



Social Responsibility of Christian Religious Education Teachers toward the Community Based on Exodus 23:25 at SMA Negeri 2 Lawe Bulan

Surianto L. Tobing

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: tobingsurianto@gmail.com

ABSTRACT

This study explores the social responsibility of Christian Religious Education (CRE) teachers toward the community based on a biblical reflection of Exodus 23:25, with contextual relevance to SMA Negeri 2 Lawe Bulan. In contemporary education, teachers are increasingly expected to function not only as instructors but also as moral agents who contribute to students' character formation and social awareness. Within Christian education, social responsibility is deeply rooted in biblical teachings that emphasize service, care, and responsibility toward others as expressions of faith. This research aims to synthesize theological and educational perspectives to understand how social responsibility constitutes an integral dimension of CRE teacher professionalism. The study employed a Systematic Literature Review (SLR) method to analyze scholarly works related to Christian education, teacher social responsibility, biblical theology, and community engagement. Relevant literature was collected from reputable academic databases and analyzed using qualitative content analysis to identify key themes and patterns. The findings indicate that social responsibility is consistently portrayed as a core expression of Christian faith in educational practice. Exodus 23:25 provides a theological foundation that connects faithful service to God with holistic well-being and communal responsibility. The literature further reveals that CRE teachers who embody social responsibility through lived example and community involvement significantly influence students' moral development and social attitudes. The study concludes that social responsibility is not an auxiliary role but a fundamental calling for CRE teachers, particularly in public school contexts. By integrating biblical reflection with pedagogical practice, CRE teachers can enhance the relevance of Christian education and contribute meaningfully to community well-being. This research offers theoretical insights for educators, school leaders, and policymakers seeking to strengthen socially responsible and faith-informed educational practices.

Keywords: *Christian Religious Education, social responsibility, teacher professionalism, community engagement*

INTRODUCTION

Social responsibility has become an increasingly essential dimension of teacher professionalism in contemporary education, particularly in pluralistic and socially diverse societies. Teachers are no longer viewed solely as transmitters of knowledge within classroom boundaries but as moral agents who actively shape students' character, social awareness, and engagement with the wider community. In the context of Christian Religious Education (CRE), social responsibility carries a deeper theological meaning, as it is rooted not only in pedagogical ethics but also in biblical teachings that emphasize service, compassion, and responsibility toward others. Consequently, the social responsibility of CRE teachers extends beyond instructional competence to include active involvement in fostering social care, justice, and communal well-being within and beyond the school environment. Christian Religious Education teachers occupy a unique position in public schools, where they are expected to integrate faith-based values with national educational goals and societal realities. In Indonesia, where public schools operate within a multicultural and multireligious framework, CRE teachers are challenged to embody Christian values in ways that are inclusive, contextual, and socially relevant. Social responsibility in this sense involves sensitivity to community needs, responsiveness to social issues, and the ability to guide students to express their faith through concrete actions that contribute positively to society. Such responsibility is not merely an extracurricular concern but an integral part of holistic Christian education that seeks to develop students spiritually, morally, and socially. Biblical foundations play a crucial role in shaping the understanding and practice of social responsibility among CRE teachers. Exodus 23:25 offers a significant theological basis for this discussion, emphasizing faithful service to God and its implications for divine blessing, well-being, and communal life. The verse underscores the inseparable relationship between devotion to God and concern for human welfare, suggesting that genuine faith is manifested through responsible actions that sustain life and promote collective good. Within the educational context, this biblical perspective encourages CRE teachers to interpret teaching as a form of service that nurtures not only individual faith but also social responsibility toward the community. Thus, Exodus 23:25 provides a meaningful lens through which the social role of CRE teachers can be critically reflected and practically applied. Many studies tend to emphasize pedagogical competence, curriculum implementation, or spiritual formation within classroom settings, while the community-oriented dimension of CRE teaching receives less scholarly attention. This gap is significant, considering that students' social attitudes and behaviors are often shaped by teachers' real-life examples and engagement with societal issues. Without a strong emphasis on social responsibility, CRE risks becoming abstract and disconnected from students' lived experiences and community realities.

SMA Negeri 2 Lawe Bulan provides a relevant and meaningful context for examining this issue, as it is situated within a community that requires active collaboration between schools and society to address social, cultural, and moral challenges. In such a setting, CRE teachers are expected to function not only as educators but also as role models who demonstrate social concern through their attitudes, decisions, and involvement in community life. Understanding how CRE teachers at this school interpret and practice social responsibility based on biblical principles is essential for strengthening the

relevance and impact of Christian education in public schools. This study aims to explore the social responsibility of Christian Religious Education teachers toward the community based on the reflection of Exodus 23:25 at SMA Negeri 2 Lawe Bulan. By integrating biblical reflection with educational practice, this research seeks to contribute to the discourse on teacher professionalism in Christian education, highlighting social responsibility as a vital dimension of CRE teachers' roles. The findings are expected to provide theoretical insights and practical implications for CRE teachers, school leaders, and policymakers in fostering socially responsible and faith-informed educational practices that positively impact both students and the wider community.

METHODS

This study employed a Systematic Literature Review (SLR) method to examine the social responsibility of Christian Religious Education (CRE) teachers toward the community, grounded in the biblical reflection of Exodus 23:25. The SLR approach was selected to ensure a rigorous, transparent, and replicable process in synthesizing existing scholarly works relevant to the intersection of Christian education, teacher social responsibility, and biblical foundations. This method allows for comprehensive analysis by identifying patterns, theoretical perspectives, and empirical findings across diverse studies, thereby strengthening the conceptual framework of the research. The review process followed several structured stages, including identification, screening, eligibility assessment, and synthesis of relevant literature. Academic sources were collected from reputable databases such as Google Scholar, ERIC, Scopus-indexed journals, and national accredited journals focusing on education, theology, and Christian Religious Education. Keywords used in the search process included *Christian Religious Education teachers*, *social responsibility*, *biblical values in education*, *Exodus theology*, *teacher professionalism*, and *community engagement*. To ensure relevance and quality, the literature search was limited to peer-reviewed journal articles, books, and conference proceedings published within the last fifteen years, although seminal theological works were included where necessary for biblical interpretation. In the screening stage, titles and abstracts were reviewed to eliminate irrelevant studies that did not directly address teacher roles, social responsibility, or Christian educational contexts. The eligibility criteria required that selected sources explicitly discuss social responsibility, moral or social dimensions of teaching, or the application of biblical principles within educational or community settings. Studies focusing solely on secular teaching competencies without ethical or social components were excluded. This process resulted in a refined corpus of literature that was both thematically aligned and academically credible. Data analysis was conducted using a qualitative content analysis approach. Each selected source was carefully read and coded to identify recurring themes related to social responsibility, community involvement, biblical integration, and the professional identity of CRE teachers. Special attention was given to theological interpretations of Exodus 23:25 and their implications for educational practice. The findings from theological literature were then dialogued with educational theories to construct an integrative understanding of social responsibility within Christian Religious Education. Although this research did not involve direct field data collection at SMA Negeri 2 Lawe Bulan, the school context served as an analytical locus for contextual reflection. Insights derived from the literature were

interpreted in relation to the socio-educational realities of public secondary schools in Indonesia. Through this SLR method, the study provides a solid theoretical foundation and contextualized interpretation of the social responsibility of CRE teachers, offering academically grounded and practically relevant conclusions for Christian education in public school settings.

RESULTS AND DISCUSSION

The systematic literature review revealed that social responsibility is consistently identified as a core dimension of teacher professionalism, particularly within value-based and faith-oriented education. Across educational and theological studies, teachers are portrayed not merely as instructional agents but as moral exemplars whose attitudes and actions significantly influence students' social awareness and ethical orientation. In Christian Religious Education (CRE), social responsibility is understood as an outward expression of faith that connects belief with action, aligning spiritual formation with social engagement. The literature emphasizes that CRE teachers are expected to model Christian values such as compassion, service, justice, and care for others in both school and community contexts. One dominant finding from the reviewed studies is that social responsibility in Christian education is inseparable from biblical theology. Numerous theological scholars argue that Scripture presents faith as inherently relational and communal, calling believers to serve God through responsible engagement with others. Exodus 23:25 emerges as a relevant biblical foundation in this regard, as it links faithful service to God with holistic well-being and blessing. The verse underscores the idea that devotion to God has tangible social implications, including care for life, health, and communal harmony. Within the educational context, this theological insight supports the view that CRE teachers' responsibilities extend beyond cognitive instruction to active participation in promoting social welfare. Educational literature further indicates that teachers' social responsibility is most effectively communicated through lived example rather than verbal instruction alone. Studies on character education and moral pedagogy consistently show that students internalize values more deeply when they observe teachers practicing what they teach. For CRE teachers, this means demonstrating social concern through involvement in community activities, responsiveness to social issues, and empathetic relationships with students and parents. The reviewed literature highlights that such practices help bridge the gap between biblical teaching and students' real-life experiences, making Christian values more concrete and meaningful. Another significant theme emerging from the SLR is the role of community engagement as an extension of classroom learning. Scholars emphasize that education, particularly religious education, should not be confined within school walls but should actively interact with the surrounding social environment. CRE teachers who engage with community programs, social service initiatives, and collaborative activities with local stakeholders are more likely to foster students' sense of social responsibility. These findings align with the biblical mandate found in Exodus 23:25, which suggests that faithful service to God encompasses responsibility for the well-being of the broader community. Thus, community engagement becomes a practical arena where theological principles are translated into action.

The literature also points to the challenges faced by CRE teachers in public school settings, especially within pluralistic societies. In Indonesia, public schools operate under national

educational frameworks that emphasize inclusivity, tolerance, and social harmony. CRE teachers are therefore required to express Christian social values in ways that respect diversity and promote mutual understanding. The reviewed studies indicate that social responsibility, when grounded in universal ethical principles such as compassion and justice, enables CRE teachers to contribute positively to multicultural contexts without imposing religious exclusivity. Exodus 23:25, when interpreted contextually, supports this inclusive approach by emphasizing service and care rather than religious dominance. The findings suggest that integrating social responsibility into CRE requires intentional instructional strategies. Several studies highlight the effectiveness of reflective learning, service-learning, and contextual biblical interpretation in fostering students' social awareness. CRE teachers who connect biblical texts with contemporary social issues help students understand the relevance of Scripture in addressing real-world challenges. In this sense, Exodus 23:25 can be taught not only as a historical or theological text but as a living principle that guides ethical behavior and social involvement. Such pedagogical integration strengthens the transformative potential of Christian education. The SLR also reveals that teacher identity plays a crucial role in shaping social responsibility. CRE teachers who perceive their vocation as a calling rather than merely a profession are more likely to engage in socially responsible practices. Theological literature emphasizes that teaching is a form of ministry, where service to God is expressed through service to others. This vocational understanding resonates strongly with Exodus 23:25, which frames service to God as the foundation for life-giving outcomes. At SMA Negeri 2 Lawe Bulan, this perspective is particularly relevant, as CRE teachers are expected to navigate educational responsibilities while maintaining a strong sense of spiritual and social calling. The reviewed studies highlight the importance of institutional support in fostering teachers' social responsibility. School leadership, policy frameworks, and collegial culture significantly influence teachers' willingness and ability to engage with the community. CRE teachers who operate within supportive environments are better positioned to initiate social programs, collaborate with community members, and model social care for students. Although this study did not conduct field observations, the literature suggests that schools like SMA Negeri 2 Lawe Bulan can enhance the impact of CRE by creating spaces for teachers to integrate biblical values with social initiatives.

The discussion of Exodus 23:25 within the literature also reveals diverse interpretative approaches. Some scholars focus on the covenantal dimension of the text, emphasizing obedience and divine blessing, while others highlight its ethical implications for communal life. When applied to Christian education, these interpretations converge on the idea that faithfulness to God necessitates responsibility toward human well-being. CRE teachers, therefore, are called to embody this covenantal ethic by fostering environments where care, responsibility, and service are actively practiced. This theological reflection strengthens the argument that social responsibility is not an optional addition to CRE but a core expression of its biblical foundation. Another important finding concerns the impact of socially responsible teachers on students' character development. Educational studies consistently report that students who are exposed to teachers with strong social commitment demonstrate higher levels of empathy, cooperation, and civic engagement. In CRE contexts, these outcomes are particularly significant, as they reflect the integration of spiritual values with social behavior. By modeling social responsibility grounded in biblical teachings, CRE teachers

contribute to the formation of students who are not only knowledgeable about Christian doctrine but also committed to living out their faith in socially constructive ways. The literature also acknowledges potential tensions between academic demands and social engagement. CRE teachers often face constraints such as limited instructional time, administrative responsibilities, and curriculum pressures. However, studies suggest that when social responsibility is embedded within teaching practices rather than treated as an additional task, these challenges can be mitigated. Integrating biblical reflection on texts like Exodus 23:25 into lesson planning and classroom discussion allows social responsibility to become an organic part of the educational process. This integrative approach is particularly applicable in public schools, where efficiency and alignment with national standards are essential.

In the context of SMA Negeri 2 Lawe Bulan, the findings of this SLR offer valuable insights for reflective application. Although the research does not present empirical data from the school, the reviewed literature provides a framework for understanding how CRE teachers can enact social responsibility within similar educational environments. By grounding their professional practice in biblical principles and aligning it with community needs, CRE teachers can enhance the relevance and credibility of Christian education in public schools. Exodus 23:25 serves as a theological anchor that legitimizes social engagement as an expression of faithful teaching. The research findings demonstrate that social responsibility is a multidimensional construct encompassing theological conviction, pedagogical practice, teacher identity, and community engagement. The discussion highlights that CRE teachers play a strategic role in bridging faith and social life, particularly in public school contexts. By reflecting on Exodus 23:25, CRE teachers are reminded that service to God is inseparable from responsibility toward others. This biblical reflection, when integrated with educational practice, strengthens the transformative mission of Christian Religious Education. The systematic literature review confirms that the social responsibility of CRE teachers is both theologically grounded and educationally significant. The findings underscore the need for CRE teachers to embody biblical values through concrete social actions, thereby enhancing students' moral formation and contributing to community well-being. The discussion affirms that Exodus 23:25 provides a robust theological foundation for understanding and practicing social responsibility in Christian education, particularly within public secondary schools such as SMA Negeri 2 Lawe Bulan.

CONCLUSION

This study set out to examine the social responsibility of Christian Religious Education (CRE) teachers toward the community through a systematic literature review grounded in the biblical reflection of Exodus 23:25, with contextual relevance to SMA Negeri 2 Lawe Bulan. The findings demonstrate that social responsibility constitutes a fundamental dimension of CRE teacher professionalism, integrating theological conviction with educational practice. Rather than functioning solely as classroom instructors, CRE teachers are positioned as moral and spiritual agents whose responsibilities extend into the social and communal spheres. This conclusion affirms that social responsibility is not an auxiliary role but a core expression of faithful Christian teaching. The systematic literature review reveals that biblical theology provides a strong foundation for understanding teachers' social responsibility, particularly through the interpretation of

Exodus 23:25. This verse emphasizes that service to God is intrinsically connected to the well-being of human life and community. Within the educational context, this theological principle underscores the calling of CRE teachers to embody faith through concrete acts of care, responsibility, and service. The integration of biblical reflection with pedagogical practice enables Christian education to remain relevant, transformative, and responsive to contemporary social challenges, especially in public school environments. This research contributes to the academic discourse on Christian Religious Education by reaffirming the inseparable relationship between faith, education, and social responsibility. Through a systematic synthesis of theological and educational literature, the study highlights Exodus 23:25 as a meaningful biblical foundation for understanding the social vocation of CRE teachers. While this research is limited to a literature-based approach, it provides a strong theoretical framework for future empirical studies that explore lived practices of social responsibility in specific school contexts. Ultimately, the study concludes that the social responsibility of CRE teachers is a vital pathway through which Christian education can faithfully serve both God and society, fostering students who are spiritually grounded, socially aware, and actively engaged in the well-being of their communities.

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