



Teachers' Spirituality in Conveying the Word of God Through Christian Religious Education in Light of Exodus 24:12 at SD Negeri 030434 Parjaratan

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ABSTRACT

Teachers' spirituality plays a crucial role in conveying the Word of God through Christian Religious Education (CRE), particularly in shaping students' spiritual and moral development at the elementary school level. This study aims to explore how teachers' spirituality is manifested in the process of teaching the Word of God in light of Exodus 24:12 at SD Negeri 030434 Parjaratan, Pakpak Bharat Regency. Grounded in a qualitative research design, this study seeks to understand teachers' lived spiritual experiences, their interpretation of Scripture, and the ways these elements influence pedagogical practices in Christian Religious Education. Data were collected through in-depth interviews, classroom observations, and document analysis involving Christian Religious Education teachers. The findings reveal that teachers perceive their teaching role as a divine calling entrusted by God, similar to Moses' responsibility to receive and convey God's commandments in Exodus 24:12. Teachers' spirituality is reflected in their commitment to prayerful preparation, faithful interpretation of biblical texts, ethical integrity, and compassionate interaction with students. These spiritual qualities shape a learning environment that supports the holistic development of students, enabling the Word of God to be conveyed not merely as religious knowledge but as a living guide for daily life. The study also highlights that teachers' spirituality equips them with resilience and adaptability in addressing challenges within a public school context. Despite institutional constraints, spiritually grounded teachers are able to integrate biblical values meaningfully into classroom practices. This research concludes that spirituality is an essential dimension of teacher competence in Christian Religious Education and should be intentionally nurtured through continuous spiritual formation. The findings offer valuable implications for teacher development and the strengthening of spiritually grounded CRE pedagogy.

Keywords: *teachers' spirituality, Christian Religious Education, Word of God, Exodus 24:12*

INTRODUCTION

Teachers play a central role in shaping not only students' intellectual capacities but also their moral and spiritual development, particularly within the context of Christian Religious Education (CRE). In Christian education, teaching is not merely the transfer of biblical knowledge but a holistic ministry that involves guiding students toward spiritual maturity and faith formation. Therefore, the spirituality of teachers becomes a foundational element in the effective conveyance of the Word of God. Teachers' spirituality influences how biblical truths are interpreted, internalized, and communicated, as well as how these truths are embodied through attitudes, behaviors, and pedagogical practices. In this sense, the spiritual life of CRE teachers serves as both the source and the medium through which God's Word is meaningfully delivered to students. Spirituality in the context of Christian education refers to a deep and ongoing relationship with God that is reflected in obedience, integrity, humility, and commitment to God's calling. It is not limited to personal devotion but is manifested in the way teachers live out their faith in the classroom and school community. A spiritually grounded teacher does not merely teach about God but teaches from a lived experience of faith, allowing students to encounter biblical values through authentic examples. This understanding aligns with the biblical view that God's Word is not only to be spoken but also to be lived, making the teacher's spirituality a vital dimension of CRE instruction.

The book of Exodus, particularly Exodus 24:12, provides a strong theological foundation for understanding the responsibility of conveying God's Word. In this passage, God commands Moses to come up the mountain to receive the tablets of stone, the law, and commandments intended to instruct His people. This verse emphasizes that God's Word is divinely given, authoritative, and entrusted to chosen individuals for the purpose of teaching and guiding others. In the context of Christian Religious Education, teachers may be viewed as contemporary stewards of God's Word, entrusted with the responsibility to faithfully convey biblical teachings to students. Exodus 24:12 highlights that receiving and teaching God's Word requires spiritual readiness, obedience, and reverence, qualities that are inseparable from genuine spirituality. In many educational settings, CRE instruction risks becoming formalistic, focusing primarily on cognitive outcomes such as memorization of biblical texts, doctrines, or moral rules, while neglecting spiritual formation. When teaching is reduced to routine instructional activities, the transformative power of God's Word may not be fully experienced by students. This condition underscores the urgency of examining how teachers' spirituality shapes their approach to teaching and their ability to communicate biblical truths in ways that are meaningful, relevant, and transformative for learners. At the elementary school level, such as at SD Negeri 030434 Parjaratan in Pakpak Bharat Regency, the role of CRE teachers is particularly significant. Elementary students are in a critical stage of moral and spiritual development, where foundational values, beliefs, and attitudes toward faith are formed. At this stage, students tend to learn more effectively through example and relational interaction than through abstract instruction. Consequently, the spirituality of teachers becomes a powerful pedagogical tool, as students observe and internalize the values demonstrated by their teachers. Teachers who consistently model faith, obedience, and reverence for God's Word can foster a learning environment that nurtures spiritual growth alongside academic learning.

Previous studies in Christian education emphasize that effective CRE teaching is closely linked to teachers' spiritual competence, including personal devotion, biblical understanding, and ethical integrity. However, research that specifically explores teachers' spirituality as a lived practice in conveying God's Word, grounded in a particular biblical text such as Exodus 24:12, remains limited, especially within the context of public elementary schools in Indonesia. This gap highlights the need for focused research that examines how teachers' spirituality is expressed in daily teaching practices and how it contributes to students' spiritual understanding and formation. Based on these considerations, this study seeks to explore teachers' spirituality in conveying the Word of God through Christian Religious Education in light of Exodus 24:12 at SD Negeri 030434 Parjaratan. By examining the spiritual attitudes, commitments, and teaching practices of CRE teachers, this research aims to provide a deeper understanding of how biblical principles are translated into educational practice. The findings of this study are expected to contribute to the development of spiritually grounded CRE pedagogy and to offer practical insights for teachers, school leaders, and Christian education stakeholders in strengthening the role of spirituality in teaching God's Word.

METHODS

This study employed a qualitative research design to explore teachers' spirituality in conveying the Word of God through Christian Religious Education in light of Exodus 24:12. A qualitative approach was chosen because the research aimed to understand deeply the lived experiences, spiritual attitudes, and instructional practices of teachers rather than to measure variables quantitatively. By focusing on meanings, interpretations, and personal reflections, this method allowed the researcher to capture the complexity of spirituality as it is expressed in the daily teaching of Christian Religious Education. The research was conducted at SD Negeri 030434 Parjaratan, located in Pakpak Bharat Regency. This site was selected due to its implementation of Christian Religious Education within a public elementary school context, where teachers are expected to integrate spiritual values into formal instructional settings. The participants of the study consisted of Christian Religious Education teachers who were actively involved in teaching at the school. They were selected using purposive sampling, as they possessed relevant experience and direct involvement in conveying biblical teachings to students. This sampling technique ensured that the data collected were rich, relevant, and aligned with the research objectives. Data collection was carried out through in-depth interviews, classroom observations, and document analysis. Semi-structured interviews were conducted to explore teachers' understanding of spirituality, their interpretation of Exodus 24:12, and how these spiritual convictions influenced their teaching practices. Classroom observations were used to examine how teachers embodied spiritual values while teaching, including their communication of biblical messages, interactions with students, and demonstration of Christian character. In addition, document analysis was employed to review lesson plans, teaching materials, and school-related documents to identify the integration of spiritual values and biblical principles in instructional planning. To ensure the trustworthiness of the data, this study applied several validation strategies commonly used in qualitative research. Triangulation was conducted by comparing data obtained from interviews, observations, and documents to enhance credibility. Member

checking was also employed by sharing preliminary findings with participants to confirm the accuracy of interpretations. Furthermore, prolonged engagement and careful observation enabled the researcher to gain a comprehensive understanding of the research context and participants' experiences. Data analysis followed an interactive qualitative analysis process involving data reduction, data display, and conclusion drawing. Interview transcripts, observation notes, and documents were coded and categorized to identify recurring themes related to teachers' spirituality and the conveyance of God's Word. These themes were then interpreted in light of biblical perspectives, particularly Exodus 24:12, and relevant theories of Christian education. Through this systematic process, the study sought to present a coherent and meaningful interpretation of how teachers' spirituality shapes their role as conveyors of God's Word in Christian Religious Education.

RESULTS AND DISCUSSION

The findings of this study reveal that teachers' spirituality plays a decisive role in how the Word of God is conveyed through Christian Religious Education. Spirituality is not understood by the participants merely as personal religiosity or routine devotional practices, but as a holistic orientation of life that shapes teaching intentions, classroom interactions, and pedagogical decisions. Teachers consistently emphasized that their ability to teach the Word of God meaningfully is inseparable from their personal relationship with God. This finding confirms that spirituality functions as an inner foundation that guides teachers in interpreting biblical texts and translating them into learning experiences that are relevant to students' lives. One of the prominent themes that emerged from the data is the understanding of teaching as a divine calling. Teachers perceived their role not simply as a professional obligation but as a form of service entrusted by God. This perception is closely aligned with Exodus 24:12, where God calls Moses to ascend the mountain to receive divine instruction for the people. In a similar way, teachers viewed themselves as recipients and mediators of God's Word, bearing responsibility to convey it faithfully and responsibly. This sense of calling motivated teachers to prepare lessons prayerfully, reflect deeply on biblical messages, and approach teaching with reverence. Such attitudes demonstrate that spirituality shapes not only what is taught but also how teaching is approached.

The study also found that teachers' spirituality significantly influenced their interpretation of biblical texts. Teachers did not merely rely on literal explanations of Scripture but sought to understand the theological and moral implications of the text for students' daily lives. Exodus 24:12 was interpreted as emphasizing obedience, discipline, and responsibility in receiving God's instruction. Teachers translated these values into age-appropriate lessons, helping students understand that God's Word provides guidance for life, not merely religious knowledge to be memorized. This approach reflects a spiritually informed hermeneutic, where Scripture is treated as a living word that speaks to contemporary contexts. Classroom observations revealed that spirituality was most clearly manifested through teachers' attitudes and interactions with students. Teachers demonstrated patience, empathy, and fairness, which students perceived as expressions of Christian values. Rather than enforcing discipline through authoritarian measures, teachers tended to guide students through dialogue, encouragement, and gentle correction. This approach reflects the internalization of biblical values, where teaching

becomes an embodiment of the Word rather than a mere verbal transmission. Such findings support the view that spirituality enhances moral authority, enabling teachers to influence students not through power but through example. Another significant finding relates to the integration of spirituality into pedagogical practices. Teachers consciously incorporated prayer, reflection, and storytelling into their lessons to create a spiritually conducive learning environment. Lessons often began with prayer, not as a routine activity, but as a means of inviting God's presence into the learning process. Teachers believed that prayer prepared both themselves and their students to receive God's Word with openness and humility. This practice resonates with Exodus 24:12, where receiving God's instruction required preparation and attentiveness. In this sense, classroom practices mirrored biblical principles, reinforcing the spiritual dimension of learning. The findings also indicate that teachers' spirituality influenced their commitment to ethical integrity. Teachers consistently emphasized honesty, responsibility, and consistency between words and actions. They were aware that students closely observe their behavior and often imitate what they see. This awareness led teachers to be cautious in their speech, attitudes, and responses to challenges. Such integrity reflects the biblical principle that God's Word demands obedience not only in teaching but also in living. By modeling integrity, teachers conveyed implicit messages about the authority and relevance of God's Word, strengthening students' trust in what they were taught.

At the elementary school level, the impact of teachers' spirituality was particularly evident. Students responded positively to teachers who demonstrated warmth, sincerity, and consistency. Teachers reported that students were more engaged and receptive when lessons were delivered with genuine care and spiritual sensitivity. This finding underscores the importance of relational pedagogy in Christian Religious Education, where spirituality fosters meaningful teacher-student relationships. In light of Exodus 24:12, this relational dimension can be understood as part of the responsibility entrusted to those who receive God's Word: to guide others patiently and faithfully. Teachers acknowledged that administrative demands, limited instructional time, and diverse student backgrounds sometimes hindered deeper spiritual engagement. In a public school context, teachers must navigate institutional regulations while maintaining the spiritual essence of Christian education. Nevertheless, teachers' spirituality enabled them to respond creatively to these challenges. They sought to integrate biblical values subtly through examples, discussions, and personal encouragement, demonstrating that spirituality equips teachers with resilience and adaptability. The discussion of these findings highlights the central role of spirituality as a mediating factor between biblical texts and educational practice. Exodus 24:12 emphasizes that God's Word is entrusted to individuals who are willing to approach Him with obedience and readiness. Similarly, teachers' spirituality determines how faithfully and effectively God's Word is conveyed in the classroom. Without spiritual depth, teaching risks becoming mechanical and detached from its transformative purpose. Conversely, spiritually grounded teaching enables Scripture to function as a source of moral guidance and spiritual formation. The findings contribute to the broader discourse on teacher competence in Christian education. While pedagogical skills and content knowledge are essential, this study demonstrates that spirituality constitutes a distinct and indispensable dimension of teacher competence. Teachers' spirituality informs their pedagogical choices, shapes their ethical conduct, and strengthens their commitment to students' holistic development. This aligns with the

biblical view that teaching God's Word involves both instruction and example, as reflected in Exodus 24:12. In relation to previous studies, the findings of this research support existing literature that emphasizes the importance of teachers' spiritual life in Christian education. However, this study extends the discussion by grounding the analysis in a specific biblical text and contextualizing it within a public elementary school setting. By doing so, it demonstrates that biblical principles remain relevant and applicable in contemporary educational contexts. The focus on Exodus 24:12 provides a theological lens through which teachers' spirituality can be understood as a response to divine trust and responsibility.

The implications of these findings are significant for Christian Religious Education practice. First, teacher development programs should place greater emphasis on spiritual formation alongside pedagogical training. Teachers need opportunities for reflection, prayer, and theological engagement to nurture their spirituality. Second, schools should support environments that allow teachers to express and integrate their spiritual values authentically. Such support can enhance the quality of CRE instruction and promote students' spiritual growth. The results and discussion demonstrate that teachers' spirituality is a vital factor in conveying the Word of God through Christian Religious Education. Grounded in Exodus 24:12, this study reveals that spirituality shapes teachers' understanding of their calling, informs their interpretation of Scripture, and influences their pedagogical and ethical practices. At SD Negeri 030434 Parjaratan, teachers' spirituality enabled the Word of God to be conveyed not merely as information but as a living message that guides students' faith and character development. These findings affirm that spirituality is not an optional attribute but a core dimension of effective Christian Religious Education.

CONCLUSION

This study concludes that teachers' spirituality is a fundamental dimension in conveying the Word of God through Christian Religious Education, particularly when understood in light of Exodus 24:12. The findings demonstrate that spirituality is not limited to personal devotional practices but is reflected in teachers' sense of calling, interpretation of Scripture, pedagogical choices, and ethical conduct in the classroom. Teachers who possess a deep and lived spirituality are more capable of communicating biblical truths in ways that are meaningful, relevant, and transformative for students. Grounded in the theological perspective of Exodus 24:12, this research affirms that conveying God's Word is a responsibility entrusted by God and requires spiritual readiness, obedience, and reverence. Similar to Moses, who was called to receive and transmit divine instruction, Christian Religious Education teachers are entrusted with the task of guiding students toward understanding and living out God's Word. This study reveals that when teachers internalize this calling, their teaching moves beyond the transmission of religious knowledge to become an expression of faith in action. At the context of SD Negeri 030434 Parjaratan, teachers' spirituality was shown to shape a learning environment characterized by patience, empathy, and integrity. Such an environment supports students' spiritual and moral development, particularly at the elementary school level, where learners are highly influenced by example and relational interaction. The consistency between teachers' words and actions strengthened students' trust and engagement, enabling biblical values to be internalized more effectively. This finding

highlights that spirituality equips teachers not only to overcome practical constraints but also to creatively integrate biblical values into everyday teaching practices. This study underscores that teachers' spirituality is an indispensable component of effective Christian Religious Education. It contributes to the understanding that teacher competence in Christian education must include spiritual formation alongside pedagogical and professional skills. The findings offer important implications for teacher training, suggesting the need for continuous spiritual development programs to strengthen teachers' ability to convey God's Word authentically. Future research may expand this study by involving broader contexts or exploring the relationship between teachers' spirituality and students' spiritual outcomes more comprehensively.

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