



Personality Competence of Christian Religious Education Teachers in Demonstrating Familial Love (Genesis 46:29): A Study at SMA Negeri 1 Aramo

Yustina Laia

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: yustinalaia02@guru.sma.belajar.id

ABSTRACT

This study examines the role of personality competence in Christian Religious Education (CRE) in demonstrating familial love based on Genesis 46:29 at SMA Negeri 1 Aramo, South Nias. In this senior high school context, 20 Christian students are guided by three Christian teachers, including one CRE teacher. Personality competence, defined as emotional stability, integrity, maturity, wisdom, and exemplary conduct, constitutes a central dimension of teacher professionalism and plays a critical role in character-based religious instruction. Genesis 46:29, which narrates Joseph's emotional reunion with his father Jacob, provides a theological foundation for exploring reconciliation, forgiveness, and enduring family love. This study aims to analyze the relationship between the CRE teacher's personality competence and students' understanding and internalization of familial love reflected in the biblical narrative. The research employed a quantitative descriptive method with a correlational approach. Total sampling was applied, involving all 20 Christian students as respondents. Data were collected through a validated Likert-scale questionnaire measuring two variables: teacher personality competence and students' comprehension and internalization of familial love. The findings indicate that students perceive the CRE teacher's personality competence at a high level, and students' understanding of familial love is likewise high. Statistical analysis reveals a positive and significant relationship between personality competence and students' internalization of biblical family love. Regression results confirm that personality competence significantly predicts students' comprehension and application of reconciliation and forgiveness values. The study concludes that personality competence functions as an incarnational dimension of Christian education, where the teacher's character strengthens the credibility and transformative impact of biblical instruction.

Keywords: *Personality Competence, Christian Religious Education, Familial Love*

INTRODUCTION

Personality competence constitutes one of the four foundational competencies required of teachers in Indonesia, alongside pedagogical, professional, and social competence, as stipulated in national educational standards. According to Indonesian Law No. 14 of 2005 concerning Teachers and Lecturers, personality competence refers to the ability of teachers to demonstrate stable, mature, wise, and authoritative character while serving as moral exemplars for students. In the context of Christian Religious Education (CRE), personality competence carries theological depth because teachers are not merely conveyors of biblical knowledge but living witnesses of the values they teach. When Christian educators embody virtues such as integrity, humility, patience, and love, they provide students with tangible models of Christian character formation. One biblical narrative that powerfully illustrates familial love is Genesis 46:29, which describes Joseph's emotional reunion with his father Jacob in Egypt. The verse recounts how Joseph presented himself to his father, embraced him, and wept for a long time. This deeply personal moment follows years of separation, betrayal, suffering, and divine providence. The scene portrays reconciliation, forgiveness, and covenantal continuity within the family of Israel. According to Gordon J. Wenham in Genesis 16-50, the reunion narrative emphasizes the restoration of family bonds within the unfolding redemptive history of Israel. The emotional intensity underscores the theological message that God's providence operates not only through grand historical events but also through intimate family relationships. John H. Walton in *The IVP Bible Background Commentary: Old Testament* notes that ancient Near Eastern cultural practices placed high value on filial loyalty and patriarchal continuity. Joseph's embrace symbolizes not only personal affection but also covenant faithfulness and the preservation of divine promise. In Christian theological reflection, this passage is often interpreted as an expression of restorative love that mirrors God's covenantal faithfulness toward His people. For senior high school students, themes of family love and reconciliation are particularly relevant. Adolescence is a stage marked by identity exploration, emotional intensity, and evolving family relationships. Students at SMA Negeri 1 Aramo, South Nias, where there are 20 Christian students guided by three Christian teachers, including one CRE teacher, navigate social and familial transitions while shaping personal values. In such a context, the CRE teacher's personality competence becomes critical. Teaching Genesis 46:29 effectively requires more than exegetical explanation; it demands that the teacher model empathy, emotional maturity, forgiveness, and relational integrity.

Christian educational philosophy consistently emphasizes the formative role of teacher character. George R. Knight in *Philosophy and Education: An Introduction in Christian Perspective* argues that Christian teaching is fundamentally incarnational, meaning that educators embody the truths they communicate. Likewise, Thomas Lickona in *Educating for Character* highlights that character education succeeds when teachers consistently demonstrate the virtues they expect from students. Within CRE, the authenticity of the teacher's personality significantly influences students' reception of biblical teachings about love and reconciliation. Empirical educational research further supports the importance of teacher personality and credibility. John Hattie in *Visible Learning* identifies teacher-student relationships and teacher credibility as high-impact factors affecting student learning outcomes. When students perceive their teacher as sincere, fair, and emotionally stable, they are more likely to engage deeply with instructional content. In

the context of Genesis 46:29, students' understanding of familial love may be shaped by how convincingly their teacher demonstrates relational warmth and maturity. SMA Negeri 1 Aramo offers a meaningful locus for such inquiry. With 20 Christian students and three Christian teachers, the school presents a setting where interpersonal interaction is both intimate and influential. The CRE teacher's personality may significantly shape students' perceptions of Christian love, especially in discussions related to family dynamics, forgiveness, and reconciliation. This study seeks to analyze the personality competence of Christian Religious Education teachers in demonstrating familial love based on Genesis 46:29 at SMA Negeri 1 Aramo, South Nias. By examining students' perceptions and evaluating the relationship between teacher personality competence and students' understanding of biblical family love, this research aims to contribute to the development of character-based Christian education that integrates theological depth with authentic personal example.

METHODS

A quantitative descriptive method with a correlational approach was used to examine the relationship between the personality competence of the Christian Religious Education (CRE) teacher and students' understanding of familial love as expressed in Genesis 46:29 at SMA Negeri 1 Aramo, South Nias. The research was conducted during the 2025 academic year within the context of formal classroom instruction. Because the number of Christian students in the school is limited, total sampling was applied. All 20 Christian students enrolled at the senior high school level participated as research respondents. Although there are three Christian teachers in the school, including one CRE teacher, the primary focus of measurement was students' perception of the CRE teacher's personality competence in the context of religious instruction. The use of total sampling ensured that the entire accessible population was represented, thereby strengthening the internal validity of the study within its specific locus. The study consisted of two variables: personality competence as the independent variable and students' understanding and internalization of familial love based on Genesis 46:29 as the dependent variable. Personality competence was operationally defined in accordance with national educational standards as the teacher's demonstration of emotional stability, maturity, integrity, wisdom, authority, and exemplary conduct. Indicators included consistency between words and actions, fairness in treatment of students, emotional self-control, humility, empathy, and the ability to serve as a moral role model. The dependent variable encompassed cognitive comprehension of the biblical narrative, affective appreciation of reconciliation and familial affection, and behavioral intention to practice love, forgiveness, and respect within family relationships. Data were collected using a structured questionnaire developed by the researcher based on theoretical frameworks of teacher competence and Christian character education. The instrument employed a five-point Likert scale ranging from strongly disagree to strongly agree. Prior to distribution, the questionnaire underwent content validation through expert judgment by two lecturers in Christian Religious Education to ensure theological accuracy and conceptual clarity. Construct validity was tested using Pearson Product-Moment correlation analysis, and items that met the required correlation threshold were retained. Reliability testing was conducted using Cronbach's Alpha coefficient to measure internal

consistency, with results indicating acceptable reliability levels. The data collection process was conducted in the classroom setting after obtaining permission from the school principal and ensuring that participants understood the purpose of the research. Students completed the questionnaire anonymously to encourage honest and unbiased responses. Data analysis began with descriptive statistical procedures to calculate mean scores, standard deviations, and percentage distributions for each variable. Assumption testing included a normality test using the Kolmogorov–Smirnov method to determine whether the data met parametric analysis requirements. Hypothesis testing was subsequently conducted using Pearson Product-Moment correlation to identify the strength and direction of the relationship between personality competence and students' understanding of familial love. A simple linear regression analysis was then performed to determine the extent to which personality competence predicted the dependent variable. All statistical analyses were conducted at a significance level of 0.05. Through this methodological design, the study sought to generate empirical evidence regarding the influence of teacher personality competence on the effective demonstration of biblical family love within a senior high school Christian education context.

RESULTS AND DISCUSSION

The findings of this study provide empirical evidence regarding the influence of personality competence of the Christian Religious Education (CRE) teacher in demonstrating familial love based on Genesis 46:29 at SMA Negeri 1 Aramo, South Nias. The research involved all 20 Christian students enrolled in the school and focused on their perceptions of the CRE teacher's personality competence as well as their understanding and internalization of the value of family love reflected in Joseph's reunion with Jacob. The results integrate descriptive statistical analysis, correlation testing, and regression modeling to explain the extent to which teacher personality contributes to students' theological comprehension and character formation in a senior high school context. The descriptive statistical analysis indicates that students perceive the personality competence of the CRE teacher at a high level. The overall mean score of the independent variable falls within the upper range of the Likert scale, demonstrating strong agreement across indicators such as emotional stability, integrity, maturity, fairness, empathy, and exemplary conduct. Students consistently reported that the teacher maintains consistency between words and actions, demonstrates patience in handling classroom situations, and interacts with students respectfully and compassionately. The indicator of emotional self-control received particularly high responses, suggesting that students observe the teacher managing challenges calmly and responsibly. In a senior high school setting, where adolescents are highly sensitive to perceived hypocrisy or inconsistency, the presence of authentic and stable teacher personality appears to create a secure and trustworthy learning environment.

The dependent variable, namely students' understanding and internalization of familial love based on Genesis 46:29, also demonstrates a high descriptive category. Students showed strong cognitive comprehension of the biblical narrative, including recognition that Joseph's embrace and prolonged weeping signify reconciliation, forgiveness, and restored family bonds. Affective indicators revealed that students emotionally resonated

with the narrative, expressing appreciation for themes of reconciliation after conflict and the importance of honoring parents. Behavioral intention items, such as willingness to practice forgiveness within their own families and commitment to strengthening family relationships, likewise scored positively. These findings suggest that the teaching of Genesis 46:29 did not remain abstract or purely historical but was internalized as a moral and relational value. The Pearson Product-Moment correlation analysis reveals a positive and statistically significant relationship between teacher personality competence and students' understanding of familial love. The correlation coefficient indicates a moderate to strong association, meaning that higher levels of perceived personality competence correspond with deeper levels of comprehension and internalization of biblical family love. The significance value is below the 0.05 threshold, confirming that the relationship is statistically meaningful rather than coincidental. This empirical result supports the theoretical assumption that teacher personality functions as a mediating factor in value transmission, especially in religious education where moral credibility is essential.

Further examination using simple linear regression analysis demonstrates that personality competence significantly predicts students' understanding of familial love. The regression coefficient shows that an increase in perceived teacher personality competence leads to a measurable increase in the dependent variable. Although personality competence does not account for all variance, since factors such as family upbringing, church participation, peer influence, and personal spiritual maturity also shape students' attitudes, it nonetheless constitutes a substantial explanatory factor within the educational setting. The coefficient of determination suggests that a meaningful proportion of students' internalization of biblical family love can be attributed to their perception of the teacher's personality competence. Genesis 46:29 portrays an emotionally charged moment of reunion between Joseph and Jacob. After years of separation marked by betrayal, suffering, and divine providence, Joseph's act of embracing and weeping with his father reflects restored relationship and covenantal continuity. The narrative communicates not only affection but also forgiveness and reconciliation. When students observe a teacher who embodies emotional maturity and relational warmth, the biblical text gains experiential credibility. The teacher's personality becomes an interpretive lens through which students understand the meaning of Joseph's actions. In this sense, personality competence is not peripheral but central to effective biblical instruction.

Senior high school students are in a developmental stage characterized by heightened emotional awareness, identity exploration, and increasing independence from parental authority. Discussions about family love may evoke complex responses, particularly if students experience family conflict or distance. The high descriptive results in this study suggest that the CRE teacher's personality fosters an environment where students feel safe reflecting on personal experiences in light of Scripture. Emotional stability and empathy demonstrated by the teacher likely reduce defensive reactions and encourage honest engagement with the narrative. Consequently, Genesis 46:29 becomes a platform for students to evaluate their own familial relationships and attitudes toward reconciliation. The data also reveal that students particularly value the teacher's consistency and fairness. Consistency between teaching and behavior reinforces authenticity, which is crucial in adolescent education. If a teacher explains Joseph's

forgiveness yet exhibits favoritism or impatience, the message loses persuasive power. However, when the teacher consistently models patience, respect, and humility, students perceive alignment between doctrine and conduct. This alignment strengthens moral credibility and enhances receptivity to biblical values. Therefore, personality competence functions as a form of implicit curriculum, silently shaping students' moral perception beyond explicit lesson plans. Another important finding concerns the relational dimension of authority. Students reported that the teacher demonstrates authority without authoritarianism. Authority rooted in wisdom and integrity differs from authority imposed through fear or coercion. In teaching about familial love, particularly respect toward parents, authoritative yet compassionate guidance is essential. Adolescents are more likely to accept exhortations to honor and reconcile with family members when such encouragement comes from a teacher perceived as fair and understanding. The regression findings imply that this relational authority directly contributes to students' willingness to internalize and practice biblical love.

The relatively small number of Christian students, 20 individuals, may facilitate more personalized interaction. Smaller groups allow the teacher to know students individually, recognize their emotional conditions, and tailor explanations accordingly. However, small size alone does not guarantee impact. The results emphasize that it is the teacher's personality competence, manifested through empathy, maturity, and exemplary conduct, that transforms relational proximity into meaningful influence. In other words, structural factors such as class size create opportunity, but personality competence actualizes potential. Teacher personality and credibility are consistently associated with student engagement and achievement. The findings of this study extend that principle into the domain of Christian Religious Education. When biblical narratives involve emotionally rich themes such as reconciliation and family affection, teacher personality becomes especially influential. Students are not only processing textual meaning but also evaluating relational authenticity. A teacher who demonstrates patience and kindness effectively embodies the familial love described in Genesis 46:29, thereby reinforcing the theological message. The study also carries contextual significance for South Nias. Cultural values in Nias society traditionally emphasize family cohesion, respect for elders, and communal identity. By connecting Genesis 46:29 to local cultural appreciation of family bonds, the CRE teacher bridges biblical narrative with contextual relevance. The high level of student agreement on behavioral intention items suggests that students perceive the biblical concept of family love as compatible with their cultural heritage. The teacher's wise and mature personality likely facilitates this integration, avoiding cultural alienation while affirming Christian theological principles. It is also noteworthy that there are three Christian teachers in the school, including the CRE teacher. Although the study focuses specifically on the CRE teacher's personality competence in classroom instruction, the presence of other Christian educators may reinforce value consistency across the school environment. Students observe not only isolated lessons but a broader pattern of adult behavior. However, the regression analysis confirms that within the specific instructional context of Genesis 46:29, the CRE teacher's personality remains a distinct predictive factor for students' internalization of familial love.

It is important to acknowledge that personality competence does not function independently of other competencies. Pedagogical clarity, professional mastery of Scripture, and social engagement skills also contribute to effective instruction. Nevertheless, the data indicate that personality competence serves as a foundational dimension that shapes how other competencies are perceived. For instance, pedagogical strategies may be technically sound, but without sincerity and integrity, they may fail to inspire moral transformation. Personality competence thus acts as the ethical core of teacher professionalism in Christian education. The high descriptive scores across both variables suggest that students perceive coherence between the teacher's character and the biblical message. This coherence strengthens the transformative potential of Scripture. Joseph's embrace of Jacob is not merely a narrative event; it becomes a model of restored relationship. When students witness comparable compassion in their teacher's interactions, the biblical account moves from ancient text to contemporary example. The regression findings quantitatively confirm what theological reflection has long suggested: character is contagious, and moral authenticity enhances spiritual learning. The empirical evidence affirms that personality competence significantly influences students' understanding and internalization of familial love as depicted in Genesis 46:29. The CRE teacher at SMA Negeri 1 Aramo demonstrates stable, mature, and empathetic character traits that foster trust, authenticity, and emotional security in the classroom. These relational qualities correlate positively and significantly with students' cognitive comprehension, affective appreciation, and behavioral intention regarding biblical family love. The study therefore reinforces the principle that in Christian Religious Education, the messenger profoundly shapes the reception of the message. Personality competence is not merely a professional requirement but a theological embodiment of the values being taught, particularly when addressing themes of reconciliation, forgiveness, and enduring family love.

CONCLUSION

This study concludes that personality competence plays a significant and measurable role in the effectiveness of Christian Religious Education (CRE), particularly in demonstrating familial love based on Genesis 46:29 at SMA Negeri 1 Aramo, South Nias. The findings reveal that students perceive the CRE teacher's personality competence, characterized by emotional stability, integrity, maturity, empathy, and exemplary conduct, at a high level. Likewise, students' understanding and internalization of familial love, including cognitive comprehension of the biblical narrative, affective appreciation of reconciliation, and behavioral intention to practice forgiveness and respect within their families, are also categorized as high. Statistical analysis confirms a positive and significant relationship between teacher personality competence and students' understanding of familial love. The regression results further demonstrate that personality competence significantly predicts the degree to which students internalize the value of family love reflected in Joseph's reunion with Jacob. Although other factors such as family background and personal spirituality also influence character formation, the teacher's personality remains a substantial and meaningful contributor within the school context. Genesis 46:29 presents a powerful image of reconciliation, affection, and covenantal continuity. When the CRE teacher embodies patience, compassion, and relational authenticity, the biblical

message is reinforced through lived example. Students not only learn about familial love as a doctrinal concept but also experience its practical demonstration in the classroom environment. In this way, personality competence functions as an incarnational dimension of Christian education, where the character of the teacher strengthens the credibility and transformative impact of Scripture. This research affirms that personality competence is foundational to value transmission in Christian Religious Education. Strengthening teachers' character formation, emotional maturity, and ethical consistency through continuous professional and spiritual development is essential for nurturing students who embody reconciliation, forgiveness, and enduring family love in their daily lives.

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