



The Social Competence of Christian Religious Education Teachers in Strengthening Student Solidarity: A Biblical Reflection on Philippians 2:4 at SD Negeri 075102 Bawozihono

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ABSTRACT

This study examines the social competence of Christian Religious Education (CRE) teachers and its role in strengthening student solidarity based on the ethical teaching found in the Epistle to the Philippians 2:4. The biblical passage emphasizes the importance of considering the interests of others rather than focusing solely on personal needs, highlighting the Christian principle of empathy, mutual care, and communal responsibility. The purpose of this research is to analyze how the social competence of CRE teachers contributes to the formation of solidarity among students in the school environment. This study employed a qualitative descriptive research design conducted at SD Negeri 075102 Bawozihono. The participants consisted of 137 Christian students and nine Christian teachers, including the Christian Religious Education teacher who plays a central role in the learning process. Data were collected through semi-structured interviews, classroom observations, and documentation analysis related to Christian Religious Education activities. The collected data were analyzed using thematic analysis involving data reduction, categorization, and interpretation in order to identify patterns related to teacher social competence and the development of student solidarity. The findings reveal that the CRE teacher's social competence significantly contributes to creating a positive and supportive learning environment. These practices help students understand and apply the value of solidarity in their interactions with peers. In conclusion, the social competence of CRE teachers plays an essential role in cultivating student solidarity and strengthening character formation within Christian education.

Keywords: Social Competence, Christian Religious Education, Joy

INTRODUCTION

Education plays a significant role in shaping not only the intellectual abilities of students but also their social attitudes and moral character. Schools function as communities where students learn to interact, cooperate, and develop a sense of responsibility toward

others. In this context, teachers serve as central figures who influence the formation of students' social values and interpersonal behaviors. Effective teaching therefore requires not only pedagogical knowledge but also strong social competence that enables teachers to build meaningful relationships with students and guide them in developing positive social attitudes. Educational scholars emphasize that teachers' social competence is closely related to their ability to communicate effectively, demonstrate empathy, and create a supportive learning environment that fosters cooperation and mutual respect among students (Hargreaves & Fullan, 2012). The development of social attitudes is deeply connected to biblical teachings about love, compassion, and solidarity. Christian education aims to guide students toward a holistic understanding of faith that influences both personal spirituality and social responsibility. Teachers of Christian Religious Education therefore carry the responsibility of helping students internalize biblical values that encourage them to care for others and contribute positively to their communities. Pazmiño (2008) notes that Christian education should integrate theological reflection with practical life application so that learners can understand how biblical teachings shape their relationships and actions in everyday life. In this regard, the teacher's social competence becomes an essential factor in translating biblical values into meaningful learning experiences. One biblical passage that provides a strong theological foundation for the concept of solidarity is found in the Epistle to the Philippians 2:4, where believers are encouraged not only to consider their own interests but also to look to the interests of others. This verse highlights the ethical dimension of Christian life by emphasizing empathy, mutual care, and responsibility toward the well-being of others. Biblical scholars interpret this instruction as part of Paul's broader call for unity and humility within the Christian community (Fee, 1995). The passage reminds believers that authentic faith is demonstrated through attitudes that prioritize collective well-being rather than individual self-interest. In educational contexts, this teaching can serve as a guiding principle for cultivating solidarity among students, encouraging them to practice cooperation, mutual support, and respect in their daily interactions. The relevance of this teaching becomes particularly important in elementary school settings, where students are still developing their understanding of social relationships and community life. At this stage, children learn how to share, collaborate, and resolve conflicts with peers. Teachers who possess strong social competence are able to facilitate these processes effectively by modeling attitudes of empathy, fairness, and encouragement. When teachers intentionally integrate biblical teachings about solidarity into classroom activities and discussions, students are more likely to develop a deeper appreciation for values such as cooperation, kindness, and responsibility toward others. As Palmer (1998) argues, teaching is deeply connected to the identity and relational presence of the teacher, meaning that students often learn social values not only through formal instruction but also through the attitudes and behaviors demonstrated by their educators. The promotion of solidarity among students contributes to the creation of a positive and inclusive learning environment. When students learn to respect one another and support their peers, the classroom becomes a space where collaboration and mutual encouragement flourish. Research in educational psychology indicates that positive peer relationships significantly influence students' motivation and engagement in learning activities (Wentzel & Miele, 2016). Teachers who actively cultivate solidarity among students therefore contribute not only to social harmony but also to improved educational outcomes.

This study is conducted in the context of SD Negeri 075102 Bawozihono, where Christian Religious Education is implemented as part of the curriculum for Christian students. The school community includes 137 Christian students and nine Christian teachers, including the Christian Religious Education teacher. This context provides an opportunity to examine how the social competence of CRE teachers contributes to strengthening solidarity among students through the integration of biblical teachings into classroom learning and daily interaction. The purpose of this research is to analyze how the social competence of Christian Religious Education teachers influences the development of student solidarity in the learning environment. By reflecting on the ethical message of Epistle to the Philippians 2:4 and examining its practical application within the classroom, the study seeks to provide insights into how Christian educators can effectively cultivate attitudes of empathy, cooperation, and mutual care among students. Ultimately, this research contributes to a deeper understanding of the role of teacher social competence in promoting both educational effectiveness and the development of Christian character within the school community.

METHODS

A qualitative descriptive research design was used to examine how the social competence of Christian Religious Education (CRE) teachers contributes to strengthening student solidarity based on the message of Epistle to the Philippians 2:4. A qualitative descriptive approach was chosen because it allows the researcher to explore participants' experiences, perceptions, and interactions in depth, particularly regarding how biblical values are implemented in educational practice. The research was conducted at SD Negeri 075102 Bawozihono, where Christian Religious Education is taught as part of the formal curriculum for Christian students. The participants in this study consisted of 137 Christian students and nine Christian teachers, including the Christian Religious Education teacher, who were directly involved in the teaching and learning process. Participants were selected purposively because they possessed relevant experiences related to the implementation of Christian Religious Education and classroom interaction that reflects social values. Data were collected using several qualitative techniques, including semi-structured interviews, classroom observations, and documentation analysis. Semi-structured interviews were conducted with the Christian Religious Education teacher and several selected students to gain deeper insights into their understanding of solidarity, their experiences in the classroom, and the ways in which biblical teachings influence their social interactions. Classroom observations were carried out during Christian Religious Education lessons to examine teacher-student interactions, teaching strategies, and the overall classroom atmosphere, particularly how the teacher encourages cooperation, empathy, and mutual respect among students. In addition, documentation such as lesson plans, learning materials, and school records related to Christian Religious Education activities were analyzed to provide contextual support for the data obtained from interviews and observations. The collected data were analyzed using thematic analysis procedures consisting of data reduction, data categorization, and interpretation. First, the researcher organized and reviewed all data to identify relevant information related to teacher social competence and student solidarity. Second, the data were grouped into thematic categories such as communication patterns, teacher modeling of social

attitudes, encouragement of cooperative learning, and the integration of biblical teachings from Epistle to the Philippians 2:4 into classroom activities. Finally, these themes were interpreted within the broader framework of Christian education and social competence in teaching. Through this analytical process, the study aimed to produce a comprehensive description of how teacher social competence contributes to the development of solidarity among students within the educational environment.

RESULTS AND DISCUSSION

The findings of this study demonstrate that the social competence of Christian Religious Education (CRE) teachers plays a crucial role in strengthening student solidarity within the educational environment at SD Negeri 075102 Bawozihono. Through classroom observations, interviews with teachers and students, and analysis of instructional documents, several significant themes emerged regarding how teacher social competence contributes to the development of solidarity among students. These themes include the teacher's role as a relational model, the cultivation of empathy and mutual concern, the integration of biblical teachings into social learning, the promotion of cooperative learning practices, and the influence of teacher-student relationships on the development of positive social behavior. Together, these findings illustrate that the teacher's social competence functions as an essential bridge between biblical teachings and the practical experience of solidarity among students in daily school life. One of the most significant findings concerns the role of the teacher as a relational model for students. In Christian education, teachers are not only transmitters of knowledge but also living examples of the values they teach. Observations during CRE lessons revealed that the teacher consistently demonstrates attitudes of respect, patience, and attentiveness toward students. These attitudes are reflected in the teacher's communication style, which emphasizes dialogue, encouragement, and understanding rather than authority alone. Students reported that they feel respected and valued when the teacher listens carefully to their ideas and responds with empathy. This relational approach helps create a classroom environment in which students feel safe expressing their thoughts and experiences. As a result, students begin to imitate similar attitudes in their interactions with peers, contributing to the development of solidarity within the classroom community.

Another key theme emerging from the data relates to the cultivation of empathy among students. The teacher intentionally encourages students to consider the needs and feelings of others during classroom discussions and group activities. This practice is closely connected to the ethical message found in Epistle to the Philippians 2:4, which calls believers to look not only to their own interests but also to the interests of others. During several classroom sessions, the teacher presented biblical narratives and real-life examples that illustrate the importance of helping others, sharing resources, and supporting classmates who face difficulties. Students were then invited to reflect on how these teachings could be applied in their own daily interactions at school. Interviews with students revealed that such discussions helped them recognize the importance of caring for classmates who struggle academically or socially. Many students expressed a greater willingness to help peers with assignments or offer encouragement during challenging

learning activities. These responses indicate that the teacher's social competence contributes to the development of empathetic awareness among students. The integration of biblical teachings into social learning activities also emerged as an important aspect of the teacher's practice. Rather than presenting the biblical message as abstract doctrine, the teacher connects scriptural teachings with concrete situations encountered by students in school life. For example, when discussing the message of Epistle to the Philippians 2:4, the teacher encouraged students to share personal experiences in which they helped a friend or received support from others. These conversations allowed students to recognize that biblical principles are relevant to everyday life and can guide their decisions in practical situations. Observational data showed that students responded enthusiastically to these discussions, often sharing stories about cooperation during group work or acts of kindness toward classmates. By linking biblical teachings to real-life experiences, the teacher helps students internalize the value of solidarity in ways that are meaningful and memorable.

Cooperative learning activities represent another important strategy used by the teacher to strengthen student solidarity. Classroom observations indicated that the teacher frequently organizes students into small groups for collaborative tasks, such as discussing biblical passages, completing assignments, or preparing presentations. These activities require students to communicate, share responsibilities, and support one another in completing their work. The teacher monitors these interactions carefully, offering guidance when necessary to ensure that all students participate actively and respectfully. Students reported that group activities help them develop closer relationships with classmates and learn how to work together effectively. Such experiences contribute to the development of a sense of collective responsibility within the classroom, reinforcing the idea that learning is a shared endeavor rather than an individual competition. The role of teacher-student relationships also emerged as a crucial factor influencing the development of solidarity among students. Interviews revealed that students perceive the CRE teacher as approachable and supportive, which encourages them to seek guidance not only on academic matters but also on personal challenges. This relational openness allows the teacher to address conflicts or misunderstandings among students in constructive ways. For instance, when disagreements arise during group activities, the teacher encourages students to communicate openly, listen to each other's perspectives, and seek solutions that respect everyone's needs. Such practices help students develop important interpersonal skills, including conflict resolution, empathy, and cooperation. Over time, these experiences contribute to a classroom culture in which students feel responsible for maintaining harmonious relationships with one another. The findings further indicate that the teacher's social competence contributes to the creation of a positive emotional climate within the classroom. Observational data revealed that CRE lessons are characterized by an atmosphere of encouragement and mutual respect. The teacher often expresses appreciation for students' efforts and highlights examples of cooperation among classmates. This positive reinforcement motivates students to continue demonstrating supportive behavior toward others. Students noted that when acts of kindness or cooperation are recognized by the teacher, they feel inspired to repeat such actions in future interactions. In this way, the teacher's encouragement functions as a powerful mechanism for reinforcing social values that align with the message of

solidarity emphasized in Epistle to the Philippians 2:4. The teacher's social competence also shapes students' broader understanding of community life. Several students reported that the lessons learned in CRE classes have influenced how they interact with peers outside the classroom. For example, students described situations in which they helped friends from other classes or shared learning materials with classmates who forgot their supplies. These behaviors demonstrate that the values emphasized in CRE lessons extend beyond formal instruction and become part of students' daily habits. Such outcomes highlight the transformative potential of social competence in teaching, as it enables educators to influence students' attitudes and behaviors in lasting ways. The study also identified several challenges associated with cultivating student solidarity. One challenge involves differences in students' personalities and social backgrounds. Some students are naturally more outgoing and cooperative, while others may be shy or hesitant to participate in group activities. The teacher addresses this challenge by creating inclusive learning opportunities that encourage all students to contribute according to their abilities. For instance, during group discussions, the teacher ensures that quieter students have opportunities to share their thoughts, while more outspoken students are encouraged to listen attentively to others. This balanced approach helps ensure that solidarity is experienced as a shared responsibility rather than an expectation imposed on certain individuals.

Another challenge relates to the need for continuous reinforcement of social values. Although students demonstrate positive attitudes during CRE lessons, maintaining these attitudes requires consistent guidance and encouragement from teachers. The CRE teacher therefore collaborates with other teachers in the school to promote similar values across different subjects and activities. This collaborative effort helps reinforce the message that solidarity and mutual respect are essential components of the school's overall culture. When students encounter consistent expectations across different learning contexts, they are more likely to internalize these values as part of their everyday behavior. The findings of this study support the idea that teacher social competence is a critical factor in effective character education. Social competence enables teachers to create learning environments that promote collaboration, empathy, and mutual respect-qualities that are essential for both academic success and social harmony. In the context of Christian education, these qualities are further enriched by the ethical teachings found in the Epistle to the Philippians, which emphasize humility, service, and concern for the well-being of others. By integrating these biblical principles into classroom practice, teachers can guide students toward a deeper understanding of what it means to live in solidarity with others. The results highlight the importance of viewing solidarity not merely as a social skill but as a moral and spiritual value rooted in faith. The message of Epistle to the Philippians 2:4 challenges individuals to move beyond self-centered perspectives and adopt an attitude of genuine concern for others. When teachers embody this attitude in their interactions with students, they provide a powerful example of how faith can influence daily behavior. Students who observe such examples are more likely to develop similar attitudes in their own relationships, thereby contributing to the creation of a supportive and compassionate community. The results and discussion of this study demonstrate that the social competence of Christian Religious Education teachers plays a vital role in strengthening student solidarity at SD Negeri 075102 Bawozihono.

Through relational modeling, empathetic communication, cooperative learning activities, and the integration of biblical teachings, the teacher fosters an environment in which students learn to care for one another and work together for mutual benefit. These findings underscore the significance of teacher social competence as a foundational element in the implementation of Christian education, highlighting its capacity to translate biblical principles into lived experiences that shape students' character and social relationships.

CONCLUSION

This study concludes that the social competence of Christian Religious Education (CRE) teachers plays a significant role in strengthening student solidarity within the learning environment. The findings show that the teacher's ability to communicate effectively, demonstrate empathy, and build positive relationships with students contributes to the development of a supportive classroom atmosphere. Through respectful interaction, attentive listening, and encouragement, the teacher creates a learning environment in which students feel valued and motivated to interact positively with their peers. As a result, students gradually develop attitudes of cooperation, mutual respect, and responsibility toward others within the classroom community at SD Negeri 075102 Bawozihono. The study also highlights that the ethical message found in Epistle to the Philippians 2:4 provides a meaningful theological foundation for cultivating solidarity among students. The biblical teaching that encourages believers to consider the interests of others becomes a guiding principle for Christian Religious Education teachers in shaping students' social attitudes. By integrating this message into classroom discussions, cooperative learning activities, and everyday interactions, the teacher helps students understand that Christian faith is expressed through attitudes of empathy, care, and support for others. The research findings demonstrate that teacher social competence influences not only classroom dynamics but also students' broader social behavior. When teachers consistently model attitudes of humility, cooperation, and concern for others, students are more likely to imitate these behaviors in their relationships with classmates. This process contributes to the formation of a positive and harmonious learning environment where students learn to work together and support one another in both academic and social contexts. The social competence of CRE teachers is a crucial element in the successful implementation of Christian education. Teachers who integrate biblical teachings with relational and empathetic communication practices can effectively foster student solidarity and character formation. Therefore, strengthening teacher social competence should be considered an essential aspect of professional development in Christian Religious Education, as it supports the holistic growth of students and encourages the development of communities characterized by cooperation, compassion, and mutual care.

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