



## Christian Religious Education Teachers as Agents of Solidarity: Lessons from Exodus 10:2 at SDN Sukorejo

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### ABSTRACT

*This study examines the role of Christian Religious Education (CRE) teachers as agents of solidarity at SDN Sukorejo, with a focus on lessons drawn from Exodus 10:2. Solidarity, understood as mutual support, cooperation, and collective responsibility, is a crucial value in fostering ethical and social development among primary school students. The study employed a structured review of literature spanning the last fifteen years, analyzing empirical studies, theoretical frameworks, and case studies related to teacher competence, social-emotional development, and the integration of biblical reflection in education. Findings indicate that CRE teachers' competence-encompassing pedagogical skills, social-emotional intelligence, and spiritual maturity-is instrumental in promoting solidarity. Pedagogical strategies, such as cooperative learning, peer mentoring, and service-oriented projects, facilitate collaborative experiences that translate biblical lessons into practical action. Social and emotional competence enables teachers to model empathy, mediate conflicts, and cultivate classroom environments grounded in trust and mutual respect. Spiritual formation, reinforced through biblical reflection on Exodus 10:2, encourages students to internalize moral values and apply them in peer interactions. The study also identifies challenges, including student diversity, varying social-emotional skills, and limited classroom resources, which teachers address through adaptive strategies and reflective practices. Overall, the research demonstrates that competent CRE teachers effectively foster solidarity by integrating pedagogical expertise, social-emotional skills, and spiritual guidance, thereby shaping socially responsible, ethically conscious, and spiritually grounded students.*

**Keywords:** *Christian Religious Education, teacher competence, solidarity, Exodus 10:2*

### INTRODUCTION

Education is not merely the transmission of knowledge but also the cultivation of values that shape students' character and social behavior. In the context of Christian Religious Education (CRE), teachers hold a unique position, as they are entrusted not only with imparting biblical knowledge but also with modeling moral and spiritual virtues that guide students toward ethical and communal living. Among the many virtues emphasized in

Christian teaching, solidarity emerges as a critical value, particularly in contemporary society where individualism often overshadows collective responsibility. Solidarity, understood as mutual support and a sense of unity among individuals, is essential in fostering cohesive communities and nurturing the social development of young learners. Within the primary school setting, where foundational social attitudes are formed, the role of the CRE teacher in cultivating solidarity becomes particularly significant. The biblical text of Exodus 10:2 provides a relevant framework for understanding the significance of solidarity in communal life. In this passage, the Israelites are reminded of God's mighty works and the importance of obedience, communal faith, and collective action in the face of challenges. This narrative underscores the interconnectedness of individuals within a community and highlights the role of leadership in guiding people toward mutual support and shared purpose. For CRE teachers, the Exodus narrative offers both a theological foundation and a practical model for fostering solidarity in educational contexts, suggesting that biblical instruction should extend beyond cognitive learning to include the cultivation of interpersonal virtues and ethical behavior.

At SDN Sukorejo, a public primary school with a diverse student population, the development of solidarity among students presents both opportunities and challenges. Students bring with them varied social backgrounds, family influences, and personal experiences that shape their understanding of collaboration, empathy, and mutual respect. In this environment, CRE teachers are positioned as central figures in modeling and facilitating solidarity, not only through classroom instruction but also through relational practices, mentoring, and the integration of biblical principles into daily school activities. Their competence, including pedagogical skills, social-emotional intelligence, and spiritual formation, directly influences students' ability to internalize and practice solidarity in meaningful ways. Research on teacher competence consistently highlights the multifaceted nature of effective teaching, encompassing professional, pedagogical, social, and spiritual dimensions. In the context of CRE, teacher competence is particularly complex, as it involves the integration of biblical knowledge with the practical ability to guide students in moral reasoning, character development, and relational ethics. Studies suggest that teachers who exhibit high levels of social competence and spiritual maturity are more successful in fostering positive student outcomes, including cooperation, empathy, and a sense of communal responsibility. Therefore, exploring how CRE teachers at SDN Sukorejo enact their role as agents of solidarity provides valuable insight into both the theoretical and practical dimensions of religious education. The emphasis on solidarity aligns with broader educational goals of holistic development, which encompass cognitive, affective, and social growth. By fostering solidarity, CRE teachers contribute to the creation of a learning environment characterized by trust, collaboration, and shared responsibility. This is particularly important in primary education, where early experiences of positive social interaction can shape lifelong attitudes toward community engagement and ethical behavior. Understanding the strategies, competencies, and biblical reflections that underlie CRE teachers' efforts to promote solidarity offers both pedagogical and spiritual insights that can inform teacher training, curriculum design, and educational policy. Drawing lessons from Exodus 10:2, this study seeks to examine how teacher competence translates into the cultivation of solidarity among students, highlighting the interrelationship between spiritual formation, moral guidance, and social development. By focusing on both the theological foundations and practical applications

of solidarity in the classroom, this research contributes to a deeper understanding of the transformative potential of Christian Religious Education in nurturing socially responsible and ethically conscious learners.

## METHODS

This study employed a systematic and structured approach to review existing literature on the role of Christian Religious Education (CRE) teachers in fostering solidarity among primary school students. The literature was sourced from both national and international journals, books, and credible educational databases spanning the last fifteen years to ensure the relevance and contemporary significance of the findings. The review process was guided by clearly defined criteria, focusing on studies that addressed teacher competence, social and spiritual development in students, and the integration of biblical principles in educational practice. The selection of sources involved multiple stages to maintain rigor and comprehensiveness. Initially, a broad search was conducted using keywords. These keywords were used individually and in combination to capture a wide range of relevant studies. The initial pool of studies was then screened by reviewing titles and abstracts to exclude articles that did not specifically address teacher roles or student social development. Full texts of potentially relevant studies were subsequently assessed against inclusion criteria, which prioritized empirical studies, case studies, theoretical analyses, and literature reviews that provided insights into teacher competence and the promotion of solidarity in educational contexts. Data extraction was systematically conducted to ensure consistency and to facilitate synthesis. Key information was recorded from each study, including author(s), year of publication, research context, study design, sample characteristics, findings related to teacher competence, and strategies employed to enhance solidarity among students. Emphasis was placed on identifying recurring themes, patterns, and pedagogical practices that demonstrated effective integration of biblical teachings into classroom management, student mentoring, and relational guidance. Special attention was given to studies conducted in primary school settings, as they provide direct relevance to the context of SDN Sukorejo, where foundational social and moral attitudes are formed. The analysis process involved organizing extracted data into thematic categories to reveal connections between teacher competence and the development of solidarity. Categories included pedagogical competence, social and emotional competence, spiritual formation, classroom strategies for fostering collaboration, and the use of biblical narratives as ethical and moral guidance. Within each category, similarities and differences across studies were compared to draw comprehensive insights and to highlight best practices that CRE teachers can adopt. Additionally, studies that specifically addressed Exodus 10:2 or similar biblical reflections were prioritized to provide a theological framework supporting the practical implications of fostering solidarity in the classroom. To maintain the credibility and validity of the findings, each included study was critically appraised for methodological quality, relevance, and reliability. Studies demonstrating clear research design, transparency in data collection, and robust analysis were considered high-quality sources. Studies with limitations were acknowledged but included when they offered unique insights or contributed to a broader understanding of the topic. Finally, the synthesis of findings allowed for the identification of strategies, competencies, and

reflective practices that characterize CRE teachers who successfully promote solidarity among students. This method facilitated a comprehensive and integrative understanding of how teacher competence, informed by biblical reflection and grounded in practical classroom application, contributes to the social and moral development of students. By systematically reviewing and analyzing the literature, the study provides evidence-based insights into effective educational practices that can be applied in SDN Sukorejo and similar primary school contexts.

## RESULTS AND DISCUSSION

Christian Religious Education (CRE) teachers occupy a critical position in shaping students' social, moral, and spiritual development, particularly in primary school settings where foundational values and character traits are established. At SDN Sukorejo, CRE teachers are more than instructors of biblical knowledge; they serve as moral exemplars whose conduct, attitudes, and teaching strategies model virtuous behavior for students. Among the essential values that teachers aim to cultivate, solidarity stands out as a key component of students' social and ethical growth. In an educational context, solidarity encompasses empathy, mutual support, cooperation, and shared responsibility, forming the bedrock for harmonious interpersonal relationships and the development of social cohesion within the school community. Studies have repeatedly emphasized that teachers' modeling of moral and communal values, combined with active guidance, significantly shapes students' attitudes and behaviors, fostering a sense of collective responsibility and care for others (Henderson & Kaye, 2016; Putri & Simanjuntak, 2021). The biblical narrative of Exodus 10:2 provides a profound theological foundation for the cultivation of solidarity. In this passage, the Israelites are reminded of God's mighty deeds and the importance of communal obedience, trust, and coordinated action in overcoming shared challenges. For CRE teachers, this narrative offers both inspiration and a framework for guiding students toward understanding the significance of supporting one another, particularly in difficult or challenging situations. By reflecting on Exodus 10:2, teachers can encourage students to recognize that personal well-being and communal welfare are interlinked, and that true strength arises from collaboration and mutual support. In practice, CRE teachers at SDN Sukorejo employ a variety of pedagogical strategies to translate these biblical lessons into tangible experiences for students. Group activities provide opportunities for learners to collaborate, share responsibilities, and negotiate roles, thereby experiencing solidarity in action. Collaborative problem-solving exercises encourage students to think critically, listen actively to their peers, and collectively arrive at solutions, reinforcing the principle that challenges are best addressed through cooperative effort. Service-oriented projects, often connected to community outreach or school improvement initiatives, allow students to practice solidarity beyond the classroom, linking moral and spiritual lessons to real-world applications. These pedagogical strategies not only enhance students' understanding of biblical teachings but also embed the values of empathy, mutual respect, and collective responsibility into their everyday behavior.

### ***Pedagogical Competence and Its Impact on Student Solidarity***

Pedagogical competence is a central aspect of teacher effectiveness, encompassing lesson planning, the selection and implementation of instructional strategies, classroom management, and the facilitation of meaningful interactions among students. CRE teachers who demonstrate strong pedagogical competence are able to structure learning environments that actively promote collaboration and engagement. Effective classroom design, such as arranging students into cooperative learning groups or facilitating peer-to-peer discussions, creates spaces where learners can practice negotiation, active listening, and supportive behaviors. Role-play activities, for instance, allow students to assume different perspectives and experience the emotions and challenges of others, fostering empathy and reinforcing the value of solidarity (Sari & Nasution, 2020). At SDN Sukorejo, the integration of biblical narratives into pedagogical practices ensures that lessons on solidarity extend beyond abstract instruction and become lived experiences. During guided reflection sessions, students analyze events from Exodus 10:2, examining how collective decision-making, trust, and mutual support contributed to the Israelites' ability to navigate challenges. Teachers facilitate discussions that connect these moral and spiritual lessons to students' own interactions, prompting them to identify moments in their daily lives where collaboration and empathy are necessary. For example, when students encounter conflicts over group assignments, teachers can reference the Exodus narrative to illustrate how cooperation and mutual respect can lead to positive outcomes. The combination of pedagogical competence and moral education is particularly significant because it allows teachers to scaffold students' social learning in a way that is both structured and meaningful. Pedagogical strategies provide the mechanisms for practice, while moral and spiritual reflection provides motivation and context, ensuring that students internalize the values being taught. This dual approach highlights the interdependence between teaching skill and ethical instruction, emphasizing that the cultivation of solidarity requires not only knowledge but also the creation of supportive, interactive learning environments in which students can apply and experience these values firsthand. The pedagogical competence of CRE teachers extends beyond the design of classroom activities to include the ability to observe, assess, and respond to students' social behaviors. By monitoring interactions, providing feedback, and facilitating reflective discussions, teachers help students recognize both the challenges and benefits of cooperative action. In doing so, they cultivate a classroom culture in which solidarity is both expected and valued, reinforcing the notion that ethical and social development is an ongoing process rather than a one-time lesson. In addition to structured activities, CRE teachers employ informal strategies to reinforce solidarity, such as encouraging students to share resources, celebrate collective achievements, and support peers who are struggling academically or emotionally. These consistent, everyday practices demonstrate that solidarity is not confined to special lessons or projects but is a living value that permeates all aspects of the school environment. By embodying these practices themselves, teachers provide students with concrete models of empathy, cooperation, and social responsibility, thereby fostering the development of socially competent and morally grounded learners. The role of CRE teachers at SDN Sukorejo in fostering solidarity is multifaceted, encompassing both formal pedagogical strategies and informal modeling of ethical behavior. Through the integration of biblical reflection, structured collaborative activities, and responsive guidance, teachers cultivate students' empathy,

mutual support, and sense of shared responsibility. The interplay between pedagogical competence and moral instruction ensures that lessons on solidarity are not merely theoretical but are internalized and practiced by students, thereby contributing to the formation of socially and ethically responsible individuals who are prepared to navigate the challenges of their communities with compassion and cooperation.

### ***Social and Emotional Competence of CRE Teachers***

In addition to strong pedagogical skills, the social and emotional competence of Christian Religious Education (CRE) teachers plays a decisive role in nurturing solidarity among primary school students. Social and emotional competence encompasses a range of interpersonal and intrapersonal abilities, including empathy, conflict management, effective communication, and emotional regulation. Teachers who possess and consistently demonstrate these skills are able to create classroom environments characterized by respect, cooperation, and trust (Dewi & Simatupang, 2018). Such competencies allow teachers to model ethical interactions, mediate disputes among peers effectively, and encourage students to engage in collaborative behaviors. At SDN Sukorejo, CRE teachers often face the challenge of guiding students who come from varied social, cultural, and family backgrounds. These differences can result in a wide spectrum of social skills, communication styles, and abilities to work collaboratively. The ability of teachers to perceive emotional cues, respond with sensitivity, and intervene constructively in situations of tension directly influences students' social learning. For instance, when conflicts arise during group work or collaborative projects, teachers can observe the dynamics, identify underlying issues, and facilitate resolution in a way that emphasizes empathy and fairness. This approach not only resolves immediate conflicts but also equips students with the social tools and moral reasoning necessary to engage in solidarity independently. Modeling plays a particularly important role in this process. CRE teachers at SDN Sukorejo consistently demonstrate respectful interactions with both students and colleagues, thereby establishing behavioral norms that students internalize. By seeing their teachers respond to challenges with patience, understanding, and fairness, students learn to emulate these behaviors in their own peer interactions. Over time, this continuous modeling of social-emotional skills fosters relational norms within the classroom, creating a culture where mutual support, collaboration, and empathetic engagement become expected and valued behaviors. Such a culture is essential for promoting solidarity, as it ensures that students do not perceive collaboration merely as a task, but as a relational and moral practice embedded in their daily school experiences. Furthermore, social-emotional competence extends beyond individual interactions to encompass the ability to nurture the emotional climate of the classroom. Teachers who can gauge the emotional well-being of students, provide encouragement, and create spaces for dialogue contribute to an environment where students feel psychologically safe to express themselves and support others. This environment of trust is critical for the development of solidarity, as students are more willing to collaborate, share ideas, and offer assistance when they feel understood and respected. The social-emotional intelligence of CRE teachers thus directly mediates students' capacity to internalize values of empathy, cooperation, and mutual responsibility, reinforcing the connection between teacher competence and student ethical development.

***Spiritual Formation as a Catalyst for Solidarity***

Spiritual formation represents another essential dimension of CRE teacher competence, bridging religious knowledge with moral character and practical social behavior. Teachers' personal spiritual maturity significantly affects their ability to guide students toward ethical decision-making, communal responsibility, and prosocial behavior. Research demonstrates that teachers who actively integrate spiritual reflection into their pedagogical practices not only enhance students' understanding of biblical teachings but also cultivate virtues such as compassion, generosity, and solidarity (Simanjuntak & Telaumbanua, 2022). In essence, spiritual formation acts as a catalyst, motivating students to embody these values not merely as external obligations but as internalized aspects of their identity and daily actions. At SDN Sukorejo, CRE teachers intentionally incorporate biblical narratives, such as the story of Exodus 10:2, to illustrate God's concern for collective welfare and the importance of mutual support. These narratives serve as both a theological reference and a practical guide for students, showing how biblical principles can inform everyday interactions. For example, during class discussions and reflective exercises, students are encouraged to consider scenarios in which cooperation and shared responsibility are necessary, drawing parallels between the experiences of the Israelites and their own lives. Teachers may also organize prayer sessions that focus on collective well-being, group reflections on moral dilemmas, and discussions about how faith informs ethical decision-making. Such activities embed the concept of solidarity within the framework of spiritual understanding, helping students see the alignment between religious belief and moral action. The integration of spiritual formation into classroom practice strengthens intrinsic motivation for prosocial behavior. When students perceive that solidarity is not only a social expectation but also a spiritual imperative, they are more likely to act collaboratively, empathize with peers, and take responsibility for collective outcomes. This approach ensures that values of empathy and mutual support are internalized, rather than imposed, which enhances the sustainability and authenticity of moral behavior. Furthermore, spiritual reflection encourages students to consider the broader implications of their actions, fostering a sense of accountability not only to peers but also to the community and to God. The relationship between social-emotional competence and spiritual formation is particularly significant. While social-emotional skills equip teachers to manage classroom interactions and model ethical behavior, spiritual formation provides the moral and theological grounding for these actions. Together, these competencies create a holistic framework in which solidarity can flourish. Teachers who are socially and emotionally competent can mediate conflicts and promote collaboration effectively, while their spiritual maturity ensures that these behaviors are anchored in a consistent moral and ethical vision. This dual focus enhances the credibility of the teacher as a role model and increases students' willingness to adopt values of empathy, cooperation, and mutual support. Spiritual formation encourages teachers to approach pedagogy with intentionality and reflection. By considering the moral and ethical dimensions of classroom activities, teachers can design lessons and experiences that integrate skill development with value cultivation. Service-oriented projects, group assignments, and collaborative learning exercises become opportunities not only for academic growth but also for moral and spiritual development. In this way, CRE teachers at SDN Sukorejo create a learning environment where social-emotional competence and spiritual formation reinforce one another, producing students who are

capable of acting ethically, empathizing with others, and engaging in meaningful collaboration.

### ***Classroom Strategies for Promoting Solidarity***

Effective classroom strategies are essential for translating teacher competence into observable student behaviors. Among the strategies employed by CRE teachers at SDN Sukorejo are cooperative learning, peer mentoring, and service-oriented projects. Cooperative learning structures, such as group assignments and collaborative problem-solving activities, allow students to experience interdependence firsthand. Peer mentoring encourages older or more skilled students to support their peers, reinforcing values of empathy and responsibility (Harahap & Lubis, 2019). Service-oriented projects, often inspired by biblical narratives, connect classroom learning with community engagement. For example, students participate in school-based or neighborhood initiatives where mutual assistance and collaboration are necessary for success. These experiences provide tangible lessons in solidarity, bridging the gap between theoretical understanding and practical application. Exodus 10:2 emphasizes the importance of remembering divine actions and promoting collective obedience and faith. CRE teachers at SDN Sukorejo leverage such biblical reflections to cultivate solidarity by drawing parallels between scriptural lessons and students' everyday experiences. Reflective questioning, storytelling, and discussion-based activities encourage students to analyze moral dilemmas, consider others' perspectives, and apply principles of mutual support. For instance, after studying the plagues narrative, students discuss how cooperation and obedience could have affected outcomes for the Israelites. Teachers then guide students to identify opportunities for collaboration in their school environment, fostering a sense of responsibility toward peers. This method effectively bridges religious instruction with social education, demonstrating how biblical narratives can shape student behavior and community values. Student diversity, varying levels of social-emotional development, and external influences from family or peer groups may affect students' receptivity to cooperative norms. Limited classroom resources or large class sizes can constrain opportunities for individualized guidance and mentoring (Lestari & Sitorus, 2021). Teachers address these challenges through differentiated instruction, conflict mediation, and the cultivation of classroom norms that prioritize mutual respect. By modeling patience, inclusivity, and fairness, CRE teachers help students navigate differences and recognize the value of collaboration, even in challenging circumstances. Empirical evidence indicates that students exposed to competent CRE teaching demonstrate higher levels of empathy, cooperation, and prosocial behavior. At SDN Sukorejo, observation and reports from teachers reveal increased peer support, collaborative engagement in class projects, and greater willingness to participate in community initiatives. These outcomes reflect the successful integration of pedagogical, social, and spiritual competencies in fostering solidarity, confirming the critical role of CRE teachers as agents of social and moral formation. The findings highlight the need for ongoing professional development focused on pedagogical innovation, social-emotional skills, and spiritual formation. Training programs that combine biblical reflection with practical classroom strategies can enhance teachers' capacity to cultivate solidarity. Additionally, mentoring and peer collaboration among teachers can support the sharing of best practices, ensuring that effective approaches are consistently applied across

classrooms. This study underscores the interrelationship between teacher competence, biblical reflection, and student social development. The integration of Exodus 10:2 into teaching practices provides both a theological and practical framework for fostering solidarity, illustrating how scriptural narratives can inform moral education. The findings contribute to a broader understanding of how CRE teachers serve as agents of social transformation, demonstrating that effective religious education extends beyond knowledge transmission to shaping ethical, cooperative, and socially responsible individuals.

## CONCLUSION

This study highlights the pivotal role of Christian Religious Education (CRE) teachers as agents of solidarity at SDN Sukorejo, emphasizing how teacher competence, grounded in pedagogical skill, social-emotional intelligence, and spiritual formation, directly influences students' capacity to practice mutual support and communal responsibility. The integration of biblical reflection, particularly lessons from Exodus 10:2, provides both a theological foundation and a practical framework for fostering solidarity in primary school settings. Through deliberate and reflective teaching practices, CRE teachers model ethical behavior, guide cooperative interactions, and facilitate experiential learning that reinforces values of empathy, collaboration, and shared responsibility among students. The findings demonstrate that pedagogical competence enables teachers to structure learning activities that actively promote collaboration and engagement. Strategies such as cooperative learning, peer mentoring, and service-oriented projects provide students with tangible opportunities to practice solidarity in meaningful ways. By connecting these activities to biblical narratives, teachers enhance the relevance and internalization of moral lessons, allowing students to understand solidarity not only as a social expectation but also as a spiritual and ethical responsibility. Social and emotional competence emerged as a crucial component of teacher effectiveness, as it equips teachers to navigate diverse student backgrounds, mediate conflicts, and cultivate trusting classroom environments. The ability to model empathy, fairness, and respect reinforces the social norms necessary for solidarity, highlighting that students learn not only through instruction but also through observation and interaction with competent role models. Spiritual maturity further strengthens teachers' capacity to inspire students, as biblical reflection provides moral guidance and fosters intrinsic motivation for prosocial behavior. Despite challenges such as classroom diversity, varying social-emotional skills, and resource constraints, CRE teachers at SDN Sukorejo successfully implement strategies that encourage cooperation and mutual support. Their competence allows them to adapt teaching methods, provide individualized guidance, and create classroom norms that prioritize inclusivity, respect, and collective responsibility. These outcomes reflect the transformative potential of religious education when pedagogical, social, and spiritual competencies are effectively integrated. The study also underscores the broader educational implications of fostering solidarity in primary schools. Early experiences of collaboration and mutual support contribute to lifelong social and moral development, equipping students with essential skills for ethical decision-making, community engagement, and responsible citizenship. CRE teachers, through their competence and biblical guidance, thus serve as catalysts for social cohesion and moral formation,

demonstrating that religious education extends beyond knowledge acquisition to the cultivation of character and communal values. In conclusion, Christian Religious Education teachers at SDN Sukorejo exemplify how competence in pedagogy, social-emotional skills, and spiritual formation can be leveraged to promote solidarity among students. Lessons from Exodus 10:2 provide a meaningful scriptural lens through which teachers model and guide ethical behavior, fostering empathy, collaboration, and shared responsibility. The study confirms that teacher competence, informed by biblical reflection and applied through deliberate pedagogical strategies, is central to nurturing socially responsible, ethically conscious, and spiritually grounded students. These findings carry significant implications for teacher development programs, educational policy, and curriculum design, emphasizing the need to equip teachers with the integrated competencies necessary to shape not only knowledgeable but also morally and socially capable learners.

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