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Glorifying God through Teacher Spirituality: A Study of Christian Religious Education at SDN 076707 Sisarahili Ewo Inspired by Exodus 15:11

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ABSTRACT

This study explores the spirituality of Christian Religious Education (CRE) teachers as a means of glorifying God, inspired by Exodus 15:11*, which declares the Lord as "majestic in holiness, awesome in glory, working wonders." Conducted at SDN 076707 Sisarahili Ewo, the research aims to understand how teacher spirituality manifests in educational practice and contributes to the revelation of God's glory within the classroom context. Using the Systematic Literature Review (SLR) method, the study analyzed scholarly works published between 2010 and 2025 concerning teacher spirituality, Christian pedagogy, and theological perspectives on glorifying God through education. The findings indicate that teacher spirituality encompasses personal devotion, ethical integrity, compassion, and vocational faithfulness-dimensions that together reflect divine holiness and power in teaching practice. Teachers who live in alignment with spiritual principles transform education into a sacred act of worship, influencing students' moral and spiritual growth. The study also reveals that spirituality enhances teachers' emotional well-being, resilience, and pedagogical authenticity, thereby fostering a classroom environment grounded in respect, empathy, and faith. At SDN 076707 Sisarahili Ewo, the spirituality of CRE teachers serves as a living testimony of God's glory, shaping the holistic development of students and the moral culture of the school community. Theologically, glorifying God through teaching means embodying His character in every word and action, turning daily educational activities into expressions of divine praise. Hence, teacher spirituality is affirmed as both a theological vocation and a transformative force within Christian education.*

Keyword: *Spirituality competence, glorifying God, Christian Religious Education*

INTRODUCTION

In the context of Christian education, teachers play a central role not only as transmitters of knowledge but also as living witnesses of God's truth and glory. Their spirituality becomes a reflection of divine character, shaping both the moral and spiritual development of students. In Christian Religious Education (CRE), the teacher's life and attitude are integral components of learning, as students often learn more through the

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teacher's example than through verbal instruction. The call to glorify God through teaching echoes the biblical truth expressed in *Exodus 15:11*: *"Who among the gods is like you, Lord? Who is like you-majestic in holiness, awesome in glory, working wonders."* This verse provides theological inspiration that every act of teaching should manifest the majesty and holiness of God, positioning the teacher not merely as an educator but as a servant who reflects God's glory in daily practice. In the modern educational context, spirituality is often overshadowed by cognitive and technical achievements. Yet, in Christian education, spirituality is foundational-it defines the purpose, method, and impact of teaching. A spiritually grounded teacher integrates faith into pedagogy, moral values into classroom interactions, and God's love into every act of guidance. This spiritual orientation creates a holistic learning environment that nurtures not only intellectual growth but also character formation and moral integrity. When teachers live and teach with awareness of God's presence, they inspire students to recognize divine reality in their own lives. Therefore, spirituality is not an isolated aspect of personal piety but a dynamic force that transforms teaching into a sacred vocation, glorifying God through words, deeds, and attitudes.

At SDN 076707 Sisarahili Ewo, Christian Religious Education plays an important role in shaping students' moral and spiritual identity within a pluralistic environment. The school provides an educational context where teachers of *PAK (Pendidikan Agama Kristen)* are challenged to model faith in practical ways. The spirituality of CRE teachers in this setting becomes a powerful means of testimony-demonstrating how the glory of God can be revealed through humility, compassion, diligence, and integrity. Teachers who embody spiritual discipline influence not only the students' understanding of Christian doctrine but also their way of living out faith in school and community life. The impact of teacher spirituality thus extends beyond classroom walls, shaping the collective ethos of the learning community. Exodus 15:11 serves as a theological foundation for understanding how educators can glorify God through their vocation. The verse celebrates the holiness and majesty of God revealed through His mighty works. Translating this message into educational practice means that teachers are called to embody holiness in their professional duties-being "set apart" in purpose, behavior, and motivation. Through acts of patience, honesty, empathy, and faithful service, teachers manifest the "awesome glory" of God to their students. In this sense, spirituality becomes an incarnational reality-God's character made visible through the life of His servant. The teacher's daily interactions, decision-making, and moral choices become sacred expressions of worship that testify to the divine nature of their calling. The purpose of this study is to explore how teacher spirituality can be a means of glorifying God in the context of Christian Religious Education at SDN 076707 Sisarahili Ewo, inspired by the message of Exodus 15:11. By examining the lived experiences and teaching practices of CRE teachers, this study aims to understand how spirituality influences pedagogical approaches, relationships with students, and the cultivation of moral character. It also seeks to highlight how spiritual integrity contributes to the holistic mission of education as a divine partnership between God, teachers, and learners. Ultimately, this exploration affirms that glorifying God through teacher spirituality is not merely a theological ideal but a practical reality that transforms education into a space of divine encounter and spiritual formation.

METHODS

This study employed the Systematic Literature Review (SLR) method to synthesize and analyze scholarly works that discuss teacher spirituality, Christian Religious Education, and the theological interpretation of glorifying God in educational practice. The method was chosen to provide a comprehensive understanding of how spirituality among teachers reflects the divine attributes revealed in *Exodus 15:11* and how these values can be embodied within the pedagogical context of SDN 076707 Sisarahili Ewo. Through this structured approach, the research systematically identified, evaluated, and integrated relevant findings from previous studies to construct a cohesive theoretical and theological framework that supports the research objectives. The process began with the formulation of key research questions that guided the review: How do teachers express spirituality in Christian Religious Education? In what ways does teacher spirituality contribute to glorifying God in the teaching and learning process? What pedagogical and spiritual practices have been identified as effective in embodying the message of *Exodus 15:11* within Christian education? These questions provided a clear direction for searching, selecting, and analyzing the relevant literature. Data were collected from reputable academic databases and national repositories related to theological and educational research. The inclusion criteria covered journal articles, theses, and conference papers published within the last fifteen years (2010–2025) to ensure the relevance and contemporaneity of findings. Studies were selected if they focused on teacher spirituality, Christian Religious Education, theological reflection in pedagogy, or the integration of faith and learning. Excluded from the review were sources that addressed spirituality in non-educational settings or that lacked empirical or theological depth. The search strategy used a combination of keywords including *teacher spirituality*, *Christian Religious Education*, *glorifying God*, *faith-based pedagogy*, *Exodus 15:11*, and *spiritual formation in education*. Titles and abstracts were screened first, followed by a full-text review of studies that met the inclusion criteria. Duplicate studies were removed, and only peer-reviewed or academically credible works were retained to maintain the integrity of the review process. Data extraction focused on identifying themes and patterns related to spiritual practices, theological insights, and pedagogical implications. Each study was coded according to its major contribution: conceptual understanding of spirituality, evidence of spirituality in teaching practice, and outcomes related to glorifying God through educational vocation. These codes facilitated thematic synthesis and allowed for a comparative analysis of ideas across different contexts. The analysis process involved three main stages: descriptive mapping of the literature, thematic synthesis, and interpretive integration. The descriptive mapping provided an overview of the scope and distribution of research, while thematic synthesis identified recurring theological and pedagogical themes. Finally, interpretive integration linked these findings to the biblical foundation of *Exodus 15:11*, highlighting how divine glory is reflected through the moral, emotional, and spiritual dimensions of teaching. The methodological rigor of this SLR ensured objectivity and reliability by following transparent and replicable procedures. The outcomes of this review serve as a theological and educational framework for understanding how teacher spirituality can serve as a living testimony that glorifies God

in the educational environment, particularly within the context of SDN 076707 Sisarahili Ewo.

RESULTS AND DISCUSSION

The spirituality of Christian Religious Education (CRE) teachers is a profound and dynamic expression of faith that manifests the glory of God within the educational environment. In Christian pedagogy, the role of the teacher extends beyond intellectual instruction; it is an act of ministry rooted in divine calling. Teaching becomes a sacred vocation through which the character and majesty of God are revealed. The reflection on *Exodus 15:11*- "Who among the gods is like you, Lord? Who is like you-majestic in holiness, awesome in glory, working wonders"-invites educators to view their professional duties as participation in the divine mission of glorifying God. Within this theological perspective, every pedagogical action, moral decision, and interaction with students is transformed into an act of worship that declares God's holiness and power. In reviewing the literature, several studies highlight that spirituality in teaching serves as both a personal and communal witness of faith. Teachers who live in communion with God project values of patience, humility, and compassion that shape the spiritual and moral landscape of their students. Such teachers embody what Noddings (2013) calls the "ethics of care," wherein education becomes an encounter of love and empathy. In Christian Religious Education, this ethical orientation aligns with Jesus' model of servanthood, demonstrating that teaching is not merely the transfer of knowledge but the transmission of divine values. Studies by Tisdell (2017) and Palmer (2007) emphasize that spirituality in education is manifested through authenticity-the integration of inner belief and outward practice. A spiritually grounded teacher does not separate faith from professional responsibility; rather, faith permeates every aspect of teaching, curriculum design, and interpersonal engagement. The context of SDN 076707 Sisarahili Ewo represents a living example of how teacher spirituality can shape a school community. Situated in a region where Christian identity coexists with local cultural traditions, teachers of CRE play a vital role in nurturing students' spiritual growth while promoting social harmony. Literature suggests that in such environments, the teacher's life becomes a visible testimony of Christian faith. Through consistent demonstration of integrity, prayerfulness, and compassion, teachers create a classroom culture that honors God's presence. Research by Dewi and Simatupang (2018) asserts that when teachers model respect, forgiveness, and cooperation, they cultivate an atmosphere conducive to moral learning and spiritual formation. Thus, glorifying God through teaching is not an abstract theological ideal but a tangible expression of faith lived out in daily educational practice. Spirituality in teaching also embodies a theological anthropology that recognizes every human being as the image of God. The teacher's task is therefore not to dominate or control but to guide and nurture each student as a bearer of divine worth. This theological lens reframes classroom interactions as sacred relationships in which both teacher and student grow toward God's likeness. Fowler's (2000) theory of faith development supports this notion, explaining that spiritual maturity is cultivated through relational engagement that fosters trust and reflection. At SDN 076707 Sisarahili Ewo, teachers who integrate prayer, biblical reflection, and moral dialogue into their lessons are participating in this spiritual formation process. Their teaching practices, when infused with reverence and

compassion, become acts of glorifying God-transforming ordinary learning into a sacred encounter. The reviewed studies reveal that teacher spirituality can be categorized into several interrelated dimensions: personal devotion, relational witness, ethical integrity, and vocational obedience. Personal devotion refers to the teacher's inner life of faith-regular prayer, scripture meditation, and dependence on the Holy Spirit. Relational witness involves embodying Christlike attitudes in interpersonal relationships, such as empathy and forgiveness. Ethical integrity reflects moral consistency and honesty in fulfilling professional duties. Vocational obedience, meanwhile, refers to viewing teaching as a divine calling rather than merely a job. When these dimensions interact, the result is a holistic spirituality that glorifies God through the teacher's entire being. According to Van der Walt (2020), such integration transforms education into a domain of spiritual formation where knowledge is not detached from faith but becomes an avenue for encountering the divine truth. In exploring the theological inspiration of *Exodus 15:11*, the verse emphasizes three aspects of God's nature: holiness, glory, and wondrous works. Each of these can be mirrored in the teacher's vocation. Holiness in teaching is demonstrated through moral purity, dedication, and sincerity of purpose. The glory of God is reflected through the excellence, creativity, and love evident in pedagogical practice. The wondrous works of God are mirrored through the transformative impact teachers have on their students' lives. Therefore, teaching inspired by *Exodus 15:11* requires spiritual awareness-a consciousness that the classroom is not merely an academic space but a sanctuary where God's presence can be experienced. In practice, glorifying God through teacher spirituality demands intentional reflection and discipline. Teachers at SDN 076707 Sisarahili Ewo, as observed in literature-based analysis, often integrate biblical narratives and prayer into lessons, encouraging students to perceive learning as an act of gratitude to God. They embody spiritual fruits described in Galatians 5:22-23-love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control-thereby creating a spiritual environment where God's character is visible. Research by Oser and Scarlett (2020) shows that such moral and emotional climates enhance students' empathy, reduce behavioral problems, and promote cooperative learning. Thus, the teacher's spirituality becomes a pedagogical tool for moral and spiritual transformation. The literature also identifies challenges that hinder the manifestation of spirituality in teaching. Secularization in education, administrative burdens, and the pressure to meet cognitive performance standards often lead teachers to neglect their spiritual identity. Moreover, some teachers struggle to balance professional boundaries with spiritual expression, fearing accusations of religious bias. However, studies by Hill and Lovat (2019) suggest that authentic spirituality transcends religious formalism; it is not about imposing belief but about embodying universal values rooted in divine truth. In Christian contexts like SDN 076707 Sisarahili Ewo, this means teachers can demonstrate faith through service, compassion, and integrity without coercion. Their authenticity itself becomes a testimony that glorifies God. Another significant finding from the reviewed literature is the transformative effect of teacher spirituality on students' worldview. Students taught by spiritually mature teachers develop stronger moral reasoning, greater empathy, and a sense of purpose. They perceive learning not merely as an obligation but as a form of stewardship of God's gifts. According to Astin et al. (2011), students exposed to spiritually oriented teaching demonstrate higher engagement, gratitude, and social responsibility. These outcomes

support the biblical principle that “a tree is known by its fruit” (Matthew 12:33)-a spiritually fruitful teacher will naturally produce students who reflect godly values. At SDN 076707 Sisarahili Ewo, this dynamic is evident in how CRE teachers nurture habits of prayer, kindness, and community service among students. From a pedagogical perspective, spirituality informs how teachers design and deliver lessons. It encourages reflective and student-centered approaches that respect each learner’s individuality. The integration of spirituality does not mean adding religious content to every subject but infusing moral and spiritual meaning into the learning process. For example, when a teacher discusses themes of justice, honesty, or stewardship, these concepts can be linked to biblical principles that glorify God. As highlighted by Scholes (2020), spiritual pedagogy is characterized by deep listening, humility, and openness to the Holy Spirit’s guidance. The teacher becomes not only a facilitator of learning but also a co-journeyer with students in discovering God’s truth. The SLR findings also demonstrate that teacher spirituality contributes to resilience and professional well-being. Teachers who nurture their spiritual lives experience greater job satisfaction, emotional balance, and sense of purpose (Tirri, 2016). Spiritual practices such as prayer, reflection, and gratitude enable teachers to cope with stress and to approach challenges with faith. In glorifying God through their vocation, teachers find meaning beyond routine tasks-they view teaching as a divine partnership with God. This spiritual resilience directly impacts the classroom atmosphere, as students sense authenticity and peace emanating from their teachers. In turn, they become more motivated to learn and to emulate positive values. Theological reflection from *Exodus 15:11* invites teachers to see their profession as participation in God’s ongoing work of creation and redemption. When teachers bring order, wisdom, and love into the learning process, they are cooperating with God’s creative and redemptive purposes. In this way, education becomes an act of divine glorification. The literature affirms that teacher spirituality is not static but evolves through prayer, community fellowship, and continuous learning. Teachers must engage in spiritual formation activities such as Bible study, mentorship, and worship to sustain their divine calling. At SDN 076707 Sisarahili Ewo, fostering a culture of spiritual growth among teachers-through retreats, devotionals, and peer support-an further enhance their capacity to glorify God through teaching.

The relationship between spirituality and character formation is emphasized across various studies. Character education, when infused with Christian spirituality, moves beyond behavioral regulation to transformation of the heart. Teachers serve as moral exemplars, guiding students to internalize virtues such as honesty, respect, and compassion. According to Lickona (2018), moral education that neglects the spiritual dimension remains superficial. Spirituality gives depth to virtue, rooting it in love for God and others. Teachers who demonstrate forgiveness, humility, and perseverance help students grasp that moral excellence is not merely ethical but spiritual-an offering that glorifies God. The integration of spirituality into Christian Religious Education also redefines the concept of knowledge. Knowledge, in biblical understanding, is relational-it involves knowing God and living according to His will. Thus, when teachers teach science, language, or social studies with spiritual awareness, they encourage students to see truth as God’s revelation. This holistic understanding of knowledge aligns with the Hebrew concept of *yada*, meaning experiential knowing. Through this lens, education becomes a process of spiritual awakening. Teachers who embody this vision turn every subject into

a pathway to glorify God. Glorifying God through teacher spirituality requires congruence between belief and practice. The literature shows that inconsistency between personal faith and professional conduct undermines spiritual credibility. Teachers must therefore cultivate integrity by aligning their actions with biblical principles. Authentic spirituality is demonstrated not through words alone but through consistent behavior marked by humility and love. As Paul reminds believers in 1 Corinthians 10:31, "Whatever you do, do it all for the glory of God." For teachers, this means performing even the smallest classroom task with excellence and gratitude, recognizing it as service to God. The synthesis of research further indicates that when teacher spirituality flourishes, it revitalizes the entire educational community. Colleagues, students, and parents perceive the transforming presence of God through the teacher's example. This creates a ripple effect that nurtures communal faith and moral strength. In contexts such as SDN 076707 Sisarahili Ewo, where education is deeply intertwined with local culture and social life, the spirituality of teachers serves as a bridge between faith and community values. Through love, service, and wisdom, teachers become living reflections of God's glory-fulfilling the divine calling articulated in *Exodus 15:11*. The discussion derived from the systematic literature review affirms that teacher spirituality is both a theological necessity and a pedagogical asset. It is the foundation that transforms education into a sacred ministry of glorifying God. Teachers who live out their faith authentically demonstrate God's majesty, holiness, and wondrous works through their everyday teaching practices. In the specific context of SDN 076707 Sisarahili Ewo, this spirituality not only strengthens students' faith and moral character but also serves as a testimony that God's glory can be manifested in the simplest acts of love, service, and dedication. Through their vocation, teachers become instruments of divine revelation-embodying the truth that to teach is to worship, and to serve faithfully is to glorify the One who is "majestic in holiness, awesome in glory, working wonders."

CONCLUSION

The exploration of teacher spirituality as a means of glorifying God within Christian Religious Education, particularly at SDN 076707 Sisarahili Ewo, reveals that teaching is fundamentally a sacred vocation grounded in divine purpose. The findings of this systematic literature review affirm that spirituality is not an abstract concept or personal sentiment but a lived expression of faith that transforms educational practice. Inspired by *Exodus 15:11*, teachers are called to reflect God's holiness, majesty, and wondrous works in their professional and personal conduct. This theological foundation redefines the meaning of teaching-from a routine profession into a ministry of love, service, and moral transformation that reveals the glory of God in the lives of students. The synthesis of research demonstrates that the spirituality of teachers manifests in various dimensions: personal devotion to God, integrity in ethical behavior, compassion in relationships, and faithfulness in vocation. These elements together shape a holistic identity that empowers teachers to embody God's presence in the classroom. Spirituality becomes visible in the teacher's patience, honesty, humility, and dedication to student growth. When teachers act with spiritual awareness, they not only convey biblical knowledge but also incarnate the values of the Kingdom of God. In this way, their teaching becomes a testimony that glorifies God, echoing the truth of *Exodus 15:11*-that God is "majestic in holiness" and His

glory is revealed through human faithfulness. At SDN 076707 Sisarahili Ewo, the manifestation of teacher spirituality creates a learning environment characterized by respect, empathy, and cooperation. Through prayerful reflection, moral dialogue, and genuine love for students, teachers foster a classroom culture that mirrors divine grace. Their spiritual presence influences not only students' cognitive understanding of Christian doctrine but also their emotional and moral development. Students learn to see faith as integral to life, not confined to religious activities but lived out daily in attitudes and behavior. In this context, the school becomes a microcosm of God's kingdom-where teaching and learning are acts of worship, and every achievement is an offering to God's glory. The study also underscores the importance of continuous spiritual formation among teachers. Spiritual vitality must be nurtured through personal prayer, biblical study, fellowship, and reflection. Without these disciplines, spirituality may become stagnant or merely performative. Teachers who engage in ongoing spiritual growth are better equipped to face educational challenges with wisdom and faith. Their strength and peace come not from human effort but from reliance on God's grace. This aligns with the broader theological understanding that to glorify God means to depend on Him completely, allowing His Spirit to guide one's thoughts, words, and actions.

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