative of Christian High School teachers, 1 (one) representative of Christian Vocational High School (SMK) teachers and 1 (one) Representative of the Head of City District Education Office people, thus the number of informants is 12 (twelve) people and then the researcher tracks the data based on the formulation of research problems drawn from the focus of the research.

The data collection procedure is carried out by taking the following steps: (a). Before entering the field, the researcher first takes care of the research permit application by the Director of the Unima Postgraduate Program, and after the research permit is issued, the researcher then reports at the GMIM Foundation Office, Ds. A.Z.R. Wenas was formally served by the Head of the Foundation's Administration Section, Mrs. Dra. Jouna Parengkuan. At that time, the researcher was coordinated with the GMIM School Foundation Management to coordinate the meeting time. Based on the information provided, the right informant to provide information is 12 people consisting of one BPMS element, from the Foundation Management four people, the Principal of Christian schools representatives (GMIM Kindergarten, GMIM SD, Christian Middle School, Christian High School and Christian Vocational School). each school and one representative from the Head of the Education Office. At the time of going down the field researchers have prepared data collection tools in the form of: (1). Observation Guidelines Format, (2). Interview Guide Format; and (3) Documentation Guidelines Format, completed with field notes, photo documentation, and camera recorder. Meanwhile, the Format of Observation Guidelines, Format of Interview Guidelines, and Format of Documentation Guidelines. The data that has been collected and then analyzed through the data analysis process that is passed are: (1) The data reduction stage; (2) Data Display Phase (data display), (3) Data Verification Conclusion Phase.

The single case data analysis model used in this study refers to the data analysis interaction model as shown in the image below:



Source: Matthew B. Miles & A.M. Huberman

**Fig 1:** Model Interaksi Analisis Data

## 4. Result and discussion

### 4.1 Description of the research site

In its development, historically Christian schools in the service area of the Evangelical Christian Church in Minahasa are under two foundations, namely: (1). GMIM Education and School Foundation to foster GMIM Kindergarten, GMIM Elementary School, Christian Middle School, Christian High School and Christian Vocational School in coordination with the government through the Education and Culture Office and Regional Offices of the Ministry of Education and Culture of the Province and District/City Governments and (2) Higher Education Foundations Christian to foster the Indonesian Christian University Tomohon (UKIT) and the Nursing Academy (AKPER) Bethesda Tomohon in coordination with the Coordinator of Private Universities (Kopertis region IX) the Director General of Higher Education Kemendikbud and the Indonesian Ministry of Health. Initially, all GMIM schools had the status of full private schools where the management of full education was carried out by the GMIM Education and Schooling Foundation and was responsible to the GMIM Synod Assembly Working Body. Subsequent developments, GMIM schools gradually changed their status from full private schools to subsidized private schools so that at the same time the government provided subsidies, including placing Civil Servant teachers to work in GMIM-owned schools and providing tuition assistance as well as other schools. Other public schools. Thus, the North Sulawesi Provincial Government together with the Regency/City government through the Education and Culture Office and the Regional Office in accordance with the existing authorities to jointly develop GMIM Christian school education institutions with their respective roles as follows: (1). The Christian Education and Schooling Foundation (YPPK) GMIM as the owner of the educational institution, (2). The Provincial Office of Education and Culture plays a role in the field of recruitment and remuneration of teachers, and the improvement and development and procurement of school education infrastructure and facilities equivalent to state schools, and (3) the Regional Office of Education and Culture plays a role in the curriculum, procurement of materials teaching and learning tools, as well as the development of teachers' professional abilities through upgrading, education and training, workshops, and the like.

### 4.2 Education program planning subsystem activities by the GMIM Foundation Ds. A. Z. R. Wenas for Christian schools built by the Evangelical Christian Church in Minahasa

The education service program determined by the governing body through program planning meetings for the period 2018-2022, includes: (1). Educational stewardship containing the evangelical mission by GMIM for students at all school levels; (2). Educational Leadership Stewardship Program in every type and level of education, (3), Recruitment and placement of teachers and employees in target schools, (4). Recruitment and placement of principals in target schools, (5). Program for the development of educational infrastructure and facilities in the target schools, (6). Education financing programs in the target schools, and (7) cooperation programs with other parties with the principle of mutual benefit and non-binding in educational services in the target schools.

These field findings indicate that in the education program planning process, a planning team is needed that has "depth and breadth of insight into educational planning while at the same time understanding the philosophical nature of education that is relevant to the cultural diversity of society by using a humanistic leadership approach for innovative decision-making." (Wongkar, 1990; Imron Arifin, 2019, and Rusdinal, 2019).

Thus, the planning of educational programs by the foundation's governing body is based on the results of the analysis of the learning needs of students synchronized with the development of the service mission and the needs of families and communities to support government programs. It is said so because planning is often called the first management function because managerial planning activities are the basic decisions for all things managers do such as organizing, leading and controlling all activities (Robbins and Coulter 2009). This planned program is then synchronized with the education program planning at the school level. This is supported by the view of Mangantes (2019: 150) who examines that "Planning applied in school management today generally applies the types of strategic planning and operational planning, including its application within the framework of the school-based management policy implementation process". That is why the educational program planning by the GMIM Ds Foundation. A.Z.R. Wenas in the field of GMIM school education are designed based on the 2018-2022 Foundation leadership periodization.

### 4.3 The activities of the coordination subsystem for the implementation of education programs by the GMIM Foundation Ds. A.Z.R. Wenas for Christian schools built by the Evangelical Christian Church in Minahasa

This field finding is in line with the view of Kakansing, (2010), that the core of coordination is communication for the same meaning that is built through a communication process that takes place in a dialogical manner, where dialogue is a form of communication that shows the interaction between parties who need each other. This view is reinforced by a number of experts that in carrying out the coordination of the education program that has been determined it is necessary to group the activities and implementing elements of each work unit from the following aspects: (1). Type of activity; (2). Activity implementation time; (3). Priority scale; and (4). Coordinative relationships between sections and implementing units and so on are so clear that it makes it easier to coordinate their implementation

To coordinate the financing of GMIM Kindergarten and Elementary School Education in coordination with the Congregational Budget and Revenue Plan, To finance education at the Christian Middle School level in coordination with the Regional Council Working Body and the churches in their respective service areas, while for education financing at the School level Christian High School and Vocational High School in coordination with the Management of the GMIM Schooling Foundation, the GMIM Synod Working Body and related parties that are not binding in the form of an MOU or cooperation. This education funding does not include the cost of government subsidies for the remuneration of ASN teachers placed by the district/city and provincial governments in each school. Likewise with the construction of markets and educational

facilities, both the construction of new buildings, the rehabilitation of buildings, both light and heavy rehabilitation by the government.

#### **4.4 The activities of the subsystem of supervising the implementation of education programs by the GMIM Foundation Ds. A.Z.R. Wenas for Christian schools built by the Evangelical Christian Church in Minahasa.**

The results of field data analysis related to the implementation of educational programs, it was found that for the stages of implementing the program the foundation's management agency carried out according to the stages of the program activities that had been planned and had been determined. Implementation or mobilization is the culmination of an organization's activities that make all group members or all related parties willing and able to work together, work sincerely and passionately to achieve goals in accordance with predetermined plans and organized efforts (Kambey, 2006). This is reinforced by Koontsz and Wehrich in Wullur, (2009), that mobilization as a process of influencing people so that they will contribute something to the organization and to group goals is implemented by related parties after receiving program socialization and program coordination by the agency foundation administrator.

#### **4.5 Subsystem activities resulting from the implementation of education programs by the GMIM Foundation Ds. A.Z.R. Wenas for Christian schools built by the Evangelical Christian Church in Minahasa**

The results of field data analysis related to the results of the implementation of the education program, it was found that the results achieved referring to the flagship program of the GMIM Ds Foundation. A.Z.R. Wenas in the field of education shows the success of the program within the limits of existing limitations which include:

1) The success of the socialization of the program to all principals in the schools built by the GMIM Ds foundation. A.Z.R. Wenas for each program related to the school, especially regarding educational service programs determined by the governing body through program planning meetings for a period of 2018-2022. 2). The success of the Educational Leadership Stewardship Program in every type and level of education is carried out on the program of every activity that has been planned. 3). The success of the recruitment and placement program for teachers and junior high school employees through Regional RABS is at least 1 person each. 4). The success of the recruitment program for prospective school principals according to regulations or according to their term of service by selecting prospective principals for elementary school principals through the recommendation of the Congregational Council Session with the BPMJ proposal to the Education Office. 5). The success of the implementation of the educational infrastructure and facilities development program in the target schools is very limited because the Foundation has difficulties and limitations in financing educational facilities and infrastructure, so that the financing for the physical construction of school buildings is currently fully subsidized by the Regency / City and provincial governments through APBN funds. and APBD. 6). The success of the education financing program in the target schools, by financing education with the Provincial and Regency/City governments by involving BPMJ, BPMW and

PBMS according to their respective tupoksi. 7) The successful implementation of the cooperation program with other parties with the principle of mutual benefit and non-binding in educational services in the target schools, which is carried out through a cooperation program, especially the Christian Vocational School with the Business World and the Industrial World as well as the relevant government, as well as the Foundation with other parties. Related partners, marked by the cooperation of the Christian Vocational School with the Business and Industrial World (DUDI) in the fields of computers, automotive repair shops, tourism and hospitality.

#### **5. Conclusion**

From the description above, the conclusions of this study are:

1. Education program planning sub-system activities, education program implementation coordination sub-system activities, education program implementation sub-system activities, education program implementation monitoring sub-system activities at the GMIM Ds Foundation. A. Z. R. Wenas of Tomohon City has been well implemented.
2. Overall Results of the Education Program Implementation System by the GMIM Foundation Ds. A.Z.R. Wenas for Christian Schools built by the Evangelical Christian Church in Minahasa. Every Monday worship is held at the flag ceremony led by students at the elementary, junior high, high school/K levels, while for Kindergarten there is no worship service. Furthermore, for each day a prayer before the first lesson and a prayer after the last hour rotates for each student. Likewise with school involvement for ecclesiastical holidays, all schools carry out school Christmas worship programs together, take part in school Easter Parade activities, take part in GMIM's Evangelism and Christian Education Day activities, as well as hold graduation services and new student admissions in each. school.

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