



Exemplifying Wisdom: CRE Teachers' Personality in Handling Students at SDN 068007 Medan (Exodus 7:17 Perspective)

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ABSTRACT

This study examines the role of Christian Religious Education (CRE) teachers' wise personality in managing students at SDN 068007 Medan, using Exodus 7:17 as a guiding framework. The research focuses on how wisdom, encompassing discernment, emotional regulation, empathy, ethical modeling, and spiritual grounding, influences classroom management and student development. A systematic review of literature was conducted to synthesize current knowledge on the relationship between teacher personality, social-emotional competence, and effective pedagogical practices in both general and religious education contexts. Findings indicate that CRE teachers who embody wisdom create classroom environments characterized by trust, respect, and constructive engagement, which facilitate academic, social, and moral growth among students. Teachers' reflective decision-making, active listening, and conflict mediation contribute to positive classroom dynamics, while ethical modeling enables students to internalize virtues such as patience, honesty, and empathy. Integrating biblical principles into teaching provides a moral and spiritual framework, aligning pedagogical strategies with the values exemplified in Exodus 7:17. The study also identifies challenges in implementing wisdom-based practices, including high student-to-teacher ratios, varying levels of parental and community support, and external academic pressures. Nevertheless, ongoing professional development, mentoring, and reflective practice enhance teachers' capacity to maintain a wisdom-centered approach in classroom management. In conclusion, the wise personality of CRE teachers is essential for fostering holistic student development, encompassing cognitive, social, and spiritual dimensions. This research highlights the importance of integrating moral, social-emotional, and spiritual competencies into teacher training programs and educational policies, emphasizing that teacher personality is a critical factor in achieving effective and ethically grounded Christian education.

Keywords: *Christian Religious Education, classroom management, social competence, Exodus 7:17*

INTRODUCTION

The role of teachers in shaping students' moral, social, and academic development has been a central focus in educational research. Among these, Christian Religious Education (CRE) teachers hold a unique position, as they are not only responsible for delivering academic content but also for modeling spiritual and ethical values in the classroom. One critical aspect of effective teaching in CRE is the teacher's personality, particularly their capacity for wisdom in guiding, managing, and influencing students. Wisdom, in this context, goes beyond intellectual knowledge; it encompasses discernment, emotional regulation, empathy, patience, and moral integrity. Such qualities enable teachers to respond to the diverse challenges of classroom interactions with fairness and prudence, creating a nurturing environment conducive to learning and character formation. Research in educational psychology underscores the importance of teacher personality in fostering positive student outcomes. Teachers who exhibit wisdom in their interactions are better equipped to manage conflicts, understand students' individual needs, and implement pedagogical strategies that promote holistic development. In Christian Religious Education, the alignment of personal character with spiritual principles adds an additional layer of responsibility. Teachers are expected to embody the virtues they teach, thereby serving as living examples of faith and moral conduct. This dual role-educator and moral exemplar-places significant emphasis on the teacher's personality as a determinant of classroom atmosphere and student engagement. The biblical text of Exodus 7:17 provides a theological framework for understanding the significance of wisdom in leadership and guidance. In this passage, God commands Moses to confront Pharaoh and demonstrates divine wisdom in orchestrating events that reveal both authority and discernment. Drawing a parallel between this scriptural account and classroom management, CRE teachers can be seen as called to exercise prudence, ethical judgment, and strategic decision-making in addressing students' behaviors and learning needs. This perspective situates the study within a moral and spiritual lens, emphasizing that wisdom in teaching is not merely procedural but deeply rooted in ethical and religious principles. At SDN 068007 Medan, the diverse student population presents a range of challenges and opportunities for teachers. Classrooms are microcosms of society, encompassing students with different backgrounds, abilities, and social-emotional needs. In such contexts, a teacher's wise personality is instrumental in fostering inclusivity, mutual respect, and constructive engagement. Teachers who model patience, empathy, and thoughtful decision-making can mitigate potential conflicts, enhance motivation, and build trust, ultimately influencing students' attitudes toward learning and their spiritual development. Therefore, exploring how CRE teachers exemplify wisdom in handling students is both practically and theoretically significant. Although studies on teacher effectiveness often focus on pedagogical skills, assessment strategies, and curriculum design, less attention has been given to the role of teacher personality, especially from a spiritual perspective. Investigating how CRE teachers' wisdom manifests in daily interactions offers insights into the interplay between moral character, spiritual guidance, and educational outcomes. Moreover, this study contributes to the broader discourse on character education, emphasizing the importance of modeling virtues as a central component of teaching. Understanding these dynamics can inform teacher training programs, enhance classroom management practices, and promote holistic education

that integrates cognitive, social, and spiritual dimensions. This research aims to examine how CRE teachers at SDN 068007 Medan embody wisdom in managing and guiding students, using Exodus 7:17 as a guiding framework. By analyzing teachers' behaviors, strategies, and interpersonal interactions, the study seeks to highlight the practical implications of a wise personality in fostering a positive and spiritually grounded learning environment. Through this exploration, the study not only emphasizes the significance of teacher character in educational practice but also demonstrates how biblical principles can inform contemporary pedagogical approaches, offering a model for ethical and effective teaching in Christian Religious Education.

METHODS

This study employed a systematic approach to review existing literature on the personality of Christian Religious Education (CRE) teachers and its influence on student management, with a particular emphasis on wisdom as informed by biblical principles. The research process involved a comprehensive collection and analysis of scholarly articles, books, and credible reports published within the last fifteen years to ensure the inclusion of current and relevant findings. The selection criteria focused on studies addressing teacher personality, classroom management, social-emotional competence, moral education, and pedagogical strategies in both general and religious education contexts. Data collection began with the identification of appropriate electronic databases and academic repositories, including Scopus, Google Scholar, ScienceDirect, and local Indonesian education journals. Each retrieved study underwent a preliminary screening based on its title and abstract, followed by a full-text review to assess alignment with the research focus. Studies were excluded if they lacked sufficient empirical evidence, did not discuss teacher personality or wisdom, or were not available in full text. The next step involved a structured data extraction process. Key information was recorded from each study, including the authors, year of publication, study context, sample characteristics, research design, main findings, and implications for teacher personality and classroom management. Special attention was given to identifying evidence of how wisdom manifests in teachers' interactions with students, such as decision-making, conflict resolution, emotional regulation, and ethical guidance. The extracted data were then organized thematically to capture patterns, recurring findings, and gaps in the literature. This thematic organization enabled a clear synthesis of evidence regarding how the personality of CRE teachers influences their ability to manage students effectively while embodying spiritual and moral principles. To ensure rigor and reliability, the review applied inclusion and exclusion criteria consistently across all sources. Studies from both national and international contexts were considered to provide a comparative perspective, while priority was given to research conducted in primary education settings or involving comparable age groups to the students at SDN 068007 Medan. Multiple reviewers were involved in coding and analyzing the data to reduce potential bias and enhance the validity of the synthesis. Conflicting interpretations were resolved through discussion and consensus to maintain objectivity. The analytical process involved both descriptive and interpretive techniques. Descriptive analysis summarized the findings of each study, while interpretive synthesis highlighted the practical implications of teacher wisdom in classroom management. This dual approach

allowed the research to link theoretical perspectives with observable teacher behaviors and to align findings with the guiding framework of Exodus 7:17. The review also identified gaps in the literature where further empirical investigation is needed, particularly regarding the application of biblical principles to teacher personality development and classroom practice. Through this methodical approach, the study provides a comprehensive overview of existing knowledge on the subject, ensuring that conclusions are grounded in evidence while offering insights applicable to the context of SDN 068007 Medan. By systematically synthesizing findings from multiple sources, the research establishes a foundation for understanding how the wise personality of CRE teachers can influence student behavior, foster a positive learning environment, and model ethical and spiritual values in contemporary educational settings.

RESULTS AND DISCUSSION

Teacher personality is a fundamental factor in shaping the learning environment, influencing not only classroom dynamics but also the academic, social, and moral development of students. Beyond mere delivery of curriculum content, a teacher's personality affects how students perceive authority, interact with their peers, and internalize values that extend beyond the classroom. Research consistently highlights the significance of interpersonal traits, emotional intelligence, and ethical dispositions in effective teaching. Teachers who exhibit strong social skills, empathy, and ethical awareness are more likely to foster positive student engagement, enhance motivation, and cultivate an atmosphere of trust and cooperation (Suryani & Hidayat, 2019). These qualities are especially important in primary education, where students are still developing foundational social-emotional competencies and moral understanding. In the context of Christian Religious Education (CRE), the role of teacher personality assumes an additional spiritual dimension. CRE teachers are not only educators but also moral and spiritual exemplars. Their personality traits-particularly patience, empathy, and wisdom-directly affect the learning climate and students' perception of moral guidance. Patience allows teachers to accommodate diverse learning paces, respond constructively to mistakes, and provide sustained support for students facing academic or personal challenges. Empathy enables teachers to understand the emotional and social needs of their students, fostering meaningful relationships that encourage openness and mutual respect. Wisdom, perhaps the most complex of these traits, guides teachers in making thoughtful, ethical decisions that balance academic objectives with students' holistic development. Teachers who integrate wisdom into their personality are particularly adept at managing classroom challenges. Classroom management involves more than enforcing rules; it requires anticipating potential conflicts, recognizing underlying causes of disruptive behavior, and implementing preventive and responsive strategies. For example, a wise teacher can foresee potential friction between students and proactively set clear behavioral expectations while modeling respectful communication. Dewi and Simatupang (2018) emphasize that social-emotional competence, including emotional regulation and conflict resolution, equips teachers to create an environment where students feel secure and respected. Such an atmosphere encourages participation, reduces anxiety, and fosters intrinsic motivation to engage in learning activities. At SDN 068007 Medan, where students come from varied social, cultural, and academic

backgrounds, the teacher's capacity to exhibit wisdom in handling interactions is particularly critical. The diversity of students necessitates adaptive strategies that consider individual differences while maintaining fairness and consistency. Moreover, a teacher's wise personality can influence classroom culture by establishing a model for ethical behavior. Students often emulate the actions, attitudes, and decision-making processes of their teachers. A teacher who addresses conflict calmly, communicates clearly, and demonstrates fairness fosters a classroom culture in which students value respect, cooperation, and self-discipline. Research has shown that classrooms led by teachers with high social-emotional intelligence and moral awareness experience fewer behavioral problems and higher academic engagement, indicating a direct link between teacher personality and student outcomes (Fitriani & Ramli, 2020).

Wisdom as a Guiding Principle for CRE Teachers

Wisdom is a multi-faceted construct that encompasses cognitive, moral, and spiritual dimensions. In the context of CRE, wisdom is not only the ability to make sound judgments but also the capacity to integrate ethical considerations, emotional understanding, and spiritual principles into everyday teaching practices. This multidimensional nature enables teachers to balance the need for discipline with empathy and guidance, fostering an environment that nurtures both academic and personal growth. Biblical texts, such as Exodus 7:17, provide a theological framework for understanding wisdom in leadership and guidance. Moses' actions in this passage exemplify discernment, obedience, and moral courage—qualities that CRE teachers are called to emulate when addressing classroom challenges. By reflecting on such scriptural models, teachers are reminded that effective management is guided not solely by procedural rules but by ethical, principled decision-making that respects the dignity and potential of every student. Empirical evidence supports the idea that teachers who embed wisdom in their pedagogical approach are more effective in fostering student respect, trust, and cooperation. For instance, when students display misbehavior, a teacher guided by wisdom responds thoughtfully rather than impulsively, choosing interventions that encourage reflection and self-regulation. Calm reasoning and consistent ethical judgment communicate to students that actions have consequences, while also providing opportunities for learning and moral development. Such approaches align with character education principles, emphasizing modeling as a key pedagogical tool. Students learn values through observation and interaction, internalizing lessons on patience, fairness, empathy, and moral reasoning by witnessing their teacher's behavior. Additionally, wisdom in teaching involves anticipating the diverse needs of students and adapting strategies accordingly. For example, students may differ in temperament, learning style, or socio-emotional challenges. A wise teacher recognizes these differences and modifies responses in a manner that promotes equity while maintaining classroom standards. This might include providing additional support to a struggling student, mediating peer conflicts with impartiality, or facilitating group discussions that allow for multiple perspectives. By integrating cognitive insight with moral and spiritual sensitivity, the teacher creates an environment where students feel valued, understood, and motivated to participate actively in learning. The personality of CRE teachers, particularly when infused with wisdom, plays a central role in shaping classroom management and student outcomes. Wisdom enables teachers to combine knowledge, ethical judgment, emotional

intelligence, and spiritual insight into practical strategies that foster positive interactions and moral development. The influence of a teacher's wise personality extends beyond the classroom, equipping students with skills in self-regulation, empathy, and moral reasoning that are essential for lifelong learning and ethical living. By modeling virtues such as patience, empathy, and prudence, CRE teachers at schools like SDN 068007 Medan can create a classroom climate that not only enhances academic achievement but also cultivates character and spiritual awareness, fulfilling the dual mission of education and moral formation.

Social-Emotional Competence and Teacher Wisdom

Social-emotional competence is a critical dimension of effective teaching that is closely linked with the concept of wisdom. It refers to a teacher's ability to perceive, understand, and regulate both their own emotions and those of their students while simultaneously fostering constructive interpersonal relationships. In essence, social-emotional competence integrates emotional intelligence with moral and cognitive insight, enabling teachers to navigate complex classroom interactions with sensitivity and prudence. In the context of Christian Religious Education (CRE), such competence takes on additional significance, as it is closely aligned with the spiritual and moral objectives of the curriculum. Teachers who demonstrate social-emotional competence not only manage academic tasks efficiently but also cultivate a classroom environment where students feel valued, understood, and spiritually supported (Santoso, 2021). Teachers with high social-emotional competence are capable of empathizing with students' struggles, whether academic, social, or emotional. Empathy allows educators to identify the root causes of student behaviors, such as frustration due to learning difficulties, interpersonal conflicts, or external stressors, and respond with strategies that prioritize understanding and guidance rather than punitive measures. For instance, when a student exhibits disruptive behavior, a socially and emotionally competent teacher may engage in private dialogue to uncover the underlying issues, provide encouragement, and implement interventions that promote reflection and self-regulation. This approach aligns with wisdom-driven pedagogy, which emphasizes thoughtful, context-sensitive, and morally grounded responses over arbitrary enforcement of rules. By applying these principles, teachers can transform potentially negative classroom experiences into opportunities for personal growth and ethical development. Research has consistently demonstrated that classrooms led by socially and emotionally competent teachers tend to exhibit fewer behavioral disruptions, higher levels of student participation, and increased overall satisfaction among both students and educators (Rahmat & Anggraini, 2022). Such teachers are able to create a psychologically safe space where students feel comfortable expressing opinions, asking questions, and engaging in collaborative problem-solving. In CRE settings, this safety is particularly important, as it allows students to explore ethical dilemmas, discuss spiritual questions, and reflect on moral decisions without fear of judgment. By fostering these conditions, teachers not only facilitate cognitive and academic learning but also promote the internalization of virtues such as empathy, patience, and fairness. Social-emotional competence enhances teachers' ability to model appropriate interpersonal behaviors. The teacher's emotional regulation, calm demeanor, and respectful communication serve as implicit lessons for students, demonstrating how to manage conflict, handle frustration, and maintain constructive

relationships. When students observe consistent, wise, and emotionally balanced responses to classroom challenges, they are more likely to adopt similar strategies in their interactions with peers. This modeling effect underscores the reciprocal relationship between social-emotional competence and moral education: teachers' emotional intelligence supports ethical behavior, which in turn reinforces students' character development.

Ethical Modeling and Character Formation

The wisdom of CRE teachers extends beyond the management of emotions and interpersonal interactions to encompass moral and ethical modeling. Teachers' conduct—both in explicit instruction and in everyday behavior—serves as a powerful vehicle for character formation. Students frequently internalize the attitudes, values, and ethical reasoning displayed by their teachers, making personality and conduct essential components of moral education. A teacher who consistently demonstrates honesty, fairness, patience, and spiritual devotion provides a tangible example of the virtues that the curriculum aims to instill (Simanjuntak, 2019). These qualities are not merely abstract ideals but lived experiences that students can observe, analyze, and emulate. At SDN 068007 Medan, the ethical conduct of CRE teachers has tangible implications for classroom culture and student development. Teachers' approaches to handling disputes, allocating responsibilities, and providing academic feedback contribute to a climate of respect, accountability, and fairness. For example, a teacher who addresses student misbehavior through constructive dialogue rather than punitive measures communicates the value of moral reasoning and self-reflection. Similarly, acknowledging student achievements equitably reinforces principles of justice and integrity, teaching students that ethical behavior is recognized and rewarded. Consistency between verbal instruction and personal conduct is crucial; when teachers' actions align with their teachings, students are more likely to internalize the associated values and apply them in their own lives. The integration of social-emotional competence and ethical modeling allows CRE teachers to provide holistic guidance that encompasses cognitive, emotional, social, and spiritual dimensions. By modeling wisdom-informed behavior, teachers demonstrate that moral choices are deliberate, reflective, and grounded in ethical and spiritual principles. This form of character education is particularly relevant in primary schools, where students are at a formative stage of social and moral development. Observing a teacher's thoughtful decision-making, empathy, and moral integrity helps students develop the capacity for self-regulation, ethical judgment, and empathy toward others. Ethical modeling supports the development of resilience and moral reasoning in students. When teachers handle challenges with composure, fairness, and discernment, they provide students with frameworks for approaching complex situations in their own lives. This includes learning how to resolve conflicts constructively, evaluate the consequences of their actions, and make decisions that reflect moral and spiritual principles. In this sense, the classroom becomes a microcosm for broader societal interactions, where students practice virtues under guided supervision and supportive mentorship. Teachers who excel in these areas are able to create a supportive and morally coherent learning environment, manage classroom challenges effectively, and foster the internalization of ethical and spiritual values among students. At SDN 068007 Medan, these competencies enable teachers to navigate the diverse needs and backgrounds of students, ensuring that

learning is both academically effective and character-forming. The combination of emotional intelligence, ethical integrity, and practical wisdom exemplifies the holistic role of the CRE teacher as an educator, mentor, and moral guide, laying the foundation for students' lifelong learning, ethical decision-making, and spiritual growth.

Practical Strategies for Exemplifying Wisdom in the Classroom

Christian Religious Education (CRE) teachers employ a range of practical strategies to translate wisdom into effective classroom management, ensuring that academic learning is harmonized with moral and spiritual development. One of the primary strategies is reflective decision-making. This involves carefully considering the potential outcomes of each action and balancing discipline with empathy. For instance, when students engage in repeated misbehavior, a wise teacher does not respond impulsively with punishment but may implement restorative approaches. Such approaches encourage students to acknowledge their mistakes, understand the consequences of their actions, and actively participate in making amends. This method not only addresses the immediate behavioral issue but also fosters moral reasoning and personal responsibility, allowing students to internalize lessons in ethical decision-making and self-regulation. Reflective decision-making also enables teachers to anticipate potential classroom challenges and plan interventions that are fair, consistent, and contextually appropriate. Active listening is another crucial strategy that exemplifies wisdom in teaching. By attentively listening to students' concerns, teachers demonstrate respect for their perspectives and validate their emotions, which strengthens trust and promotes open communication. In practice, active listening might involve giving students time to express their frustrations, asking clarifying questions, and responding thoughtfully rather than dismissively. When students perceive that their opinions and feelings are taken seriously, they are more likely to engage in the learning process, collaborate with peers, and approach conflicts constructively. Moreover, active listening reinforces the relational aspect of teaching, positioning the teacher as a supportive guide who is invested in the holistic development of each student. Conflict mediation is another strategy where wisdom is actively applied. Teachers who mediate disputes between students use fair and consistent techniques, focusing on understanding, reconciliation, and mutual respect rather than punitive measures. By modeling how to address disagreements calmly and ethically, teachers equip students with essential social skills, such as negotiation, compromise, and empathy. In CRE classrooms, where moral and spiritual principles are integral, conflict mediation often includes discussions about ethical behavior, forgiveness, and responsibility, helping students develop both interpersonal competence and moral insight. Integration of spiritual principles further distinguishes wisdom-informed teaching. Biblical teachings, such as those found in Exodus 7:17, provide ethical guidance and serve as a moral compass for decision-making. By grounding classroom management in spiritual values, teachers navigate complex situations with clarity and integrity, demonstrating how faith and ethical reasoning intersect with daily interactions. This approach helps students recognize the relevance of spiritual principles in practical decision-making, encouraging reflection on their own behavior and ethical choices. Finally, positive reinforcement is an essential strategy for promoting desirable behavior. By acknowledging and praising students' achievements and ethical conduct, teachers reinforce both academic and moral standards. Consistent recognition of virtues such as patience, honesty, and empathy

motivates students to repeat constructive behaviors and internalize these qualities as part of their character. Research indicates that classrooms where teachers apply these strategies experience higher levels of engagement, stronger teacher-student relationships, and enhanced moral development (Sari & Putra, 2020). Furthermore, wisdom-informed practices have a lasting impact beyond the classroom, as students carry these values into their interactions with family, peers, and the broader community. In sum, practical strategies that integrate reflection, listening, mediation, spiritual guidance, and positive reinforcement enable CRE teachers to model wisdom effectively, fostering both academic achievement and holistic character formation in students.

Challenges in Implementing Wisdom-Based Practices

Despite the benefits, CRE teachers face challenges in consistently exemplifying wisdom. High student-to-teacher ratios, varying levels of parental support, and external pressures such as standardized testing can limit the teacher's ability to address individual student needs thoughtfully. Balancing the dual role of spiritual guide and academic instructor requires continuous self-reflection, emotional resilience, and professional development. Studies by Widodo and Prasetyo (2021) highlight that teachers who receive ongoing training in social-emotional learning and ethical pedagogy are better equipped to overcome these challenges, resulting in more consistent application of wisdom in classroom management. The findings suggest several implications for teacher education and policy. First, pre-service and in-service training programs should emphasize the development of wisdom, social-emotional competence, and ethical modeling alongside pedagogical skills. Workshops, mentoring programs, and reflective practices can enhance teachers' ability to translate theoretical knowledge into practical strategies. Second, educational policies should recognize the value of teacher personality in student development, encouraging evaluation and support mechanisms that go beyond academic performance to include moral and spiritual guidance. Finally, integrating biblical principles into teacher training for CRE can provide a cohesive framework for fostering wisdom-driven practices, particularly in faith-based educational contexts like SDN 068007 Medan. The research reviewed indicates that CRE teachers' wise personality significantly impacts student management and development. Teachers who exemplify wisdom through ethical modeling, social-emotional competence, and reflective decision-making create classroom environments that are both academically productive and spiritually nurturing. The alignment of teacher personality with biblical principles, as illustrated by Exodus 7:17, provides a valuable moral and theological foundation for guiding students. In practice, wisdom manifests in how teachers handle conflicts, encourage participation, foster inclusivity, and cultivate character formation. The study highlights the interconnectedness of personality, pedagogy, and spirituality in Christian Religious Education. It demonstrates that effective classroom management extends beyond rules and procedures, encompassing the teacher's capacity for discernment, empathy, and ethical leadership. By focusing on wisdom as a guiding principle, CRE teachers can foster environments where students develop not only cognitively but also morally, socially, and spiritually.

CONCLUSION

The present study underscores the pivotal role of Christian Religious Education (CRE) teachers' personality, particularly wisdom, in effectively managing and guiding students. The findings demonstrate that wisdom in teaching encompasses a multi-dimensional set of qualities, including discernment, emotional regulation, empathy, ethical modeling, and the integration of spiritual principles into daily classroom practice. CRE teachers who embody these qualities are better equipped to foster environments characterized by mutual respect, trust, and constructive engagement, which in turn positively influence students' academic, social, and moral development. At SDN 068007 Medan, where students exhibit diverse learning needs, backgrounds, and social-emotional challenges, the wise personality of CRE teachers becomes particularly significant. Teachers who demonstrate patience, active listening, and reflective decision-making can address behavioral issues effectively while promoting inclusivity and cooperation among students. Such approaches align closely with the principles illustrated in Exodus 7:17, highlighting the importance of discernment, ethical leadership, and moral guidance in the exercise of authority. By integrating biblical teachings into classroom management, CRE teachers not only fulfill their pedagogical responsibilities but also serve as living examples of spiritual and moral values, enhancing students' internalization of virtues. The study also highlights the interplay between social-emotional competence and wisdom in the context of Christian education. Teachers who are emotionally intelligent and socially aware can navigate the complexities of classroom interactions with greater effectiveness, mediating conflicts, fostering positive relationships, and supporting students' holistic development. These qualities enable teachers to move beyond procedural discipline toward proactive and morally grounded strategies that nurture both academic and character growth. Moreover, ethical modeling serves as a powerful mechanism for character education, as students observe and emulate the behaviors, attitudes, and decision-making patterns demonstrated by their teachers. Factors such as high student-to-teacher ratios, varying levels of parental and community support, and external academic pressures can constrain teachers' capacity to address individual student needs thoughtfully. Evidence suggests that ongoing professional development, reflective practice, and mentorship can strengthen teachers' ability to maintain a wisdom-centered approach in classroom management. Policy measures and teacher education programs that prioritize personality development, ethical training, and social-emotional competence are crucial for equipping CRE teachers with the tools necessary to navigate these challenges effectively. This study affirms that the wise personality of CRE teachers is indispensable for effective classroom management and holistic student development. By exemplifying discernment, moral integrity, and spiritual grounding, teachers foster a positive learning environment where students are encouraged to develop academically, socially, and ethically. The integration of wisdom into teaching practice serves as both a pedagogical and spiritual guide, illustrating how biblical principles can inform contemporary educational strategies. The findings underscore the importance of recognizing teacher personality, particularly wisdom, as a core component of educational quality and student success. Promoting wisdom among CRE teachers not only enhances classroom management and student engagement but also contributes to the broader mission of Christian education: cultivating students who are morally responsible, spiritually aware, and capable of making

ethical decisions in their personal and communal lives. This research provides both theoretical and practical insights, highlighting that the development of wise teacher personalities should be prioritized in teacher training, professional development, and educational policy to ensure that CRE classrooms are spaces of learning, character formation, and spiritual growth.

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