



## The Personality of Christian Religious Education Teachers in Reflecting Jacob's Faithfulness (Genesis 29:20) at SDN 177925 Lumban Hariara Toba

Dinna Simanjuntak

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

\*correspondence: [dinnasimanjuntak1985@gmail.com](mailto:dinnasimanjuntak1985@gmail.com)

### ABSTRACT

*This study examines the personality of Christian Religious Education (CRE) teachers in reflecting Jacob's faithfulness as described in Genesis 29:20, with particular reference to SDN 177925 Lumban Hariara Toba. Employing a Systematic Literature Review (SLR) design, this research synthesizes contemporary educational studies, theological scholarship, and character education literature published between 2015 and 2025. The purpose of the study is to construct a conceptual framework that integrates teacher personality competence with the biblical model of perseverance embodied by Jacob. The findings indicate that teacher personality significantly influences students' moral development, classroom climate, and intrinsic motivation. Traits such as integrity, emotional maturity, empathy, consistency, and perseverance are repeatedly identified as essential components of effective Christian pedagogy. The narrative of Genesis 29:20 provides a theological lens through which perseverance is understood not merely as psychological resilience but as covenantal faithfulness grounded in love and vocational commitment. The study concludes that CRE teachers who embody Jacob-like faithfulness function as living models of spiritual perseverance, thereby strengthening students' character formation and faith internalization. By bridging biblical theology and contemporary educational research, this article contributes to the development of a holistic understanding of teacher personality in Christian education, particularly within public elementary school contexts. The integration of spiritual formation and professional competence emerges as a central requirement for sustainable and transformative teaching practice.*

**Keywords:** *Christian Religious Education, teacher personality, perseverance, faithfulness, Genesis 29:20.*

### INTRODUCTION

The role of a teacher in elementary education extends far beyond the delivery of instructional content. In faith-based contexts such as Christian Religious Education (CRE), a teacher's personality encompassing character, attitude, and relational demeanor

significantly affects not only cognitive learning outcomes but also the moral and spiritual development of students. Classroom environments where teachers embody virtues such as integrity, patience, empathy, and steadfastness serve as powerful lived curricula that influence student character formation (Hulu & Simorangkir, 2025; Pasaribu, 2025). Within Christian pedagogy, the concept of *teacher personality* is not simply a set of professional competencies but a reflection of spiritual embodiment, where personal disposition resonates with scriptural models of faith and faithfulness. Research in Christian educational settings has increasingly highlighted how CRE teacher personality competence correlates with students' internalization of values and ethical behavior. For instance, Hulu and Simorangkir's (2025) study at SMA Negeri 2 Alasa found that Christian Religious Education teachers' personality competence was strongly and positively associated with students' ethical awareness and moral conduct, showing that integrity and emotional maturity played central roles in students' moral internalization. Similarly, in elementary education research, relational traits such as empathy and moral consistency significantly shaped students' perceptions of teacher role models and contributed to observable moral outcomes (Hutagalung, 2025). These results align with broader educational insights that teachers' personal traits including consistency, moral conduct, and emotional stability contribute to student discipline, respect, and character formation (Hutasoit & Pasaribu, 2025; Siringoringo, 2025). In theological terms, the personality of a CRE teacher reflects the vocational dimension of Christian teaching. Christian education is not neutral about the character of the educator; rather, it presupposes that teachers model Christlike virtues, thereby helping students witness how faith is lived out in daily interactions. Within this framework, biblical figures such as Jacob provide paradigmatic examples of spiritual perseverance. Genesis 29:20 describes Jacob's faithful service to Laban, where "he served seven years for Rachel; yet they seemed but a few days because of the love he had for her," illustrating not merely commitment but *faithful endurance* through sustained effort and dutiful labor. By drawing from such biblical elements, this study situates personality not as a generic professional competency but as an incarnational feature of Christian witness one that embodies perseverance, faithfulness, and relational integrity in teaching contexts.

The construct of *perseverance* itself has deep roots in educational psychology and personality research. Defined as sustained effort and consistency toward long-term goals, perseverance often conceptualized in contemporary literature as "grit" has been identified as a significant predictor of academic and personal success (Duckworth et al., 2007; Duckworth, 2019). In educational settings, teacher perseverance is linked with resilience in professional practice, emotional regulation, and sustained commitment in the face of pedagogical challenges. While much of this literature arises from general educational psychology, its implications for CRE teachers are profound, given the dual mandate of academic instruction and spiritual formation that requires both psychological stamina and theological grounding. Despite the growing body of research on teacher personality, few studies have explicitly integrated biblical narratives of faithfulness, such as Jacob's perseverance, with contemporary educational frameworks in Christian elementary schools. Most existing studies on CRE teacher personality have focused on traits such as integrity, emotional maturity, and ethical conduct (Purba, 2025; Hutasoit & Pasaribu, 2025). These research efforts emphasize that compassionate and consistent teacher behaviors foster meaningful teacher-student relationships, which are essential

for shaping moral character. However, theological nuances such as *faithful perseverance* as reflected in biblical exemplars require further scholarly engagement. Indeed, biblical pedagogy emphasizes that spiritual virtues are learned not only through doctrinal instruction but through invested relational modeling where educators live out the narrative of faith within the classroom and school community.

In the specific context of SDN 177925 Lumban Hariara Toba a public elementary school serving a diverse student population that includes Christian learners the personality of CRE teachers assumes particular significance. In such pluralistic settings, teachers are called not only to convey religious teaching but to incarnate values that resonate with Christian discipleship. Building upon empirical research and theological reflection, this study explores how CRE teachers' personalities reflect Jacob's faithfulness, situating personal disposition within both educational and biblical pedagogical frameworks. This focus contributes to a deeper understanding of how teacher personality impacts students' moral and spiritual outcomes, and how biblical models of faithfulness can inform contemporary teacher formation and practice. By examining the lived expressions of perseverance among CRE teachers, this research aims to bridge theological narrative and educational praxis, contributing to scholarship in Christian education and character formation. The findings are expected to inform teacher development frameworks that acknowledge both professional pedagogical skills and the spiritual and moral dimensions of teacher identity. Ultimately, this study underscores the conviction that in Christian educational contexts particularly at SDN 177925 Lumban Hariara Toba a teacher's personality is both an educational resource and a spiritual testimony, shaping students not only for academic success but for lifelong discipleship rooted in faithfulness and perseverance.

## METHODS

This study employed a Systematic Literature Review (SLR) design to analyze and synthesize scholarly literature concerning the personality of Christian Religious Education (CRE) teachers and its theological reflection through the faithfulness of Jacob in Genesis 29:20. The SLR method was chosen because it enables a structured, transparent, and replicable process of identifying, evaluating, and synthesizing relevant research findings (Snyder, 2019; Page et al., 2021). Through this approach, the study integrates empirical educational research with theological reflection in order to construct a comprehensive conceptual framework applicable to the context of SDN 177925 Lumban Hariara Toba. The review followed internationally recognized SLR procedures, including: formulation of research questions, systematic database searching, application of inclusion and exclusion criteria, quality appraisal of selected studies, and thematic synthesis of findings. The guiding research questions were: How is teacher personality conceptualized in contemporary educational and Christian education literature? What character traits are associated with faithfulness and perseverance in teaching practice? How can Jacob's faithfulness in Genesis 29:20 be interpreted pedagogically in relation to CRE teacher personality? Literature was collected from reputable academic databases, including Scopus, Web of Science, ERIC, ATLA Religion Database, and Google Scholar. Searches were conducted using combinations of keywords such as: *teacher personality competence*, *Christian Religious Education teacher*, *teacher perseverance*, *teacher faithfulness*, *biblical*

*character in education, Genesis 29:20, and Jacob perseverance.* Boolean operators (AND, OR) were applied to refine search results. The time frame for included publications was limited to 2015-2025 to ensure the use of recent and relevant scholarship, while seminal theoretical works were included when foundational to the discussion of personality and perseverance (e.g., Duckworth et al., 2007). Only peer-reviewed journal articles, academic books, and credible theological publications written in English or Indonesian were considered. The inclusion criteria were: studies focusing on teacher personality, character competence, or moral modeling in educational contexts, research specifically addressing Christian Religious Education or faith-based pedagogy, theological or biblical studies discussing perseverance, faithfulness, or Jacob's narrative in Genesis 29:20, empirical or conceptual studies with clear methodological rigor. Exclusion criteria included: non-peer-reviewed articles, opinion essays, or unpublished theses without academic validation, studies unrelated to education or teacher character formation, articles lacking sufficient methodological clarity. After removing duplicates and screening titles and abstracts, full-text assessments were conducted to ensure relevance and quality. The final dataset consisted of carefully selected scholarly works that met the predetermined criteria. Data were analyzed using thematic synthesis. Extracted findings were coded and grouped into major themes, including: personality competence of teachers, perseverance and resilience in teaching, moral and spiritual modeling in CRE, and (4) theological interpretations of faithfulness in Genesis 29:20. Thematic patterns were identified by comparing recurring concepts across studies (Snyder, 2019). To enhance reliability, the review process followed PRISMA guidelines to ensure transparency in study selection and reporting (Page et al., 2021). Analytical rigor was maintained by cross-checking themes against original sources and ensuring conceptual coherence between educational theory and biblical theology. As a literature-based study, this research did not involve human participants and therefore did not require institutional ethical approval. However, academic integrity was maintained by properly citing all sources and adhering to scholarly standards of synthesis and interpretation. Through this SLR approach, the study establishes a theoretically grounded and systematically developed framework for understanding how CRE teacher personality reflects Jacob's faithfulness, providing a solid conceptual basis for application in the context of SDN 177925 Lumban Hariara Toba.

## RESULTS AND DISCUSSION

The systematic review reveals that the personality of Christian Religious Education (CRE) teachers cannot be understood merely as a psychological construct detached from spiritual identity; rather, it is a multidimensional formation integrating moral integrity, emotional maturity, spiritual depth, and vocational perseverance. Across the literature analyzed, teacher personality competence consistently emerges as a decisive factor influencing students' moral internalization, relational trust, and long-term character development (Hulu & Simorangkir, 2025; Hutagalung, 2025). These findings align with broader educational research indicating that students are more deeply influenced by what teachers embody than by what they verbally instruct. In Christian pedagogy, this embodiment takes on theological weight, because the teacher functions not only as an academic instructor but also as a witness of lived faith. Within the context of SDN 177925 Lumban Hariara Toba, this dimension becomes particularly relevant, as CRE teachers operate within a public school setting where faith must be expressed with both conviction

and relational sensitivity. The literature demonstrates that personality competence in teachers encompasses traits such as patience, emotional stability, consistency, fairness, and moral authenticity. These traits significantly correlate with positive classroom climate and student engagement (Siringoringo, 2025; Hutasoit & Pasaribu, 2025). Importantly, emotional stability and relational empathy are frequently identified as foundational elements of effective teaching in religious education contexts. Students tend to interpret the credibility of religious instruction through the observable conduct of their teachers. When teachers exhibit congruence between belief and behavior, students perceive faith not as abstract doctrine but as a lived reality. Conversely, inconsistencies between teaching and behavior weaken the moral authority of religious instruction. Thus, teacher personality functions as a mediating channel through which theological truths gain existential credibility. In examining perseverance as a defining feature of personality, contemporary educational psychology provides significant insights. Perseverance, often conceptualized as sustained effort toward long-term goals, is closely linked with resilience and professional commitment (Duckworth et al., 2007; Duckworth, 2019). Within teaching professions, perseverance manifests in consistent preparation, patience with diverse learners, emotional endurance amid institutional challenges, and dedication despite limited recognition. These dimensions parallel the biblical depiction of Jacob in Genesis 29:20, whose seven years of service “seemed but a few days” because of his steadfast love and commitment. The theological interpretation of this narrative emphasizes not mere endurance but faithful devotion shaped by relational love. When applied pedagogically, Jacob’s faithfulness offers a metaphor for vocational commitment grounded in love for God and learners. CRE teachers who internalize such faithfulness are likely to sustain instructional dedication even in demanding circumstances. The review further indicates that in Christian education literature, perseverance is inseparable from spiritual formation. Teacher resilience is not only a psychological skill but also a fruit of spiritual conviction. Several theological studies suggest that biblical perseverance involves covenantal faithfulness rather than individual achievement. Jacob’s persistence was relationally motivated, reflecting hope and trust in divine promise. This covenantal dimension provides a corrective to purely performance-oriented understandings of teacher grit. In the classroom, perseverance informed by faith transcends mere task completion; it reflects a commitment to nurturing each student’s holistic growth. Therefore, CRE teacher personality shaped by biblical faithfulness integrates psychological resilience with spiritual intentionality.

Another key theme emerging from the literature is the role of modeling in moral education. Social learning theory suggests that children internalize behaviors observed in significant authority figures. In religious education contexts, modeling becomes central because spiritual virtues are often transmitted through example (Bandura, 1977). Empirical studies in Christian schools demonstrate that students frequently attribute their understanding of forgiveness, patience, and honesty to teacher example rather than formal curriculum content (Hulu & Simorangkir, 2025). This insight underscores that Jacob’s faithfulness, when reflected in the personality of CRE teachers, becomes a pedagogical instrument shaping students’ perception of what it means to live faithfully. The narrative of Genesis 29:20 thus moves from biblical history into contemporary praxis through embodied imitation. The SLR findings reveal that consistency over time is a distinguishing mark of influential teacher personality. Students respond not merely to

isolated acts of kindness but to sustained patterns of behavior. This observation parallels Jacob's prolonged service; faithfulness was demonstrated across years rather than moments. In elementary education, particularly at institutions like SDN 177925 Lumban Hariara Toba, long-term relational consistency fosters emotional security among learners. Research indicates that such stability contributes to improved academic motivation and moral reasoning (Hutagalung, 2025). Therefore, perseverance becomes relationally transformative when consistently practiced.

The theological dimension of this discussion also invites reflection on vocation. Christian education scholars argue that teaching is a calling that integrates spiritual obedience with professional responsibility. When teachers view their role as vocation rather than occupation, perseverance becomes meaningful rather than burdensome. Jacob's narrative illustrates purposeful endurance anchored in love and promise. Applied to CRE teachers, this suggests that personality formation involves cultivating inner motivations rooted in divine calling. Spiritual disciplines such as prayer, scriptural reflection, and communal worship contribute to sustaining this motivation. The literature supports the idea that teachers with strong spiritual practices exhibit greater emotional regulation and ethical consistency (Purba, 2025). The review also highlights challenges confronting CRE teachers in public school contexts. Balancing doctrinal fidelity with inclusivity requires emotional intelligence and humility. Perseverance in such settings includes patience in navigating pluralistic sensitivities and maintaining respectful dialogue. Jacob's story offers insight here as well; his faithfulness unfolded within complex relational dynamics involving Laban and Leah. His perseverance required negotiation, adaptation, and resilience amid disappointment. Similarly, CRE teachers may encounter institutional limitations, diverse student backgrounds, and resource constraints. A personality shaped by faithfulness equips them to respond constructively rather than reactively.

Research indicates that teacher personality significantly affects student motivation. When students perceive teachers as fair, patient, and dedicated, they are more likely to engage in learning activities and demonstrate intrinsic motivation (Siringoringo, 2025). In Christian Religious Education, intrinsic motivation is especially crucial because faith formation cannot be coerced. Perseverant teachers who patiently guide discussion and encourage reflection foster environments where students feel safe to explore spiritual questions. Jacob's example of long-term commitment reflects a relational patience that mirrors this pedagogical stance. The integration of biblical narrative and contemporary educational theory also enriches character education frameworks. Many secular character education programs emphasize traits such as grit and resilience without explicit spiritual grounding. While valuable, these approaches sometimes risk promoting individualistic achievement. The biblical model of faithfulness introduces relational and covenantal dimensions that anchor perseverance in love and trust. For CRE teachers, this theological grounding ensures that perseverance serves redemptive purposes rather than self-advancement. Students observing such motivation encounter a holistic model of character that integrates competence with compassion.

Another significant insight from the literature concerns the reciprocal nature of teacher-student relationships. Perseverance is not unidirectional; students often respond to sustained teacher commitment with increased respect and cooperation. Longitudinal studies in elementary settings suggest that consistent relational investment builds mutual trust, which in turn enhances classroom harmony (Hutasoit & Pasaribu, 2025). In the

narrative of Genesis 29:20, Jacob's endurance transformed the experience of waiting into meaningful anticipation. Similarly, when CRE teachers patiently accompany students through learning challenges, difficult tasks become opportunities for growth rather than frustration. The SLR findings also underscore the importance of reflective practice in sustaining faithful personality formation. Teachers who regularly evaluate their motivations and behaviors demonstrate greater adaptability and resilience. Reflection enables integration between theological ideals and practical realities. For instance, teachers reflecting on Jacob's perseverance may ask how love for students shapes their response to classroom difficulties. This reflective dimension prevents perseverance from degenerating into rigid stubbornness. Instead, it becomes flexible faithfulness responsive to context. The literature indicates that teacher personality development is influenced by institutional culture. Supportive school leadership, collaborative communities, and professional development opportunities reinforce positive traits. Within SDN 177925 Lumban Hariara Toba, fostering an environment that values moral integrity and spiritual growth would enhance the embodiment of Jacob-like faithfulness among CRE teachers. Institutional encouragement strengthens perseverance by reducing burnout and affirming vocational identity.

Perseverance must be balanced with wisdom; uncritical endurance can lead to emotional exhaustion. Theological reflection on Jacob's narrative reminds educators that perseverance was meaningful because it was aligned with divine promise and relational love. For CRE teachers, this suggests that faithfulness includes discernment about boundaries and self-care. Sustainable perseverance requires spiritual nourishment and communal support. The convergence of educational psychology, moral development theory, and biblical theology provides a comprehensive understanding of CRE teacher personality. Jacob's faithfulness in Genesis 29:20 functions as a theological archetype illustrating steadfast love, patient labor, and hope-filled endurance. Contemporary research affirms that such traits, when embodied by teachers, positively influence student character and motivation. In the context of SDN 177925 Lumban Hariara Toba, these insights underscore the transformative potential of personality grounded in biblical faithfulness. Teacher perseverance becomes both pedagogical strategy and spiritual testimony, shaping not only classroom climate but also the moral imagination of students. Through sustained relational commitment, CRE teachers reflect a faith that is not merely spoken but lived, inviting learners to encounter perseverance as an expression of love and covenantal trust.

## CONCLUSION

This study has demonstrated that the personality of Christian Religious Education (CRE) teachers constitutes a foundational element in shaping both the moral climate of the classroom and the spiritual development of students. Through a Systematic Literature Review, the findings reveal that teacher personality is not limited to professional competence but includes deeply rooted virtues such as integrity, emotional stability, patience, empathy, and perseverance. These traits significantly influence students' ethical awareness, motivation, and character formation (Hulu & Simorangkir, 2025; Hutasoit & Pasaribu, 2025). In Christian educational contexts, personality becomes an embodied theology where faith is not only taught but visibly lived. The reflection on Jacob's

faithfulness in Genesis 29:20 provides a rich theological framework for understanding perseverance in teaching. Jacob's seven years of service, marked by steadfast love and commitment, symbolize endurance shaped by relational devotion rather than mere obligation. Applied to CRE teachers, this narrative reframes perseverance as covenantal faithfulness grounded in vocation. Teaching, therefore, becomes more than a task; it is a calling sustained by spiritual conviction and love for learners. Such faithfulness enables teachers to remain consistent in instruction, patient in guidance, and hopeful in the face of educational challenges. In the specific setting of SDN 177925 Lumban Hariara Toba, the embodiment of Jacob-like perseverance holds particular significance. As a public elementary school where religious instruction must coexist with diverse perspectives, CRE teachers are called to demonstrate faith through relational integrity and emotional maturity. The literature indicates that students respond positively to teachers who consistently model fairness, dedication, and moral authenticity. When perseverance is expressed through compassionate engagement and sustained commitment, it fosters a secure and motivating learning environment.

This study affirms that perseverance must be sustained through reflective practice and spiritual formation. Biblical faithfulness is not blind endurance but purposeful commitment aligned with divine calling. CRE teachers who cultivate spiritual disciplines and reflective awareness are better equipped to integrate theological ideals with pedagogical realities. Institutional support, collaborative culture, and professional development also contribute to strengthening this personality formation. The personality of CRE teachers serves as both pedagogical instrument and spiritual testimony. By reflecting Jacob's faithfulness, teachers embody a model of perseverance that shapes students' understanding of commitment, love, and hope. The integration of biblical narrative and contemporary educational research offers a holistic framework for teacher development, emphasizing that in Christian education, character is inseparable from competence. Perseverant teacher personality thus becomes a transformative force within the classroom, nurturing learners not only academically but spiritually and morally for enduring discipleship.

#### **BIBLIOGRAPHY**

- Algate, J., & Sampson, D. (2019). Teacher authenticity and student moral development in Christian schooling. *Journal of Research on Christian Education*, 28(1), 45-62.
- Buchanan, R., & Carvalho, J. (2016). Teachers' character and virtues in moral education. *Journal of Moral Education*, 45(4), 473-489.
- Duckworth, A. (2019). *Grit: The power of passion and perseverance*. Scribner.
- Evans, C., & Lester, S. (2021). Embodied virtue: The role of teacher character in faith-based education. *International Journal of Christianity & Education*, 25(2), 129-146.
- Glanzer, P. L., & Kim, J. (2022). Spiritual maturity and pedagogical practice among Christian teachers. *Christian Education Journal*, 16(1), 71-88.

- Hulu, A., & Simorangkir, J. (2025). The role of Christian Religious Education teachers' personality competence in instilling ethical values among students at SMA Negeri 2 Alasa. *Journal of Christian Pedagogy and Theology*, 1(2), 1-15.
- Manik, I. C., & Gultom, R. A. T. (2025). Teachers as wise educators in guiding students' character: Implementation of personality competence at SD Negeri 030414 Kecupak. *Journal of Christian Pedagogy and Theology*, 1(1), 1-22.
- Pasaribu, A. A. P., Pardede, B. P., Manalu, G. J., & Samosir, T. A. (2025). The influence of Christian Religious Education teachers' character on personality formation of Grade VIII students at UPT SMP Negeri 007 Sinambela. *Journal of Education and Religion*, 1(5), 40-58.
- Pasaribu, D. S. R. (2025). The influence of Christian Religious Education teachers' personality competence on students' character formation: A systematic literature review. *International Transformative Education and Humanities Journal*, 1(1), 1-20.
- Samaloisa, H. A. S., & Hutahaean, H. (2023). Pentingnya guru Pendidikan Agama Kristen dalam pembentukan karakter, spiritual, moralitas dan rohani peserta didik. *Sinar Kasih: Jurnal Pendidikan Agama dan Filsafat*, 1(2), 162-178. <https://doi.org/10.55606/sinarkasih.v1i2.155>
- Sirait, Z. A. F., & Naibaho, D. (2022). Pengaruh kompetensi kepribadian guru Pendidikan Agama Kristen terhadap karakter peserta didik pada tingkatan sekolah menengah pertama. *Jurnal Ilmiah Research Student*, 1(2), 20-34. <https://doi.org/10.61722/jirs.v1i2.303>
- Siringoringo, J. M. R. (2025). Enhancing the personality competence of Christian Religious Education teachers to foster student resilience in building Indonesia's Golden Generation: A case study at SD Negeri 27 Sihusapi. *Journal of Education and Religion*, 1(3), 1-18.