



## From Enoch's Example to the Classroom: Strengthening Pedagogical Competence to Cultivate Godliness in Christian Education at SMP Negeri 1 Sawo

Yuliani Zendrato

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

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

### ABSTRACT

*This study explores the role of pedagogical competence in Christian Religious Education (CRE) as a means to cultivate godliness among students, using the biblical example of Enoch from Genesis 5:24 as a foundational reference. The research focuses on CRE teachers at SMP Negeri 1 Sawo, highlighting how their instructional skills, spiritual formation, and moral modeling contribute to students' holistic development. The study employed a qualitative approach through a systematic review of literature, integrating findings from national and international scholarly sources on pedagogical competence, character education, and Christian pedagogy. The findings reveal that pedagogical competence in CRE extends beyond teaching techniques to include the teacher's ability to integrate biblical principles, model godly behavior, and foster spiritual habits in students. By applying strategies such as reflective journaling, storytelling, discussion-based learning, and project-oriented activities, teachers can create learning environments that nurture both cognitive and moral-spiritual growth. Enoch's example of walking faithfully with God serves as a paradigm, emphasizing consistency, obedience, and relational intimacy with the Divine as essential elements of character formation. Furthermore, teachers' consistent demonstration of virtues such as integrity, patience, and compassion establishes a classroom culture conducive to spiritual development and ethical reasoning. The study concludes that strengthening pedagogical competence among CRE teachers is crucial for cultivating godliness in students. Integrating biblical narratives with instructional practices provides a practical and contextualized approach to holistic education. CRE teachers function not only as educators but also as spiritual mentors, guiding students toward intellectual, moral, and spiritual maturity.*

**Keywords:** *Pedagogical competence, Christian Religious Education, godliness, Enoch*

### INTRODUCTION

Education is not merely the process of transferring knowledge but also a sacred endeavor to shape character and spiritual values that reflect a person's relationship with God. In the context of Christian Religious Education (CRE), teaching must go beyond cognitive

understanding to reach the moral and spiritual formation of learners. Teachers are called not only to inform but also to transform-to nurture students to walk in godliness, integrity, and faithfulness. This calling becomes increasingly urgent in the modern educational landscape, where moral relativism, digital distractions, and weakening spiritual discipline challenge the faith of young learners. Within this framework, the pedagogical competence of CRE teachers becomes a vital foundation for cultivating godliness among students. It is through effective pedagogical strategies, infused with biblical values, that teachers can foster an atmosphere of faith and holiness in the classroom. The story of Enoch in *Genesis 5:24*-“*Enoch walked with God; then he was no more, because God took him away*”-presents a profound model of godliness and faithful living. Enoch’s life exemplifies a continuous relationship with God, characterized by obedience, humility, and spiritual intimacy. His example speaks to the essence of true piety-living consistently with divine will in every aspect of life. When this biblical insight is brought into the classroom, it challenges Christian educators to embody and teach a form of learning that shapes students not only to know about God but also to walk with Him daily. Thus, Enoch’s walk with God becomes a pedagogical metaphor for teachers to lead their students in spiritual formation through teaching, modeling, and mentoring.

At *SMP Negeri 1 Sawo*, the implementation of Christian Religious Education faces the task of balancing academic expectations with the spiritual development of students. The presence of diverse backgrounds, cultural values, and social influences demands that teachers demonstrate strong pedagogical competence rooted in Christian ethics. Teachers who possess such competence are able to design learning experiences that are meaningful, contextual, and transformative. They integrate biblical narratives, like the story of Enoch, into lessons that inspire faith and godly character. This pedagogical approach does not merely convey doctrinal knowledge but seeks to internalize spiritual truths that shape students’ daily behavior, attitudes, and choices. Pedagogical competence, therefore, is not limited to mastery of teaching techniques but extends to the teacher’s ability to integrate moral and spiritual formation into the learning process. A competent CRE teacher must understand the spiritual needs of students, apply appropriate methods of instruction, and model a lifestyle consistent with Christian values. Such integration creates a holistic educational process where learning becomes an act of worship and teaching becomes a ministry of faith. The teacher’s pedagogical skill becomes the bridge between divine revelation and human understanding, guiding students toward a godly life inspired by biblical truth. Moreover, the character of godliness in the educational context refers to an inner transformation that manifests in ethical behavior, empathy, and reverence toward God. When teachers embody godliness in their pedagogical practices-through patience, compassion, discipline, and consistency-they serve as living examples for their students. As Enoch’s walk with God symbolized spiritual consistency, so too must teachers consistently walk with God in their vocation, serving as visible role models of faith in the classroom. The classroom thus becomes a space of spiritual encounter, where knowledge and faith unite to cultivate godliness in young hearts. In this light, the present study explores how the pedagogical competence of CRE teachers can be strengthened to cultivate godliness among students at *SMP Negeri 1 Sawo*. Using Enoch’s example as a biblical foundation, this study emphasizes that effective Christian education requires teachers who both teach and live by the Word. By reflecting on the life of Enoch, this research seeks to connect biblical theology with educational

praxis-showing that a teacher's pedagogical excellence, when guided by faith, can become a powerful instrument for nurturing students' spiritual growth and moral integrity. Through this integration, education becomes not only a pursuit of knowledge but also a journey of walking with God, just as Enoch did.

## METHODS

This study employed a qualitative research approach using the Systematic Literature Review (SLR) method to explore and synthesize findings from various scholarly sources related to pedagogical competence in Christian Religious Education (CRE) and its role in cultivating godliness, inspired by the example of Enoch in *Genesis 5:24*. The purpose of this method was to identify, analyze, and integrate theoretical and empirical evidence that contributes to a deeper understanding of how pedagogical competence can shape spiritual formation among students in the context of SMP Negeri 1 Sawo. The research began by determining the primary focus and formulating the guiding question: *How can the pedagogical competence of CRE teachers be strengthened to cultivate godliness among students, based on the example of Enoch in Genesis 5:24?* To answer this question, relevant literature was systematically gathered from academic databases, journals, and digital libraries including Google Scholar, ResearchGate, JSTOR, and national repositories of theological and educational studies published between 2015 and 2025. This time frame ensured that the reviewed literature reflected contemporary pedagogical developments and theological insights relevant to Christian education. The selection process followed specific inclusion and exclusion criteria. The inclusion criteria consisted of scholarly articles, theses, and books that discussed pedagogical competence, Christian Religious Education, biblical character formation, or spiritual pedagogy in school contexts. Sources were also required to demonstrate empirical or theoretical contributions to teacher development and godliness cultivation. The exclusion criteria eliminated publications that were not peer-reviewed, lacked clear methodological grounding, or addressed general religious topics unrelated to Christian education or pedagogical practice. After the literature was collected, each source was reviewed and analyzed through a process of thematic coding. The researcher identified recurring patterns and core themes, such as (1) the dimensions of pedagogical competence in Christian education, (2) the teacher's role as a moral and spiritual model, (3) the integration of biblical principles in pedagogical practice, and (4) strategies for fostering godliness among students. These themes were used to construct a conceptual synthesis that connects educational theory, biblical interpretation, and practical classroom application. Data analysis was conducted by comparing and contrasting the findings of multiple sources to reveal areas of convergence and divergence. This comparative synthesis helped to establish a coherent framework showing how pedagogical competence can be rooted in Christian theology and manifested through teaching practices that embody godliness. In particular, studies that examined teacher-student relationships, moral instruction, and character-based education were prioritized to ensure that the review captured the holistic nature of Christian pedagogy. To ensure academic rigor, all selected sources were critically appraised based on credibility, relevance, and methodological soundness. The evaluation considered factors such as research design, data validity, theological consistency, and educational applicability. Only literature meeting these standards was integrated into the

analysis. The findings from this review were then interpreted in light of *Genesis 5:24*, using Enoch's faithfulness and consistent walk with God as a biblical framework for understanding how teachers can model and nurture godliness through pedagogical excellence. Ultimately, this systematic review provided a structured and comprehensive foundation for discussing how pedagogical competence can be a spiritual and moral force in education. The synthesis of diverse academic and theological insights served to highlight the transformative role of the CRE teacher as both an educator and a disciple-maker-reflecting Enoch's example of walking with God in every aspect of life and learning.

## RESULTS AND DISCUSSION

Pedagogical competence encompasses the ability of a teacher to plan, deliver, and evaluate learning effectively while considering the cognitive, affective, and spiritual needs of students. In the context of CRE, pedagogical competence extends beyond instructional proficiency to include the teacher's capacity to integrate biblical truths into learning processes, inspire moral reflection, and model spiritual disciplines. Several studies emphasize that teachers who are competent pedagogically can create learning environments that nurture not only knowledge acquisition but also moral and spiritual growth (Simanungkalit & Telaumbanua, 2024; Ega & Sinambela, 2025). A competent CRE teacher demonstrates clarity in instructional objectives that align with spiritual development. Lesson plans are intentionally designed to integrate biblical narratives with ethical reflection, critical thinking, and practical application. For instance, when teaching about Enoch, a teacher may highlight his unwavering obedience, consistent walk with God, and relational intimacy with the Divine. Pedagogical strategies such as storytelling, reflective journaling, and discussion-based activities allow students to internalize these qualities, fostering an experiential understanding of godliness. Literature indicates that such integrative teaching strengthens students' moral reasoning and encourages the emulation of biblical models (Damayanti et al., 2023).

### ***Teacher as a Spiritual Role Model***

The effectiveness of pedagogical competence is significantly influenced by the teacher's personal example. Teachers who embody the principles they teach are more likely to impact students' spiritual development. Enoch's example illustrates that walking with God is an active and observable practice. Similarly, CRE teachers who consistently demonstrate honesty, integrity, humility, and devotion in both personal and professional contexts create a learning environment that is conducive to spiritual growth. Research suggests that students often imitate observable behaviors of authority figures, making the teacher's lifestyle a critical pedagogical tool (Ali, 2024; Simanungkalit & Telaumbanua, 2024). In the classroom, teachers' actions, language, and interactions with students convey implicit lessons about godliness. For example, a teacher's patience in responding to student questions, fairness in assessment, and compassion toward students' struggles communicate biblical principles more effectively than mere verbal instruction. These behaviors reflect the essence of Enoch's walk with God—living faithfully and consistently before God and man—which serves as a pedagogical model for shaping students' character.

### ***Integration of Biblical Narratives in Pedagogical Practice***

Integrating biblical narratives into pedagogical practice involves connecting scriptural lessons to contemporary educational contexts. The story of Enoch is particularly relevant for teaching about consistent faithfulness, moral integrity, and relational intimacy with God. Pedagogical strategies may include case studies, role-playing, and reflective exercises that encourage students to examine their own spiritual journey in light of Enoch's example. Studies in Christian education highlight that narrative-based learning enhances students' moral imagination, enabling them to envision how biblical principles can be applied in everyday life (Ega & Sinambela, 2025; Damayanti et al., 2023). For example, when exploring Enoch's life, teachers can facilitate reflective sessions where students identify areas in their own lives requiring greater faithfulness or spiritual discipline. Group discussions can encourage peer learning, accountability, and shared reflection, reinforcing the relational dimension of godliness. In addition, journaling exercises allow students to articulate personal commitments, creating a bridge between cognitive understanding and lived experience. Such integrative pedagogical practices embody the core of CRE, transforming abstract biblical concepts into concrete moral action. A learning environment that nurtures godliness is characterized by respect, spiritual openness, and moral accountability. Pedagogical competence equips teachers to design classrooms that embody these qualities. Physical and psychological aspects of the learning space—including seating arrangements, availability of devotional resources, and structured times for prayer or reflection—contribute to a holistic environment conducive to spiritual growth. Research underscores that classrooms which promote ethical dialogue, collaborative learning, and reflective practice enhance students' internalization of moral and spiritual values (Ali, 2024; Damayanti et al., 2023). Teachers also influence the learning environment through their management of classroom interactions and discipline. By setting clear behavioral expectations grounded in biblical principles, teachers cultivate a culture of respect, responsibility, and godliness. Enoch's walk with God reflects a consistent commitment to obedience and integrity; similarly, a teacher's consistent enforcement of ethical standards provides students with a tangible model of moral and spiritual discipline.

### ***Fostering Spiritual Habits Through Pedagogical Techniques***

Pedagogical competence includes the ability to employ techniques that cultivate spiritual habits among students. Practices such as regular devotional time, memorization of scripture, meditation on biblical themes, and ethical reflection exercises encourage students to internalize godliness as a way of life. Research indicates that habitual engagement with spiritual practices strengthens character development and fosters moral resilience (Simanungkalit & Telaumbanua, 2024). Teachers can also use project-based learning to encourage students to apply biblical principles in real-life contexts. For instance, a project on community service guided by biblical values allows students to experience the tangible outcomes of godly living. Such experiential learning reinforces the teacher's pedagogical objectives and models the integration of faith and action, echoing Enoch's faithful walk with God in both personal and communal spheres. One challenge is the diversity of students' spiritual maturity and backgrounds, which requires differentiated instructional strategies to meet individual needs. Another challenge is balancing academic content with spiritual formation, ensuring that neither is

compromised. Studies highlight the necessity of ongoing teacher professional development to enhance both pedagogical and spiritual competencies (Ega & Sinambela, 2025; Damayanti et al., 2023). Integrating biblical models like Enoch into pedagogy demands careful contextualization. Teachers must interpret and apply scriptural narratives in ways that are relevant, age-appropriate, and sensitive to students' lived experiences. Failure to contextualize biblical teachings can result in disengagement or superficial learning. Thus, pedagogical competence involves both mastery of instructional techniques and theological discernment, enabling teachers to bridge ancient biblical principles with contemporary educational practice effectively.

### ***Implications for Teacher Development***

The findings suggest that strengthening pedagogical competence in CRE requires a holistic approach that combines professional training with spiritual formation. Teacher preparation programs should incorporate modules on biblical integration, moral pedagogy, and reflective practice, emphasizing both content knowledge and character formation. Mentorship programs, peer learning, and continuous professional development workshops can further enhance teachers' capacity to model godliness while teaching. By drawing on the example of Enoch, teachers can cultivate a personal and professional ethos of faithfulness, consistency, and moral integrity. This dual focus on pedagogy and spiritual formation equips teachers to serve as both educators and spiritual guides, nurturing students to walk faithfully with God. As a result, CRE classrooms transform into dynamic spaces where knowledge, character, and faith intersect, producing students who are intellectually competent and spiritually grounded. The synthesis of literature, biblical insight, and pedagogical principles demonstrates that the cultivation of godliness in students is intrinsically linked to teachers' pedagogical competence. The story of Enoch provides a paradigm for understanding how consistent faithfulness, moral integrity, and relational intimacy with God can be modeled and transmitted through teaching practices. Teachers who combine instructional mastery with spiritual discipline create learning environments that foster holistic development, enabling students to internalize godliness as a lived reality. Strengthening pedagogical competence in CRE, therefore, is not only a professional necessity but also a spiritual mandate, ensuring that Christian education fulfills its dual purpose of knowledge acquisition and character formation.

### **CONCLUSION**

The present study underscores the vital role of pedagogical competence in Christian Religious Education (CRE) for cultivating godliness among students, drawing inspiration from Enoch's example in *Genesis 5:24*. Enoch's life demonstrates that consistent faithfulness, obedience, and relational intimacy with God are not abstract ideals but practical virtues that can be observed, internalized, and emulated. Similarly, CRE teachers who embody these qualities and integrate them into their teaching practice provide students with both a model and a pathway for spiritual growth. This study confirms that pedagogical competence extends beyond instructional skill to include the teacher's capacity to serve as a moral and spiritual exemplar, designing lessons that foster ethical reasoning, reflective practice, and active faith. Through a synthesis of literature and

biblical insight, it becomes evident that pedagogical competence enables teachers to bridge the gap between scriptural knowledge and lived experience. Effective CRE teachers use integrative strategies—such as storytelling, reflective journaling, discussion-based learning, and project-oriented activities—to contextualize biblical principles in ways that resonate with students’ daily lives. These strategies help students internalize spiritual values, strengthen moral discernment, and develop habits of godly living. The study highlights that when teachers consistently model virtues such as honesty, integrity, patience, and compassion, they cultivate a classroom culture that supports both academic excellence and spiritual formation. Moreover, the research emphasizes that the cultivation of godliness requires intentionality and consistency. Just as Enoch “walked with God,” teachers must consistently embody spiritual and ethical principles in their professional practice. This consistent modeling of godliness creates a learning environment that not only transmits knowledge but also fosters character development, ethical sensitivity, and relational integrity. Pedagogical competence, therefore, functions as a multidimensional tool—guiding curriculum design, informing instructional methods, shaping classroom interactions, and serving as a living example of faithfulness. The findings also highlight several practical implications for teacher development and educational practice. Strengthening pedagogical competence necessitates professional training that integrates theological understanding with instructional skills, including reflective practice and character formation. Teacher mentorship programs, workshops, and collaborative learning initiatives can support CRE teachers in enhancing both pedagogical and spiritual competencies. Contextualizing biblical narratives like Enoch’s walk with God ensures that spiritual lessons are meaningful, relatable, and actionable for students in contemporary school settings. In conclusion, the cultivation of godliness in Christian education is inseparable from the pedagogical competence of teachers. Teachers who possess both instructional mastery and spiritual depth serve as conduits of divine principles, transforming classrooms into spaces where knowledge, character, and faith intersect. Enoch’s example provides a timeless paradigm for understanding how consistent faithfulness, relational intimacy with God, and moral integrity can be modeled and transmitted in educational contexts. At SMP Negeri 1 Sawo, strengthening pedagogical competence among CRE teachers has the potential to foster a generation of students who are not only intellectually competent but also spiritually grounded, morally responsible, and faithfully committed to walking with God. Ultimately, the study affirms that the integration of biblical principles into pedagogical practice is a powerful approach for nurturing godliness, highlighting the indispensable role of CRE teachers as both educators and spiritual mentors in the holistic development of students.

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