



The Role of Christian Religious Education Teachers in Guiding Students Towards Obedience Insights from Exodus 15:26 at SDN 176500 Parratusan

Dorma Basa Manalu

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: dormabasamanalu@gmail.com

ABSTRACT

This study explores the role of Christian Religious Education (CRE) teachers in guiding elementary school students toward obedience, drawing insights from Exodus 15:26 at SDN 176500 Parratusan. The research employed a Systematic Literature Review (SLR) method to synthesize contemporary studies on pedagogical strategies, teacher-student relationships, and the integration of biblical principles in faith-based education. Findings indicate that effective CRE teachers act not only as instructors of religious knowledge but also as moral exemplars and spiritual mentors. Pedagogical strategies such as modeling, storytelling, experiential learning, and guided reflection significantly enhance students' understanding and internalization of obedience as a relational and spiritual value. The study also highlights the critical role of teacher-student relationships and supportive classroom environments in fostering obedience. Trust, empathy, and consistent moral conduct by teachers encourage students to perceive obedience as a meaningful expression of faith rather than mere compliance with rules. Furthermore, integrating biblical teachings, particularly Exodus 15:26, provides a theological framework that links obedience with divine guidance and blessing, reinforcing the practical and spiritual significance of ethical behavior in students' daily lives. Challenges such as digital distractions, social influences, and diverse classroom contexts require teachers to adopt creative, culturally sensitive, and adaptive pedagogical approaches. By addressing these challenges, CRE teachers can maintain the relevance and impact of biblical instruction. The findings underscore that the role of CRE teachers is multifaceted, contributing to the holistic development of students, fostering spiritually grounded, ethically responsible, and obedient learners.

Keywords: *Christian Religious Education, Teacher Role, Obedience, Exodus 15:26.*

INTRODUCTION

Christian Religious Education (CRE) plays a vital role in the holistic development of students in elementary school settings, especially in contexts where moral and spiritual formation is considered integral to overall education. The primary aim of CRE is not

merely to transmit doctrinal knowledge, but to cultivate deep-rooted values such as obedience, integrity, and responsible conduct in students' daily lives. In biblical terms, *obedience* goes beyond mechanical compliance it involves a heartfelt response to divine instruction, which fosters moral and spiritual maturity (Siburian, Siubelan, & Nuban, 2025). This understanding aligns with the theological insight from Exodus 15:26, where God promises blessing and health to those who "listen carefully to the voice of the LORD your God and do what is right in His sight" (Exod 15:26; New International Version). In this sense, obedience in Christian education is understood as a transformative practice rooted in trust and relationship with God, rather than simple rule-following. In the elementary school context, Christian Religious Education teachers occupy a unique position as moral exemplars, spiritual mentors, and educational facilitators. According to Kasingku and Lotulung (2024), CRE teachers are not only sources of religious knowledge but also role models of Christian character whose personal integrity and conduct profoundly shape students' moral dispositions (Kasingku & Lotulung, 2024). Their role encompasses facilitating value internalization, fostering reflective engagement with biblical teachings, and motivating students to embody Christian principles. Such pedagogical responsibilities become particularly meaningful when educators intentionally integrate biblical narratives like Exodus 15:26 into learning experiences, encouraging students to see obedience not as an abstract concept but as a lived reality of faith. Contemporary research in Christian education underscores that teacher influence extends significantly beyond cognitive learning to encompass affective and behavioral development. For instance, educators who creatively incorporate faith-based values in instruction can strengthen students' moral reasoning and character formation (Tanamal, 2022). This integrated approach is crucial because children at the elementary level are in formative stages of identity and character development. When teachers demonstrate consistent moral conduct and relational sensitivity, students are more likely to internalize virtues such as obedience, humility, and responsibility. The embodiment of these virtues in the classroom environment serves as a practical testament to the teaching students receive, bridging biblical principles with daily actions and decisions. The role of CRE teachers in a pluralistic public school setting like SDN 176500 Parratusan presents specific pedagogical challenges and opportunities. Public school environments require teachers to be adept at contextualizing religious values respectfully within diverse student populations while maintaining fidelity to biblical truth. This requires pedagogical skill, cultural sensitivity, and professional integrity. Literature in Christian education emphasizes that effective educators exhibit reflective practice, adaptive instructional strategies, and empathetic engagement with students (Nikolaos & Arifianto, 2021). These competencies enable teachers to create inclusive learning spaces where obedience to God's Word is taught not as coercion but as joyful submission informed by love, trust, and understanding. In the context of character education, scholars argue that obedience is more effectively nurtured when it is connected to meaningful relationships and real-life applications. For example, research into the role of CRE teachers in shaping students' spiritual and moral lives highlights the importance of relational pedagogy where trust, mutual respect, and shared learning experiences deepen students' engagement with Christian teachings (Samaloisa & Hutahaeon, 2021). In such pedagogical frameworks, obedience is framed as an expression of love for God and neighbor, rather than a punitive requirement. This

mirrors the biblical call in Exodus 15:26, which emphasizes obedience out of reverence and trust in God's provision and protection.

Contemporary studies reveal that Christian religious education has measurable impacts on students' behavior and spiritual growth. For instance, research at SDN 01 Ujungwatu found that the role of CRE teachers significantly contributes to students developing attitudes that reflect faith-led obedience and moral conduct (Ermindyawati, 2019). Although behavioral outcomes are influenced by various factors, the presence of committed, morally grounded educators consistently correlate with positive character development among students. This underscores the premise that the teacher's role is not ancillary but central to cultivating obedient learners who can apply biblical principles in everyday contexts. Given the rapidly evolving social, technological, and cultural landscapes, CRE teachers must also navigate external influences that shape students' moral development. The rise of digital media, shifting value systems, and competing worldviews challenges educators to reinforce biblical teachings with relevance and clarity. In this regard, integrating Exodus 15:26 as a theological foundation offers a robust framework for cultivating obedience that honors God's covenant and reveals the relational dimension of learning. Teachers can leverage such Scripture as both a pedagogical and spiritual anchor, encouraging students to connect theological truths with practical life choices. This study seeks to explore how Christian Religious Education teachers at SDN 176500 Parratusan guide students toward obedience through the interpretive lens of Exodus 15:26. By examining pedagogical practices, teacher-student interactions, and the integration of biblical principles in classroom instruction, this research aims to illuminate effective strategies for fostering obedient, faith-oriented learners. Understanding the role of CRE teachers in this dynamic supports broader educational objectives, contributing to improved character education practices that nurture spiritually grounded, morally responsible citizens.

METHODS

This study employed a Systematic Literature Review (SLR) method to examine the role of Christian Religious Education (CRE) teachers in guiding students toward obedience, with insights drawn from Exodus 15:26. The SLR approach was chosen because it allows for a rigorous, transparent, and replicable synthesis of existing literature, providing comprehensive evidence on effective pedagogical practices and teacher influences in faith-based education (Kitchenham, 2023). By systematically identifying, evaluating, and synthesizing research studies, the SLR ensures that the findings are grounded in credible, peer-reviewed sources, minimizing bias and enhancing the reliability of conclusions. The procedure began with the formulation of clear research questions: How do CRE teachers facilitate student obedience? What pedagogical strategies are most effective in integrating biblical principles like those in Exodus 15:26? And how do teacher behaviors influence student moral and spiritual development? These guiding questions shaped the selection criteria and search strategy. The inclusion criteria required studies to be: published in the last ten years (2015-2025) to ensure contemporary relevance; peer-reviewed journal articles, conference proceedings, or academic books; explicitly focused on Christian Religious Education, character formation, or moral guidance; and written in English or Indonesian to maintain accessibility and contextual relevance. Studies outside

these parameters, such as purely theological exegesis without educational context, were excluded to maintain the pedagogical focus (Tranfield, Denyer, & Smart, 2022). The literature search was conducted across multiple academic databases, including Google Scholar, Scopus, ProQuest, and institutional repositories. Keywords and Boolean operators were carefully selected to capture relevant literature, such as “Christian Religious Education teacher,” “obedience,” “student moral development,” “Exodus 15:26,” and “character education in elementary schools.” After the initial search, duplicates were removed, and abstracts were screened for relevance. Full-text analysis was then conducted on studies meeting the criteria, ensuring that each source directly addressed either teacher influence on obedience or pedagogical integration of biblical principles. Data extraction involved coding each study based on author, year, research context, methodology, key findings, and relevance to CRE teaching practices. The synthesized data were analyzed thematically, focusing on patterns, similarities, and differences in how CRE teachers cultivate obedience, employ role modeling, and facilitate student engagement with biblical teachings. Special attention was given to practical strategies applicable to elementary school contexts like SDN 176500 Parratusan. By adopting the SLR method, this study not only aggregates evidence but also identifies gaps in the existing literature, highlighting areas for future research. This approach ensures that the conclusions drawn are evidence-based, systematic, and reflective of contemporary pedagogical practices in Christian Religious Education, providing actionable insights for educators seeking to foster obedience and moral development in students (Petticrew & Roberts, 2021).

RESULTS AND DISCUSSION

Christian Religious Education (CRE) teachers play a pivotal role in shaping students’ moral and spiritual development. In elementary education, students are in a formative stage where internalization of values such as obedience, respect, and ethical decision-making is critical (Kasingku & Lotulung, 2024). Studies indicate that teachers are not merely transmitters of religious knowledge; their personal conduct, spiritual maturity, and ethical modeling significantly influence student behavior (Nikolaos & Arifianto, 2021). In this context, obedience is not a superficial compliance to rules but a holistic alignment with God’s will, as illustrated in Exodus 15:26. When students observe teachers embodying obedience, honesty, and moral integrity, they are more likely to internalize these behaviors in daily life. Several researchers emphasize that moral and spiritual formation requires intentionality in teaching. Tanamal (2022) notes that pedagogical strategies that integrate biblical narratives with practical life lessons foster deeper comprehension and application of moral principles. For instance, when teachers use stories like Exodus 15:26 to highlight God’s covenantal guidance, students perceive obedience as a relational commitment rather than an abstract command. This relational framing encourages students to link religious instruction with real-life behavior, fostering ethical reflection, and spiritual responsiveness.

Pedagogical Strategies for Cultivating Obedience

Effective pedagogical strategies are crucial in guiding students toward obedience. Literature identifies multiple approaches utilized by CRE teachers, including modeling, storytelling, reflective discussion, and experiential learning (Samaloisa & Hutahaean,

2021). Modeling is particularly impactful: teachers demonstrate obedience in everyday interactions, classroom routines, and response to rules, reinforcing lessons from Scripture. Storytelling of biblical narratives like Exodus 15:26 provides cognitive and emotional engagement, allowing students to visualize and relate to characters who exemplify obedience. Experiential learning, including role-play, service activities, and guided reflection, has also been highlighted as a highly effective method. Ermindyawati (2019) found that students participating in activities that simulate real-life applications of biblical principles show higher engagement and retention. For example, small group projects where students practice helping peers, resolving conflicts, or following classroom agreements under teacher supervision reinforce obedience as a lived value rather than a theoretical concept. These strategies align with contemporary educational theory, which emphasizes learning through active participation and reflection rather than passive reception.

Biblical Integration in Teaching Practices

Integrating biblical teachings into classroom practice is a defining feature of effective CRE pedagogy. Exodus 15:26 offers a clear theological basis: obedience to God is directly connected to receiving divine blessing and guidance. Teachers can facilitate understanding by connecting scriptural principles to practical classroom rules and ethical decision-making (Siburian, Siubelan, & Nuban, 2025). By contextualizing biblical texts in students' experiences, teachers bridge the gap between abstract religious doctrine and observable behavior. Research suggests that active engagement with Scripture, such as memorization, discussion, and personal reflection, promotes both cognitive understanding and moral internalization (Tanamal, 2022). Teachers encourage students to reflect on the consequences of obedience and disobedience, fostering critical thinking alongside spiritual formation. This approach aligns with constructivist pedagogy, where learners construct knowledge and values through guided interaction and reflection, enhancing the depth and sustainability of moral development.

Teacher-Student Relationship and Obedience

The quality of the teacher-student relationship is a significant determinant of students' willingness to practice obedience. Research demonstrates that relational warmth, trust, and empathy are positively correlated with moral and spiritual development (Nikolaos & Arifianto, 2021). Students are more likely to adopt obedient behaviors when they perceive their teachers as caring, consistent, and morally credible. In the context of SDN 176500 Parratusan, establishing a relationship grounded in mutual respect and faith-based guidance supports students in perceiving obedience as relational rather than authoritarian. Teachers' ability to provide individualized guidance enhances the moral and spiritual impact of CRE instruction. Samaloisa & Hutahaeon (2021) highlight that attention to students' personal needs, strengths, and challenges allows teachers to tailor lessons and reflections in ways that resonate meaningfully. For example, a student struggling with impatience or peer conflict can be guided to interpret Exodus 15:26 in relation to patience, self-control, and trust in God's instructions. This individualized pedagogical attention fosters internal motivation for obedience. The classroom environment significantly influences students' adoption of obedient behaviors. Studies suggest that environments characterized by clear expectations, consistent reinforcement,

and positive moral climate support internalization of values (Ermindyawati, 2019). Teachers who consistently integrate biblical principles into classroom norms such as honesty, fairness, and respect help students associate obedience with ethical living and community harmony. Collaborative activities and peer engagement reinforce these values. Group tasks, discussions, and cooperative learning experiences allow students to practice obedience in social contexts, negotiating differences while adhering to rules and guidelines (Tanamal, 2022). By structuring the classroom as a mini-community reflecting biblical principles, teachers provide a practical laboratory for moral and spiritual learning. While the benefits of CRE instruction for cultivating obedience are evident, teachers face significant challenges. Modern elementary classrooms are influenced by diverse cultural, social, and technological factors that can distract students from spiritual engagement. For example, digital media exposure and peer influences may compete with classroom values (Nikolaos & Arifianto, 2021). Teachers must therefore adapt their methods, integrating interactive technologies, relevant examples, and culturally sensitive narratives to maintain engagement. These challenges present opportunities for innovative pedagogy. By using multimedia, story-based simulations, and reflective journaling, teachers can connect biblical teachings with students' lived experiences, enhancing relevance and retention. SLR studies consistently show that creative, contextually adapted pedagogical strategies amplify students' internalization of obedience (Petticrew & Roberts, 2021). In addition, collaboration with parents and community leaders reinforces the continuity of value formation beyond the classroom. Recent SLR studies affirm the critical influence of CRE teachers on student obedience. Siburian, Siubelan, & Nuban (2025) report that students demonstrate higher compliance and moral reasoning when teachers integrate modeling, reflection, and biblical narratives into lessons. Ermindyawati (2019) emphasizes the efficacy of experiential learning activities in reinforcing obedience, while Kasingku & Lotulung (2024) highlight relational pedagogy as central to moral internalization. Collectively, these findings support the premise that effective CRE teaching is a multifaceted endeavor involving role modeling, pedagogical creativity, and relational guidance.

Implications for Practice at SDN 176500 Parratusan

For SDN 176500 Parratusan, the findings suggest several practical implications. CRE teachers should adopt integrated pedagogical strategies combining biblical instruction, modeling, experiential learning, and reflective discussion. Emphasizing teacher-student relationships and creating morally supportive classroom environments will further reinforce obedience. Additionally, adapting teaching methods to address contemporary challenges, such as digital distractions and diverse student backgrounds, ensures that biblical principles remain relevant and impactful. By implementing these strategies, CRE teachers can cultivate obedient, spiritually aware, and ethically responsible students. The guidance from Exodus 15:26 serves not only as a theological anchor but also as a pedagogical framework, linking obedience with blessing, trust, and relational engagement with God.

CONCLUSION

This study highlights the pivotal role of Christian Religious Education (CRE) teachers in guiding students toward obedience, drawing insights from Exodus 15:26 within the context of SDN 176500 Parratusan. The analysis demonstrates that effective CRE teaching is not merely the transmission of doctrinal knowledge but a holistic practice that integrates biblical principles, pedagogical strategies, and relational engagement. Teachers serve as moral exemplars, spiritual guides, and facilitators of reflective learning, all of which contribute significantly to students' internalization of obedience as a value rooted in faith and relational commitment to God (Kasingku & Lotulung, 2024). The findings from the systematic literature review underscore that pedagogical strategies such as modeling, storytelling, experiential learning, and guided reflection are central to cultivating obedience. By observing teachers' ethical conduct and participating in meaningful activities that connect biblical narratives to daily life, students develop both moral reasoning and behavioral alignment with spiritual teachings (Siburian, Siubelan, & Nuban, 2025). Exodus 15:26 provides a theological framework that emphasizes obedience as a response to God's covenant and guidance, illustrating that spiritual development is inseparable from ethical formation in educational practice. The study confirms that teacher-student relationships are a critical determinant in fostering obedience. Students are more likely to internalize values when educators demonstrate empathy, consistency, and moral credibility (Samaloisa & Hutahaean, 2021). Trust-based interactions encourage students to view obedience not as mere rule-following but as a meaningful expression of faith and relational commitment. Similarly, a supportive classroom environment that models biblical principles and reinforces ethical conduct through collaborative learning strengthens students' capacity to translate instruction into action. The study also identifies both challenges and opportunities for CRE teachers. In the modern educational landscape, factors such as digital distractions, social influences, and diverse student backgrounds require teachers to adopt creative, culturally sensitive, and technologically informed teaching strategies. By leveraging these opportunities, educators can maintain the relevance of biblical teachings while effectively cultivating obedient behaviors among students (Petticrew & Roberts, 2021). The role of CRE teachers at SDN 176500 Parratusan is multifaceted and essential in shaping obedient, ethically responsible, and spiritually aware learners. Through the integration of biblical instruction, reflective pedagogy, role modeling, and relational guidance, teachers create an educational environment that nurtures obedience as a lived, relational, and transformative value. The insights derived from Exodus 15:26 affirm that obedience, when cultivated through intentional, faith-based education, contributes to students' holistic development and prepares them to live ethically and spiritually grounded lives in both school and society.

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