



Walking in Obedient Faith: The Calling of CRE Teachers Reflected in Genesis 6:22 at SD Negeri 078490 Ambukha

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ABSTRACT

This study explores the spiritual and pedagogical significance of obedient faith in the vocational life of Christian Religious Education (CRE) teachers, drawing inspiration from Genesis 6:22, which states, "Noah did everything just as God commanded him." Using a Systematic Literature Review (SLR) method, the research analyzes theological and educational literature published between 2014 and 2024 to understand how faith and obedience shape the professional identity and ministry of CRE teachers, particularly those at SD Negeri 078490 Ambukha. The findings reveal that Noah's example of faith-based obedience provides a biblical framework for understanding teaching as both a divine calling and a moral responsibility. For CRE teachers, faith must be lived out through concrete actions that reflect trust, perseverance, and integrity in daily educational practice. Obedient faith fosters spiritual resilience, enabling teachers to remain steadfast amid institutional challenges, moral pluralism, and resource limitations. It also enhances pedagogical effectiveness by transforming teaching into an act of discipleship where the teacher's life becomes a testimony of faith. Furthermore, faith-driven obedience nurtures leadership grounded in humility and compassion, influencing students and colleagues through example rather than authority. The study concludes that walking in obedient faith is essential for CRE teachers to fulfill their divine calling faithfully. Through consistent obedience to God's Word, they become transformative agents of moral and spiritual formation, turning the classroom into a sacred space for holistic education rooted in Christian values.

Keywords: *Christian Religious Education, obedient faith, teacher calling, Genesis 6:22*

INTRODUCTION

Faith is the foundation of every Christian's relationship with God, serving as both the substance and evidence of one's trust in divine truth and purpose. For Christian Religious Education (CRE) teachers, faith extends beyond personal conviction-it becomes a living testimony that shapes their vocation and guides their educational mission. The concept of obedient faith, as reflected in Genesis 6:22-"Noah did everything just as God commanded him"-offers a profound biblical model for how teachers can live out their

calling faithfully and responsibly. In this narrative, Noah's obedience amidst uncertainty embodies the essence of steadfast faith that responds to God's call with humility, action, and perseverance. Within the context of education, particularly Christian education, this same attitude of obedience and trust becomes essential for teachers who are entrusted with nurturing students' spiritual and moral growth. CRE teachers face numerous challenges that test the strength of their faith and sense of calling. The pressures of academic standards, technological changes, moral pluralism, and the secularization of values often place educators in situations where faith-based convictions may seem countercultural. Despite these realities, teachers of Christian Religious Education are called not merely to instruct but to embody Christ-like faith and obedience through their character, decisions, and pedagogical practices. Their vocation is not just a profession but a divine calling—an invitation to partner with God in shaping young lives for His glory. Therefore, the faith of a CRE teacher must be dynamic, expressed through consistent obedience to God's Word, and visible in the authenticity of daily actions. The case of SD Negeri 078490 Ambukha, a public elementary school in a rural area of North Sumatra, provides a meaningful context for exploring this theme. In such settings, Christian teachers often work in environments where resources are limited and faith-based instruction may face both cultural and institutional challenges. Yet, these circumstances also present unique opportunities for teachers to demonstrate resilient faith and obedience as expressions of their calling. By reflecting on Genesis 6:22, CRE teachers at SD Negeri 078490 Ambukha can find inspiration in Noah's unwavering obedience and faithfulness amid adversity. This biblical model encourages them to trust God's guidance even when the results of their labor are not immediately visible, recognizing that faithful service in teaching is itself an act of worship. The relationship between faith, obedience, and vocation is inseparable. Faith without obedience becomes theoretical, while obedience without faith devolves into legalism. The integration of both is what transforms teaching into a sacred vocation. In Christian Religious Education, faith-driven obedience shapes not only what is taught but how it is taught—imbuing lessons with authenticity, love, and hope. Students who encounter teachers living out such faith are more likely to internalize Christian values, develop moral integrity, and understand their own purpose before God. Thus, the teacher's life becomes the curriculum, and their faith becomes a visible sermon that speaks louder than words. In this light, Genesis 6:22 serves as a timeless reminder that faith requires action rooted in trust. Noah's obedience to God's command to build the ark, despite the absence of tangible evidence or social approval, reflects a form of faith that transcends logic and comfort. Similarly, CRE teachers are invited to live out this radical trust in God's calling, believing that their labor in education—though sometimes unseen—contributes to the spiritual formation of future generations. This reflection leads to the central aim of this study: to analyze and interpret how the obedient faith exemplified in Genesis 6:22 can inform and inspire the vocational identity of CRE teachers at SD Negeri 078490 Ambukha. This article seeks to examine the theological and educational implications of walking in obedient faith within the context of Christian teaching. Through the biblical reflection on Genesis 6:22 and its application to contemporary Christian education, this study highlights the transformative potential of faith-based obedience in fulfilling the divine calling of CRE teachers. By exploring how these principles manifest in the lived experiences of teachers at SD Negeri 078490 Ambukha, the research aims to strengthen the understanding that faithful obedience is

not only a spiritual discipline but also a pedagogical virtue—one that sustains, inspires, and gives meaning to the sacred task of educating others in the light of God's Word.

METHODS

During the screening stage, the collected articles were reviewed based on their titles and abstracts to determine their relevance to the study's objectives. Studies that did not focus on the intersection between faith, education, and biblical interpretation were excluded. The eligibility stage involved a full-text review of selected articles, emphasizing theological reflections, educational studies, and empirical research related to the spiritual and professional identity of teachers. The inclusion stage concluded with the selection of 30 high-quality sources, both national and international, representing diverse perspectives from biblical theology, Christian education, and character formation. For data analysis, the study adopted a thematic synthesis approach. This involved categorizing key ideas into several core themes: the biblical foundation of obedient faith based on Genesis 6:22, the theological understanding of vocation and calling among CRE teachers, the pedagogical implications of living out faith in educational settings, and the transformative power of faith-driven obedience in professional practice. The synthesis aimed to identify patterns, convergences, and gaps in the literature, thereby offering new insights into how biblical principles can be applied within contemporary Christian teaching contexts. Quality assessment was conducted using inclusion and exclusion criteria based on credibility, relevance, and methodological rigor. Peer-reviewed journal articles, theses, and books from recognized theological or educational publishers were prioritized. Each source was critically appraised for clarity of argument, biblical accuracy, and applicability to educational practice. The findings were then triangulated with contextual reflections from the setting of SD Negeri 078490 Ambukha, providing a localized perspective within a broader theological framework. This study relied solely on secondary data, ensuring that all sources were properly cited in accordance with the APA (7th edition) referencing style. Since the SLR method involves no direct interaction with human participants, issues of confidentiality or consent were not applicable. Instead, the focus was on the responsible use and accurate interpretation of scholarly materials.

RESULTS AND DISCUSSION

Genesis 6:22 portrays Noah as a paradigm of obedience rooted in unwavering faith. Despite receiving a command that defied logic—to build an ark in a time when there was no sign of flood—Noah responded with complete trust in God's word. His obedience was not passive but active, reflecting an inner conviction that God's will is perfect even when human understanding is limited. Theologically, this act represents the unity between *pistis* (faith) and *hypakoē* (obedience), a harmony frequently emphasized in both Old and New Testament narratives. For CRE teachers, Noah's obedience exemplifies how faith must manifest in practical actions. Teaching in the name of Christ is not simply about conveying knowledge of the Bible but also about embodying its truths in daily conduct. As Noah's faith was demonstrated through consistent action, so too must teachers express their faith through perseverance, discipline, and integrity. According to Brueggemann (2019), obedience to God is not blind submission but a deliberate response

to divine revelation that shapes moral and vocational identity. Therefore, CRE teachers are invited to reflect Noah's spiritual posture-trusting God's direction in their mission to educate and nurture the next generation.

The Concept of Vocation and Divine Calling in Christian Education

The concept of *calling* (*vocatio*) in Christian theology is deeply intertwined with faith and obedience. Martin Luther and John Calvin both emphasized that vocation is not limited to clerical ministry but encompasses every field of work performed for God's glory. Teaching, therefore, is a sacred calling through which educators participate in God's redemptive work by forming the character and worldview of their students. In the context of SD Negeri 078490 Ambukha, this theological understanding of vocation becomes particularly relevant. Many CRE teachers in public schools operate within environments where explicit expressions of faith may be restricted by secular educational policies or pluralistic student populations. Yet, their calling remains rooted in serving as witnesses of Christ through their attitudes, compassion, and integrity. As Palmer (2017) notes, good teaching emerges from the identity and integrity of the teacher—those who know who they are before God and act accordingly in their classrooms. Walking in obedient faith thus means perceiving teaching not merely as a profession but as a ministry of transformation. The teacher becomes an instrument through whom students encounter the values of love, justice, and faithfulness. As in Noah's case, obedience may often require perseverance amid misunderstanding or opposition. However, those who view their role as a divine calling can find strength in the conviction that their faithfulness has eternal significance.

Faith and Obedience in the Professional Identity of CRE Teachers

The professional identity of a CRE teacher is inseparable from the teacher's spiritual identity. Faith forms the moral compass that directs professional conduct, while obedience ensures consistency between belief and behavior. In Genesis 6:22, Noah's obedience validated his faith; he trusted God enough to act. Likewise, in education, faith must become visible through the teacher's professional discipline—lesson preparation, classroom management, and ethical relationships with students. Empirical studies in Christian education (e.g., Groome, 2014; Astika & Simanjuntak, 2022) show that students' moral and spiritual development is significantly influenced by the authenticity of their teachers' faith. When teachers live what they teach, students perceive the credibility of Christian values not as abstract doctrines but as lived realities. Obedient faith strengthens the credibility of Christian teaching by uniting words and actions. Moreover, faith-driven obedience fosters resilience in the face of professional challenges. Teachers who understand their work as obedience to God are less likely to be discouraged by external difficulties such as lack of resources, administrative burdens, or social misunderstandings. As Afdal (2021) asserts, vocational resilience arises when educators internalize their calling as divine rather than circumstantial. For CRE teachers at SD Negeri 078490 Ambukha, this perspective empowers them to continue serving faithfully even in rural conditions that may lack modern facilities.

The Pedagogical Implications of Obedient Faith

Faith and obedience have pedagogical implications that go beyond personal spirituality. They influence how teachers design learning experiences, interact with students, and

cultivate a moral climate in the classroom. Pedagogically, obedient faith encourages teachers to view students not merely as academic recipients but as holistic persons created in the image of God. This theological anthropology undergirds an education that integrates intellectual, moral, and spiritual dimensions. A teacher who “walks in obedient faith” becomes a living curriculum. Students learn more from who the teacher is than from what the teacher says. As Barth (1960) wrote, true teaching is proclamation-the teacher’s life becomes a testimony that mediates divine truth. Therefore, pedagogical practices inspired by obedient faith emphasize relational integrity, compassion, patience, and justice. In practical terms, CRE teachers inspired by Genesis 6:22 can embody obedience through. Modeling ethical integrity-remaining honest and consistent in their words and actions. Practicing servant leadership-placing students’ growth above personal comfort or recognition. Integrating biblical reflection-linking classroom activities with moral and spiritual lessons grounded in Scripture. Encouraging faith formation-creating opportunities for students to experience prayer, reflection, and moral decision-making. Such pedagogical obedience aligns with Jesus’ example in John 13:15, where He declares, “I have set you an example that you should do as I have done for you.” Teaching, therefore, becomes an act of imitation of Christ’s humble obedience, shaping both teacher and student toward godliness.

Obedient Faith as Spiritual Leadership

Beyond classroom instruction, CRE teachers act as spiritual leaders within the educational community. Spiritual leadership is defined by Fry (2018) as the process of influencing others to pursue a higher purpose through faith, vision, and altruistic love. Noah’s leadership in building the ark mirrors this principle-he led his family through faith when the world around him chose disobedience. For CRE teachers, walking in obedient faith means leading students and colleagues through consistency and moral conviction. They are called to stand firm in truth even when cultural pressures advocate compromise. This type of leadership nurtures trust and creates a moral environment where learning becomes transformative. Faith-based leadership integrates humility and dependence on God, reminding teachers that success in education is not solely the result of human effort but divine guidance. At SD Negeri 078490 Ambukha, such leadership may manifest through mentoring young teachers, initiating community prayer activities, or supporting students in moral dilemmas. By embodying faithful obedience, the teacher becomes a living witness of the gospel within the school context-quietly influencing through character rather than authority.

Contextual Application: CRE Teachers at SD Negeri 078490 Ambukha

The local context of SD Negeri 078490 Ambukha adds a unique dimension to the study. As a public elementary school in a rural area, its teachers often navigate between religious conviction and institutional neutrality. Within this dynamic, the CRE teacher’s role becomes even more vital. They serve not only as educators but also as moral anchors who demonstrate Christian values in daily interactions. Teachers in such environments frequently face challenges such as limited access to educational resources, cultural diversity among students, and occasional tension between secular and faith-based educational expectations. Yet, these constraints become opportunities to live out obedient faith. Just as Noah obeyed without seeing immediate results, teachers continue

to teach faithfully, trusting that their efforts contribute to God's unseen work in shaping young hearts. A qualitative reflection drawn from literature (e.g., Purba & Hutapea, 2020; Marbun, 2023) suggests that teachers who embrace faith as obedience experience a deeper sense of peace, joy, and purpose. Their classrooms become spaces of grace where students feel valued, respected, and loved. Their influence often extends beyond school, inspiring parents and communities to appreciate education as a spiritual vocation. A critical insight from the reviewed literature is that faith and excellence are not contradictory but complementary. True obedience motivates teachers to give their best as an act of worship. Colossians 3:23 affirms this perspective: "Whatever you do, work at it with all your heart, as working for the Lord." Consequently, walking in obedient faith inspires diligence, creativity, and accountability. CRE teachers who internalize this principle are more likely to engage in continuous professional development, reflective practice, and collaborative learning—all as expressions of obedience to God's call to steward their talents. They pursue educational innovation not for personal prestige but for the glory of God and the well-being of students. Integrating faith with professional excellence helps counter the false dichotomy between spirituality and pedagogy. A teacher's competence, when infused with faith, becomes a channel of grace. All truth is God's truth, and therefore, every academic pursuit can reflect divine wisdom when guided by faith. The findings from this review highlight several key implications for the formation of CRE teachers: Faith Formation as Core Training: Teacher education programs must include theological reflection and spiritual formation as integral components of professional preparation; Mentoring and Discipleship: Senior teachers should mentor younger educators in integrating faith and practice, emphasizing obedience as a lived discipline; Reflective Practice: Teachers should engage in regular reflection on Scripture—such as Genesis 6:22—to align their teaching with God's will; Community Support: Schools and churches must collaborate to sustain teachers spiritually, recognizing their vocation as a shared ministry. Through such efforts, the educational community at SD Negeri 078490 Ambukha can nurture teachers who not only teach about faith but live by it, inspiring students to do likewise.

The Transformative Power of Walking in Obedient Faith

Walking in obedient faith transforms both the teacher and the educational environment. As teachers align their vocation with divine obedience, they participate in God's redemptive work through education. Their faith becomes contagious—students witness consistency between belief and behavior, which strengthens their moral and spiritual foundations. Obedient faith also fosters inner transformation. Teachers learn humility, patience, and dependence on God amid the unpredictability of educational life. They become more resilient, compassionate, and purpose-driven. Like Noah, they may not see immediate results, but their faith ensures that every act of obedience contributes to God's greater plan. Genesis 6:22 serves not only as a historical record of Noah's obedience but also as a living theology for Christian educators today. For CRE teachers at SD Negeri 078490 Ambukha, walking in obedient faith means teaching with conviction, leading with humility, and trusting God's purpose in every challenge. It is through such faithfulness that the mission of Christian education continues to shine as a light in the world, forming generations who live not by sight but by faith.

CONCLUSION

The journey of Christian Religious Education (CRE) teachers, as reflected in the study of Genesis 6:22, reveals that the essence of their vocation lies in *walking in obedient faith*. Noah's unwavering obedience to God's command serves as a timeless spiritual model for educators who view teaching not merely as a profession but as a divine calling. His faith-driven obedience illustrates that authentic faith manifests through action—a lesson profoundly relevant for CRE teachers at SD Negeri 078490 Ambukha, who are called to embody faith, perseverance, and trust amid the realities of modern education. From the findings of this systematic literature review, it becomes clear that obedient faith is not static belief but a dynamic expression of trust that engages the whole person—mind, heart, and will. For CRE teachers, this means aligning professional duties with divine purpose, recognizing that teaching is both ministry and mission. The biblical reflection on Genesis 6:22 reminds educators that their success is not measured by worldly recognition but by faithful obedience to God's direction, even when the outcomes are unseen. Just as Noah obeyed despite uncertainty, teachers must continue to trust that their faithful service contributes to God's redemptive plan in the lives of their students. The integration of faith and obedience strengthens the moral and spiritual identity of teachers, allowing them to become credible witnesses of Christian truth in educational contexts that may often be pluralistic or secular. At SD Negeri 078490 Ambukha, this calling becomes even more significant. In an environment where Christian education must coexist with diverse perspectives and limited resources, obedient faith empowers teachers to serve with integrity, compassion, and endurance. Their faith transforms challenges into opportunities for testimony and shapes their classrooms into spaces of grace and moral growth. Moreover, obedient faith cultivates resilience. Teachers grounded in their calling find motivation not in external rewards but in their relationship with God, which sustains them through fatigue, frustration, and opposition. Such faith-based resilience ensures that the flame of Christian education remains bright even in difficult circumstances. Through consistent obedience, teachers not only impart knowledge but also form character—teaching students to trust God, to act ethically, and to persevere in righteousness. This study also underscores the pedagogical and leadership dimensions of obedient faith. Faith-informed teaching transforms pedagogy into discipleship; it shifts the teacher's focus from academic performance to holistic formation. Likewise, faith-based obedience establishes teachers as spiritual leaders who influence others not through authority but through example. As Jesus modeled servant leadership, so are teachers called to lead by humility, love, and moral conviction. Their faith becomes contagious, nurturing students who will, in turn, live obediently before God. In conclusion, walking in obedient faith, as exemplified by Noah in Genesis 6:22, calls CRE teachers to live out their divine vocation with authenticity and courage. Their task extends beyond instruction—it is participation in God's ongoing creation and redemption through education. When teachers faithfully respond to this calling, their classrooms become sanctuaries of learning and transformation, and their profession becomes an act of worship. For the CRE teachers at SD Negeri 078490 Ambukha, the message is clear: to teach faithfully is to obey God's call wholeheartedly, trusting that every lesson, every act of kindness, and every moment of perseverance contributes to the unfolding of God's

purpose in their students' lives. In this obedience lies the true strength of faith—a faith that walks, serves, and endures in partnership with the living God.

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