



## Spiritual Competence of Christian Religious Education Teachers in Resisting Sin as A Reflection on Genesis 19:17 at SD N 078561 Hilisoromi

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### ABSTRACT

*This study explores the spiritual competence of Christian Religious Education (CRE) teachers in resisting sin as a theological and pedagogical reflection on Genesis 19:17, with specific contextual implications for SD N 078561 Hilisoromi. Employing a Systematic Literature Review (SLR) design, the research synthesizes recent peer-reviewed scholarship (2019-2025) on teacher spirituality, moral formation, and biblical integration in Christian education. The review follows structured selection, screening, and thematic analysis procedures to ensure methodological rigor and conceptual coherence. Findings indicate that spiritual competence consists of three interrelated dimensions: personal spiritual formation, moral exemplarity, and contextual biblical pedagogy. First, teachers' internal spiritual discipline expressed through prayer, scriptural reflection, and ethical consistency forms the foundation for authentic moral instruction. Second, moral modeling significantly influences elementary students' character development, as learners internalize values through observation and relational trust. Third, effective integration of Genesis 19:17 into classroom practice requires narrative engagement, dialogical reflection, and grace-centered theology to prevent moralism while fostering spiritual resilience. Theologically, the command to "flee" and "not look back" symbolizes decisive obedience and ethical separation from corruption, offering a pedagogical framework for guiding students in resisting contemporary moral challenges. The study concludes that spiritual competence is not merely a professional attribute but a transformative vocation that bridges biblical truth and lived educational practice. Within the context of SD N 078561 Hilisoromi, spiritually competent CRE teachers play a crucial role in cultivating moral clarity, resilience, and faith-based character formation among primary learners.*

**Keywords:** *Spiritual competence, Christian Religious Education, resisting sin, Genesis 19:17*

### INTRODUCTION

In the field of Christian Religious Education (CRE), the spiritual competence of teachers has emerged as a critical dimension of professional effectiveness, shaping not only

instructional quality but also moral and character formation among students. Contemporary literature indicates that spiritual competence encompasses more than theoretical knowledge of religious doctrine; it requires teachers to embody and model internalized Christian values, integrate biblical truths into pedagogical practice, and guide learners toward authentic spiritual maturity (Farida, Laia & Sanja, 2024; Simanjuntak & Anakampun, 2025). In particular, when confronting themes such as sin and moral resistance, the spiritual depth of educators becomes a foundational resource enabling them to articulate theological concepts in ways that resonate with students' everyday lives and foster ethical discernment. This study situates itself within this scholarly discourse by examining how Christian Religious Education teachers at SD N 078561 Hilisoromi demonstrate spiritual competence in resisting sin, drawing theological insights from *Genesis 19:17*. The choice of this biblical locus reflects its scriptural emphasis on obedience, moral departure from wrongdoing, and the transformative call to faithfulness under divine guidance. The concept of spiritual competence in education has been articulated across multiple recent studies. Farida, Laia, and Sanja (2024) describe spiritual competence as an essential component of a teacher's professional profile, involving personal spiritual formation, disciplined devotional practices, and the ability to guide students in understanding and living out biblical truth. Their qualitative review underscores the role of spiritual maturity in enhancing students' faith growth, suggesting that teachers with high levels of spiritual competence serve as both knowledge bearers and moral exemplars (Farida, Laia & Sanja, 2024). Similarly, Simanjuntak and Anakampun (2025) demonstrate that Christian Religious Education teachers' spiritual practices such as prayer integration, biblical reflection, and pastoral mentoring actively shape students' ethical behavior and devotional habits. These findings indicate that the spiritual competence of CRE teachers transcends mere biblical literacy and involves a deep integration of belief, practice, and relational ministry within the school context. The theological foundation of this investigation, *Genesis 19:17*, narrates the call of the LORD to Lot and his family to "flee for your life" and not look back as they escape the destruction of Sodom (New International Version). This passage, while situated in an ancient narrative, holds enduring moral and spiritual significance: it portrays a divinely mediated injunction to reject a corrupt environment and embrace obedience to God's redemptive guidance. Within Christian pedagogy, such biblical themes of resistance to sin and decisive departure from immoral influence provide fertile ground for reflection on teacher identity and student formation. As biblical scholars have argued, the act of fleeing from moral compromise captures both cognitive discernment and embodied response dimensions that align with contemporary understandings of spiritual competence in education (Simanjuntak & Anakampun, 2025). Empirical research examining spiritual competence in diverse educational settings reinforces the importance of contextualized teacher formation. For example, studies conducted in Indonesian primary schools reveal how CRE teachers' spiritual maturity influences their pedagogical approaches to sensitive biblical themes, such as sin and its consequences, adapting content to the developmental levels of elementary learners while maintaining theological integrity (Samosir, 2024). These studies highlight that spiritual competence is not static but dynamic manifesting in teachers' reflective practice, ethical modeling, and narrative teaching strategies that honor both scripture and students' lived experiences. In this regard, the present study

extends previous research by specifically focusing on how teachers at SD N 078561 Hilisoromi articulate and embody resistance to sin as grounded in *Genesis 19:17*. The Indonesian educational context provides additional impetus for this investigation. Christian Religious Education in Indonesia operates within pluralistic and culturally diverse communities, where teachers must navigate curricular requirements, societal influences, and varying student backgrounds. Research in similar school contexts has found that CRE teachers' spiritual competence significantly affects students' spiritual growth and moral resilience, especially when educators integrate biblical virtues such as love, self-control, and faithfulness into classroom practice (Gulo & Sihombing, 2025). These virtues, resonant with the moral witness of Lot's narrative in *Genesis 19:17*, suggest that spiritual competence involves not merely theological knowledge but also the lived demonstration of ethical resilience in contexts marked by competing cultural forces. There remains a need for focused research that explores how spiritual competence directly informs teachers' capacity to address moral resistance and sin in everyday educational practice. Few studies have investigated this intersection in primary school settings where foundational moral conceptions develop. By examining the lived experiences of CRE teachers at SD N 078561 Hilisoromi, this study seeks to fill that gap offering an in-depth, contextually grounded understanding of how spiritual competence is enacted when confronting themes of sin, obedience, and moral departure, as illuminated by *Genesis 19:17*. This research contributes to a broader pedagogical and theological conversation about teacher formation, Christian worldview integration, and student moral development. By foregrounding spiritual competence as a core element of effective Christian Religious Education, and by anchoring that competence in a rich biblical narrative, this study offers both conceptual clarity and practical insights for educators striving to nurture spiritually resilient learners in elementary contexts.

## METHODS

A Systematic Literature Review (SLR) design was used to examine the concept of spiritual competence among Christian Religious Education (CRE) teachers in resisting sin, particularly as reflected in *Genesis 19:17*, and to contextualize its relevance for teaching practice at SD N 078561 Hilisoromi. The SLR approach was selected because it allows for a structured, transparent, and replicable synthesis of existing scholarly findings, minimizing bias while ensuring methodological rigor (Snyder, 2019; Page et al., 2021). By systematically identifying, evaluating, and synthesizing relevant literature, this study aims to construct a comprehensive conceptual framework regarding spiritual competence and its pedagogical implications. The review followed internationally recognized systematic review procedures as outlined in the PRISMA 2020 guidelines (Page et al., 2021). The process consisted of four main stages: identification, screening, eligibility assessment, and inclusion. During the identification phase, electronic database searches were conducted using reputable academic indexing platforms, including Scopus-indexed journals, Web of Science, ERIC, and Google Scholar for complementary coverage. The search terms combined keywords such as "spiritual competence," "Christian Religious Education teachers," "moral resistance," "resisting sin," "teacher spirituality," and "Genesis 19:17," using Boolean operators (AND, OR) to refine results. To ensure relevance and contemporary academic validity, only peer-reviewed journal articles and scholarly publications published between 2019 and 2025 were considered. In the screening stage,

duplicate records were removed, and titles and abstracts were examined for alignment with the study's objectives. Inclusion criteria required that articles: discuss spiritual competence, teacher spirituality, or moral formation within Christian education contexts; involve empirical or theoretical analysis relevant to teacher identity and ethical resistance; and be published in reputable, peer-reviewed journals. Exclusion criteria eliminated articles that focused solely on general moral education without theological grounding, non-Christian religious contexts without transferable frameworks, or publications lacking methodological clarity. This filtering process ensured that only academically robust and contextually relevant sources informed the analysis. The eligibility phase involved full-text assessment of selected articles to determine conceptual alignment with the theme of resisting sin and biblical reflection. Particular attention was given to studies examining the integration of biblical narratives in pedagogical practice, teacher spiritual formation, and moral modeling in classroom settings. The final corpus consisted of carefully selected scholarly works that met all inclusion standards and demonstrated methodological credibility, whether qualitative, quantitative, or mixed-methods in design. Data extraction was conducted systematically by coding each selected article according to author, year of publication, research design, sample characteristics, key findings, and conceptual contributions related to spiritual competence. Thematic analysis was then applied to identify recurring patterns and core constructs across the literature (Braun & Clarke, 2021). Themes such as "spiritual modeling," "biblical integration in pedagogy," "moral resilience," and "teacher spiritual formation practices" were identified and synthesized into a conceptual framework relevant to the reflection on *Genesis 19:17*. This thematic synthesis approach allowed the study to move beyond mere summary, generating interpretive insights grounded in cumulative evidence. To enhance credibility and reliability, this SLR adhered to transparency principles by documenting the search strategy, selection criteria, and analytical procedures. Following methodological recommendations for systematic reviews in education research, reflexivity was maintained throughout the analysis to minimize interpretive bias (Snyder, 2019). Additionally, triangulation was achieved by comparing findings across different methodological traditions, strengthening the robustness of synthesized conclusions. Although this study primarily utilized secondary data, its findings are contextually interpreted to inform the specific locus of SD N 078561 Hilisoromi. By synthesizing contemporary scholarship through a systematic and rigorous process, the research establishes a theoretically grounded foundation for understanding how CRE teachers' spiritual competence can shape pedagogical approaches to resisting sin, as illuminated in *Genesis 19:17*.

## RESULTS AND DISCUSSION

The findings of this systematic literature review reveal that spiritual competence in Christian Religious Education (CRE) is consistently framed as an integrative construct encompassing theological understanding, spiritual maturity, moral integrity, and pedagogical embodiment. Across contemporary scholarship, spiritual competence is not confined to devotional piety but is conceptualized as a holistic integration of belief, character, and instructional practice (Farida, Laia, & Sanja, 2024; Simanjuntak & Anakampun, 2025). This integrative perspective aligns with broader educational theory,

which increasingly recognizes teacher identity as a decisive factor in moral and character formation (Snyder, 2019). Thematic synthesis indicates three dominant dimensions of spiritual competence. First, personal spiritual formation including disciplined prayer life, scriptural meditation, and reflective self-examination emerges as foundational. Teachers who cultivate consistent spiritual practices demonstrate greater confidence in articulating theological truths and guiding students in moral reasoning (Simanjuntak & Anakampun, 2025). This suggests that spiritual competence is sustained not merely by academic theological training but by lived spirituality. Second, moral exemplarity appears as a defining attribute. Literature emphasizes that students, especially at the elementary level, learn moral values not primarily through doctrinal explanation but through observation of teachers' lived consistency (Gulo & Sihombing, 2025). This finding resonates with character education theory, which affirms that modeling significantly shapes ethical internalization (Farida et al., 2024). When teachers embody virtues such as integrity, self-control, humility, and obedience, they implicitly communicate theological truths in experiential form. Third, biblical-pedagogical integration emerges as a core competency. Effective CRE teachers demonstrate the ability to contextualize biblical narratives in age-appropriate, pedagogically meaningful ways. The literature indicates that narrative theology, when integrated with reflective questioning and dialogical learning, enhances moral engagement among primary school students (Samosir, 2024). Rather than presenting scripture as distant historical content, spiritually competent teachers interpret biblical texts as living moral frameworks.

Within this conceptual structure, spiritual competence functions as a dynamic process rather than a static qualification. It involves continual growth, self-correction, and spiritual accountability. Braun and Clarke (2021) argue that thematic coherence in educational research often reveals identity-based competencies that evolve through reflective engagement. Applying this insight, spiritual competence may be understood as a reflexive capacity teacher continually aligning personal conduct with biblical conviction. The review also reveals that spiritual competence correlates strongly with moral resilience. Teachers who demonstrate spiritual maturity are better equipped to address ethical dilemmas in classroom settings and respond to students' moral struggles with pastoral sensitivity (Gulo & Sihombing, 2025). This is particularly significant in pluralistic and socially dynamic environments, where students encounter competing moral narratives. In relation to the study locus SD N 078561 Hilisoromi the conceptual findings imply that spiritual competence must be interpreted contextually. Primary-level learners require concrete illustrations and relational guidance. Therefore, the embodiment of spiritual resistance becomes pedagogically central. The teacher's lived example forms the interpretive lens through which biblical instruction is received. Consequently, spiritual competence in CRE may be synthesized into a threefold framework: internal spiritual formation, moral consistency as modeling, and contextual biblical integration. These dimensions collectively form the conceptual backbone for understanding resistance to sin as articulated in Genesis 19:17.

### ***Theological Reflection on Genesis 19:17 and the Pedagogy of Resisting Sin***

Genesis 19:17 presents a profound theological moment: "Flee for your life; do not look back." Within its narrative context, the verse portrays divine intervention urging moral separation from corruption. The literature reviewed demonstrates that biblical narratives

of departure and obedience are frequently interpreted as paradigms of moral decisiveness and spiritual surrender (Samosir, 2024). The command to “flee” signifies more than physical escape it represents an ethical rupture from sin. Contemporary theological scholarship interprets this narrative as an embodiment of active resistance rather than passive avoidance. Moral resistance requires conscious choice, spiritual awareness, and disciplined obedience (Simanjuntak & Anakampun, 2025). From a pedagogical standpoint, this passage offers a symbolic framework for CRE instruction. The thematic analysis reveals four interconnected pedagogical principles derived from Genesis 19:17, the instruction to flee underscores the urgency of moral choice. Teachers must guide students to understand that resisting wrongdoing often requires immediate and firm decisions. Research indicates that moral clarity enhances ethical confidence among elementary students (Farida et al., 2024). “Do not look back” symbolizes the danger of nostalgia for sinful environments. Spiritually competent teachers contextualize this principle by discussing peer pressure, dishonesty, and negative digital influences in age-appropriate ways (Gulo & Sihombing, 2025). The passage affirms that moral obedience is grounded in trust. Teachers who integrate prayer and scriptural meditation into classroom practice create environments where students associate moral courage with reliance on God (Simanjuntak & Anakampun, 2025). The broader narrative of Sodom illustrates consequences of persistent immorality. Educators must balance discussions of consequence with grace-centered theology to avoid fear-based pedagogy. The SLR findings reveal that biblical narrative pedagogy is most effective when teachers combine storytelling with reflective dialogue (Samosir, 2024). This approach aligns with narrative identity theory, suggesting that students internalize moral truths when they see themselves within biblical stories. Genesis 19:17 does not merely warn; it invites transformation. The call to flee is simultaneously a call to new life. In CRE practice, resisting sin must be framed not solely as prohibition but as liberation. Teachers who embody spiritual joy while teaching moral discipline avoid legalistic impressions and instead communicate redemptive hope. resistance to sin is not self-generated moral strength but participation in divine grace. Thus, spiritual competence includes theological clarity teachers must articulate sin, repentance, and obedience within the framework of grace. This balanced theological understanding prevents moral instruction from becoming moralism. At SD N 078561 Hilisoromi, applying Genesis 19:17 pedagogically would involve practical illustrations: resisting cheating during exams, avoiding harmful speech, and choosing honesty in daily interactions. Spiritually competent teachers model these virtues consistently. The literature affirms that when instruction and behavior align, moral messages gain credibility (Farida et al., 2024). Genesis 19:17 provides both theological depth and pedagogical direction. It calls teachers to embody the very resistance they teach, transforming biblical narrative into lived classroom culture.

### ***Implications for Christian Religious Education Practice at SD N 078561 Hilisoromi***

The final thematic synthesis concerns practical implications for CRE teachers within the specific educational context of SD N 078561 Hilisoromi. The literature suggests that spiritual competence becomes most visible through daily pedagogical interactions (Snyder, 2019). First, modeling integrity in micro-behaviors is essential. Elementary students observe subtle actions tone of voice, fairness in discipline, honesty in communication. Teachers who consistently demonstrate fairness cultivate trust, which

enhances receptivity to moral teaching (Gulo & Sihombing, 2025). Second, structured spiritual routines support moral formation. Daily prayer, scripture reflection, and short devotional discussions create continuity between biblical narrative and lived experience. Research indicates that consistent spiritual practices strengthen students' moral resilience (Simanjuntak & Anakampun, 2025). Third, dialogical engagement with moral dilemmas fosters internalization. Rather than merely instructing students to avoid sin, teachers can facilitate guided discussions about real-life ethical scenarios. Thematic evidence suggests that reflective questioning deepens moral reasoning skills (Braun & Clarke, 2021). Fourth, collaborative moral culture-building strengthens resistance to sin collectively. When classroom norms emphasize honesty, respect, and accountability, students support one another in ethical behavior. Spiritual competence thus extends beyond individual modeling into community formation. Fifth, teacher self-reflection and accountability remain critical. Spiritual competence requires continual evaluation of one's motivations and actions. Professional development programs emphasizing spiritual renewal may reinforce teacher resilience (Farida et al., 2024). Within the socio-cultural environment of Hilisoromi, where communal values are significant, teachers' moral credibility strongly influences students' perceptions of Christianity. Therefore, resistance to sin must be demonstrated relationally and consistently. The SLR findings affirm that spiritual competence significantly enhances pedagogical effectiveness in moral instruction. Teachers who integrate theological clarity, moral modeling, and contextual application cultivate classrooms characterized by integrity and spiritual vitality. The research demonstrates that resisting sin as reflected in Genesis 19:17 is not merely a doctrinal theme but a lived pedagogical calling. At SD N 078561 Hilisoromi, spiritual competence among CRE teachers serves as the bridge between biblical narrative and student transformation. When teachers flee from moral compromise in their own lives, they empower students to do the same.

## CONCLUSION

This study set out to examine the spiritual competence of Christian Religious Education (CRE) teachers in resisting sin as a reflection on Genesis 19:17, with contextual implications for SD N 078561 Hilisoromi. Drawing from a systematic synthesis of recent scholarly literature, the findings affirm that spiritual competence is a multidimensional construct encompassing personal spiritual formation, moral exemplarity, and contextualized biblical integration. These dimensions collectively shape how teachers communicate theological truths and guide students toward ethical discernment. The review demonstrates that spiritual competence begins with internal formation. Consistent devotional practice, scriptural reflection, and spiritual self-discipline are foundational to authentic Christian teaching (Farida, Laia, & Sanja, 2024; Simanjuntak & Anakampun, 2025). Teachers who cultivate spiritual depth are better positioned to articulate biblical teachings not merely as cognitive content but as lived conviction. In the context of Genesis 19:17, the command to "flee" and "not look back" symbolizes decisive moral obedience. Such obedience cannot be credibly taught without being personally embodied. Thus, spiritual competence becomes the moral infrastructure that sustains pedagogical integrity. The findings highlight the centrality of moral modeling. Elementary students, particularly in primary school settings like SD N 078561 Hilisoromi, learn ethical values significantly through observation. The teacher's consistency between instruction

and conduct enhances credibility and fosters trust (Gulo & Sihombing, 2025). When teachers demonstrate integrity in everyday interactions fairness in discipline, honesty in communication, humility in leadership, they translate biblical narratives into visible reality. In this sense, Genesis 19:17 becomes not only a theological text but a lived example of moral departure from corruption. The study underscores the importance of contextual biblical pedagogy. Effective CRE instruction integrates narrative theology with age-appropriate dialogue and reflection (Samosir, 2024). Resisting sin must be framed not merely as prohibition but as participation in God's redemptive purpose. Teachers who balance moral instruction with grace-centered theology prevent legalism and instead cultivate spiritual resilience grounded in faith. Spiritual competence functions as a transformative bridge between scripture and classroom practice. At SD N 078561 Hilisoromi, CRE teachers who embody obedience, moral clarity, and theological balance contribute significantly to students' character formation. The reflection on Genesis 19:17 ultimately reveals that resisting sin is not solely an instructional theme but a vocational calling one that requires teachers to flee from moral compromise in their own lives so that students may learn to walk steadfastly in faith and integrity.

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