



The Deductive–Inductive Approach in Teaching Biblical Values: The Implementation of Teachers’ Pedagogical Competence at SD Negeri 176326 Parbubu Julu

Vermoni Suci Simanjuntak^{1*}, Elisamark Sitopu²

¹Student, Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

²Lecturer, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: vermoni.simanjuntak89@gmail.com

ABSTRACT

This study aims to examine the implementation of the deductive–inductive approach in teaching biblical values as part of the development of teachers’ pedagogical competence at SD Negeri 176326 Parbubu Julu. Employing a qualitative research method with a case study approach, the study involved two Christian religious education teachers. Data were collected through participatory observation, in-depth interviews, and analysis of instructional documents. The findings reveal that the implementation of the deductive–inductive approach in teaching biblical values enhances students’ contextual understanding of moral and spiritual principles. The deductive approach was characterized by presenting biblical principles first, followed by practical applications, whereas the inductive approach began with students’ concrete experiences, which were then connected to biblical values. Teachers’ pedagogical competence emerged as a key factor in the successful implementation of this approach, particularly in understanding student characteristics, curriculum development, and learning assessment. The study implies the necessity of continuous professional development programs to strengthen teachers’ pedagogical competence in order to optimize the teaching of biblical values in elementary schools.

Keywords: deductive–inductive approach, biblical values, pedagogical competence

INTRODUCTION

Religious education plays a fundamental and strategic role in shaping students’ character and moral foundation. As a vital pillar in developing human resources with integrity, it not only transmits doctrines and teachings but also instills ethical and spiritual values that serve as a compass for both individual and social life. In Indonesia, with its rich diversity of religious backgrounds, religious education receives particular attention and is mandated in the curriculum across all levels of formal education, from elementary to

senior secondary school. This policy reflects the state's recognition of the importance of religious education in nurturing a younger generation that is not only intellectually capable but also emotionally and spiritually mature. The classroom implementation of religious values often encounters complex challenges. One of the main challenges lies in transforming textual values, which can sometimes appear abstract, into forms that are both relevant and applicable to students' daily lives. Sidjabat (2019) highlights the gap between students' theoretical understanding of religious values and their ability to internalize and practice them in social interactions and everyday decision-making. This challenge is particularly pronounced at the elementary level, where students' cognitive development remains at the concrete operational stage. At this stage, they require learning approaches that are tangible and closely connected to their lived experiences.

In the context of Christian religious education, the teaching of biblical values possesses a distinctive character. The Bible, as the sacred scripture of Christianity, contains diverse narratives, teachings, and profound moral principles. To ensure that these values are effectively understood and internalized by elementary school students, it is crucial to design instruction that is both systematic and contextual. Learning should not merely emphasize the memorization of verses or stories but should also bridge textual understanding with practical application in children's everyday lives. This process requires innovative pedagogical strategies that are adaptive to the unique developmental characteristics of elementary students.

Deductive and inductive approaches offer two distinct yet complementary perspectives in designing learning experiences. The deductive approach begins with general principles or abstract concepts and moves toward applications in specific situations. Within the teaching of biblical values, for instance, the principle of love may be introduced first, followed by concrete examples of how love can be expressed in interactions with peers, family, and the broader community. Conversely, the inductive approach starts from students' concrete experiences, observations of phenomena, or specific case studies, which are then analyzed to draw broader conclusions or principles. For example, students may reflect on experiences of sharing with friends, which then leads to an understanding of kindness and generosity as taught in the Bible. Joyce, Weil, and Calhoun (2015) emphasize that integrating these two approaches can create richer and more meaningful learning experiences. The deductive approach helps students to grasp conceptual frameworks and foundational principles, while the inductive approach enables them to connect these concepts with their lived realities. For elementary students who are at Piaget's concrete operational stage of cognitive development (as cited in Santrock, 2018), the combination of simplified conceptual presentations with explorations of concrete examples significantly facilitates comprehension and the internalization of values. They learn most effectively through direct experience, object manipulation, and engagement in real problem-solving.

SD Negeri 176326 Parbubu Julu, located in a rural area of North Tapanuli, North Sumatra, provides a compelling context for examining the implementation of biblical value education. Although it is a public school, the majority of students are Christian, making the teaching of biblical values a vital component of character formation within the school environment. However, preliminary observations indicate that biblical value education at this school still tends to be doctrinal, emphasizing the transmission of biblical teachings and stories without sufficient focus on contextualization and practical application in

students' daily lives. Consequently, while students may acquire knowledge of biblical values, they often struggle to translate them into concrete actions in social interactions and problem-solving. Teachers' pedagogical competence plays a central and indispensable role in the successful implementation of effective learning approaches. Mulyasa (2017) asserts that pedagogical competence encompasses a broad spectrum of teacher abilities, including a deep understanding of student characteristics, the ability to design and manage engaging and interactive learning processes, the capacity to develop curricula relevant to students' needs, the creative use of instructional media and technology, and the comprehensive assessment of learning outcomes. In the context of teaching biblical values, pedagogical competence is particularly tested in the teacher's ability to integrate deductive and inductive approaches in a harmonious and effective manner. Teachers must be skilled in presenting biblical concepts simply and engagingly while also facilitating students' exploration of their own experiences and connecting these experiences to biblical values.

Building on this background and problem identification, the present study seeks to examine in depth the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu. It further aims to analyze the critical role of teachers' pedagogical competence in optimizing the effectiveness of this approach. A comprehensive understanding of how the approach is applied, and how teachers' competence influences its effectiveness, will provide valuable insights for developing more effective and contextualized practices in Christian religious education at the elementary level. To achieve these objectives, the study will systematically explore the following research questions: first, how is the deductive–inductive approach currently implemented in teaching biblical values at SD Negeri 176326 Parbubu Julu? This question investigates teachers' instructional practices, how they integrate (or fail to integrate) the two approaches, and how students respond to these methods; second, what role does teachers' pedagogical competence play in optimizing the implementation of the deductive–inductive approach in teaching biblical values at the school? This question examines how teachers' understanding of student characteristics, their ability to design learning activities, their use of instructional media, and their evaluation strategies contribute to the effective use of the deductive–inductive approach; third, what supporting and inhibiting factors affect the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu? This question identifies contextual aspects—teacher-related, student-related, curricular, and environmental—that facilitate or hinder the adoption of this innovative learning method. Through an in-depth exploration of these three research questions, the study seeks to develop a comprehensive understanding of how the deductive–inductive approach can be effectively applied in teaching biblical values at the elementary level, and how teachers' pedagogical competence serves as a key determinant of its success. The findings of this research are expected to contribute significantly to the development of more relevant and contextualized practices in Christian religious education, fostering holistic character and moral development among students. Furthermore, the results may provide valuable input for policymakers, school leaders, teachers, and other stakeholders in their efforts to enhance the quality of religious education in Indonesia.

METHODS

This study adopts a qualitative approach with a case study design to investigate in depth the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu. The choice of a qualitative approach was based on the intention to gain a comprehensive understanding of the phenomenon under investigation, while the case study design enabled an intensive exploration of teaching practices within a specific school context. The participants consisted of two Christian religious education teachers at SD Negeri 176326 Parbubu Julu, selected through purposive sampling. The selection criteria included a minimum of five years of teaching experience, a bachelor’s degree in Christian Religious Education, and active involvement in developing innovative teaching methods. The study was conducted at SD Negeri 176326 Parbubu Julu, located in Siborong-borong Subdistrict, North Tapanuli Regency, North Sumatra. Data were collected using three primary techniques: (1) participatory observation to directly examine the process of teaching biblical values, the application of the deductive–inductive approach, and the manifestation of teachers’ pedagogical competence; (2) in-depth interviews with the teachers to explore their perspectives, experiences, and reflections regarding the use of this approach; and (3) document analysis, which included lesson plans, teaching materials, and student portfolios to identify instructional designs and student learning outcomes. Data analysis was conducted using the interactive model of Miles, Huberman, and Saldaña (2014), which involves data condensation through selection, focusing, simplification, abstraction, and transformation; data display in the form of descriptive narratives, tables, and diagrams to facilitate understanding; and conclusion drawing followed by verification. Multiple strategies were applied to ensure the validity and reliability of the study, including source triangulation by comparing data from various sources, methodological triangulation by comparing data obtained through observation, interviews, and document analysis, and member checking by confirming the findings with the participants. Then, an audit trail was maintained to ensure dependability and traceability of the entire research process.

RESULT AND DISCUSSION

The findings from observation and data analysis indicate that the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu is carried out through several distinct patterns. In the deductive approach, teachers begin instruction by presenting a biblical principle or value, followed by guiding students to identify its application in everyday life. As one participant explained: *“I usually start by reading a Bible verse that contains a particular moral value, such as love from 1 Corinthians 13. I then explain the meaning of the verse and ask the students to give examples of how they can apply the value of love in their relationships with classmates, family, or the community.”* (Teacher, Interview, Jan 15, 2025). Classroom observation revealed that this approach is effective in instilling clear conceptual understanding of biblical principles, as students are first introduced to the context and meaning of the biblical text before applying it to real-life situations. Nevertheless, challenges arise when students struggle to connect abstract values with their concrete experiences.

Conversely, the inductive approach begins with concrete experiences or real-life cases familiar to students, which are then linked to the biblical values embedded in those experiences. As illustrated by one teacher: *“When teaching about honesty, I often start by telling a story or showing a video about a situation in which someone faces a choice between telling the truth and lying. Students are asked to discuss the consequences of each choice. Afterward, I connect the discussion with the biblical teaching on honesty, such as Proverbs 12:22.”* (Teacher, Interview, Jan 16, 2025). Observations confirmed that this approach successfully engaged students’ interest and made learning more meaningful, as it began with experiences they could easily relate to. Students actively participated in discussions and constructed their own understanding of biblical values. A particularly noteworthy finding is the integration of deductive and inductive approaches within the same lesson. In this model, teachers combine both methods into a cohesive learning process. As one participant described: *“In a single lesson, I usually begin with a contextual story (inductive), then connect it with a relevant Bible verse (deductive). After that, students are encouraged to explore other examples from their own lives that reflect the same value (back to inductive). In this way, students can see the reciprocal relationship between text and context.”* (Teacher, Interview, Jan 14, 2025). Analysis of lesson plans and classroom observations indicates that this integrated approach fosters a more comprehensive understanding of biblical values, enabling students to grasp not only what is written in the text but also how those values manifest in daily life. Teachers’ pedagogical competence plays a vital role in optimizing the implementation of the deductive–inductive approach. Data analysis highlights several key aspects of pedagogical competence that contribute to its successful application. First, understanding students’ characteristics is essential. Teachers with deep knowledge of students’ cognitive, emotional, and social development are able to adapt the approach to meet learning needs. As one participant observed: *“Lower-grade students (Grades 1–3) are more responsive to the inductive approach, which starts with stories or concrete experiences. Meanwhile, upper-grade students (Grades 4–6) are beginning to think abstractly and can be guided through the deductive approach, although it still needs to be connected to their context.”* (Teacher, Interview, Jan 14, 2025). Classroom observations confirmed that teachers who understand students’ developmental stages tend to be more flexible in adapting learning approaches according to students’ responses and abilities. Second, curriculum development and lesson design significantly influence the quality of implementation. Analysis of lesson plans revealed that teachers with strong competence in this area were able to select biblical texts relevant to the lesson theme and students’ comprehension level, design activities that facilitated both deductive and inductive reasoning, formulate stimulating questions that encouraged students to connect text with context, and integrate varied instructional media to enhance understanding. As one participant reflected: *“Lesson planning requires thorough preparation. I must ensure that the selected biblical text conveys values students can understand, and that the learning activities enable them to move from text to context or vice versa.”* (Teacher, Interview, Jan 17, 2025). Third, the ability to implement educational and dialogical teaching was evident in dynamic classroom interactions. Teachers who possessed this competence were able to create a safe and supportive classroom atmosphere for sharing experiences, facilitate discussions that connected biblical values with students’ lives, pose open-ended questions to stimulate critical thinking, and respond constructively to students’ questions

and ideas. Finally, competence in evaluating biblical values learning extended beyond cognitive assessment to include affective and psychomotor dimensions. Analysis of teachers' assessment instruments demonstrated the use of diverse evaluation methods, such as students' written reflections on biblical values learned, observation of behaviors reflecting those values, projects that applied values in family or community settings, and portfolios documenting students' progress in understanding and practicing biblical values.

Supporting and Inhibiting Factors in the Implementation of the Deductive–Inductive Approach

Several factors support the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu. These include the principal's policy support that encourages instructional innovation, the availability of adequate learning resources such as children's Bibles and biblical storybooks, the active participation of parents in reinforcing biblical values at home, a school climate conducive to the development of moral and spiritual values, and the existence of teacher learning communities that facilitate the exchange of experiences and best practices. A number of inhibiting factors were identified. These include the limited instructional time for Christian Religious Education, which is restricted to only two or three hours per week; student heterogeneity in terms of abstract thinking abilities and comprehension of biblical texts; the lack of specific training on the deductive–inductive approach in teaching biblical values; the heavy administrative workload that constrains teachers' capacity to design more creative lessons; and limited access to digital media that could otherwise support the visualization and concretization of biblical values. Findings from the study suggest that the successful implementation of the deductive–inductive approach requires a harmonious integration of two complementary methods. The deductive approach enables students to understand biblical principles and values systematically, while the inductive approach assists them in contextualizing those values within their everyday experiences. This finding aligns with Groome (2018), who emphasizes the importance of a dialectic between text (the Bible) and context (life experiences) in Christian religious education. The deductive approach observed in this study is consistent with Ausubel's theory of meaningful learning, which posits that new knowledge is assimilated into existing cognitive structures (Schunk, 2018). By beginning with biblical concepts or principles, teachers provide a conceptual framework that helps students interpret their practical applications. Meanwhile, the inductive approach reflects the constructivist perspectives of Piaget and Vygotsky, who highlight the role of concrete experiences and social interaction in learning (Santrock, 2018). Starting from lived experiences or real-life cases, students are encouraged to construct their own understanding of biblical values through discovery and meaning-making.

The integrated use of both deductive and inductive approaches, as identified in this study, demonstrates a more comprehensive pedagogical practice. This resonates with Habermas's theory of communicative action, which underscores the importance of dialectics between theory and practice (as cited in Browning, 2014). In the context of teaching biblical values, such integration fosters productive dialogue between the biblical text as a source of values and students' life experiences as the context in which those values are applied. Teachers' pedagogical competence was also found to be a decisive factor in implementing the deductive–inductive approach, confirming Shulman's (1986)

concept of *pedagogical content knowledge (PCK)*. PCK refers to the integration of subject matter expertise with pedagogical skills. In this study, it was reflected in teachers' ability to select relevant biblical texts, design appropriate learning activities, and facilitate students' cognitive processes in linking text with context. The supporting and inhibiting factors identified in this research highlight the complexity of teaching biblical values in primary schools. As Fullan (2016) argues, the success of instructional innovations depends on the interplay of multiple factors, including the characteristics of the innovation itself, the organizational capacity of schools, and external support. Accordingly, optimizing the implementation of the deductive–inductive approach requires a systemic effort that involves not only teachers but also principals, parents, and the broader community. A key practical implication of this study is the importance of continuous professional development programs for Christian Religious Education teachers, particularly in strengthening pedagogical competence for applying the deductive–inductive approach. Such programs may include training, mentoring, lesson study, and professional learning communities that encourage the sharing of experiences and best practices among teachers. Based on the findings and discussion, it can be concluded that the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu is carried out through three patterns: a purely deductive approach, a purely inductive approach, and an integration of both approaches. Among these, the integrated pattern has proven to be the most effective in helping students to comprehend and internalize biblical values comprehensively. Teachers' pedagogical competence plays a vital role in optimizing the implementation of the deductive–inductive approach, particularly in understanding students' characteristics, developing the curriculum, conducting educational and dialogical learning processes, and evaluating learning outcomes. Teachers with strong pedagogical competence are able to adapt the teaching approach to align with the characteristics of the subject matter and the learning needs of students. The supporting factors for implementing the deductive–inductive approach include principal support, the availability of learning resources, parental involvement, a conducive school climate, and the presence of teacher learning communities. Meanwhile, the inhibiting factors consist of time constraints, student heterogeneity, the lack of specific training, administrative demands, and limited learning media. The implications of this study highlight the importance of strengthening teachers' pedagogical competence through continuous professional development programs, particularly those focusing on the implementation of the deductive–inductive approach in teaching biblical values. Furthermore, systemic support from various stakeholders is required to create a conducive learning ecosystem for the application of biblical values in students' everyday lives. For future research, it is recommended to examine the long-term impact of the deductive–inductive approach on the internalization of biblical values and to explore the integration of digital technology in supporting the implementation of this approach.

Conclusion

Based on the findings and discussion, it can be concluded that the implementation of the deductive–inductive approach in teaching biblical values at SD Negeri 176326 Parbubu Julu was carried out through three patterns: the purely deductive approach, the purely

inductive approach, and the integration of both approaches. Among these, the integrative pattern proved to be the most effective in enabling students to understand and internalize biblical values comprehensively. Teachers' pedagogical competence plays a vital role in optimizing the implementation of the deductive–inductive approach, particularly in terms of understanding students' characteristics, curriculum development, conducting educational and dialogical learning processes, and evaluating learning outcomes. Teachers with strong pedagogical competence are able to adapt the teaching approach to align with both the nature of the subject matter and the diverse learning needs of students. The supporting factors in the implementation of the deductive–inductive approach include the support of the principal, the availability of learning resources, parental involvement, a conducive school climate, and the presence of teacher learning communities. Meanwhile, the inhibiting factors include limited instructional time, student heterogeneity, insufficient specific training, administrative demands, and limited instructional media. The implications of this study highlight the importance of strengthening teachers' pedagogical competence through continuous professional development programs focused on the implementation of the deductive–inductive approach in teaching biblical values. Furthermore, systemic support from various stakeholders is required to foster a learning ecosystem that is conducive to the application of biblical values in students' daily lives. For future research, it is recommended to examine the long-term impact of the deductive–inductive approach on the internalization of biblical values, as well as to explore the integration of digital technology to further support the implementation of this approach.

BIBLIOGRAPHY

- Browning, D. S. (2014). *A fundamental practical theology: Descriptive and strategic proposals*. Fortress Press.
- Fullan, M. (2016). *The new meaning of educational change* (5th ed.). Teachers College Press.
- Groome, T. H. (2018). *Christian religious education: Sharing our story and vision*. Routledge.
- Joyce, B., Weil, M., & Calhoun, E. (2015). *Models of teaching* (9th ed.). Pearson.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative data analysis: A methods sourcebook* (3rd ed.). Sage Publications.
- Mulyasa, E. (2017). *Standar kompetensi dan sertifikasi guru* (12th ed.). PT Remaja Rosdakarya.
- Santrock, J. W. (2018). *Educational psychology* (6th ed.). McGraw-Hill Education.
- Schunk, D. H. (2018). *Learning theories: An educational perspective* (8th ed.). Pearson.

- Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4-14.
- Sidjabat, B. S. (2019). *Mengajar secara profesional: Mewujudkan pembelajaran bermakna*. Kalam Hidup.
- Siahaan, H., & Simbolon, D. (2021). Kompetensi pedagogik guru pendidikan agama Kristen dalam pembelajaran daring. *Jurnal Shanan*, 5(1), 1-20.
- Simanjuntak, J. (2018). *Pendidikan Agama Kristen untuk anak-anak: Teori dan praktik*. ANDI.
- Siregar, E., & Simorangkir, M. S. (2020). Implementasi model pembelajaran berbasis masalah (problem-based learning) dalam pendidikan agama Kristen. *Jurnal Dinamika Pendidikan*, 13(3), 208-220.
- Situmorang, J. R. (2019). Pengembangan model pembelajaran nilai-nilai Kristiani berbasis pendekatan kontekstual. *Jurnal Ilmiah Religiosity Entity Humanity (JIREH)*, 1(1), 31-43.
- Tanyid, M. (2017). Etika pendidikan: Kajian etis tentang krisis moral berdampak pada pendidikan. *Jurnal Jaffray*, 15(2), 199-212.