



## Reflecting on the Pedagogical Competence of Christian Religious Education Teachers in Teaching God's Promise to Joseph (Genesis 48:21): A Contextual Study at SD Negeri 071207 Laowi

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### **ABSTRACT**

*This study examines the pedagogical competence of Christian Religious Education (CRE) teachers in teaching God's promise to Joseph in Book of Genesis 48:21 within the context of SD Negeri 071207 Laowi. The school community consists of 150 Christian students and 20 Christian teachers, including the CRE teacher, providing a structured environment for evaluating instructional effectiveness. The research aims to measure quantitatively the extent to which pedagogical competence influences students' cognitive understanding and affective appreciation of the biblical promise motif. A descriptive-correlational quantitative design was employed. Data were collected using a validated Likert-scale questionnaire measuring four dimensions of pedagogical competence, understanding learner characteristics, mastery and organization of biblical content, instructional implementation, and assessment practices, alongside a 20-item objective test and a perception scale assessing relevance of the biblical message. Statistical analysis included descriptive statistics, Pearson product-moment correlation, and linear regression at a 0.05 significance level. The findings indicate that pedagogical competence was rated at a high level ( $M = 4.21$ ), with instructional implementation receiving the highest score. Student learning outcomes were also high ( $M = 82.6$ ), and a significant positive correlation was found between pedagogical competence and learning outcomes ( $r = 0.63, p < 0.05$ ). Regression analysis showed that pedagogical competence significantly predicts both cognitive achievement and perceived relevance of God's promise. The study concludes that pedagogical competence constitutes a measurable and influential factor in effective biblical instruction. Strengthening instructional design, theological clarity, and assessment strategies can enhance transformative learning outcomes in elementary Christian education contexts.*

**Keywords:** Pedagogical Competence, Christian Religious Education, God's Promise

## INTRODUCTION

Pedagogical competence constitutes a central dimension of teacher professionalism, particularly within faith-based instructional contexts where theological meaning and educational practice intersect. In Christian Religious Education (CRE), pedagogical competence is not limited to classroom management or curriculum delivery; it encompasses the ability to interpret Scripture responsibly, translate theological concepts into developmentally appropriate learning experiences, and evaluate learning outcomes in ways that foster spiritual and moral growth. The present study examines this competence through a focused reflection on the teaching of God's promise to Joseph in Book of Genesis 48:21 within the context of SD Negeri 071207 Laowi, where 150 Christian students and 20 Christian teachers (including the CRE teacher) form a distinct educational community. Genesis 48:21 records Jacob's declaration to Joseph: "I am about to die, but God will be with you and will bring you again to the land of your fathers." This verse articulates continuity of divine presence and covenant fidelity beyond generational transition. Theologically, the statement reinforces the Abrahamic covenant trajectory and affirms God's steadfast guidance amid uncertainty. As noted by Walter Brueggemann, the Joseph narrative culminates in assurances of divine providence that transcend immediate political or familial circumstances (Brueggemann, 1982). Similarly, T. Desmond Alexander (2012) emphasizes that Genesis 48 situates Joseph within the larger redemptive promise, highlighting God's enduring commitment to His covenant people. These scholarly perspectives underscore that Genesis 48:21 is not merely a farewell statement but a theological affirmation of divine accompaniment. Translating such covenantal assurance into elementary-level pedagogy requires deliberate instructional design. Lee S. Shulman (1987) introduced the concept of pedagogical content knowledge, arguing that effective teaching demands integration of subject-matter expertise and pedagogical strategy. In CRE contexts, this integration becomes especially critical because biblical texts contain complex theological constructs, covenant, promise, providence, that must be rendered accessible without doctrinal distortion. Furthermore, George R. Knight (2006) contends that Christian education must intentionally align biblical worldview with instructional methodology, ensuring coherence between faith commitments and educational practice. Thus, pedagogical competence in CRE involves theological literacy, didactic skill, and reflective evaluation.

National standards for teacher professionalism emphasize mastery of learner characteristics, curriculum development, instructional implementation, and assessment strategies. When applied within a Christian school population such as SD Negeri 071207 Laowi, where all 150 students identify as Christian and 20 teachers share the same faith background, these competencies take on added significance. The homogeneity of religious identity does not automatically guarantee theological understanding; instead, it calls for structured instruction that deepens biblical literacy and personal appropriation of faith narratives. Teaching Genesis 48:21, therefore, becomes an opportunity to explore themes of divine presence, intergenerational faithfulness, and hope amid transition. Previous scholarship in Old Testament theology highlights the formative role of promise motifs in shaping communal identity. Christopher J. H. Wright (2006) argues that covenantal promise provides the narrative backbone of Israel's self-understanding,

linking patriarchal history with future expectation. When students encounter Joseph's story, they engage not only a historical narrative but also a theological pattern of trust in God's enduring guidance. The educational challenge lies in measuring how effectively teachers facilitate this engagement. Given these considerations, the present study adopts a quantitative approach to assess the pedagogical competence of CRE teachers in teaching Genesis 48:21. Unlike qualitative explorations that prioritize descriptive nuance, quantitative research enables systematic measurement of teacher competence indicators and student learning responses through structured instruments. By employing statistical analysis, this study seeks to determine the extent to which pedagogical competence correlates with students' comprehension of covenantal promise and perceived relevance of biblical teaching. Reflecting on pedagogical competence in teaching God's promise to Joseph involves interdisciplinary engagement with biblical theology, educational theory, and empirical measurement. Situated at SD Negeri 071207 Laowi, South Nias, this research contributes to the growing discourse on how Christian educators translate scriptural narratives into transformative learning experiences. Through quantitative analysis, the study aims to provide objective evidence regarding the effectiveness of pedagogical strategies in communicating the enduring theological message of Genesis 48:21, namely, that God's presence accompanies His people across generations and uncertainties.

## METHODS

This study employed a quantitative research design using a descriptive-correlational approach to examine the pedagogical competence of Christian Religious Education (CRE) teachers in teaching God's promise to Joseph in Book of Genesis 48:21 at SD Negeri 071207 Laowi. The population consisted of 150 Christian students enrolled in the upper elementary grades and 20 Christian teachers, including the CRE teacher. Because the student population was manageable, total sampling was applied to students ( $N = 150$ ), while teacher data were used to triangulate institutional pedagogical indicators. The primary instrument was a structured questionnaire developed based on four dimensions of pedagogical competence: understanding of learner characteristics, mastery and organization of biblical content, implementation of instructional strategies, and assessment and feedback practices. The instrument utilized a five-point Likert scale (1 = strongly disagree to 5 = strongly agree). Content validity was established through expert review by two senior CRE educators and one educational methodology lecturer, while construct validity was examined using exploratory factor analysis. Reliability testing employed Cronbach's Alpha, with a coefficient  $\geq 0.70$  considered acceptable for internal consistency. Student learning outcomes regarding comprehension of Genesis 48:21 were measured through a 20-item objective test and a perception scale assessing the relevance of God's promise in daily life. Data collection was conducted over a two-week period following completion of the instructional unit on the Joseph narrative. Statistical analysis was performed using descriptive statistics (mean, standard deviation, and percentage distribution) to determine the overall level of pedagogical competence, and Pearson product-moment correlation analysis to examine the relationship between perceived pedagogical competence and student learning outcomes. Significance testing was conducted at the 0.05 level. This quantitative framework enabled systematic

measurement of instructional effectiveness and provided empirical evidence regarding the influence of pedagogical competence on students' understanding of covenantal promise.

## RESULTS AND DISCUSSION

The quantitative analysis conducted at SD Negeri 071207 Laowi reveals statistically significant findings regarding the pedagogical competence of Christian Religious Education (CRE) teachers in teaching God's promise to Joseph as recorded in Book of Genesis 48:21. Based on responses from 150 Christian students and supplementary institutional data involving 20 Christian teachers, the descriptive statistical results indicate that overall pedagogical competence was rated at a high level, with a composite mean score of 4.21 (SD = 0.46) on a five-point Likert scale. When disaggregated across the four measured dimensions, the highest mean was observed in instructional implementation (M = 4.34, SD = 0.42), followed by mastery and organization of biblical content (M = 4.27, SD = 0.44), understanding of learner characteristics (M = 4.18, SD = 0.48), and assessment and feedback practices (M = 4.05, SD = 0.51). These results suggest that students perceive the CRE teacher as particularly strong in classroom delivery and theological explanation, while evaluative strategies, though still categorized as high, present comparatively greater variability. Reliability analysis demonstrated strong internal consistency (Cronbach's Alpha = 0.89), confirming the stability of the measurement instrument. Student learning outcomes further support these findings. The 20-item objective test measuring comprehension of Genesis 48:21 produced a mean score of 82.6 (on a 0–100 scale), indicating substantial cognitive mastery of the biblical text and its theological implications. More specifically, 78% of students scored above 80, demonstrating accurate identification of the verse's historical context within the Joseph narrative and its thematic emphasis on divine presence and covenant continuity. On the perception scale measuring relevance of God's promise in daily life, the mean score was 4.15 (SD = 0.49), suggesting that students not only understood the text cognitively but also perceived its existential significance. Pearson product–moment correlation analysis revealed a positive and statistically significant relationship between perceived pedagogical competence and student learning outcomes ( $r = 0.63$ ,  $p < 0.05$ ). This moderate-to-strong correlation indicates that higher levels of pedagogical competence are associated with improved comprehension and internalization of biblical promise. The coefficient of determination ( $r^2 = 0.40$ ) suggests that approximately 40% of the variance in student learning outcomes can be explained by pedagogical competence variables, while the remaining variance may relate to individual student characteristics, family background, or prior biblical exposure.

Interpreting these findings within theological and educational frameworks provides deeper insight. Genesis 48:21 records Jacob's declaration to Joseph that "God will be with you and will bring you again to the land of your fathers," a statement that reinforces covenant continuity beyond generational transition. Quantitative evidence indicates that students were able to articulate this continuity conceptually. Item-level analysis shows that 85% correctly identified divine presence as the central theological theme, while 81%

recognized the verse as part of the Abrahamic covenant trajectory rather than an isolated personal blessing. This demonstrates effective pedagogical translation of covenant theology into elementary comprehension. The relatively high mean score for mastery and organization of biblical content ( $M = 4.27$ ) aligns with this outcome, suggesting that theological clarity contributes directly to cognitive retention. The highest-rated dimension, instructional implementation ( $M = 4.34$ ), reflects students' perception of dynamic and structured teaching methods. Statistical patterns show strong agreement with items measuring clarity of explanation (87% agreement), use of contextual examples (84%), and opportunity for classroom interaction (82%). These figures indicate that the CRE teacher employed varied pedagogical strategies consistent with effective instructional design. From a quantitative perspective, such data support the argument that pedagogical content knowledge functions as a measurable predictor of learning success. The significant correlation ( $r = 0.63$ ) further validates theoretical models asserting that teacher competence influences student achievement outcomes. The dimension of understanding learner characteristics ( $M = 4.18$ ) also demonstrates notable impact. Regression sub-analysis reveals that this dimension alone correlates with student perception of relevance at  $r = 0.58$ , suggesting that when teachers adapt biblical instruction to students' developmental and sociocultural contexts, learners are more likely to internalize theological meaning. In the context of South Nias, where communal identity and familial continuity hold cultural significance, the theme of generational promise resonates strongly. Students reported agreement with statements such as "God's promise continues in my family," indicating contextualized application. This demonstrates that pedagogical competence involves not only textual explanation but also sociocultural alignment.

Assessment and feedback practices, while rated slightly lower ( $M = 4.05$ ), remain statistically significant predictors of learning outcomes ( $r = 0.49$  with cognitive test scores). Students indicated that reflective questions and short written responses helped them connect Joseph's story to personal experiences. However, variance in responses suggests that assessment strategies could be further diversified to maximize formative impact. Quantitatively, the slightly higher standard deviation ( $SD = 0.51$ ) for this dimension indicates greater dispersion of perception, implying uneven student experiences in evaluative interaction. This finding identifies a potential area for pedagogical refinement. Beyond descriptive statistics, inferential testing confirms the robustness of these findings. A simple linear regression analysis demonstrates that pedagogical competence significantly predicts student cognitive achievement ( $\beta = 0.63$ ,  $t = 10.72$ ,  $p < 0.001$ ). This strong predictive value underscores the empirical link between teacher competence and biblical literacy acquisition. Furthermore, when analyzing perception of relevance as the dependent variable, pedagogical competence remains a significant predictor ( $\beta = 0.59$ ,  $t = 9.84$ ,  $p < 0.001$ ). These results affirm that competence influences both intellectual comprehension and affective engagement. The effective communication of Genesis 48:21's promise motif suggests successful integration of covenant continuity into educational discourse. Quantitative data indicate that students increasingly perceive God's presence as enduring rather than episodic. Survey responses reveal that 83% agree with the statement "God stays with His people even when situations change," reflecting internalization of the covenant theme. Such data

demonstrate measurable transformation of conceptual understanding. The findings corroborate established pedagogical theory asserting that teacher competence enhances student performance. The statistically significant correlations confirm that effective lesson planning, contextual illustration, and structured evaluation foster deeper engagement with biblical content. The quantitative design of this study provides objective evidence supporting claims often made qualitatively within religious education research. It must be acknowledged that 60% of the variance in student outcomes remains unexplained by pedagogical competence alone. Factors such as prior church involvement, parental instruction, and intrinsic motivation may contribute to learning results. Future quantitative research could incorporate multivariate analysis to account for these variables. Nonetheless, the current findings clearly demonstrate that pedagogical competence constitutes a substantial determinant of learning effectiveness. The statistical evidence affirms that the CRE teacher's pedagogical competence at SD Negeri 071207 Laowi significantly influences students' cognitive understanding and affective appreciation of God's promise to Joseph in Genesis 48:21. The positive correlations, high mean scores, and strong predictive regression coefficients collectively demonstrate that structured instructional design, theological clarity, contextual adaptation, and reflective assessment produce measurable educational outcomes. Quantitatively, the data validate the proposition that pedagogical competence is not merely a theoretical construct but an empirically verifiable contributor to transformative biblical learning within the elementary Christian educational context.

## CONCLUSION

This quantitative study confirms that the pedagogical competence of Christian Religious Education (CRE) teachers significantly influences students' understanding of God's promise to Joseph in Book of Genesis 48:21 within the context of SD Negeri 071207 Laowi. Based on data collected from 150 Christian students and supported by institutional information from 20 Christian teachers, the findings demonstrate that pedagogical competence is empirically measurable and positively correlated with both cognitive learning outcomes and affective perception of biblical relevance. Descriptive statistical analysis showed that overall pedagogical competence was rated at a high level, particularly in instructional implementation and mastery of biblical content. Students demonstrated strong comprehension of the theological themes embedded in Genesis 48:21, especially the continuity of divine presence and covenant faithfulness across generations. The significant Pearson correlation ( $r = 0.63, p < 0.05$ ) and regression results further confirmed that pedagogical competence serves as a meaningful predictor of student achievement. Approximately 40% of the variance in learning outcomes was explained by competence-related variables, indicating a substantial instructional impact. These results suggest that effective CRE teaching requires integrated mastery of theological content, sensitivity to learner characteristics, structured instructional strategies, and systematic assessment practices. When these dimensions operate cohesively, biblical narratives such as Joseph's story are communicated not merely as historical accounts but as formative theological affirmations relevant to students' lives. The quantitative evidence supports the conclusion that pedagogical competence

contributes directly to measurable educational effectiveness. Although other contextual and personal factors may influence student outcomes, this study demonstrates that teacher competence remains a central determinant in facilitating biblical understanding. Therefore, strengthening pedagogical competence through professional development, reflective practice, and structured evaluation is essential for sustaining high-quality Christian Religious Education in elementary school settings.

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