



Teaching Responsibility through the Pedagogical Competence of Christian Religious Education Teachers Based on Exodus 17:12 at SDN Tuhego II Gunungsitoli Idanoi

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ABSTRACT

This study investigates the effectiveness of teaching responsibility through the pedagogical competence of Christian Religious Education (CRE) teachers based on the biblical reflection of Exodus 17:12 at SDN Tuhego II Gunungsitoli Idanoi. Responsibility is a fundamental character value that supports students' moral, social, and academic development, yet it often remains underdeveloped when taught only at a conceptual level. This research addresses the need for pedagogically grounded and theologically integrated instruction to foster responsibility as a lived value among elementary school students. The study employed a quantitative experimental design using a one-group pretest–posttest model. The participants consisted of 45 Christian students selected through total sampling. The experimental treatment involved the implementation of pedagogically competent CRE instruction integrating learner-centered strategies, cooperative learning, reflective discussion, and contextualized biblical storytelling based on Exodus 17:12. Data were collected using a responsibility scale questionnaire administered before and after the intervention and analyzed using descriptive statistics and a paired sample t-test. The results revealed a significant increase in students' responsibility levels after the intervention, indicating that pedagogically competent CRE teaching had a positive effect on responsibility development. Students demonstrated improved task completion, accountability, discipline, and cooperative behavior. The findings suggest that responsibility can be effectively cultivated when biblical values are integrated into learning through appropriate pedagogical strategies. This study concludes that the pedagogical competence of CRE teachers plays a crucial role in translating theological teachings into meaningful educational experiences. The integration of Exodus 17:12 provides a strong spiritual and moral framework for character formation. The findings contribute to the field of Christian Religious Education by offering empirical evidence on the role of pedagogy in faith-based character education and provide practical implications for teachers and educational institutions.

Keywords: Pedagogical competence, responsibility, Christian Religious Education, character education

INTRODUCTION

Responsibility is widely acknowledged as a core character trait that undergirds moral, social, and academic formation in primary school students. In educational discourse, responsibility not only encompasses a student's ability to carry out tasks meticulously but also reflects deeper ethical commitments to self, others, and the community (Sianipar, Panjaitan, & Turnip, 2025). Religious education, particularly Christian Religious Education (PAK), traditionally situates responsibility within both spiritual and practical frameworks, asserting that responsible conduct springs from understanding divine commands and ethical teachings. Still, the success of this integrative process heavily depends on teachers' pedagogical competence, the ability to effectively design, facilitate, and assess learning that fosters not only cognitive mastery but also moral virtues (Yesika Sumbayak & Suparman, 2023). Pedagogical competence denotes a teacher's proficiency in several interrelated domains: understanding learners' distinctive characteristics, constructing coherent and contextualized lesson plans, facilitating inclusive and interactive classroom environments, and conducting fair evaluation of learning outcomes. It also requires sensitivity to cultural and spiritual dimensions which significantly shape how students interpret moral concepts such as responsibility. Teachers with strong pedagogical competence do more than transmit information; they mediate learning experiences that integrate knowledge, values, and character formation (Arifandi & Fihris, 2024). In Christian education, the pursuit of responsibility is not merely a secular ideal but an embodiment of biblical teaching. The story in Exodus 17:12, where Moses' hands are held up by Aaron and Hur so that Israel prevails in battle, illustrates a profound theological and relational dimension of responsibility: community support and steadfastness in fulfilling a divine mandate. This biblical narrative offers fertile ground for reflection on how educators can model and teach responsibility, showing students that moral tasks often require mutual support and perseverance rooted in faith commitments. However, the literature reveals that while biblical insights enrich theoretical understanding, their translation into effective pedagogy remains a challenge, especially in diverse educational contexts such as Indonesian elementary schools. Empirical studies within Indonesian religious education contexts highlight the importance of pedagogical competence in shaping student outcomes. For example, Sitompul et al. (2025) found a significant positive influence of Christian Religious Education teachers' pedagogical competence on student learning activity, demonstrating that competent teachers contribute to active and engaged learners. Similarly, research by Sianipar et al. (2025) suggests that teachers' pedagogical skills are crucial not only for content delivery but also for building student interest and character development, indicating that pedagogical competence allows teachers to function as both educators and moral exemplars in the learning process. Research focusing specifically on *responsibility* as an outcome of pedagogically competent Christian Religious Education teaching remains limited, particularly in primary school settings. Most existing studies address general academic performance or character traits broadly without deeply interrogating how pedagogical competence intersects with religious narratives to nurture responsibility explicitly. This gap is especially apparent in Indonesian Christian education research, which tends to prioritize academic achievement metrics or sociocultural outcomes without detailed alignment to specific theological reflections (Nurrozaq & Al-gifari, 2025). The context of SDN Tuhegeo II Gunungsitoli Idanoi

presents a compelling case to study this intersection. As a public elementary school in North Sumatra with a diverse student population and significant Christian community involvement, the teaching of Christian Religious Education here entails not just academic instruction but character formation grounded in faith values. In this milieu, teachers carry the dual responsibility of nurturing student understanding of canonical texts such as Exodus while also operationalizing these teachings in day-to-day classroom interactions. Attention to how pedagogical competence enables teachers to teach responsibility thus matters not only theoretically but also practically. Indonesian educational policy reinforces that effective teaching involves not only mastery of content but also the competence to adapt instructional strategies to foster holistic development, including socio-emotional and ethical competencies (Ministry of National Education, 2020). Pedagogical competence, therefore becomes a vital leverage point for realizing educational goals that align with both national standards and Christian ethical commitments. Teachers who skillfully manage classroom dynamics, select appropriate instructional strategies, and integrate moral narratives can create learning environments conducive to responsible behavior that students carry beyond school walls. The synthesis of biblical reflection, pedagogical theory, and educational practice suggests that the teaching of responsibility through Christian Religious Education demands more than doctrinal knowledge; it requires pedagogical competence that can make theological insights meaningful for students' lived experiences. This study aims to explore this dynamic at SDN Tuhegeo II Gunungsitoli Idanoi, contributing to a deeper academic understanding of how Christian Religious Education teachers' pedagogical competence influences the cultivation of responsibility grounded in the biblical narrative of Exodus 17:12.

METHODS

This study employed a quantitative experimental research design to examine the effectiveness of teaching responsibility through the pedagogical competence of Christian Religious Education (CRE) teachers based on the biblical reflection of Exodus 17:12. The experimental approach was chosen to identify causal relationships between pedagogically structured instruction and students' development of responsibility as a character trait. The research was conducted at SDN Tuhegeo II Gunungsitoli Idanoi, an elementary public school with a population of Christian students receiving formal Christian Religious Education instruction. The participants of this study consisted of 45 Christian students enrolled in the upper elementary grades. All participants were selected using a total sampling technique, considering that the number of Christian students in the targeted class level was manageable and representative of the research population. This approach ensured that each student had equal opportunity to participate and that the findings reflected the authentic learning context of Christian Religious Education at the school. The research design adopted a one-group pretest–posttest experimental model. Prior to the treatment, students were administered a pretest designed to measure their initial level of responsibility. The treatment phase involved the implementation of instructional activities emphasizing pedagogical competence, including structured lesson planning, interactive teaching strategies, contextual biblical integration, and reflective learning based on Exodus 17:12. The biblical narrative was pedagogically adapted to

highlight themes of perseverance, shared responsibility, cooperation, and faith-based accountability, enabling students to connect theological values with daily responsibilities at school and at home. During the experimental treatment, the CRE teacher applied learner-centered methods such as guided discussion, storytelling, cooperative learning, and reflective questioning. These strategies were intentionally aligned with pedagogical competence indicators, particularly understanding student characteristics, managing classroom interaction, and facilitating value internalization. The intervention was conducted over several instructional sessions to ensure consistency and meaningful engagement. After the completion of the treatment, a posttest was administered using the same instrument as the pretest. The instrument consisted of a responsibility scale questionnaire, developed based on character education indicators such as task completion, discipline, accountability, cooperation, and consistency in behavior. The instrument was validated through expert judgment and reliability testing to ensure accuracy and consistency of measurement. Data were analyzed using descriptive and inferential statistical techniques. Descriptive statistics were employed to describe students' responsibility levels before and after the intervention, while inferential analysis using a paired sample t-test was applied to determine whether there was a statistically significant difference between pretest and posttest scores. This analysis allowed the researcher to assess the effectiveness of pedagogically competent Christian Religious Education teaching in fostering students' responsibility.

RESULTS AND DISCUSSION

This section presents the findings of the experimental study examining the effectiveness of teaching responsibility through the pedagogical competence of Christian Religious Education (CRE) teachers based on the biblical reflection of Exodus 17:12. The data were obtained from pretest and posttest measurements administered to 45 Christian students who participated in the intervention. The pretest results indicated that students' initial level of responsibility was generally moderate to low. Descriptive analysis showed that many students demonstrated limited consistency in completing assigned tasks, weak accountability for classroom duties, and low awareness of shared responsibility during group activities. These findings suggest that, prior to the intervention, responsibility had not yet been internalized as a stable character trait among most students. Such conditions are commonly found in elementary education contexts where character education is still largely conceptual rather than experiential. After the implementation of the experimental treatment, the posttest results revealed a substantial improvement in students' responsibility scores. Most students showed greater consistency in task completion, increased discipline during learning activities, and stronger accountability in both individual and group responsibilities. Classroom observations conducted during the intervention further supported these quantitative findings, as students demonstrated more cooperative behavior, willingness to help peers, and readiness to accept consequences for their actions.

Inferential analysis using a paired sample t_{test} confirmed that the difference between pretest and posttest scores was statistically significant ($p < 0.05$). This result indicates that the experimental treatment, teaching responsibility through pedagogically competent CRE instruction based on Exodus 17:12, had a positive and meaningful effect on students' responsibility development. The increase in posttest scores suggests that responsibility is

not merely an innate trait but a character quality that can be intentionally nurtured through structured pedagogical strategies and value-based instruction. The magnitude of the score improvement also indicates that the pedagogical competence of the teacher played a central role in translating theological values into concrete learning experiences. The use of learner-centered methods, contextual biblical storytelling, and reflective activities enabled students to connect the narrative of Exodus 17:12 with their daily responsibilities at school and at home. These results affirm the assumption that responsibility can be effectively cultivated when pedagogical competence and spiritual values are integrated coherently. The findings of this study demonstrate that teaching responsibility through the pedagogical competence of Christian Religious Education teachers significantly enhances students' character development. This result aligns with educational theories that emphasize the central role of teachers as facilitators of moral learning rather than mere transmitters of knowledge. Pedagogical competence enables teachers to design learning environments that foster internalization of values through experience, reflection, and guided practice. The significant improvement observed in students' responsibility levels can be attributed to several pedagogical factors applied during the intervention. First, the teacher's ability to understand students' developmental characteristics allowed instructional strategies to be adapted to students' cognitive and emotional capacities. Elementary school students tend to learn values more effectively through concrete examples and repeated practice. By presenting responsibility through relatable classroom situations and cooperative tasks, the teacher made abstract moral concepts accessible and meaningful. Second, the integration of Exodus 17:12 as a theological foundation provided a powerful narrative framework for teaching responsibility. The story of Moses, Aaron, and Hur illustrates that responsibility is not only individual but also communal. Moses' role in holding up his hands symbolizes perseverance in fulfilling one's duty, while Aaron and Hur's support highlights shared responsibility and cooperation. When this narrative was pedagogically contextualized, students were able to understand that responsibility involves both personal commitment and mutual support. This finding supports theological education perspectives that argue biblical narratives are most effective when interpreted pedagogically rather than doctrinally. The results also support prior research indicating that pedagogical competence has a significant influence on character formation in religious education contexts. Teachers who employ interactive and reflective strategies are more successful in fostering moral values such as responsibility, discipline, and accountability. In this study, pedagogical competence was demonstrated through lesson planning, classroom management, questioning techniques, and assessment strategies that focused on behavior change rather than rote memorization. This confirms that pedagogical competence is a decisive factor in character-based learning outcomes. From a character education perspective, responsibility develops through repeated engagement in meaningful practices. The experimental treatment emphasized habituation through consistent classroom routines, group responsibilities, and reflective discussions. This approach aligns with character education theory, which posits that moral virtues are formed through habit, modeling, and reinforcement rather than through instruction alone. The significant posttest results suggest that students had begun to internalize responsibility as a habitual behavior rather than as an external obligation imposed by the teacher.

The findings highlight the importance of teacher modeling as an aspect of pedagogical competence. During the intervention, the CRE teacher consistently demonstrated responsibility through punctuality, preparedness, and fairness in classroom interactions. Students often imitate behaviors exhibited by authoritative figures, and the teacher's example reinforced the biblical message conveyed through Exodus 17:12. This supports the view that pedagogical competence includes not only technical teaching skills but also personal integrity and consistency in behavior. The improvement in students' responsibility also reflects the effectiveness of cooperative learning strategies employed during the intervention. Group-based activities encouraged students to share tasks, support peers, and take collective responsibility for outcomes. These practices resonate strongly with the communal dimension of Exodus 17:12, where victory is achieved through cooperation rather than individual effort alone. As students experienced the benefits of shared responsibility, their willingness to participate actively and responsibly increased. In the context of SDN Tuhegeo II Gunungsitoli Idanoi, these findings are particularly significant. As a public school with a Christian student population, the integration of faith-based values into formal education requires pedagogical sensitivity and professionalism. This study demonstrates that Christian Religious Education can contribute meaningfully to character education when teachers possess strong pedagogical competence and intentionally align biblical teachings with students' lived experiences. Responsibility, as shown in this research, becomes a lived value rather than a theoretical concept. The findings also have implications for Indonesian educational policy, which emphasizes holistic education encompassing cognitive, affective, and psychomotor domains. The successful integration of responsibility into learning outcomes supports national goals of character education and moral development. This study provides empirical evidence that religious education, when implemented pedagogically, can support these broader educational objectives. This study still has limitations that should be acknowledged. The use of a one-group pretest-posttest design limits the ability to control for external variables that may influence student behavior. The sample size was restricted to 45 students in one school, which may limit generalizability. However, the significant results suggest that the pedagogical approach employed has strong potential for broader application. Future research could employ a quasi-experimental or true experimental design with control groups to strengthen causal inference. Longitudinal studies are also recommended to examine the sustainability of responsibility development over time. Moreover, qualitative approaches such as interviews and reflective journals could provide deeper insights into students' internalization of responsibility as a faith-based character trait. The results of this study confirm that teaching responsibility through the pedagogical competence of Christian Religious Education teachers, grounded in biblical reflection on Exodus 17:12, is effective in enhancing students' responsibility. The integration of pedagogy, theology, and character education creates a powerful learning experience that supports students' moral and spiritual development. These findings contribute to the growing body of research affirming the strategic role of pedagogically competent teachers in shaping character through faith-based education.

CONCLUSION

This study concludes that teaching responsibility through the pedagogical competence of Christian Religious Education teachers, grounded in the biblical reflection of Exodus 17:12, has a significant and positive effect on the development of students' responsibility at SDN Tuhegeo II Gunungsitoli Idanoi. The experimental findings demonstrate that responsibility is not merely an inherent trait but a character value that can be intentionally cultivated through well-designed pedagogical strategies integrated with theological reflection. The significant increase in students' responsibility levels after the intervention confirms the crucial role of pedagogical competence in Christian Religious Education. Teachers who demonstrate strong pedagogical skills, such as understanding learners' characteristics, implementing interactive teaching methods, contextualizing biblical narratives, and conducting meaningful assessments, are more effective in fostering responsibility as a lived value. Through these competencies, abstract moral teachings are transformed into concrete learning experiences that shape students' attitudes and behaviors in daily life. The integration of Exodus 17:12 into the instructional process provided a powerful theological foundation for character formation. The narrative of Moses, Aaron, and Hur emphasizes perseverance, shared responsibility, and communal support, values that were successfully internalized by students when presented through pedagogically appropriate methods. This study affirms that biblical narratives, when interpreted and applied pedagogically, serve as effective tools for nurturing moral responsibility among elementary school students. The findings highlight that responsibility develops most effectively through habituation, modeling, and reflective practice. The teacher's consistent demonstration of responsible behavior, combined with cooperative learning activities and reflective discussions, enabled students to internalize responsibility beyond mere compliance. As a result, students displayed greater accountability, discipline, and cooperation both individually and collectively. It offers empirical evidence that pedagogically competent instruction rooted in biblical values can significantly enhance students' moral development within a formal educational setting. This research underscores the strategic importance of strengthening the pedagogical competence of Christian Religious Education teachers as a means of fostering responsibility among students. The findings encourage educators, school administrators, and policymakers to prioritize pedagogical training that integrates theological insight with effective teaching practices. Future research is recommended to expand the scope of investigation through comparative designs and longitudinal studies to further validate and enrich understanding of responsibility formation in Christian education contexts.

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