



Reflecting Abraham's Obedience in the Personal Character of Christian Religious Education Teachers at SD 157615 Hutanabolon 3

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ABSTRACT

This study examines how Abraham's obedience, as portrayed in Genesis 17:1, is reflected in the personal character of Christian Religious Education teachers at SD 157615 Hutanabolon 3. The research is grounded in the understanding that the effectiveness of Christian education is closely related to the authenticity and integrity of the teacher's personality. Rather than serving solely as transmitters of knowledge, teachers function as role models whose attitudes and behaviors influence students' spiritual and moral development. Using a qualitative approach, this study involved four Christian Religious Education teachers selected through purposive sampling. Data were collected through in-depth interviews, classroom observations, and document analysis, and were analyzed using an interactive model consisting of data reduction, data display, and conclusion drawing. The findings reveal that Abraham's obedience is interpreted by teachers as a guiding principle that shapes their professional and personal conduct. This obedience is reflected in their consistency between belief and action, relational sensitivity toward students, ethical decision-making, humility, and perseverance in fulfilling their educational responsibilities. Teachers demonstrated a commitment to embodying spiritual values in daily practice, thereby fostering trust and creating a supportive learning environment for character formation. At the same time, the study highlights that embodying obedience is a continuous process that requires reflection, spiritual discipline, and collegial support. The study concludes that integrating biblical models such as Abraham's obedience into teacher identity strengthens the credibility and transformative potential of Christian Religious Education. By aligning faith with professional practice, teachers contribute not only to academic learning but also to the holistic spiritual development of students. These findings underscore the importance of nurturing teacher personality competence as a vital component of faith-based education.

Keywords: *Abraham's Obedience, Teacher Personality, Christian Religious Education*

INTRODUCTION

Christian Religious Education (CRE) fundamentally aims not only to transmit theological knowledge but also to shape the spiritual and moral character of learners. Within this framework, teachers are not merely conveyors of doctrinal truths but are expected to embody the values they teach. The success of Christian education is therefore deeply intertwined with the personal character of the teacher, since students often internalize values through lived examples rather than verbal instruction. Research consistently affirms that the personality competence of Christian Religious Education teachers significantly influences students' moral and spiritual development, particularly through modeling ethical behavior, relational authenticity, and emotional consistency (Pasaribu, 2025). In this sense, the teacher becomes a "living curriculum," whose life reflects the faith principles taught in the classroom.

The importance of teacher personality in shaping student character has long been emphasized in educational discourse. Character formation is not achieved solely through structured curriculum delivery but through relational interaction and example. Teachers who demonstrate integrity, discipline, empathy, and responsibility contribute significantly to the formation of students' personality and values (Pasaribu et al., 2025). Within Christian education contexts, this modeling function becomes even more crucial because the essence of Christian pedagogy is transformative rather than merely informative. Thus, the character of the teacher is not supplementary but foundational to educational effectiveness. In elementary school settings, this influence becomes particularly pronounced. At this developmental stage, students tend to imitate authority figures and internalize behaviors through observation and habituation. Studies on religious character education in primary schools highlight that teachers function as role models by demonstrating virtues such as discipline, kindness, fairness, and service in daily interactions (Rachmadtullah et al., 2024). Such modeling creates an environment where moral and spiritual values are not abstract concepts but observable realities. Consequently, the personality of the teacher directly contributes to the cultivation of students' religiosity and ethical disposition.

Within the domain of Christian Religious Education specifically, personality competence encompasses spiritual authenticity, emotional maturity, moral consistency, and relational sensitivity (Sianturi, 2025). These dimensions enable teachers to align their beliefs with their behaviors, fostering credibility in the eyes of students. When such congruence is present, students are more receptive to character formation processes. Conversely, inconsistencies between teaching and personal conduct may weaken the transformative impact of Christian education. This emphasis on personal authenticity resonates with broader theological traditions that highlight the necessity of lived faith. One of the most profound biblical models of obedience is found in the life of Abraham, particularly in Genesis 17:1, where he is called to "walk before God and be blameless." Abraham's obedience was not merely verbal assent but an existential commitment demonstrated through faithful action. His response illustrates that spiritual maturity is expressed through consistency between belief and behavior—a principle equally applicable to educators entrusted with forming the next generation.

The integration of biblical narratives into teacher formation is not a novel concept. Previous research indicates that the personality competence of teachers can be enriched through reflection on scriptural models such as Jesus' humility, compassion, and

obedience (Nugroho et al., 2021). These qualities have been shown to positively influence students by positioning the teacher as a credible moral authority. Similarly, Abraham's obedience offers a theological framework for understanding teacher identity—not merely as professionals, but as individuals called to demonstrate faith through daily practice. Literature on Christian teacher development underscores that the formation of godly character in students is inseparable from the character of the teacher (Depari & Indriani, 2024). Teachers are expected to guide students toward Christlike living through intentional modeling, reflective teaching practices, and relational engagement. The process involves more than delivering biblical content; it requires embodying virtues that inspire imitation and spiritual growth.

Despite this recognized importance, challenges remain in ensuring that teachers consistently integrate spiritual values into their personal conduct. Some studies note the persistence of character-related issues among students, indicating a gap between instructional content and lived example (Mbeo & Krisdiantoro, 2023). This gap highlights the urgent need to explore how biblical models of obedience can inform teacher personality development in practical educational contexts. In light of these considerations, reflecting on Abraham's obedience provides a meaningful theological lens through which the personal character of Christian Religious Education teachers can be examined. His life exemplifies unwavering trust, relational faithfulness, and moral consistency—qualities that align closely with the expectations placed upon educators in faith-based settings. By internalizing such virtues, teachers may cultivate authenticity that enhances their pedagogical influence and spiritual credibility. This study seeks to explore how the obedience of Abraham, as portrayed in Genesis 17:1, is reflected in the personal character of Christian Religious Education teachers at SD 157615 Hutanabolon 3. By bridging biblical theology with educational practice, this research aims to contribute to the ongoing discourse on teacher personality competence as a vital dimension of transformative Christian education.

METHODS

This study employed a qualitative research approach to explore how Abraham's obedience, as reflected in Genesis 17:1, is embodied in the personal character of Christian Religious Education teachers at SD 157615 Hutanabolon 3. A qualitative design was chosen because it enables an in-depth understanding of lived experiences, personal reflections, and behavioral expressions that cannot be adequately captured through quantitative measurement (Creswell & Poth, 2018). Since the focus of this research is on personality competence and spiritual embodiment, qualitative inquiry allows for the exploration of meaning, interpretation, and contextual realities within the natural school setting. The participants in this study consisted of four Christian Religious Education teachers who actively teach at SD 157615 Hutanabolon 3. These participants were selected using purposive sampling, a technique commonly used in qualitative research to identify individuals who possess relevant knowledge and experience related to the research topic (Patton, 2015). The selection criteria included: (1) being actively involved in teaching Christian Religious Education, (2) having a minimum of three years of teaching experience, and (3) demonstrating engagement in character-building activities within the school environment. The decision to involve four teachers aligns with qualitative research

principles that prioritize depth of understanding over numerical generalization (Merriam & Tisdell, 2016).

Data collection was conducted through three primary techniques: in-depth interviews, participant observation, and document analysis. Semi-structured interviews were used to explore teachers' perceptions of obedience, their understanding of Abraham's faith, and how these values are reflected in their daily conduct as educators. This approach allows participants to articulate their experiences while enabling the researcher to probe deeper into emerging themes (Kvale & Brinkmann, 2015). Observations were carried out during classroom teaching and school interactions to examine behavioral consistency, relational engagement, and moral decision-making in practice. Additionally, document analysis was conducted on lesson plans, reflective notes, and school character education guidelines to identify the integration of spiritual values in pedagogical practices (Bowen, 2009).

To ensure data credibility, triangulation was applied by comparing findings from interviews, observations, and documents (Denzin, 2012). Member checking was also conducted by allowing participants to review and confirm the accuracy of interpreted data, enhancing trustworthiness (Lincoln & Guba, 1985). Data analysis followed an interactive model involving data reduction, data display, and conclusion drawing (Miles et al., 2014). This process enabled the identification of recurring patterns related to obedience, integrity, relational commitment, and spiritual consistency.

RESULTS AND DISCUSSION

The findings of this study reveal that the obedience of Abraham, as reflected in Genesis 17:1, is not merely understood by Christian Religious Education teachers at SD 157615 Hutabolon 3 as a theological concept, but is interpreted as a living principle that shapes their personal character and daily professional conduct. The participating teachers consistently perceived obedience as an inward commitment that manifests outwardly through integrity, responsibility, humility, and relational faithfulness. This understanding aligns with the view that spiritual maturity is expressed not only through doctrinal knowledge but through consistent behavior that reflects faith-based values in practical contexts (Wright, 2013). In their reflections, the teachers emphasized that Abraham's obedience represents total surrender to divine guidance, a principle they strive to embody in their roles as educators.

In classroom practice, this obedience was reflected in the teachers' commitment to maintaining consistency between teaching and personal behavior. The teachers recognized that students are highly perceptive observers who quickly identify discrepancies between spoken values and lived actions. As a result, they viewed obedience as an ethical responsibility that requires alignment between belief and conduct. This aligns with the broader understanding that teacher credibility in moral education depends heavily on authenticity (Palmer, 2007). Observations confirmed that teachers demonstrated patience in managing classroom challenges, fairness in decision-making, and responsibility in fulfilling professional duties. These behaviors were not framed as institutional obligations but as spiritual commitments that mirror Abraham's willingness to respond faithfully to God's call.

The influence of obedience was also evident in the teachers' relational approach toward students. Rather than adopting authoritarian roles, the teachers positioned themselves as guides who nurture spiritual growth through empathy and encouragement. This

relational posture reflects the biblical understanding of obedience as a covenantal response rooted in trust rather than fear (Brueggemann, 2010). In practice, teachers showed attentiveness to students' emotional needs, provided constructive feedback, and encouraged moral reflection during learning activities. Such practices contribute to the development of a supportive learning environment where spiritual values are internalized through experience rather than imposed through instruction.

Another significant dimension that emerged from the data was the integration of obedience into professional perseverance. Teachers frequently associated Abraham's faithfulness with resilience in facing challenges, including limited resources, diverse student abilities, and administrative demands. They interpreted obedience as steadfast commitment to their calling despite difficulties. This perspective resonates with theological interpretations that view Abraham's journey as a model of enduring faith in uncertain circumstances (Goldingay, 2017). Observational data indicated that teachers remained consistent in their instructional responsibilities and maintained positive attitudes even in demanding situations. Their perseverance demonstrated that obedience extends beyond spiritual devotion into practical dedication to educational service.

The embodiment of obedience also influenced the teachers' decision-making processes. In situations requiring ethical judgment, such as addressing student misconduct or managing conflicts, teachers reported relying on prayerful reflection and biblical principles. This approach reflects the integration of faith into professional practice, where moral decisions are guided by spiritual discernment rather than situational convenience (Banks & Ledbetter, 2004). Observations revealed that teachers handled disciplinary issues with a balance of firmness and compassion, emphasizing restoration rather than punishment. This restorative approach mirrors Abraham's relational faithfulness and underscores the transformative potential of obedience in shaping ethical leadership within educational settings. The study found that obedience fostered humility among teachers. Participants consistently expressed awareness of their limitations and dependence on divine guidance. This humility was reflected in their openness to feedback, willingness to learn, and readiness to collaborate with colleagues. Such attitudes align with the biblical portrayal of obedience as a posture of submission and trust (Peterson, 2006). In practical terms, teachers engaged in reflective practices, discussed instructional challenges with peers, and sought continuous improvement in their teaching methods. This humility contributed to a collegial atmosphere that enhanced the overall effectiveness of character education within the school.

The impact of teacher obedience was also observed in student responses. Although the study did not directly measure student outcomes, classroom interactions suggested that students responded positively to teachers who demonstrated consistency and care. Students appeared more willing to participate, express opinions, and engage in moral discussions when they perceived teachers as trustworthy role models. This observation supports the notion that moral influence is relationally mediated and strengthened through authentic example (Lickona, 2012). Teachers' embodiment of obedience thus functioned as a silent curriculum that shaped student attitudes and behaviors.

Document analysis further indicated that the integration of obedience into teaching practice was reflected in lesson planning and instructional strategies. Teachers incorporated reflective activities, storytelling, and value-based discussions that encouraged students to connect biblical narratives with everyday life. Abraham's story

was often used as a reference point for exploring themes of faith, responsibility, and commitment. This pedagogical integration aligns with approaches that emphasize narrative theology as a means of moral formation (Wolterstorff, 2002). By linking scriptural themes with practical experiences, teachers facilitated deeper engagement with spiritual values.

Despite these positive reflections, the study also identified challenges in consistently embodying obedience. Teachers acknowledged moments of fatigue, frustration, and self-doubt that occasionally hindered their ability to model ideal behavior. These challenges highlight the dynamic nature of character formation, which involves ongoing effort rather than static achievement (Nouwen, 1989). Participants emphasized the importance of spiritual disciplines such as prayer, reflection, and community support in sustaining their commitment. This finding underscores that obedience is not merely an individual endeavor but is nurtured within relational and spiritual networks.

The discussion of these findings suggests that Abraham's obedience provides a meaningful framework for understanding teacher personality within Christian education. His example illustrates that faith is expressed through action, perseverance, and relational commitment. When applied to educational contexts, this model encourages teachers to view their professional roles as spiritual vocations. The alignment between biblical values and pedagogical practice enhances the transformative potential of Christian education by fostering authenticity and credibility. The findings affirm that personality competence is integral to effective teaching in faith-based settings. Obedience, as reflected in humility, perseverance, and relational care, contributes to the creation of learning environments that support holistic development. This aligns with contemporary perspectives on character education, which emphasize the role of adult modeling in shaping student values (Arthur et al., 2017). Teachers who embody obedience not only convey moral principles but also demonstrate their practical relevance. The research indicates that the reflection of Abraham's obedience in teacher personality is manifested through consistent behavior, relational sensitivity, ethical decision-making, and professional perseverance. These qualities enhance the credibility and effectiveness of Christian Religious Education by aligning instructional content with lived example. The integration of biblical obedience into teacher identity thus represents a significant dimension of transformative pedagogy, offering a pathway for nurturing both spiritual authenticity and educational excellence.

CONCLUSION

This study set out to explore how Abraham's obedience, as portrayed in Genesis 17:1, is reflected in the personal character of Christian Religious Education teachers at SD 157615 Hutanabolon 3. The findings indicate that obedience is not merely understood as a theological ideal but is internalized as a guiding principle that shapes teachers' attitudes, decisions, and interactions within the educational environment. Through their reflections and observed practices, the participating teachers demonstrated that obedience is expressed through consistency between belief and action, relational commitment to students, humility in professional growth, and perseverance in fulfilling their vocation as educators. The embodiment of obedience was evident in the teachers' efforts to align their instructional practices with spiritual values. Rather than limiting biblical teachings to cognitive understanding, they sought to model faith through daily conduct. This modeling

fostered trust and created a classroom atmosphere conducive to moral and spiritual development. The teachers' commitment to fairness, empathy, and responsibility reflected an understanding that character formation in students is deeply influenced by authentic example. In this regard, Abraham's obedience served as a meaningful framework that informed their approach to teaching and relational engagement.

At the same time, the study highlighted that embodying obedience is an ongoing process shaped by personal reflection and spiritual discipline. Teachers acknowledged challenges that occasionally hindered consistency, yet their reliance on prayer, collegial support, and reflective practice enabled them to sustain their commitment. That obedience is not a static achievement but a continuous journey that requires intentional effort and dependence on divine guidance. The reflection of Abraham's obedience in teacher personality contributes significantly to the effectiveness of Christian Religious Education. By integrating faith into professional identity, teachers enhance their credibility and strengthen their influence as moral role models. The study affirms that the transformative potential of Christian education lies not only in curriculum content but in the authenticity of those who deliver it. Therefore, nurturing teacher personality grounded in biblical obedience remains essential for fostering holistic student development and sustaining the spiritual mission of Christian education.

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