



## Teacher Professionalism in Biblical Classroom Management Based on Exodus 29:9 at SDN 173362 Sibandang

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### ABSTRACT

*Teacher professionalism in Christian Religious Education (CRE) encompasses not only pedagogical competence but also moral integrity and spiritual leadership. Effective classroom management in CRE requires the integration of biblical principles to foster both academic engagement and ethical development. This study aimed to examine the influence of biblical classroom management based on Exodus 29:9 on teacher professionalism and student behavior at SDN 173362 Sibandang. A pre-experimental one-group pretest–posttest design was employed with 72 students as participants. The intervention involved implementing classroom management strategies grounded in the theological principles of consecration, responsibility, obedience, and faithfulness. Data were collected using structured questionnaires and observation sheets to assess teacher professionalism and student behavior before and after the intervention. Quantitative analysis, including paired-sample t-tests, demonstrated significant improvements in teacher consistency, fairness, integrity, and spiritual modeling, as well as increased student discipline, engagement, and moral awareness. Qualitative observations further confirmed that teachers' modeling of Christian character and linking classroom rules to biblical teachings promoted ethical reasoning and responsible behavior among students. The findings indicate that biblical classroom management enhances professionalism by integrating spiritual, ethical, and pedagogical dimensions, transforming routine disciplinary practices into opportunities for moral and spiritual formation. This study provides evidence that values-based classroom management is both feasible and effective in public school settings, offering practical insights for CRE teachers seeking to align professional practice with biblical principles. Future research is recommended to explore long-term impacts, include control groups, and investigate applicability in diverse educational contexts.*

**Keywords:** *Teacher professionalism, biblical classroom management, Christian Religious Education*

## INTRODUCTION

Teacher professionalism is a fundamental pillar in ensuring the effectiveness and integrity of the educational process, particularly in Christian Religious Education (CRE). Professional teachers are not only characterized by pedagogical competence, mastery of subject matter, and classroom management skills, but also by moral integrity and spiritual maturity that reflect biblical values. In the context of CRE, teacher professionalism goes beyond technical proficiency and enters the realm of spiritual responsibility, where educators are called to become role models who embody Christian character in their attitudes, decisions, and teaching practices. Classroom management, therefore, cannot be separated from biblical principles, as it functions not merely to maintain order and discipline but to cultivate an environment that nurtures faith, respect, responsibility, and obedience to God. This integration between professionalism and biblical values is essential in shaping students' holistic development, encompassing cognitive, affective, and spiritual dimensions. Biblical classroom management emphasizes the understanding that authority and responsibility in teaching originate from God. Exodus 29:9 provides a significant theological foundation for this perspective, as it highlights the concept of divine calling, consecration, and responsibility entrusted to those appointed for sacred service. Although this verse specifically refers to the priestly ordination of Aaron and his sons, its underlying principles are relevant to Christian educators, who are likewise entrusted with a sacred mandate to guide and nurture learners in truth and righteousness. The verse underscores the importance of commitment, obedience, and faithfulness to God's calling, which can be interpreted in the educational context as a call for teachers to exercise their authority responsibly, professionally, and in alignment with biblical ethics. Thus, classroom management becomes an expression of stewardship rather than control, where discipline is rooted in love, justice, and accountability.

In contemporary educational practice, professionalism in classroom management is often understood in technical and administrative terms, focusing on strategies to maintain discipline, create conducive learning environments, and enhance student engagement. While these aspects are important, they remain incomplete when detached from moral and spiritual foundations, particularly in the context of CRE. Biblical classroom management invites teachers to see their role not merely as instructors but as shepherds who guide students toward spiritual maturity. This perspective transforms classroom interactions into opportunities for character formation, where patience, fairness, compassion, and consistency become central elements of professional conduct. Consequently, teacher professionalism is manifested not only in effective instructional methods but also in the ability to integrate biblical values into everyday classroom practices. The relevance of this study becomes increasingly significant in public schools where CRE teachers often face challenges in maintaining spiritual distinctiveness while adhering to institutional regulations and diverse student backgrounds. At SDN 173362 Sibandang, the role of CRE teachers is crucial in fostering a learning atmosphere that reflects Christian values while remaining inclusive and respectful of the broader educational environment. The professionalism of teachers in managing classrooms biblically contributes to the formation of students who are disciplined, respectful, and morally responsible. However, there is still limited research that explicitly connects biblical theology, particularly specific scriptural texts such as Exodus 29:9, with practical classroom management and teacher professionalism in Indonesian public elementary

schools. This gap highlights the need for a deeper exploration of how biblical principles can be contextualized and operationalized in educational practice.

The concept of professionalism in education has evolved to encompass not only competence and accountability but also ethical and spiritual dimensions. For CRE teachers, professionalism is inseparable from their faith identity, as their teaching ministry reflects their personal relationship with God. Biblical classroom management rooted in Exodus 29:9 emphasizes the importance of consecration and dedication in carrying out educational responsibilities. Just as the priests were set apart for holy service, teachers are called to approach their profession with reverence, integrity, and commitment. This theological insight reinforces the idea that classroom management is a form of service to God and students, requiring sincerity, discipline, and moral consistency. This study is also important in addressing contemporary issues related to classroom discipline and teacher authority. In many educational settings, classroom management is often perceived as authoritarian or punitive, leading to tension between teachers and students. Biblical classroom management, however, promotes a balanced approach that integrates authority with love and justice. Exodus 29:9 reminds educators that authority is divinely entrusted and must be exercised responsibly, not for domination but for guidance and protection. This perspective encourages teachers to develop classroom policies that are fair, transparent, and restorative, fostering a sense of trust and mutual respect between teachers and students. Such an approach strengthens the professionalism of teachers by aligning their practices with both educational standards and biblical ethics. The integration of teacher professionalism and biblical classroom management based on Exodus 29:9 offers a meaningful framework for CRE teachers in shaping a spiritually grounded and academically conducive learning environment. By interpreting classroom management as a form of sacred stewardship, teachers can transform routine educational practices into expressions of faith and service. This research aims to explore how the principles embedded in Exodus 29:9 can inform and enhance teacher professionalism in classroom management at SDN 173362 Sibandang. Through this exploration, the study seeks to contribute to the development of a holistic model of professionalism that unites pedagogical excellence, ethical responsibility, and spiritual integrity, thereby strengthening the role of Christian Religious Education in nurturing students who are intellectually capable, morally upright, and spiritually mature.

## **METHODS**

This study employed a pre-experimental research design using a one-group pretest–posttest model to examine the effect of biblical classroom management grounded in Exodus 29:9 on teacher professionalism and students' classroom behavior in Christian Religious Education at SDN 173362 Sibandang. The design was chosen because the research focused on observing changes that occurred after the implementation of a specific intervention without involving a comparison or control group. Although this design does not allow for broad causal generalization, it is appropriate for exploratory and contextual studies that aim to identify the practical effectiveness of an educational approach within a natural classroom setting. The participants in this study consisted of 72 students who were enrolled in Christian Religious Education classes at SDN 173362 Sibandang. All students were involved as research subjects through a total sampling

technique to ensure comprehensive data representation and to avoid selection bias. The classroom teacher also played a central role as the implementer of the biblical classroom management intervention. The students came from similar academic and socio-cultural backgrounds, which helped minimize variability that might arise from external factors. This homogeneity strengthened the internal consistency of the observed changes between the pretest and posttest stages. The experimental treatment involved the implementation of biblical classroom management practices explicitly based on the theological principles derived from Exodus 29:9, particularly consecration, responsibility, obedience, and faithfulness in service. These principles were translated into practical classroom strategies such as consistent rule enforcement, discipline rooted in love and fairness, respectful communication, teacher modeling of Christian character, and the cultivation of a learning atmosphere that emphasized responsibility and moral accountability. The intervention was carried out over several instructional sessions, allowing sufficient time for students to adapt to the new classroom management approach and for observable behavioral changes to emerge.

Data were collected using quantitative instruments in the form of structured questionnaires and observation sheets. The questionnaire measured students' perceptions of teacher professionalism in classroom management, including indicators such as fairness, consistency, responsibility, integrity, and spiritual example. The observation sheet was used to assess student behavior during classroom activities, focusing on discipline, participation, respect, and responsibility. A pretest was administered before the intervention to establish baseline data, while a posttest was conducted after the implementation to measure changes resulting from the experimental treatment. Both instruments were validated through expert judgment and tested for reliability to ensure the accuracy and consistency of the data. Data analysis was conducted using descriptive and inferential statistical techniques. Descriptive statistics were applied to determine the mean, percentage, and standard deviation of students' scores before and after the intervention. To identify significant differences between pretest and posttest results, a paired-sample t-test was employed, as the data were obtained from the same group of students at two different time points. This statistical test was suitable for measuring the effectiveness of the experimental treatment within a single-group design. Confidentiality and anonymity were maintained, and the research was conducted in a manner that respected students' rights and promoted their educational well-being. Through this experimental method, the study aimed to provide empirical evidence on how biblical classroom management based on Exodus 29:9 can enhance teacher professionalism and foster positive student behavior in Christian Religious Education classrooms.

## RESULTS AND DISCUSSION

Teacher professionalism in Christian Religious Education (CRE) represents an intersection between pedagogical competence, ethical integrity, and spiritual leadership. In the context of biblical classroom management, professionalism extends beyond the ability to plan and deliver lessons; it embodies a commitment to guiding students according to biblical principles, demonstrating moral character, and serving as a role model of faith in action. The findings of this study show that when biblical principles derived from Exodus 29:9, consecration, obedience, responsibility, and faithfulness, are applied to classroom

management, teachers exhibit higher levels of professional behavior, and students respond with increased engagement, discipline, and moral awareness. Before the intervention, observations indicated that classroom management practices at SDN 173362 Sibandang were largely conventional and focused on maintaining discipline through procedural rules rather than moral or spiritual guidance. Teachers often emphasized compliance and order without explicitly modeling Christian values or linking classroom rules to spiritual principles. These findings are consistent with research by Boehlke (2010), who argues that teacher professionalism in CRE requires the integration of theological understanding with pedagogical strategies, so that moral formation accompanies academic instruction. Similarly, Groome (2011) highlights that the spiritual and ethical dimensions of teaching are as critical as cognitive instruction, particularly in shaping students' character in formative years.

### ***Implementation of Biblical Classroom Management***

The intervention in this study involved applying Exodus 29:9 as a theological framework for classroom management. The verse, which outlines the consecration of priests for holy service, provides insights into dedication, accountability, and faithful execution of responsibilities. Rules were consistently applied and explained in relation to biblical teachings on obedience, respect, and moral responsibility. This approach helped students internalize the purpose behind the rules rather than viewing them as arbitrary constraints. The teacher demonstrated patience, integrity, fairness, and compassion in all interactions. By observing the teacher's behavior, students were more likely to emulate ethical and spiritual norms. Discipline was approached as corrective guidance rather than punitive measures. Praise, encouragement, and constructive feedback were grounded in biblical values, reinforcing desirable behaviors. Students were periodically guided in brief reflections connecting classroom behavior to spiritual principles, fostering moral reasoning alongside academic participation. Students were entrusted with specific classroom roles or responsibilities, fostering a sense of accountability and participation in the learning community. The implementation of these strategies aligns with principles outlined by Homrighausen (2010), who notes that biblical classroom management emphasizes the integration of faith and learning, where discipline, instruction, and character formation converge. The application of Exodus 29:9 enabled the teacher to conceptualize classroom management as a sacred stewardship, rather than solely as an administrative task.

### ***Effects on Teacher Professionalism***

The post-intervention results revealed a significant improvement in teacher professionalism across multiple dimensions. Quantitative analysis indicated that teacher consistency, fairness, ethical integrity, and spiritual modeling all showed measurable increases compared to pre-intervention levels. Specifically, paired-sample t-tests demonstrated that the difference between pretest and posttest scores was statistically significant ( $p < 0.05$ ), confirming that the biblical classroom management framework had a positive effect on professional behavior. Qualitative observations further supported these findings. The teacher exhibited enhanced confidence in handling disciplinary situations, mediated conflicts with moral reasoning, and consistently connected classroom rules to biblical principles. These behaviors align with the conceptual

framework proposed by Darling-Hammond (2017), who emphasizes that teacher professionalism is reinforced by ethical clarity, relational competence, and reflective practice. The integration of biblical principles provided a moral compass that guided decision-making, strengthening the teacher's role as both an educator and spiritual mentor. Importantly, the results highlight that professionalism in this context is multidimensional. Beyond technical competence and procedural efficiency, professionalism encompasses the ability to inspire respect, model faith-based behavior, and cultivate a nurturing learning environment. This aligns with Groome's (2011) assertion that CRE teachers act as spiritual exemplars, and their conduct directly influences students' moral and spiritual development.

### ***Effects on Student Behavior and Engagement***

The impact on students was equally notable. Observation and posttest data indicated improvements in classroom behavior, participation, and moral awareness. Students exhibited higher levels of respect toward the teacher and peers, greater attentiveness, and a stronger commitment to completing tasks responsibly. Discipline issues decreased, and instances of disruptive behavior were significantly reduced. The improvement in student behavior can be interpreted through the lens of social learning theory (Bandura, 1977), which posits that individuals learn through observation and imitation of role models. By modeling integrity, fairness, and spiritual commitment, the teacher encouraged students to adopt these values in their own behavior. Furthermore, the explicit integration of biblical principles provided students with a clear framework for understanding the rationale behind rules, enhancing internal motivation rather than mere compliance. This finding resonates with Magnis-Suseno's (1987) discussion on moral development, emphasizing that ethical behavior is more likely to be internalized when authority figures exemplify and rationalize moral norms.

The study demonstrates that Exodus 29:9 offers a robust theological foundation for enhancing professionalism and classroom management. The verse's emphasis on consecration, dedication, and accountability was effectively translated into classroom strategies that guided teacher behavior and student conduct. Importantly, the intervention underscores that biblical classroom management is not limited to religious instruction but can permeate broader educational practices, fostering a morally coherent and spiritually supportive environment. The results suggest that professional development for CRE teachers should include explicit training on integrating biblical principles into classroom management. While technical skills such as lesson planning, assessment, and pedagogical techniques are important, this study highlights the unique contribution of spiritual formation and biblical literacy in shaping professional conduct. The study provides evidence that a values-based approach to classroom management can improve student engagement and moral behavior, which are critical components of holistic education. Implementing biblical classroom management in public schools such as SDN 173362 Sibandang requires careful contextualization. While the integration of biblical principles enhances professionalism, teachers must balance this approach with respect for institutional policies, diverse student backgrounds, and inclusive educational practices. The study indicates that biblical classroom management can be applied in a way that emphasizes universal values such as fairness, responsibility, respect, and integrity, which are applicable across cultural and religious contexts. This research provides a model

for other CRE teachers in similar public school settings. By explicitly connecting classroom management strategies with biblical teachings, educators can strengthen their professional identity, enhance classroom effectiveness, and foster positive student development. This approach promotes reflective practice, ethical awareness, and spiritual authenticity, reinforcing the notion that teacher professionalism is inseparable from moral and spiritual integrity.

The one-group pretest–posttest design limits the generalizability of the findings, as there was no control group for comparison. Furthermore, the intervention relied heavily on the skills and personal commitment of a single teacher, which may introduce bias and reduce reproducibility. Students' responses may also have been influenced by novelty effects, as they were aware of the special attention and reflective activities introduced during the intervention. The study provides valuable preliminary evidence for the efficacy of biblical classroom management in enhancing teacher professionalism and student behavior. Future research could employ quasi-experimental or randomized controlled designs to strengthen causal inferences and examine the long-term sustainability of these practices. This study contributes to the growing body of literature on Christian Religious Education by bridging the gap between theological principles and practical classroom management. By operationalizing Exodus 29:9 into tangible strategies, the research demonstrates how scriptural insights can guide professional conduct in educational settings. This aligns with the broader pedagogical discourse on values-based education, which emphasizes that character formation, moral reasoning, and spiritual development are integral to holistic learning. The study offers actionable recommendations for educators. Teachers can incorporate biblical principles into classroom routines, behavioral expectations, and reflective activities without compromising inclusivity or academic rigor. Educational administrators can also support professional development programs that enhance both pedagogical skills and spiritual competency, ensuring that CRE teachers are equipped to manage classrooms effectively while fostering students' moral and spiritual growth. The findings indicate that teacher professionalism and biblical classroom management are mutually reinforcing. Professionalism in the CRE context encompasses competence, integrity, and spiritual authenticity, while biblical classroom management provides a moral and theological framework to guide practice. The study demonstrates that when teachers internalize and apply principles such as consecration, responsibility, and faithfulness, classroom management becomes an avenue for spiritual formation and ethical leadership. Students respond positively, showing improved discipline, engagement, and moral reasoning, which validates the practical significance of integrating theology into pedagogy. The research underscores the importance of contextual reflection. Applying Exodus 29:9 in a public elementary school setting requires sensitivity, adaptability, and creativity to ensure that biblical principles are communicated effectively and respectfully. The study highlights that professionalism is not merely about following rules or administrative procedures but about embodying ethical and spiritual ideals in every aspect of teaching.

## CONCLUSION

This study has explored the influence of biblical classroom management based on Exodus 29:9 on teacher professionalism and student behavior in Christian Religious Education at

SDN 173362 Sibandang. The findings demonstrate that integrating theological principles into classroom management enhances both the professional conduct of teachers and the moral, spiritual, and behavioral development of students. Teacher professionalism, in this context, is not limited to pedagogical competence or classroom organization but encompasses ethical integrity, spiritual authenticity, and reflective practice. By grounding classroom management strategies in biblical principles such as consecration, responsibility, obedience, and faithfulness, teachers were able to exercise authority with fairness, consistency, and compassion, thereby strengthening their role as both educators and spiritual mentors. The study indicates that when teachers model Christian character and connect classroom rules to biblical teachings, students respond positively through improved discipline, engagement, and accountability. The observed behavioral changes confirm the applicability of social learning theory, whereby students emulate the ethical and spiritual conduct demonstrated by teachers. Moreover, linking classroom management to Exodus 29:9 transformed routine disciplinary procedures into opportunities for moral and spiritual formation. Instead of perceiving rules as arbitrary or punitive, students began to understand them as expressions of stewardship, responsibility, and obedience to God, fostering internalized motivation for ethical behavior. The study highlights the multidimensional nature of teacher professionalism in Christian Religious Education. Beyond technical and administrative skills, professionalism encompasses moral guidance, spiritual modeling, and the ability to create a learning environment that integrates faith, ethics, and academic instruction. The post-intervention results revealed significant improvements in teacher behavior, demonstrating that the application of biblical principles contributes to higher standards of professional conduct. This finding aligns with Groome's assertion that CRE teachers serve as spiritual exemplars whose personal integrity and faith influence both the learning environment and student development. The research also provides practical insights for the implementation of biblical classroom management in public school settings. While teachers must balance adherence to institutional policies and inclusivity with the integration of biblical principles, this study shows that values-based management is feasible and effective. Principles such as fairness, responsibility, respect, and integrity are universally applicable, allowing teachers to operationalize biblical teachings without compromising inclusivity or academic objectives. Consequently, Christian Religious Education teachers can enhance their professionalism while fostering an ethically coherent and spiritually nurturing environment. Certain limitations must be acknowledged. The study employed a one-group pretest–posttest design without a control group, which constrains the generalizability of the results. The intervention also relied heavily on the skills and commitment of a single teacher, and the novelty of the approach may have influenced student responses. Despite these limitations, the findings provide preliminary empirical evidence that biblical classroom management can serve as a transformative approach to professional development and student formation in CRE contexts.

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