



Teaching the Value of Walking with God: An Analysis of Pedagogical Competence among Christian Religious Education Teachers at SDN Sambikerep II-480

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ABSTRACT

This study analyzes the pedagogical competence of Christian Religious Education (CRE) teachers in teaching the biblical value of walking with God, as drawn from Genesis 5:24, at SDN Sambikerep II-480. Using a Systematic Literature Review (SLR) approach, the research synthesizes findings from national and international studies published between 2010 and 2025, focusing on how pedagogical competence supports faith-based value formation in educational contexts. The analysis reveals four interrelated dimensions of competence essential to effective CRE teaching: (1) biblically grounded pedagogical design, (2) spiritually integrated instructional implementation, (3) reflective and character-based evaluation, and (4) personal spirituality as the foundation of teaching practice. The findings demonstrate that pedagogical design rooted in Scripture enables teachers to contextualize theological principles into meaningful learning experiences. Instructional implementation that combines interactive, reflective, and experiential methods strengthens students' moral awareness and spiritual growth. Reflective assessment promotes self-evaluation and behavioral transformation, while teachers' personal spirituality provides the authenticity necessary for impactful moral and faith formation. The review also identifies challenges, including limited professional development in Christian pedagogy, curriculum constraints, and the tension between secular academic demands and spiritual formation goals. The study concludes that teaching the value of walking with God requires the holistic integration of pedagogical competence and spiritual authenticity. CRE teachers are called not only to instruct but to embody and model a life of faith that reflects God's presence in daily teaching practice. Strengthening pedagogical competence through continuous spiritual and professional development is therefore vital to transforming Christian education into a space of living faith and discipleship.

Keyword: Pedagogical competence, teaching, Christian Religious Education

INTRODUCTION

Education serves not only as a means of intellectual development but also as a vital foundation for moral and spiritual formation. Within the context of Christian Religious Education (CRE), teaching extends beyond the transmission of biblical knowledge-it becomes an act of nurturing faith, character, and values that guide students to live in harmony with God and others. One of the core values emphasized in Christian education is the concept of *walking with God*, inspired by Genesis 5:24, which states, "Enoch walked with God; then he was no more, because God took him." This verse encapsulates a profound model of life centered on obedience, faith, and intimacy with the Creator. In the classroom, teaching this value requires pedagogical competence that integrates cognitive understanding, affective engagement, and behavioral exemplification. Thus, the pedagogical competence of Christian Religious Education teachers plays a decisive role in how effectively students grasp and internalize this value in their spiritual and moral lives. Pedagogical competence refers to a teacher's ability to design, implement, and evaluate learning experiences that foster both knowledge and character development. In Christian Religious Education, this competence involves contextualizing biblical principles within students' daily experiences and guiding them to apply scriptural truths in practical ways. Teachers who possess strong pedagogical competence are able to translate complex theological ideas into meaningful lessons that nurture faith and moral consciousness. They engage students through active learning, discussion, reflection, and spiritual practices that make biblical values come alive. When teaching about *walking with God*, such teachers model a life of prayer, faithfulness, and humility, serving as living examples of what it means to have a relationship with God. The importance of pedagogical competence in CRE becomes especially evident in elementary schools such as SDN Sambikerep II-480, where foundational values and attitudes are formed. At this stage, children begin to develop their moral compass and spiritual sensitivity, and teachers have a unique opportunity to shape their understanding of God and faith. However, teaching the concept of *walking with God* is not merely about theological explanation; it requires pedagogical wisdom to connect biblical narratives with students' real-life experiences. It also demands creativity in instructional design, the use of age-appropriate methods, and the embodiment of Christian values through the teacher's daily interactions. Therefore, teachers must demonstrate professional competence not only in planning and delivering lessons but also in reflecting Christ-like behavior that inspires students to emulate a life of fellowship with God. The pedagogical competence of CRE teachers varies significantly due to differences in training, personal spirituality, and teaching contexts. Some teachers may focus primarily on cognitive aspects of learning-such as memorizing Bible verses-while neglecting the affective and behavioral dimensions of faith education. Others may lack adequate strategies for encouraging students to live out their faith in daily life. Such gaps highlight the need for a systematic analysis of how pedagogical competence influences the process of teaching the value of *walking with God*. Understanding these dynamics is essential for improving the quality of CRE and ensuring that spiritual formation remains central to the educational process.

This study focuses on analyzing the pedagogical competence of CRE teachers at SDN Sambikerep II-480 in teaching the biblical value of *walking with God*. The research seeks to explore how teachers design, implement, and evaluate learning activities related to

this theme, and how their personal faith and professionalism contribute to the learning outcomes. By examining their pedagogical practices, this study aims to identify effective strategies and potential challenges in integrating faith-based values into classroom instruction. Furthermore, the findings are expected to provide insights for enhancing teacher training programs in Christian education, particularly in strengthening pedagogical competence that harmonizes spiritual growth with academic learning. This study underscores that teaching students to *walk with God* is not merely an instructional goal but a lifelong mission that begins with competent, faithful, and reflective educators.

METHODS

This study employed the Systematic Literature Review (SLR) approach to analyze existing research on the pedagogical competence of Christian Religious Education (CRE) teachers in teaching the biblical value of walking with God. The method was designed to synthesize relevant empirical and theoretical studies published within the last fifteen years to provide a comprehensive understanding of the topic. The process began with the identification of key research questions: How is pedagogical competence conceptualized and applied by CRE teachers in teaching faith-based values? What pedagogical strategies are effective in teaching the value of walking with God as reflected in Genesis 5:24? What challenges do teachers face in embodying and transmitting these values to students? These guiding questions shaped the structure of the review, ensuring that all stages of data collection and analysis remained focused and coherent. The data sources included reputable academic databases such as Google Scholar, Scopus, ERIC, and ResearchGate, alongside national journals accredited by Sinta in Indonesia. The inclusion criteria focused on peer-reviewed journal articles, theses, dissertations, and conference papers published between 2010 and 2025. Selected studies were required to discuss pedagogical competence, Christian Religious Education, or value-based teaching related to spirituality or faith formation. Exclusion criteria eliminated articles unrelated to education, those lacking empirical evidence, or papers that addressed general pedagogical competence without a Christian education context. The search strategy employed a combination of keywords and Boolean operators such as "pedagogical competence," "Christian Religious Education," "teaching values," "spiritual formation," and "walking with God," ensuring broad yet targeted coverage of relevant literature. After collecting the initial pool of studies, a screening process was conducted in three stages. The first involved reading titles and abstracts to filter irrelevant sources. The second required full-text reading to confirm that each study met the inclusion criteria. The final stage involved evaluating methodological quality using a modified critical appraisal checklist that assessed clarity of research objectives, methodological rigor, and relevance to the study focus. From over 150 initial records, 40 articles were retained for in-depth analysis. These studies were coded thematically according to dimensions of pedagogical competence—planning, implementation, and evaluation—as well as their relationship to moral and spiritual value formation. Data extraction involved synthesizing information related to teaching strategies, teacher attitudes, challenges, and outcomes in nurturing faith-based values. The thematic analysis followed an inductive-deductive process: inductive coding allowed new themes to emerge from the data, while deductive coding ensured alignment with the theoretical framework of pedagogical competence. Patterns and relationships among

themes were identified and compared across different contexts to produce a consolidated understanding of effective pedagogical practices in CRE. Triangulation was achieved through the inclusion of both international and national studies, allowing for cross-contextual comparison. Reflexivity was maintained throughout the process to minimize researcher bias and ensure that interpretations remained faithful to the original studies. The synthesis process concluded with a narrative integration that highlights the pedagogical approaches, innovations, and reflective practices most relevant to teaching the value of walking with God. This method enabled a rigorous and evidence-based exploration of how CRE teachers embody pedagogical competence in teaching spiritual values. The results of this systematic synthesis form the basis for the subsequent analysis and discussion, providing insight into the professional and spiritual dimensions that influence effective Christian education.

RESULTS AND DISCUSSION

Effective teaching of *walking with God* begins with a pedagogical design that aligns curriculum objectives with biblical principles. Studies consistently indicate that CRE teachers who possess strong pedagogical competence demonstrate the ability to translate theological ideas into relevant and contextual learning experiences (Simanjuntak, 2020; White, 2019). Lesson planning in this context involves more than defining learning outcomes—it integrates scriptural reflection, moral application, and life-oriented discussion. Teachers design learning units that connect biblical narratives such as the life of Enoch with modern ethical issues, such as honesty, perseverance, and faithfulness in daily activities. In primary education contexts, such as SDN Sambikerep II-480, pedagogical design must also accommodate developmental characteristics of children. Research by Dewi and Simatupang (2018) emphasizes that students at this level learn best through experiential, story-based, and participatory approaches. Teachers therefore use biblical storytelling, dramatization, and reflective dialogue as methods to make abstract theological ideas concrete. The story of Enoch, for instance, can be presented through dramatized storytelling followed by guided reflection where students identify practical ways to “walk with God” in their family, school, and community life. Pedagogical competence in lesson planning also requires the integration of Christian worldview with national curriculum goals. Many CRE teachers succeed in aligning faith-based objectives with competencies outlined in the Indonesian Curriculum (*Kurikulum Merdeka*), which emphasizes holistic education—spiritual, cognitive, and social dimensions (Sinaga, 2022). This integration ensures that Christian education does not stand apart from academic learning but enriches it by promoting integrity, empathy, and faithfulness as essential learning outcomes. However, several studies note that some teachers still struggle to design lessons that bridge theological depth and pedagogical practicality (Manalu, 2021). The gap often results from limited training in Christian pedagogy or an overemphasis on rote memorization of Bible verses without meaningful interpretation. Thus, strengthening teachers’ pedagogical design skills becomes crucial for creating lessons that truly nurture spiritual formation in students.

Instructional Implementation Integrating Spiritual Formation

The second major finding concerns the implementation of instruction that effectively integrates spiritual formation. Pedagogical competence manifests not only in planning but also in teachers' ability to manage learning environments that cultivate values through experience and modeling. According to Lestari (2020), CRE teachers who demonstrate pedagogical excellence foster a classroom atmosphere filled with love, respect, and reflection-conditions essential for spiritual learning. In the process of teaching *walking with God*, teachers act as facilitators of moral encounter rather than mere transmitters of knowledge. Empirical research shows that interactive learning strategies-such as group discussions, reflective journaling, and service-learning-help students relate biblical teachings to real-life situations (Chung, 2018; Nainggolan, 2021). For example, teachers might ask students to reflect on their daily behavior toward peers and identify ways to live closer to God. Through sharing sessions, children articulate their understanding of God's companionship in their struggles and successes. Modeling plays a central role in instructional practice. Teachers' personal conduct serves as a living example of what it means to *walk with God*. Studies by Gultom (2022) and Tuhumury (2019) reveal that students are more inspired by teachers who embody humility, honesty, and compassion in their daily interactions. When a teacher consistently demonstrates faith-based behavior-such as forgiving others, showing patience, or beginning each lesson with prayer-students naturally internalize those values. Hence, pedagogical competence in CRE must be inseparable from moral authenticity. Technology also enriches the pedagogical process. The use of audio-visual media, interactive Bible applications, and digital storytelling enhances engagement and understanding among younger learners (Kristanto, 2020). Digital tools enable students to visualize biblical journeys or character stories, making spiritual lessons more tangible. However, effective use of technology requires discernment to ensure that media supports, rather than replaces, spiritual reflection. Teachers must balance innovation with devotion, ensuring that technological tools remain servants of faith education. One of the recurring challenges identified in the reviewed studies is the tension between time constraints and the depth of spiritual reflection. Teachers often face rigid schedules and administrative demands that limit opportunities for contemplative learning. Despite this, research by Hutapea (2023) suggests that even short reflective practices-such as brief prayer moments, gratitude reflections, or moral discussions-can sustain students' awareness of walking with God throughout their learning journey.

Reflective Evaluation and Character-Based Assessment

Pedagogical competence also encompasses the ability to evaluate learning outcomes holistically. In teaching *walking with God*, assessment must go beyond academic measurement to include indicators of value internalization, behavioral change, and spiritual growth. Studies by Mulyono (2021) and Gunawan (2019) emphasize that Christian education should prioritize formative and reflective assessment methods that capture affective and behavioral dimensions. In the context of CRE at SDN Sambikerep II-480, reflective evaluation might involve tools such as spiritual journals, observation of classroom behavior, and teacher-student dialogue. For instance, teachers may ask students to write short reflections on how they practiced "walking with God" at home or

in school. Such reflective writing not only assesses understanding but also encourages self-examination and personal accountability. Peer and group assessments play an essential role. When students evaluate each other's cooperation, honesty, and empathy, they learn to recognize and appreciate spiritual values in community life. According to Anderson (2020), collective reflection fosters a sense of shared responsibility for moral and spiritual growth. Challenges persist in implementing character-based assessment consistently. Many teachers lack clear rubrics or indicators to measure spiritual development effectively. While quantitative assessment suits cognitive outcomes, spiritual and moral aspects require narrative and qualitative approaches. Developing assessment instruments that are both systematic and value-sensitive remains a pressing need in CRE pedagogy. The reviewed literature also highlights the significance of parental involvement in evaluation. Collaboration between teachers and parents reinforces continuity between home and school spiritual formation (Tampubolon, 2021). Parents can provide valuable insights into children's faith practices, complementing teachers' classroom observations. Such partnership ensures that the process of walking with God becomes a shared educational journey supported by both family and school.

Personal Spirituality as the Foundation of Pedagogical Competence

The final and perhaps most profound theme revealed by the review is that pedagogical competence in teaching *walking with God* cannot be separated from the teacher's personal spirituality. Christian educators are not merely conveyors of biblical content—they are witnesses of faith whose lives exemplify what they teach. Numerous studies (Siahaan, 2018; Kim, 2020; Sitompul, 2022) affirm that authentic teaching in CRE flows from an integrated life of prayer, reflection, and obedience to God. Teachers who maintain regular spiritual disciplines—such as personal devotion, worship participation, and scriptural meditation—display greater consistency between belief and practice. This authenticity strengthens students' trust and motivation to emulate similar faith-based behavior. Conversely, a lack of personal spiritual growth can diminish pedagogical effectiveness, as students perceive incongruence between the teacher's words and actions. At SDN Sambikerep II-480, observations from local studies reveal that teachers who regularly engage in communal prayer and faith-sharing with colleagues exhibit higher enthusiasm and moral influence in the classroom (Saragih, 2023). Their pedagogical decisions often reflect discernment grounded in biblical wisdom rather than procedural compliance. For instance, instead of imposing punishment for misconduct, they guide students through restorative conversations based on forgiveness and reconciliation—practices aligned with Christian ethics of *walking with God*. The reviewed literature also points to the importance of spiritual leadership in schools. Effective principals and supervisors support teachers' faith formation through retreats, mentoring, and peer fellowship (Naibaho, 2022). Such institutional support sustains teachers' motivation to integrate spirituality with pedagogy. Without this, teachers may experience spiritual fatigue, reducing their capacity to model God-centered living authentically. Spiritual competence enhances reflective practice—a vital component of pedagogical competence. Reflective teachers continually examine how their teaching embodies Christian principles. They ask critical questions such as: *Does my lesson help students encounter God personally? Do my actions reflect Christ's love in the classroom?* Such reflection transforms teaching from routine instruction into spiritual ministry.

While the reviewed studies underscore the centrality of pedagogical and spiritual integration, several challenges hinder its realization. The first is the lack of specialized training in Christian pedagogy. Many teachers in public schools, including SDN Sambikerep II-480, are required to teach CRE but have limited access to professional development programs focused on faith-based instructional methods. Consequently, pedagogical competence often develops informally through experience rather than structured training (Simatupang, 2020). The second challenge involves curriculum constraints. National educational standards may prioritize cognitive outcomes and neglect spiritual dimensions, forcing teachers to adapt biblical lessons within secular frameworks. This sometimes leads to superficial coverage of Christian values rather than transformative learning experiences. Third, technological distractions and secular influences among students present additional obstacles. Teachers must find creative ways to engage students in spiritual reflection amid the allure of digital entertainment and instant gratification. Studies recommend integrating spiritual reflection with digital storytelling or interactive learning games to maintain engagement while promoting spiritual depth (Kristanto, 2020; Harahap, 2023). The synthesis of research provides several practical implications. First, teacher training programs in Christian education should emphasize the integration of pedagogy and spirituality, equipping teachers to design learning activities that nurture both faith and intellect. Second, schools should foster a supportive faith community that encourages shared reflection among teachers. Peer mentoring and devotional gatherings enhance spiritual resilience and pedagogical creativity. Third, assessment models should evolve to include spiritual reflection and behavioral indicators, ensuring that spiritual growth remains a legitimate educational outcome. Teaching the value of *walking with God* represents more than moral instruction—it is an invitation to relational faith. Enoch’s walk with God illustrates intimacy, obedience, and consistency in faith. Translating this biblical model into education requires pedagogical competence grounded in both faith and reason. Teachers are called to emulate Christ, the ultimate teacher, whose pedagogy combined compassion, dialogue, and transformation. This integration fulfills the vision of holistic Christian education, where intellectual development and spiritual formation coexist. The reviewed literature suggests that students who experience such integrated teaching demonstrate stronger moral reasoning, empathy, and resilience (Kim, 2020; Dewi & Simatupang, 2018). They not only understand biblical truths cognitively but also embody them in daily living. Pedagogical competence in CRE transcends technical expertise—it becomes a sacred vocation. Teachers who effectively teach the value of *walking with God* act as spiritual mentors, shaping not only what students know but who they become. Each dimension contributes to the effective teaching of the value of *walking with God*, ensuring that faith formation remains central to the educational mission. Strengthening these dimensions requires continuous professional growth, institutional support, and a deep commitment to embodying Christian values in every aspect of teaching. Through such efforts, CRE teachers can transform classrooms into spaces where students not only learn about God but also experience the joy of walking with Him daily.

CONCLUSION

The findings of this study emphasize that pedagogical competence is not merely a technical or procedural skill but a spiritual vocation deeply rooted in the teacher's relationship with God. Teaching the value of *walking with God*—as exemplified by Enoch in Genesis 5:24—requires an integration of knowledge, faith, and character that transforms both the educator and the learner. Through the systematic synthesis of national and international research, this study concludes that effective Christian Religious Education (CRE) teaching depends on a teacher's ability to design biblically grounded learning, implement spiritually rich instruction, evaluate with reflection, and live as an authentic model of faith. Each dimension of pedagogical competence contributes holistically to the mission of forming students who understand, internalize, and practice Christian values in their daily lives. First, pedagogical design grounded in Scripture provides a theological and moral foundation for the entire teaching process. Teachers who intentionally align their lesson plans with biblical principles can guide students toward a deeper understanding of faith as a lived experience rather than a theoretical concept. This alignment ensures that the classroom becomes a context for spiritual encounter, where every subject and activity points to God's presence in human life. At SDN Sambikerep II-480, where character formation is essential, such an approach supports the development of children's moral awareness and their early understanding of spiritual fellowship with God. Second, pedagogical competence in instructional implementation determines how effectively the value of *walking with God* is communicated and experienced. Competent teachers apply interactive, reflective, and experiential methods that engage both the heart and the mind. They use storytelling, discussion, prayer, and creative expression to make spiritual truths tangible and relatable. Moreover, their personal behavior—marked by love, humility, and consistency—serves as a living curriculum that embodies the very message being taught. When students witness their teachers' faith in action, they encounter an authentic example of what it means to walk with God. Third, reflective and character-based assessment allows teachers to measure not only academic understanding but also personal transformation. This form of evaluation—through reflection journals, discussions, and behavioral observation—acknowledges that spiritual growth unfolds gradually through experience and community life. It redefines success in education, shifting the focus from performance to formation. In doing so, assessment becomes a tool for nurturing discipleship rather than judging compliance. The study affirms that a teacher's personal spirituality is the cornerstone of pedagogical competence in Christian education. Teachers cannot effectively teach what they do not live. Daily communion with God through prayer, Scripture meditation, and fellowship sustains the integrity and passion necessary for impactful teaching. Pedagogical competence, therefore, grows from within—from a teacher's ongoing journey of walking with God. Without this spiritual depth, teaching risks becoming mechanical and detached from its divine purpose. Teaching the value of *walking with God* is a sacred trust that unites professional competence and spiritual devotion. It challenges CRE teachers to be not only skilled educators but also faithful witnesses who inspire students to cultivate their own relationship with God. The findings of this review highlight the urgent need for continuous professional development in Christian pedagogy, institutional support for teachers' spiritual growth, and the creation of reflective learning communities within schools. When teachers teach from a place of authentic faith and pedagogical excellence, education becomes more than instruction—it becomes transformation. Through such teaching, students at SDN Sambikerep II-480

and beyond can learn to walk with God in wisdom, faithfulness, and love, carrying these values into every aspect of their lives.

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