



Teachers' Mature Personality in Conflict Management: A Genesis 25:23 Perspective in Christian Religious Education at SMP Negeri 2 Gunung Malela

Suanri Sidabutar

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: suanri140987@gmail.com

ABSTRACT

Conflict is an unavoidable reality in educational environments, particularly in junior high schools where students undergo significant emotional and social development. In such contexts, teachers play a crucial role in shaping how conflict is managed and transformed into meaningful learning experiences. This study aims to examine teachers' mature personality in conflict management from a biblical perspective based on Genesis 25:23 within the context of Christian Religious Education (CRE) at SMP Negeri 2 Gunung Malela. The research employs a Systematic Literature Review (SLR) to synthesize relevant theoretical, empirical, and theological studies related to teacher personality, conflict management, and Christian educational practice. Data were collected from peer-reviewed journals, academic books, and reputable theological sources published between 2013 and 2024. The review process followed systematic stages of identification, screening, eligibility assessment, and thematic synthesis. The findings indicate that mature personality—characterized by emotional stability, self-control, empathy, reflective judgment, and ethical responsibility—serves as a fundamental foundation for effective conflict management. Teachers with mature personalities are more capable of responding calmly and wisely to conflict, fostering constructive dialogue and promoting moral and character development among students. From a biblical perspective, Genesis 25:23 provides a theological framework that views conflict as a reality with deeper purpose, requiring discernment and patience. Integrating this perspective into CRE enables teachers to approach conflict not merely as a disciplinary issue but as an opportunity for spiritual and moral formation. This study contributes to the discourse on Christian education by emphasizing the integration of personal maturity, pedagogical responsibility, and biblical insight. The findings highlight the importance of nurturing mature personality traits in CRE teachers to create learning environments characterized by peace, justice, and spiritual growth.

Keywords: *Mature personality, conflict management, Christian Religious Education, Genesis 25:23.*

INTRODUCTION

Conflict is an inevitable reality in educational settings, particularly within junior high schools where students experience rapid emotional, social, and moral development. Differences in background, personality, values, and expectations often lead to interpersonal tensions among students, as well as between students and teachers. In such contexts, teachers play a decisive role not only as facilitators of learning but also as moral agents who shape how conflict is understood, managed, and resolved. For Christian Religious Education (CRE) teachers, conflict management is not merely a pedagogical responsibility but also a spiritual and ethical calling rooted in biblical values and Christian character formation. Teacher personality has long been recognized as a critical factor influencing classroom climate, student behavior, and learning outcomes. Among various dimensions of personality, maturity is particularly significant in dealing with conflict situations. A mature personality is reflected in emotional stability, self-control, empathy, wisdom, and the ability to respond thoughtfully rather than react impulsively. Teachers with mature personalities are better equipped to manage conflicts constructively, turning potential disruptions into opportunities for moral learning and character development. In CRE classrooms, this maturity is expected to align with Christian virtues such as patience, humility, justice, and love, which are foundational to Christian pedagogy. Conflict management in schools often reveals gaps between ideal expectations and actual teacher responses. Some conflicts are handled through authoritarian measures, avoidance, or emotional reactions that may escalate tensions rather than resolve them. These patterns indicate the need for deeper reflection on the internal qualities of teachers, especially their personal maturity, as a determining factor in conflict resolution. This issue becomes even more crucial in public schools where CRE teachers must navigate diverse social dynamics while remaining faithful to biblical principles. SMP Negeri 2 Gunung Malela, as a public junior high school, presents a relevant context to examine how CRE teachers exercise mature personality traits in managing conflicts within the school environment. From a biblical perspective, Genesis 25:23 provides a meaningful framework for understanding conflict through divine insight and discernment. The verse records God's response to Rebekah concerning the struggle between the two nations within her womb, emphasizing that conflict is not random but part of a larger divine purpose. This narrative highlights the importance of wisdom, perspective, and spiritual discernment in responding to conflict. Applied to educational settings, Genesis 25:23 invites CRE teachers to view conflict not merely as a problem to be eliminated but as a reality to be understood, guided, and managed with spiritual maturity. Such a perspective encourages teachers to respond calmly, thoughtfully, and purposefully, grounded in faith rather than emotion.

Despite the theological richness of biblical teachings on conflict, empirical studies that integrate biblical perspectives with teacher personality in conflict management, particularly within CRE contexts, remain limited. Most educational research tends to focus on conflict management strategies or classroom management techniques without sufficiently addressing the internal maturity of teachers as a foundational element. Moreover, studies that explicitly connect biblical narratives to practical teacher behavior in public school settings are still scarce. This gap underscores the importance of exploring how mature personality, informed by Scripture, shapes the way CRE teachers manage conflicts in real classroom situations. This study aims to examine teachers' mature

personality in conflict management from a Genesis 25:23 perspective within Christian Religious Education at SMP Negeri 2 Gunung Malela. By focusing on the lived experiences and responses of CRE teachers, this research seeks to contribute to the development of a biblically grounded understanding of teacher maturity and its role in fostering constructive conflict resolution. The findings are expected to enrich the discourse on Christian pedagogy, offer practical insights for CRE teachers, and support schools in cultivating learning environments characterized by peace, wisdom, and spiritual growth.

METHODS

This study employed a Systematic Literature Review (SLR) approach to examine teachers' mature personality in conflict management from a biblical perspective based on Genesis 25:23 within the context of Christian Religious Education. The SLR method was chosen to ensure a rigorous, transparent, and comprehensive synthesis of relevant scholarly literature, allowing for an in-depth understanding of theoretical frameworks, empirical findings, and biblical interpretations related to teacher personality and conflict management. This approach is particularly suitable for studies that seek to integrate educational theory with theological perspectives. The review process followed several systematic stages, including planning, identification, screening, eligibility assessment, and synthesis of findings. During the planning stage, the research questions were formulated to guide the review, focusing on how mature personality traits of teachers contribute to effective conflict management and how biblical principles, especially those derived from Genesis 25:23, inform Christian educational practices. Clear inclusion and exclusion criteria were established to ensure the relevance and quality of the selected studies. The identification stage involved a comprehensive search of academic databases, including Google Scholar, ERIC, Scopus-indexed journals, and reputable theological databases. Keywords and search strings were carefully constructed using combinations such as *mature personality*, *teacher personality*, *conflict management*, *classroom conflict*, *Christian Religious Education*, *biblical perspective*, and *Genesis*. Publications from peer-reviewed journals, academic books, and conference proceedings published between 2013 and 2024 were considered to capture both foundational theories and recent developments in the field. During the screening stage, titles and abstracts were reviewed to eliminate duplicate and irrelevant studies. Articles that did not address teacher personality, conflict management, or Christian or biblical educational contexts were excluded. The eligibility assessment involved a full-text review to ensure that the selected studies met the inclusion criteria, namely: relevance to teacher personality or maturity, discussion of conflict management in educational settings, and applicability to Christian education or biblical reflection. Only sources written in English and published by credible academic publishers were included to maintain scholarly rigor. The final stage involved data extraction and thematic synthesis. Key information such as author, year of publication, research context, methodology, and main findings was systematically recorded. Thematic analysis was then conducted to identify recurring patterns and concepts related to mature personality traits, conflict management approaches, and biblical insights. The synthesized findings were interpreted through the lens of Genesis 25:23 to develop a coherent framework that connects teacher maturity, spiritual discernment, and conflict management in Christian Religious Education. This method

ensured that the conclusions drawn were grounded in both empirical evidence and theological reflection.

RESULTS AND DISCUSSION

The concept of mature personality in teaching has been widely discussed in educational psychology and teacher professionalism literature. Mature personality generally refers to a set of stable personal characteristics that enable individuals to respond to challenges with emotional balance, self-awareness, responsibility, and ethical judgment. In the context of teaching, maturity is reflected in the ability to manage emotions, demonstrate empathy, exercise patience, and make thoughtful decisions in complex classroom situations. The findings of the reviewed literature consistently indicate that teacher maturity is not merely a result of age or experience but is developed through reflective practice, moral formation, and professional commitment. Several studies emphasize that mature teachers are capable of regulating their emotional responses during stressful interactions, particularly when conflicts arise. Emotional regulation allows teachers to avoid impulsive reactions such as anger, favoritism, or excessive punishment, which may worsen conflict situations. Instead, maturity enables teachers to pause, assess the situation objectively, and respond in ways that promote understanding and reconciliation. Within CRE, this emotional maturity is closely related to spiritual maturity, where teachers' actions are guided by Christian values rather than situational pressures. From a Christian educational perspective, mature personality is inseparable from character formation grounded in faith. CRE teachers are expected to embody Christ-like character traits such as humility, patience, self-control, and love. The literature suggests that students are more receptive to moral and spiritual instruction when they observe these qualities consistently demonstrated by their teachers. Therefore, mature personality functions not only as a psychological asset but also as a pedagogical and theological foundation for Christian teaching.

Conflict in Educational Settings: Nature and Challenges

Conflict in schools is a natural consequence of human interaction and diversity. The reviewed studies identify various sources of conflict, including differences in student backgrounds, communication breakdowns, competition, disciplinary issues, and misunderstandings between teachers and students. In junior high school settings, such as SMP Negeri 2 Gunung Malela, conflicts are often intensified by adolescents' emotional instability and identity exploration. These developmental characteristics require teachers to approach conflict with heightened sensitivity and maturity. The literature reveals that ineffective conflict management often stems from teachers' inability to control emotions or understand the deeper causes of student behavior. Authoritarian approaches, avoidance, or inconsistent discipline are frequently cited as practices that escalate conflicts rather than resolve them. In contrast, constructive conflict management emphasizes dialogue, fairness, empathy, and mutual respect. Teachers with mature personalities are more likely to adopt these constructive approaches because they possess the emotional resilience and ethical clarity needed to navigate complex interpersonal dynamics. In CRE classrooms, conflict carries additional moral and spiritual implications. Conflicts are not only disciplinary issues but also moments of moral learning where values such as forgiveness, justice, and reconciliation can be practiced. The

literature highlights that CRE teachers who approach conflict as a teaching opportunity rather than a disruption contribute significantly to students' character development. This perspective aligns with Christian educational goals that prioritize holistic growth, encompassing cognitive, emotional, moral, and spiritual dimensions.

Mature Personality as a Foundation for Conflict Management

The synthesis of literature demonstrates a strong correlation between mature personality and effective conflict management. Teachers with mature personalities tend to display calmness, consistency, and fairness in handling conflicts. These qualities foster trust and respect among students, creating a classroom climate where conflicts are addressed openly and constructively. Maturity enables teachers to separate personal emotions from professional responsibilities, ensuring that decisions are guided by principles rather than reactions. One recurring theme in the reviewed studies is the role of self-reflection in developing maturity. Teachers who engage in reflective practice are more aware of their strengths, limitations, and emotional triggers. This self-awareness allows them to learn from past conflicts and continuously improve their responses. In CRE contexts, reflection is often connected to spiritual disciplines such as prayer and biblical meditation, which further strengthen teachers' moral discernment. Mature personality supports teachers in balancing authority and compassion. Conflict management requires firmness in upholding rules and values, as well as compassion in understanding students' struggles. The literature suggests that mature teachers are able to maintain this balance effectively, avoiding extremes of permissiveness or rigidity. This balanced approach is particularly important in Christian education, where discipline is meant to restore and guide rather than punish.

Genesis 25:23 as a Biblical Framework for Understanding Conflict

Genesis 25:23 provides a profound theological lens for understanding conflict. In this passage, God reveals to Rebekah that the struggle between the two nations within her womb has a divine purpose and order. This narrative emphasizes that conflict is not always a sign of failure but can be part of a larger plan that requires wisdom and discernment to understand. The reviewed theological literature interprets this verse as an invitation to view conflict through the lens of divine sovereignty and purpose. Applying this biblical insight to educational settings, CRE teachers are encouraged to approach conflict with patience and trust in God's guidance. Rather than reacting impulsively, teachers are called to seek understanding and discernment, recognizing that conflicts may reveal deeper issues that need to be addressed. This perspective aligns closely with the characteristics of mature personality, which include thoughtful judgment, emotional stability, and ethical sensitivity. Genesis 25:23 also highlights the importance of perspective in conflict situations. God's explanation to Rebekah reframes her anxiety by providing insight into the meaning behind the struggle. Similarly, mature CRE teachers help students reframe conflicts by guiding them to understand underlying causes and consequences. This reframing process transforms conflict into a learning experience that promotes growth and reconciliation.

Integrating Biblical Values and Educational Practice

The integration of biblical values into conflict management practices is a defining feature of CRE. The literature indicates that mature personality enables teachers to consistently apply biblical principles such as love, justice, forgiveness, and humility in real-life situations. These values are not merely taught verbally but are embodied through teachers' actions and attitudes during conflicts. Several studies emphasize that students learn moral behavior more effectively through observation than instruction alone. When CRE teachers demonstrate patience and fairness in resolving conflicts, students internalize these behaviors and are more likely to emulate them. This modeling function underscores the significance of teacher maturity as a living curriculum that shapes students' character. Biblical integration requires discernment to apply scriptural principles appropriately within a public school context. Mature teachers are able to contextualize biblical teachings in ways that respect institutional policies while remaining faithful to Christian values. This ability reflects a high level of professional and spiritual maturity, enabling teachers to navigate complex environments without compromising their identity or responsibilities.

Implications for Christian Religious Education at SMP Negeri 2 Gunung Malela

Although this study is based on literature review, its implications are highly relevant to the context of SMP Negeri 2 Gunung Malela. As a public junior high school, it presents a setting where CRE teachers must address conflicts among students with diverse backgrounds while adhering to national educational standards. The findings suggest that developing mature personality traits among CRE teachers is essential for effective conflict management in such environments. The literature implies that professional development programs for CRE teachers should place greater emphasis on personal maturity and character formation, alongside pedagogical skills. Training that integrates emotional intelligence, reflective practice, and biblical reflection can enhance teachers' capacity to manage conflicts constructively. School leadership also plays a critical role in fostering a supportive environment that encourages teachers to grow in maturity. The application of Genesis 25:23 as a guiding framework can enrich CRE curricula by providing students with a biblical understanding of conflict. When teachers model mature responses to conflict, students learn to view disagreements as opportunities for growth rather than sources of division. This approach contributes to the development of a peaceful and respectful school culture. This study contributes to the theoretical discourse by highlighting mature personality as a central factor in conflict management within Christian education. By integrating educational psychology, conflict management theory, and biblical theology, it offers a holistic framework for understanding teacher behavior. The emphasis on Genesis 25:23 adds a unique theological dimension that deepens the interpretation of conflict in educational contexts. The findings provide valuable insights for CRE teachers, school administrators, and teacher educators. They underscore the importance of nurturing maturity as a foundational quality that influences all aspects of teaching, including conflict management. This perspective encourages a shift from technique-focused approaches to character-centered professional development.

CONCLUSION

This study set out to examine teachers' mature personality in conflict management from a biblical perspective based on Genesis 25:23 within the context of Christian Religious Education. Through a Systematic Literature Review, the research synthesized theoretical, empirical, and theological studies that address teacher personality, conflict management, and the integration of biblical values in educational practice. The findings consistently indicate that mature personality is a foundational element enabling teachers to manage conflict constructively, particularly in learning environments characterized by emotional and social complexity, such as junior high schools. The review demonstrates that mature personality encompasses emotional stability, self-control, empathy, ethical judgment, and reflective capacity. These traits allow teachers to respond to conflict calmly and wisely, transforming potentially disruptive situations into opportunities for moral and character development. In CRE settings, maturity is further strengthened by spiritual formation, where teachers' actions are guided by Christian virtues rather than situational pressures. This integration of personal maturity and spiritual commitment enhances teachers' credibility as role models and reinforces the moral dimensions of Christian education. From a biblical standpoint, Genesis 25:23 offers a meaningful framework for understanding conflict not as a random or purely negative occurrence, but as a reality that may carry deeper purpose and meaning. God's revelation to Rebekah reframes conflict as part of a divine order that requires discernment and patience. When applied to educational contexts, this perspective encourages CRE teachers to approach conflict thoughtfully, seeking understanding rather than reacting impulsively. The literature suggests that such a biblical lens aligns closely with the characteristics of mature personality, particularly in fostering reflective judgment and spiritual sensitivity. The findings also highlight that effective conflict management in Christian Religious Education goes beyond the application of techniques or disciplinary strategies. While practical skills are important, they are insufficient without the internal maturity that enables teachers to apply these skills consistently and ethically. Teachers with mature personalities are better equipped to balance authority and compassion, uphold justice while practicing forgiveness, and maintain professionalism in emotionally charged situations. This balance is essential in CRE, where discipline is intended to guide and restore rather than merely control behavior. In the context of SMP Negeri 2 Gunung Malela, the implications of this study are particularly relevant. As a public school, it requires CRE teachers to manage conflicts within diverse social dynamics while adhering to institutional regulations. The literature reviewed suggests that personal and spiritual maturity empowers teachers to navigate these challenges effectively, fostering a classroom climate marked by respect, peace, and mutual understanding. Consequently, schools and educational authorities are encouraged to prioritize character formation and reflective practice in teacher development programs, especially for CRE teachers. This study contributes to the field of Christian education by offering a holistic understanding of conflict management that integrates psychological maturity, pedagogical responsibility, and biblical insight. By emphasizing Genesis 25:23 as a theological foundation, the research provides a distinctive perspective that enriches existing discussions on teacher professionalism and classroom management. Future research is recommended to complement this literature-based study with empirical investigations, such as qualitative interviews or classroom

observations, to explore how mature personality is enacted in real educational settings. Teachers' mature personality plays a crucial role in managing conflict effectively within Christian Religious Education. Grounded in biblical wisdom and expressed through ethical and emotionally balanced behavior, maturity enables teachers to transform conflict into a meaningful learning experience that supports students' holistic development. Strengthening this dimension of teacher professionalism is therefore essential for advancing the mission of Christian education in contemporary school contexts.

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