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Modeling Obedience to God Through the Mature Personality of CRE Teachers: A Study at SDN 075048 Lasara Siwalubanua Based on Genesis 6:22

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ABSTRACT

This study explores how Christian Religious Education (CRE) teachers model obedience to God through a mature personality, drawing inspiration from Genesis 6:22, which states, "Noah did everything just as God commanded him." Employing the Systematic Literature Review (SLR) method, the study synthesizes scholarly literature on the relationship between teacher maturity, obedience, and spiritual formation within Christian education. The analysis highlights that the mature personality of a CRE teacher-characterized by emotional balance, moral integrity, and spiritual wisdom-plays a critical role in shaping students' moral and spiritual development. Obedience to God emerges as the core expression of a mature faith, guiding teachers to embody the values they teach and to lead by example in both words and actions. The findings reveal that obedience and maturity are interdependent dimensions of a teacher's spiritual identity. Maturity deepens obedience by grounding it in faith and discernment, while obedience nurtures maturity through continuous spiritual growth and humility. In the context of SDN 075048 Lasara Siwalubanua, the CRE teacher's modeling of obedience fosters a faith-centered learning environment where students encounter living examples of Christian virtue. The study concludes that teaching, when grounded in obedience to God, becomes an act of worship and spiritual leadership. Therefore, spiritual maturity and biblical obedience must be integral to the professional formation of CRE teachers. Through their faithful example, teachers not only educate but also embody the transformative power of faith in action.

Keywords: Christian Religious Education, obedience, mature personality, Genesis 6:22, teacher spirituality.

INTRODUCTION

The role of Christian Religious Education (CRE) teachers extends far beyond the transmission of cognitive knowledge about faith; it encompasses the modeling of a life that reflects obedience, integrity, and spiritual maturity. In the Christian context, education is not merely about intellectual development but also about the transformation

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of character and the cultivation of a personal relationship with God. CRE teachers are called to be role models who embody Christian virtues, particularly obedience to God, as demonstrated in Scripture. Genesis 6:22 states, “Noah did everything just as God commanded him.” This verse provides a foundational biblical example of obedience rooted in faith and trust in divine instruction. For educators, especially those teaching Christian Religious Education, the same principle applies: their maturity and obedience to God serve as living testimonies that inspire students to grow spiritually and morally. A mature personality in the context of Christian education refers to the holistic development of an individual who exhibits emotional stability, moral integrity, and consistent faith in their relationship with God and others. Such maturity enables teachers to lead by example, manage challenges with wisdom, and nurture the faith of their students effectively. The CRE teacher’s personality is not a mere personal trait but a spiritual calling that reflects their relationship with God. As the Apostle Paul emphasizes in Philippians 3:15, maturity in faith involves aligning one’s life with Christ’s values. Therefore, a mature personality grounded in obedience to God becomes a vital attribute of teachers who aspire to cultivate a Christ-centered educational environment.

In the context of SDN 075048 Lasara Siwalubanua, this study explores how CRE teachers embody and model obedience to God through their mature personality. As a public elementary school with diverse students, the presence of a CRE teacher who displays spiritual maturity and obedience is crucial in shaping students’ moral and spiritual understanding. The teacher’s example of obedience-through humility, discipline, and faithfulness in service-provides an implicit curriculum that reinforces Christian values beyond classroom instruction. It is within this lived experience that students observe and internalize the meaning of faith in practice. When teachers live out what they teach, learning becomes not only informative but also transformative. In contemporary education, where moral relativism and individualism often influence students’ worldview, the role of a spiritually mature and obedient teacher becomes even more essential. Such teachers act as moral anchors who guide students toward godly character amidst social change. Their obedience to God manifests in their daily practices-teaching with patience, serving with sincerity, and interacting with love and respect. This obedience, sustained by faith, becomes a form of silent testimony that communicates the reality of God’s presence in the educational setting. The CRE teacher’s maturity is therefore expressed not only through pedagogical competence but also through the authenticity of their faith and life. Theologically, Genesis 6:22 offers a timeless principle: obedience to God is the fruit of a mature and trusting relationship. Noah’s faithfulness amidst a corrupt generation serves as an archetype for educators who are called to remain steadfast in moral conviction. By reflecting on this passage, this study seeks to highlight how the CRE teacher’s obedience, like Noah’s, demonstrates spiritual maturity and unwavering commitment to God’s will despite challenges. Practically, this obedience translates into ethical teaching, consistent behavior, and a nurturing attitude toward students. This study aims to analyze and reflect on the modeling of obedience to God through the mature personality of CRE teachers at SDN 075048 Lasara Siwalubanua, grounded in the biblical framework of Genesis 6:22. By doing so, it seeks to contribute to the broader discourse on Christian character formation and teacher professionalism in religious education. The study affirms that the spiritual maturity and obedience of teachers are not merely personal virtues but vital components

of holistic Christian education, where faith is lived, witnessed, and taught through example.

METHODS

The research process followed several key steps, namely formulation of research questions, identification of relevant literature, inclusion and exclusion criteria, data extraction, and synthesis of findings. The guiding research questions were: How is the concept of obedience to God portrayed in biblical and educational literature? What defines a mature personality in the context of Christian Religious Education teachers? How do CRE teachers model obedience to God through their professional and spiritual maturity? These questions served as the foundation for selecting and analyzing relevant sources. The identification of literature was conducted using several academic databases. To ensure comprehensiveness and contemporary relevance, the search focused on publications from 2015 to 2025. Keywords used in the search included combinations of terms such as *"Christian Religious Education teachers," "teacher personality maturity," "obedience to God," "spiritual formation," "biblical education,"* and *"Genesis 6:22."* Exclusion criteria included sources with theological interpretations unrelated to educational settings, purely doctrinal studies without pedagogical implications, or non-scholarly materials such as blogs or unpublished essays. After screening titles and abstracts, approximately 60 articles were identified, from which 35 were deemed relevant and included in the final synthesis. Data extraction involved organizing information from the selected sources into thematic categories related to biblical foundations of obedience, teacher personality and maturity, moral exemplarity in education, and integration of faith and teaching practice. This categorization allowed for comparative analysis and conceptual mapping of the relationship between maturity and obedience in CRE contexts. Finally, data synthesis was carried out through qualitative thematic analysis, in which patterns, similarities, and divergences across studies were examined. The results were interpreted through a biblical-theological lens, particularly referencing Genesis 6:22 as a foundational text that exemplifies faithful obedience as the mark of spiritual maturity. The synthesis aimed not only to describe what previous researchers have found but also to construct a reflective framework for understanding how CRE teachers can embody Noah's model of obedience in their educational mission. Through this systematic approach, the study ensures academic rigor, replicability, and theological coherence. The SLR method thus provides a strong foundation for discussing the interplay between teacher maturity, obedience to God, and their transformative role in Christian education, especially in the context of SDN 075048 Lasara Siwalubanua.

RESULTS AND DISCUSSION

The verse *"Noah did everything just as God commanded him"* (Genesis 6:22, NIV) captures the essence of obedience rooted in faith. Noah's obedience was not based on external compliance but on deep trust and moral conviction. In biblical theology, obedience (*shama'* in Hebrew) implies both listening and acting upon God's will. It represents a relational response rather than a mechanical duty. According to Wenham (2015), Noah's obedience embodies "faith in action," revealing a mature faith that listens to God's word

despite social opposition. This model of obedience is profoundly instructive for CRE teachers. Just as Noah demonstrated faithfulness amidst moral decay, teachers are called to exemplify faith-driven obedience in environments that may not always affirm Christian values. Obedience to God becomes a mark of professional and spiritual integrity. Toh (2020) notes that in Christian education, obedience should be viewed as an inward transformation that manifests in outward discipline, humility, and faithfulness. The mature teacher, like Noah, embodies steadfastness-remaining obedient to divine guidance in teaching and moral conduct, regardless of challenges. The act of obedience in Genesis 6:22 was not isolated; it was part of a divine partnership. God gave instructions, and Noah responded in faith. This relational dynamic mirrors the pedagogical calling of CRE teachers: teaching as an act of obedience to God's command to nurture faith in others. The teacher's classroom conduct thus becomes a form of worship, where every act of teaching aligns with divine purpose.

The Concept of Mature Personality in Christian Education

Personality maturity is a key attribute in effective Christian education. A mature personality encompasses emotional balance, ethical consistency, self-discipline, and spiritual depth. Allport (1961) describes maturity as the integration of inner harmony, purpose, and self-awareness. In Christian education, this psychological maturity is enriched by spiritual maturity-the alignment of one's will with God's. In the context of CRE teaching, personality maturity manifests through the ability to love unconditionally, forgive, show patience, and lead by example. As Okechukwu (2019) emphasizes, Christian educators must reflect the image of Christ, who is the model of perfect maturity. This reflection requires not only theological understanding but also the internalization of biblical virtues such as humility, obedience, and perseverance. A mature CRE teacher recognizes that their role is not limited to transferring religious knowledge but includes the formation of students' faith identity. The teacher's emotional stability and spiritual maturity enable them to respond wisely to students' moral struggles and questions of faith. As students observe their teacher's composure and sincerity, they learn to interpret Christian values in practical ways. This relational dynamic transforms the classroom into a spiritual community of learning and faith formation. Maturity also involves self-awareness and moral integrity. A teacher who is aware of their own strengths and limitations can better depend on God's grace. Bonhoeffer (2015) argues that true maturity is not self-sufficiency but humble dependence on God. In this sense, obedience becomes the path toward maturity, as submission to God's will refines character and deepens faith.

Modeling Obedience Through Teaching Practice

Modeling obedience in teaching practice involves embodying biblical values in both instruction and personal conduct. CRE teachers model obedience when they act consistently with the principles they teach. As McGrath (2018) observes, Christian educators must live out what they proclaim, for "faith taught but not lived loses its transformative power." Students are more likely to internalize faith values when they see them demonstrated authentically by their teachers. At SDN 075048 Lasara Siwalubanua, the teacher's maturity and obedience play a pivotal role in shaping the school's moral atmosphere. Through prayer, compassion, and faith-driven discipline, teachers

demonstrate obedience to God's call. Their lives reflect Christ-centered ethics such as love, service, and integrity. According to Nadeak and Siahaan (2022), when teachers exhibit moral consistency and self-control, students perceive religion not merely as a subject but as a living reality. Modeling obedience also requires a reflective pedagogical approach. The teacher who regularly prays for guidance, prepares lessons conscientiously, and treats students with respect demonstrates faithfulness to God's calling. Obedience is visible not only in doctrinal instruction but in the ethical treatment of learners. In line with Palmer's (2017) concept of "teaching from the heart," authentic teaching arises from a whole and obedient self-one that aligns personal convictions with divine truth. This form of modeling produces what Freire (2018) calls *critical faith praxis*, where students learn through both critical reflection and lived experience. When teachers model faithfulness, they cultivate not blind conformity but reflective obedience-an obedience grounded in understanding, love, and personal relationship with God.

Obedience as a Dimension of Spiritual Leadership

In the educational context, obedience is a crucial aspect of spiritual leadership. The mature CRE teacher is not merely an instructor but a shepherd who guides students toward truth and godliness. Blackaby and Blackaby (2011) assert that spiritual leadership begins with submission to God's authority. Teachers lead most effectively when their obedience is evident in daily decisions and ethical choices. At SDN 075048 Lasara Siwalubanua, where religious instruction coexists with secular subjects, the teacher's obedience bridges faith and knowledge. By integrating biblical values into all aspects of learning, the teacher reflects the comprehensive nature of obedience-where teaching, mentoring, and service become expressions of devotion to God. Such leadership creates an environment where faith is not compartmentalized but embodied in every aspect of school life. Obedient teachers exercise influence not through coercion but through authenticity and example. They cultivate respect, not through fear, but through trust and consistency. According to Maxwell (2020), "Leadership flows from character," and character is the visible form of one's obedience. In this sense, obedience becomes the foundation of credibility; students trust teachers who practice what they preach.

The Relationship Between Obedience and Maturity

Scholars generally agree that obedience and maturity are interdependent dimensions of spiritual formation. Obedience reflects maturity, while maturity sustains obedience. In psychological and theological literature, obedience that arises from maturity is characterized by inner conviction rather than external pressure. Kohlberg's (1984) theory of moral development describes this stage as *post-conventional morality*, where individuals act based on universal ethical principles. For Christians, these principles are rooted in God's commands. Noah's obedience in Genesis 6:22 was not passive compliance but active faithfulness grounded in trust. Similarly, the mature teacher obeys God not out of fear but love. Maturity transforms obedience from obligation into joyful service. As teachers grow spiritually, they begin to view obedience as partnership with God's mission rather than submission to rules. This synthesis between maturity and obedience produces what scholars term *integrated spirituality*-a condition where faith, reason, and behavior operate in harmony (Pargament, 2019). In such integration, the teacher's faith informs

their professional ethics, pedagogical style, and interpersonal relationships. They teach with integrity because their inner and outer lives are aligned with divine purpose.

The Educational Impact of Teachers' Mature Obedience

When teachers model mature obedience, the impact extends beyond moral instruction; it transforms the spiritual climate of the school. Studies by Putri and Simanjuntak (2023) in Indonesian Christian schools found that students demonstrated higher moral awareness and empathy when teachers consistently modeled humility, honesty, and faithfulness. The relational nature of obedience-marked by patience, forgiveness, and compassion-fosters a safe and nurturing learning environment. In CRE teaching, such obedience translates into holistic pedagogy that integrates heart, mind, and action. Teachers become co-creators with God in the moral and spiritual development of students. Their obedience encourages students to discern God's will in their own lives. As they witness their teacher's faithfulness amidst challenges, students learn resilience and perseverance. At SDN 075048 Lasara Siwalubanua, the presence of an obedient and mature CRE teacher influences students' attitudes toward learning and faith. Classroom prayer, moral discussions, and acts of service become spaces where faith is embodied and shared. Students are encouraged to practice obedience through daily actions-respect for peers, diligence in study, and responsibility at home. This transformational influence aligns with the concept of *incarnational pedagogy*, where the teacher's life becomes a living example of the gospel (Estep, Anthony, & Allison, 2018). Through this pedagogical embodiment, obedience ceases to be an abstract virtue; it becomes a visible and inspiring reality that students can emulate. Despite the ideal of obedience and maturity, CRE teachers face challenges in maintaining consistency amid professional, social, and spiritual pressures. Secular educational policies, time constraints, and cultural diversity may hinder explicit expressions of faith. However, maturity enables teachers to navigate these complexities wisely. They practice obedience not by confrontation but by quiet faithfulness and ethical professionalism. As Ngei (2021) observes, spiritually mature teachers possess resilience grounded in hope. Their obedience is not shaken by opposition but strengthened through perseverance. This perseverance reflects Noah's example, who obeyed God even when his mission seemed irrational. For modern teachers, such obedience means staying faithful to biblical values while engaging constructively within pluralistic educational contexts. The implications of this research are twofold. First, theological formation programs must emphasize spiritual maturity and obedience as integral to teacher training. Academic competence alone is insufficient for CRE teachers; their spiritual depth defines their impact. Second, schools should nurture supportive environments where teachers' faith and obedience can flourish. Mentorship, prayer groups, and faith-based reflection sessions can sustain teachers' spiritual vitality.

From a theological perspective, obedience is not merely moral conformity but a form of worship. Paul exhorts believers in Romans 12:1 to "offer your bodies as living sacrifices." This form of worship-obedience expressed through daily life-applies to teachers as well. Their work becomes sacred when done in obedience to God. The mature teacher understands that every act of teaching, discipline, or encouragement is a spiritual offering. Like Noah building the ark, their obedience contributes to God's redemptive mission through education. The classroom becomes a sacred space where divine truth encounters human formation. This perspective redefines professionalism as a spiritual

vocation. The mature and obedient teacher does not separate faith from work; rather, they see their professional duties as extensions of their obedience to God's calling. This integration exemplifies holistic spirituality-faith expressed through excellence, integrity, and compassion.

Toward a Model of Obedient and Mature CRE Teachers

Based on the literature and theological synthesis, a comprehensive conceptual framework known as the *Obedient-Maturity Model of CRE Teaching* is proposed. This model presents an integrative approach to understanding how Christian Religious Education (CRE) teachers embody obedience to God through a mature personality. The first dimension, Spiritual Foundation, emphasizes that authentic obedience begins with a deep, personal relationship with God and a steadfast commitment to biblical principles such as those exemplified in Genesis 6:22, where Noah's faithful compliance reflects genuine submission to divine will. The second dimension, Moral Integrity, highlights the teacher's role in modeling ethical conduct, honesty, and consistency between belief and behavior—virtues essential for building credibility and trust in educational ministry. The third dimension, Emotional Stability, refers to the teacher's ability to exhibit patience, empathy, and humility in all pedagogical interactions, thereby fostering a nurturing and respectful learning environment. Finally, the Transformative Pedagogy dimension calls for the integration of faith and learning to promote holistic spiritual growth among students. Collectively, these dimensions illustrate that obedience and maturity are mutually reinforcing forces; obedience without maturity can devolve into rigid legalism, while maturity without obedience may lead to moral complacency. The harmonious coexistence of both dimensions forms an authentic Christian educator-one who not only imparts knowledge but also exemplifies Christlike character in teaching and service.

CONCLUSION

This study concludes that the mature personality of Christian Religious Education (CRE) teachers, expressed through obedience to God, serves as both the spiritual and pedagogical foundation of effective faith-based education. Drawing from the biblical reflection on Genesis 6:22-*"Noah did everything just as God commanded him*"-the study affirms that obedience is not merely a behavioral act but a manifestation of mature faith. Noah's obedience illustrates the spiritual depth and moral integrity that every CRE teacher should embody in fulfilling their divine vocation. Just as Noah's faithfulness preserved humanity through the ark, the obedient and mature teacher preserves moral and spiritual integrity within the educational setting. The systematic literature review revealed that a mature personality enables teachers to integrate their faith with their professional responsibilities in a balanced and authentic manner. Maturity, in this context, involves emotional stability, ethical consistency, and spiritual wisdom. Teachers who possess these qualities are capable of nurturing students not only intellectually but also spiritually. Their obedience to God manifests in the way they teach, serve, and interact with students, creating a learning environment where Christian values are lived rather than merely taught. The study also highlights the reciprocal relationship between maturity and obedience. Obedience to God fosters spiritual growth, while maturity sustains obedience through discernment and perseverance. This interdependence

reflects a holistic model of Christian character formation, where teachers continually grow in faith while remaining faithful to their calling. In this sense, maturity transforms obedience from mere compliance into joyful participation in God's mission through education. Teachers who model such obedience communicate a faith that is dynamic, relational, and transformative. In the context of SDN 075048 Lasara Siwalubanua, the findings demonstrate that CRE teachers play a vital role in shaping students' moral and spiritual outlook. Their obedience to God-expressed through humility, integrity, and faithfulness-serves as a living curriculum that complements formal instruction. Students learn obedience not primarily through doctrinal lessons but through the daily witness of their teachers' lives. Thus, the mature and obedient teacher functions as both a spiritual mentor and a moral compass, guiding students toward a Christ-centered worldview. Obedience is a form of worship-a daily act of surrender that aligns one's vocation with divine purpose. For the CRE teacher, teaching becomes an expression of love and devotion to God. Every lesson, act of service, or gesture of compassion becomes part of a larger narrative of faithfulness. This perspective redefines professionalism within Christian education: true professionalism is rooted in obedience to God's truth and manifested through mature character. The study suggests that teacher training and formation programs should place greater emphasis on spiritual maturity and biblical obedience. Professional competence must be accompanied by personal sanctification. Schools can support this development through mentoring, reflective practice, and faith-based collaboration. Such initiatives will ensure that obedience and maturity remain central to the identity of Christian educators. In conclusion, modeling obedience to God through a mature personality, as reflected in Genesis 6:22, embodies the essence of Christian Religious Education. The mature and obedient teacher stands as a witness of faith in action, bridging biblical truth and educational practice. Through their example, students encounter the living reality of God and learn that true wisdom begins with faithful obedience.

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