



## Integrating Biblical Teaching and Pedagogical Skills by Professional Competence of Christian Religious Education Teachers in Teaching Worship from Book of Genesis 35:1-3

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### ABSTRACT

*This study examines the integration of biblical teaching and pedagogical skills through the professional competence of Christian Religious Education teachers in explaining the importance of worship based on the narrative in Book of Genesis 35:1-3. Worship is a fundamental aspect of Christian spirituality that reflects human gratitude, obedience, and devotion to God. However, teaching the theological meaning of worship to students requires not only an accurate understanding of Scripture but also effective pedagogical strategies that make biblical narratives relevant and understandable in the classroom context. Therefore, the professional competence of Christian Religious Education teachers plays a crucial role in facilitating meaningful learning experiences that connect biblical teachings with students' spiritual and moral development. This research employed a Systematic Literature Review (SLR) method to synthesize scholarly perspectives on teacher professional competence, biblical pedagogy, and the teaching of worship in Christian Religious Education. Relevant literature published between 2018 and 2025 was collected from reputable academic databases and analyzed through thematic categorization and qualitative synthesis. The review focused on studies addressing teacher competence, pedagogical approaches to biblical instruction, and the integration of theology and educational methodology. The findings indicate that effective teaching of worship requires the integration of theological understanding and pedagogical competence. Teachers who demonstrate professional competence are able to interpret biblical texts accurately, present them through engaging instructional strategies such as storytelling and reflective discussion, and connect their spiritual message with students' daily experiences. The narrative of Jacob's return to Bethel in Book of Genesis 35:1-3 provides a meaningful framework for explaining worship as an expression of gratitude, obedience, and spiritual renewal. Through integrated teaching practices, Christian Religious Education can foster students' spiritual awareness, moral character, and appreciation of worship as an essential aspect of their faith.*

**Keywords:** Professional competence, Christian Religious Education, biblical pedagogy, worship, Genesis 35:1–3.

## INTRODUCTION

Christian Religious Education (CRE) plays a strategic role in shaping the spiritual, moral, and intellectual development of students within the educational environment. Unlike purely secular subjects, CRE integrates theological reflection with pedagogical practice in order to nurture faith, character, and ethical awareness among learners. In this sense, the task of the teacher is not limited to transmitting religious knowledge but extends to guiding students toward a deeper understanding of biblical truth and its relevance to everyday life. Education grounded in Christian values therefore functions as a transformative process that seeks to form individuals who live out faith through attitudes, actions, and relationships (Arthur & Lovat, 2019). Within the classroom context, this mission requires teachers who possess strong professional competence so that biblical teachings can be communicated effectively, meaningfully, and contextually. Professional competence in education refers to the teacher's mastery of subject matter, pedagogical strategies, and the ability to translate complex concepts into understandable learning experiences for students. In the context of Christian Religious Education, professional competence also includes theological literacy, spiritual maturity, and the capacity to interpret Scripture responsibly. Teachers are expected to integrate biblical knowledge with effective instructional practices so that students do not merely memorize religious doctrines but internalize them as guiding principles for life. Professional competence therefore becomes a key factor determining the quality of learning and the success of religious education in schools (Budiarto, 2021). In CRE classrooms, the integration of theology and pedagogy enables teachers to transform biblical narratives into meaningful lessons that shape students' cognitive understanding, emotional sensitivity, and spiritual commitment. Several recent studies highlight the importance of teacher competence in facilitating meaningful biblical learning. Research on Christian Religious Education teachers demonstrates that pedagogical competence significantly influences students' ability to understand biblical narratives and apply them in real-life contexts. Effective teachers employ narrative pedagogy, guided questioning, reflective dialogue, and contextual examples to help students engage deeply with Scripture (Manullang, 2024). When teachers demonstrate strong pedagogical competence, biblical stories become powerful tools for moral formation and spiritual reflection. Conversely, when teachers lack pedagogical creativity or contextual sensitivity, biblical teaching may remain abstract and fail to influence students' attitudes and behavior.

Contemporary scholarship emphasizes that Christian education must integrate theological insight with educational methodology in order to remain relevant in modern classrooms. Theological narratives contain rich moral and spiritual insights, yet their educational impact depends largely on the teacher's ability to interpret and communicate them effectively. Teachers who possess strong professional competence are able to bridge the gap between ancient biblical texts and contemporary student experiences, enabling learners to discover the enduring relevance of Scripture in their daily lives (Coomes, 2022). This integration of biblical theology and pedagogy forms the foundation of transformative learning within Christian Religious Education. Within the biblical tradition, worship occupies a central place in the relationship between humanity and God. Worship is not merely a ritual act but an expression of reverence, obedience, and

devotion toward the Creator. In the Old Testament, worship often manifests through acts of prayer, sacrifice, and the building of altars as signs of gratitude and covenantal relationship with God. One of the significant biblical passages that highlights the importance of worship is found in the Book of Genesis 35:1-3. In this passage, God commands Jacob to return to Bethel and build an altar as a response to divine guidance and protection. The narrative emphasizes themes of obedience, spiritual renewal, and the restoration of covenantal relationship between God and His people. The story of Jacob's return to Bethel illustrates how worship becomes a response to God's faithfulness and a means of renewing one's commitment to Him. Jacob instructs his household to purify themselves and abandon foreign gods before approaching God in worship. This act symbolizes repentance, spiritual preparation, and dedication to a renewed relationship with the Lord. The narrative therefore provides profound theological insights into the nature of worship as an expression of gratitude, obedience, and covenantal loyalty. For students studying Christian Religious Education, understanding the meaning of worship through biblical narratives such as Genesis 35:1-3 can deepen their spiritual awareness and encourage them to practice faith in daily life. Explaining the theological significance of worship to elementary school students presents unique pedagogical challenges. Biblical texts often contain symbolic language, historical contexts, and theological concepts that may be difficult for young learners to understand. Without appropriate teaching strategies, students may perceive biblical narratives merely as historical stories rather than as sources of spiritual guidance. Therefore, the professional competence of CRE teachers becomes crucial in translating the theological meaning of Scripture into age-appropriate learning experiences. Competent teachers employ storytelling, visual media, discussion methods, and reflective activities to help students grasp the spiritual message embedded in biblical narratives (Marpaung & Barasa, 2025). Professional competence enables teachers to integrate biblical teaching with students' lived experiences. When biblical narratives are connected to real-life situations, students are more likely to internalize their moral and spiritual messages. For example, the story of Jacob's obedience in returning to Bethel can be related to themes such as gratitude, faithfulness, and trust in God during difficult circumstances. Through reflective dialogue and contextual examples, teachers can guide students to see worship not only as a church activity but as a lifestyle that expresses devotion to God in everyday actions. Studies in Christian education indicate that such contextualized pedagogy helps students develop deeper spiritual understanding and moral commitment (Zebua, 2025). Professional competence in Christian Religious Education involves the integration of cognitive, affective, and behavioral learning dimensions. Students should not only understand biblical teachings intellectually but also experience their spiritual significance emotionally and practice them in daily behavior. Effective teachers create learning environments that encourage reflection, participation, and spiritual engagement. Through interactive teaching methods, students can explore biblical narratives, ask questions, express personal reflections, and connect scriptural principles with their own experiences. This holistic approach to learning reflects the broader goal of Christian education, which seeks to cultivate faith formation and moral character alongside academic knowledge (Simamora et al., 2025). The integration of biblical teaching and pedagogical skills becomes essential for effective instruction in Christian Religious Education. Teachers who possess both theological understanding and pedagogical expertise are better equipped to

communicate the significance of worship as presented in Genesis 35:1–3. Their professional competence allows them to transform biblical narratives into engaging learning experiences that inspire students to appreciate and practice worship as an integral part of their spiritual lives. The classroom thus becomes not only a place for academic learning but also a space for spiritual formation where students encounter the values of faith, obedience, and devotion. Based on these considerations, this study seeks to examine how the professional competence of Christian Religious Education teachers integrates biblical teaching and pedagogical skills in explaining the importance of worship based on Genesis 35:1–3. By focusing on the instructional practices of CRE teachers, the research aims to explore how biblical narratives can be effectively communicated to students and how professional competence contributes to meaningful religious learning. Understanding this integration is important for strengthening the quality of Christian Religious Education and ensuring that biblical teaching remains relevant, transformative, and spiritually formative in contemporary educational settings.

## METHODS

This study employed a Systematic Literature Review (SLR) approach to analyze how the professional competence of Christian Religious Education teachers integrates biblical teaching and pedagogical skills in explaining the importance of worship based on the narrative of Book of Genesis 35:1-3. The SLR method was selected because it enables researchers to synthesize findings from various scholarly works in a structured, transparent, and comprehensive manner. Systematic literature reviews are widely used in educational research to identify patterns, conceptual frameworks, and research gaps within a particular field of study (Snyder, 2019). By using this method, the study aims to develop a deeper theoretical understanding of the integration between pedagogical competence and biblical instruction within the context of Christian Religious Education. The systematic review followed several stages commonly applied in SLR studies, including problem identification, literature searching, screening and selection, data extraction, and synthesis of findings. These stages were implemented to ensure that the research process remained systematic and replicable. According to educational research methodology, a systematic literature review requires clear inclusion criteria, structured analysis, and critical evaluation of sources in order to produce reliable academic conclusions (Xiao & Watson, 2019). The first stage involved defining the research focus and identifying key concepts related to professional competence, Christian Religious Education teaching, biblical pedagogy, and worship theology. These concepts were used to formulate search keywords that guided the literature search process. Keywords such as *professional competence of teachers*, *Christian Religious Education pedagogy*, *biblical teaching methods*, and *worship in the Old Testament* were employed to locate relevant scholarly publications. The review specifically focused on studies discussing teaching strategies in Christian education, teacher competence, and pedagogical approaches to biblical texts. In the second stage, relevant literature was collected from reputable academic databases and scholarly platforms, including Google Scholar, Scopus-indexed journals, and educational research repositories. Priority was given to peer-reviewed journal articles, scholarly books, and conference proceedings published between 2018 and 2025 to ensure the use of recent and reliable sources. Foundational theoretical works related to teacher

competence and religious education were also included when necessary to strengthen the conceptual framework of the study. The third stage involved the screening and selection of articles using predetermined inclusion and exclusion criteria. Studies were included if they (1) discussed teacher professional competence in educational contexts, (2) examined pedagogical strategies in religious or biblical education, (3) addressed the concept of worship or biblical narratives relevant to teaching practice, and (4) were published in credible academic sources. Articles that lacked clear methodological descriptions, were not peer-reviewed, or were not directly related to Christian Religious Education were excluded from the review. Through this screening process, the most relevant and academically credible sources were identified for further analysis. The fourth stage consisted of data extraction and thematic analysis. Each selected article was carefully examined to identify its research objectives, methodology, theoretical framework, and key findings. The extracted information was then categorized into several thematic areas, including teacher professional competence, pedagogical approaches to biblical teaching, integration of theology and pedagogy, and strategies for teaching worship concepts to students. This thematic categorization enabled the researcher to identify patterns and relationships among the selected studies. The collected findings were synthesized using a qualitative descriptive approach. The synthesis process involved comparing and interpreting insights from various studies in order to construct a coherent understanding of how professional competence contributes to effective biblical teaching in Christian Religious Education. Through this systematic process, the study provides a comprehensive overview of current scholarly perspectives on integrating pedagogical skills with biblical instruction, particularly in explaining the significance of worship as illustrated in the narrative of Book of Genesis 35:1–3. The SLR method therefore serves as a reliable analytical framework for identifying best practices and conceptual insights that can strengthen the pedagogical effectiveness of CRE teachers.

## RESULTS AND DISCUSSION

Understanding the importance of worship in Christian Religious Education requires careful theological reflection on biblical narratives. One significant passage that highlights the centrality of worship in the relationship between humans and God is found in Book of Genesis 35:1–3. In this passage, God commands Jacob to return to Bethel, build an altar, and worship Him as a response to divine protection and guidance throughout Jacob's life journey. The narrative demonstrates that worship in the biblical tradition is not merely a ceremonial activity but an expression of gratitude, obedience, and covenantal commitment to God. The context of this passage is important for understanding its theological significance. After a period of uncertainty and struggle, Jacob receives a divine command to return to Bethel, the place where he previously encountered God. Bethel becomes a symbolic location representing spiritual renewal and renewed commitment to God's covenant. Before traveling to Bethel, Jacob instructs his household to abandon foreign gods, purify themselves, and prepare for worship. This action illustrates that worship requires spiritual preparation and the removal of elements that may hinder a sincere relationship with God. Scholars emphasize that the process of purification reflects repentance and spiritual transformation prior to entering into sacred worship (Walton & Matthews, 2019). In the Old Testament tradition, building an altar was a common expression of worship and gratitude toward God. Altars served as physical symbols of

God's presence and reminders of divine intervention in human history. When Jacob builds an altar at Bethel, he acknowledges God's faithfulness and reaffirms his dependence on divine guidance. Worship therefore becomes both a remembrance of God's past actions and a commitment to continued obedience. According to biblical theology, such acts of worship help establish a spiritual identity centered on faithfulness to God (Brueggemann, 2021). For students in Christian Religious Education classrooms, this narrative provides important lessons about the meaning and purpose of worship. Worship is not limited to formal religious practices but reflects an attitude of gratitude and obedience toward God. Teachers who explain this narrative effectively can help students recognize that worship involves a holistic response to God's grace, encompassing thoughts, attitudes, and actions. Through biblical narratives such as Jacob's return to Bethel, students can learn that worship is a meaningful spiritual practice that shapes their relationship with God and influences their daily behavior. The story illustrates that worship often emerges from experiences of God's protection and guidance. Jacob's decision to worship at Bethel is motivated by his recognition that God had been with him during difficult circumstances. This dimension of gratitude is essential in teaching students about worship. When students understand worship as a response to God's faithfulness rather than merely a religious obligation, they are more likely to appreciate its spiritual significance. Thus, the narrative of Jacob provides a powerful theological foundation for teaching about worship within Christian Religious Education.

### ***Professional Competence of Christian Religious Education Teachers in Biblical Instruction***

The effectiveness of teaching biblical narratives largely depends on the professional competence of Christian Religious Education teachers. Professional competence encompasses mastery of subject matter, pedagogical expertise, and the ability to communicate complex ideas in ways that are understandable and meaningful for students. In religious education, professional competence also involves theological literacy and spiritual sensitivity, enabling teachers to interpret biblical texts responsibly and convey their spiritual meaning effectively. Educational scholars emphasize that teacher competence plays a crucial role in determining the quality of learning outcomes. Teachers who possess strong professional competence can design lessons that encourage active participation, critical reflection, and meaningful engagement with the learning material (Darling-Hammond, 2020). Within Christian Religious Education, such competence allows teachers to transform biblical narratives into powerful tools for spiritual formation and moral development. One key aspect of professional competence is biblical interpretation. Teachers must understand the historical, cultural, and theological context of biblical passages before presenting them to students. Without adequate understanding, biblical teaching may become superficial or inaccurate. By studying the background of the narrative in Book of Genesis 35:1-3, teachers can explain why Jacob returned to Bethel, why purification was required, and why building an altar symbolized worship. This contextual explanation helps students grasp the deeper meaning of the narrative rather than simply memorizing its events. Another important dimension of professional competence is pedagogical adaptation. Elementary school students have different cognitive abilities compared to older learners, so biblical teaching must be presented in ways that match their developmental stage. Teachers who

demonstrate professional competence use storytelling techniques, visual aids, interactive discussions, and reflective activities to help students understand biblical narratives. Such strategies allow students to engage emotionally and intellectually with the lesson, making the learning experience more meaningful and memorable. Professional competence involves the ability to integrate faith formation with educational methodology. Christian Religious Education aims not only to transmit knowledge but also to cultivate spiritual values and moral character. Teachers therefore play a dual role as educators and spiritual mentors. Through careful explanation and personal example, teachers can encourage students to see worship as a meaningful expression of faith rather than merely a school subject. Research in Christian education shows that students respond positively when teachers demonstrate authenticity, enthusiasm, and spiritual commitment in their teaching. When teachers exhibit genuine faith and integrity, students are more likely to respect and internalize the values presented in the lesson. Therefore, professional competence in Christian Religious Education includes both intellectual expertise and personal spiritual maturity.

### ***Integrating Biblical Teaching and Pedagogical Skills in Explaining Worship***

The integration of biblical teaching and pedagogical skills is essential for effective instruction in Christian Religious Education. This integration ensures that theological insights from Scripture are communicated in ways that are understandable, relevant, and transformative for students. In the context of teaching about worship based on Book of Genesis 35:1-3, teachers must combine biblical knowledge with appropriate teaching strategies that facilitate student engagement and reflection. One effective approach is narrative-based learning. Biblical stories are powerful educational tools because they present theological truths through relatable human experiences. By narrating the story of Jacob's journey back to Bethel, teachers can help students visualize the events and understand the emotional and spiritual dimensions of the narrative. Storytelling allows students to imagine the situation, empathize with the characters, and reflect on the meaning of their actions. Another pedagogical strategy is reflective discussion. After presenting the story, teachers can guide students in discussing questions such as why Jacob worshiped God, why he asked his household to abandon foreign gods, and what lessons can be learned about faithfulness and gratitude. Such discussions encourage students to think critically about the narrative and connect its message with their own experiences. Through guided reflection, students learn that worship involves sincerity, obedience, and gratitude toward God. Teachers can also use experiential learning activities to reinforce the concept of worship. For example, students may be invited to express gratitude through prayer, write reflections about moments when they felt thankful to God, or participate in class worship activities. These practices allow students to experience worship as a living expression of faith rather than merely an abstract concept. Educational research indicates that experiential learning strengthens students' emotional engagement and helps internalize spiritual values. Integrating technology and multimedia resources can enhance the teaching of biblical narratives. Visual illustrations, animated videos, and interactive presentations can help students better understand historical settings and cultural contexts of biblical events. Such resources make the learning process more engaging and accessible, particularly for younger learners who benefit from visual and interactive forms of instruction. The integration of biblical

teaching and pedagogical skills ultimately contributes to a more holistic learning experience. Students not only learn about biblical events but also understand their spiritual significance and practical implications. Through this integrated approach, Christian Religious Education becomes a transformative process that shapes students' knowledge, attitudes, and spiritual awareness.

### ***Educational Implications for Christian Religious Education***

The findings from the literature review highlight several important implications for improving the quality of Christian Religious Education. First, teacher training programs should emphasize the development of both theological knowledge and pedagogical competence. Teachers need opportunities to deepen their understanding of biblical texts while also learning effective instructional strategies for communicating these teachings to students. Second, schools should encourage contextual and interactive learning environments that allow students to explore biblical narratives actively. Rather than relying solely on lecture-based instruction, teachers should incorporate storytelling, discussion, creative activities, and reflective exercises. These methods help students engage more deeply with the lesson and develop a personal connection to biblical teachings. Third, Christian Religious Education should emphasize holistic faith formation. Worship should not be presented only as a religious ritual but as a lifestyle that reflects devotion to God in daily life. Teachers can encourage students to practice values such as gratitude, obedience, humility, and trust in God. By connecting biblical narratives with real-life experiences, teachers help students see the relevance of Scripture in their everyday lives. Professional competence must be viewed as an ongoing process of growth and development. Teachers should continually seek opportunities for professional learning through workshops, theological studies, and educational training programs. Continuous professional development enables teachers to remain effective in communicating biblical teachings within the changing educational landscape. The integration of biblical teaching and pedagogical skills plays a crucial role in helping students understand the significance of worship as illustrated in Book of Genesis 35:1-3. Through professional competence, Christian Religious Education teachers can transform biblical narratives into meaningful learning experiences that nurture students' spiritual growth and moral development. This integration ensures that Christian education fulfills its mission of guiding students toward a deeper relationship with God and a life characterized by faith, gratitude, and obedience.

### **CONCLUSION**

This study highlights the importance of integrating biblical teaching and pedagogical competence in Christian Religious Education, particularly in explaining the meaning of worship based on the narrative in Book of Genesis 35:1-3. The findings from the systematic literature review demonstrate that professional competence plays a critical role in enabling teachers to communicate biblical truths effectively and meaningfully within the classroom. In the context of religious education, professional competence involves not only mastery of subject matter but also the ability to interpret Scripture accurately, apply appropriate pedagogical strategies, and guide students toward spiritual understanding. The theological reflection on the narrative of Jacob's return to Bethel

illustrates that worship in the biblical tradition is closely related to obedience, gratitude, and spiritual renewal. Jacob's response to God's command by purifying his household and building an altar reveals that worship is not merely a ritual practice but an expression of faith and commitment to God. When this narrative is explained effectively in the classroom, students can develop a deeper understanding of worship as a response to God's faithfulness and guidance. Thus, biblical narratives serve as valuable learning resources for fostering students' spiritual awareness and moral formation. The study emphasizes that the effectiveness of teaching biblical narratives largely depends on the professional competence of Christian Religious Education teachers. Teachers who possess strong pedagogical skills are able to translate theological concepts into learning experiences that are understandable and engaging for students. Through strategies such as storytelling, reflective discussion, experiential learning, and contextual examples, teachers can help students connect biblical teachings with their own life experiences. This integration of theology and pedagogy enables students not only to understand biblical texts cognitively but also to internalize their spiritual meaning. The findings indicate that professional competence contributes to the creation of holistic learning environments in which cognitive, affective, and spiritual dimensions of learning are integrated. Christian Religious Education should therefore aim to cultivate faith formation alongside academic understanding. Teachers function not only as transmitters of knowledge but also as facilitators of spiritual growth who guide students toward living out their faith in everyday life. Integrating biblical teaching with pedagogical competence is essential for effective Christian Religious Education. When teachers combine theological understanding with appropriate instructional strategies, biblical narratives such as those found in Book of Genesis 35:1-3 can become powerful tools for nurturing students' faith, character, and appreciation of worship as an integral part of their spiritual lives.

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