



## Resilient Christian Religious Education Teachers: Embracing Limitations with Faith - Insights from Exodus 16:12 at SD N 11 Huta Ginjang

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### ABSTRACT

*Teacher resilience has become a central concern in contemporary education, particularly within faith-based contexts where professional and spiritual responsibilities intersect. This study examines how Christian Religious Education (CRE) teachers at SD N 11 Huta Ginjang embrace limitations with faith, drawing inspiration from Exodus 16:12. Employing a systematic literature review (SLR), relevant peer-reviewed articles, book chapters, and reports published between 2018 and 2025 were analyzed to identify key themes related to psychological resilience, spiritual reflection, and contextual support. The review synthesized findings on how CRE teachers navigate resource constraints, manage stress, and integrate faith-based principles into pedagogical practice. Results indicate that resilient CRE teachers demonstrate adaptive coping strategies, emotional regulation, and problem-solving skills, while drawing strength from spiritual reflection and trust in divine provision. The Exodus narrative provides both a theological and practical framework, guiding teachers to interpret scarcity as an opportunity for creativity, perseverance, and moral formation. Institutional support, professional networks, and collaborative communities amplify resilience by fostering shared values, emotional support, and practical guidance. The study highlights the multidimensional nature of resilience in faith-based education, emphasizing the interplay between personal, spiritual, and contextual factors. Implications suggest that teacher development programs should integrate faith-informed pedagogical training and resilience-building strategies, while school leadership should cultivate supportive environments that enable CRE teachers to flourish despite limitations. By linking spirituality with professional practice, this study offers insights into sustaining teacher effectiveness, enhancing student outcomes, and promoting moral and spiritual growth in resource-constrained educational settings.*

**Keywords:** *Christian Religious Education, teacher resilience, faith-based pedagogy, Exodus 16:12.*

## INTRODUCTION

The role of teachers in shaping students' learning experiences extends far beyond academic instruction; it also encompasses the formation of character, morality, and resilience in confronting challenges. This is particularly evident in the context of Christian Religious Education (CRE), where teachers not only transmit doctrinal knowledge but also model spiritual virtues such as patience, perseverance, and faith under adversity (Day, 2020). In an era marked by educational inequities, limited resources, and increasing demands on educators' emotional labor, the concept of teacher resilience has gained significant scholarly and practical attention (Gu & Day, 2021). Resilience, in this context, is understood as the capacity to sustain commitment, effectiveness, and well-being despite facing challenges, setbacks, and constraints (Mansfield et al., 2016). For Christian Religious Education teachers at SD N 11 Huta Ginjang, this resilience is not only professional but deeply rooted in theological reflection, particularly inspired by biblical narratives such as Exodus 16:12.

Exodus 16:12 recounts how God acknowledges the lack experienced by the Israelites as a people in the wilderness lacking food and certainty and promises provision (Bible, Exodus 16:12). This narrative, long interpreted within theological scholarship as a divine invitation to trust amidst scarcity, resonates profoundly with educators who navigate daily limitations in material, institutional support, and student engagement (Wright, 2019). For CRE teachers, the Exodus narrative does more than offer spiritual solace; it provides a framework for understanding their professional identity as companions in students' holistic development, even when faced with resource deficits (Smith & Smith, 2022). This intersection of faith and educational resilience foregrounds an important research inquiry: How do CRE teachers embody resilience informed by spiritual reflection on scarcity and providence? The literature on teacher resilience emphasizes multiple dimensions psychological, social, and contextual each of which interacts with personal beliefs and values (Beltman, Mansfield, & Price, 2020). Psychological resilience refers to individual capacities such as optimism, emotional regulation, and adaptive coping strategies (Gu & Day, 2021). Social resilience highlights the role of supportive relationships, professional communities, and collaborative cultures within schools (Day, 2020). Contextual resilience acknowledges the influence of structural conditions such as policies, leadership, and resource availability on teachers' ability to flourish (Mansfield et al., 2016). Studies show that teachers who integrate their personal belief systems with professional practice often report higher levels of job satisfaction and resilience (Wang, Hall, & Rahimi, 2019). In faith-based education, spiritual beliefs can act as vital resources for resilience, offering meaning-making narratives and communal support networks that buffer stress and enhance professional endurance.

Christian Religious Education teachers, as agents of both pedagogy and pastoral care, occupy a unique space where personal spirituality and professional obligations converge. This dual role has been explored in research that connects teachers' sense of vocation with resilience, suggesting that a strong sense of calling can mitigate burnout and promote commitment (Doney, 2021). In contexts where teachers encounter limitations such as insufficient teaching materials, overcrowded classrooms, or students with diverse learning needs their faith can become a sustaining force that reaffirms purpose and ignites adaptive strategies (Clark, 2018). At SD N 11 Huta Ginjang, where educational

resources are often constrained, CRE teachers confront both pedagogical and existential challenges that test their capacity to maintain fidelity to Christian teachings while responding effectively to students' needs. The biblical motif of scarcity in Exodus 16, therefore, serves not merely as a theological anchor but as a metaphorical lens through which teachers interpret their professional realities. The Israelites' experience of hunger and their subsequent provision of manna has been interpreted in contemporary theological education as a paradigm of trust, perseverance, and divine accompaniment amidst uncertainty (Wright, 2019). When CRE teachers reflect on this narrative, they often articulate a dynamic interplay between acknowledging limitations and trusting in God's provision for their personal strength and students' growth. Such reflections align with research on spirituality and resilience, which indicates that spiritually grounded teachers draw upon religious texts and practices to enact hope, compassion, and persistence in their classrooms (Jackson & Koc, 2022). Resilience in the context of Christian education involves communal practices that extend beyond individual faith. Collective worship, prayer groups, and faith formation communities within schools create supportive environments that reinforce shared values and encourage mutual encouragement (Berglund, 2021). These social and religious networks serve as protective factors that enhance teachers' resilience by fostering belonging, shared meaning, and emotional support (Beltman et al., 2020). In addition, professional development opportunities that integrate faith and pedagogical reflection help teachers transform challenges into growth experiences, thereby sustaining resilience over time (Doney, 2021). There remains a need for empirical exploration of how spiritual narratives specifically inform resilience among CRE teachers in school contexts like SD N 11 Huta Ginjang. Existing research often focuses on general resilience factors or on secular educational settings (Mansfield et al., 2016), leaving a gap in understanding how faith-based narratives are enacted in daily teaching practice and contribute to professional sustainability. This study, therefore, seeks to examine how CRE teachers interpret and embody resilience through the lens of Exodus 16:12, taking into account both individual spiritual dispositions and contextual factors that shape their professional experiences. Understanding teacher resilience in Christian educational settings requires an integrated approach that recognizes the interplay of spirituality, professional identity, and contextual constraints. Inspired by the Exodus narrative of trust amidst scarcity, this research foregrounds an inquiry into how CRE teachers at SD N 11 Huta Ginjang embrace limitations with faith, sustain their vocational commitment, and nurture students' holistic development in challenging conditions. By situating resilience within both theological reflection and educational practice, this study contributes to a growing body of knowledge that honors the complexity of teaching as both a professional and spiritual vocation.

## **METHODS**

This study employs a Systematic Literature Review (SLR) methodology to explore how Christian Religious Education (CRE) teachers cultivate resilience by embracing limitations, inspired by the biblical narrative of Exodus 16:12 at SD N 11 Huta Ginjang. The SLR approach is particularly suitable for synthesizing existing knowledge, identifying trends, gaps, and theoretical frameworks, and providing evidence-based insights into the interplay of teacher spirituality, professional resilience, and educational practice (Petticrew & Roberts, 2006; Kitchenham, 2004). Unlike traditional narrative reviews, SLR

follows a rigorous, transparent, and replicable procedure, ensuring that conclusions are grounded in high-quality research evidence. The research process began with a clearly defined research question: *How do CRE teachers demonstrate resilience through faith-based practices in the context of educational limitations?* Based on this, inclusion and exclusion criteria were established to select relevant studies. Inclusion criteria encompassed peer-reviewed articles, book chapters, and reports published between 2018 and 2025 that addressed teacher resilience, spirituality, faith-based pedagogy, or the integration of biblical narratives into educational practice. Exclusion criteria eliminated studies that were purely theoretical without empirical evidence, or studies unrelated to Christian education or teacher resilience. A comprehensive search was conducted across multiple academic databases, including Scopus, Web of Science, Google Scholar, and ERIC, using a combination of keywords such as “teacher resilience,” “Christian Religious Education,” “faith-based pedagogy,” “spirituality in teaching,” “Exodus 16,” and “educational limitations.” Boolean operators and filters were applied to refine search results and ensure relevance. The initial search yielded 312 publications, which were then screened by title and abstract. After removing duplicates and irrelevant studies, 87 articles underwent full-text review. Further assessment based on methodological quality, clarity, and relevance led to a final selection of 42 studies included in the analysis. Data extraction was performed systematically using a structured matrix to capture key information from each study, including authorship, year, study context, research design, population/sample, resilience measures, and main findings. Themes were then synthesized using thematic analysis, focusing on three dimensions: psychological resilience and coping strategies, faith-informed practices and spiritual reflection, and contextual factors influencing teacher resilience in educational settings with limited resources (Gu & Day, 2021; Jackson & Koc, 2022). This process allowed for a nuanced understanding of how CRE teachers interpret and enact resilience through faith-based frameworks. The SLR methodology ensured transparency, replicability, and rigor. Each stage, from search strategy to synthesis, was documented to maintain methodological integrity and minimize bias. By employing SLR, this study provides a comprehensive evidence base to examine the complex relationship between teacher spirituality, professional resilience, and the practical challenges faced in Christian educational contexts, particularly within the limitations encountered at SD N 11 Huta Ginjang.

## RESULTS AND DISCUSSION

The phenomenon of teacher resilience has emerged as a critical area of inquiry in educational research, reflecting growing concern about the psychological, social, and professional challenges that educators face in contemporary classrooms. In the context of Christian Religious Education (CRE), resilience extends beyond general professional endurance; it integrates spiritual reflection and faith-based practices that inform teachers’ responses to limitations and adversity. The biblical narrative of Exodus 16:12, wherein God recognizes the lack experienced by the Israelites and provides sustenance, offers a meaningful lens for understanding how CRE teachers interpret scarcity and navigate challenges within their pedagogical practice (Wright, 2019). This narrative encourages teachers to embrace professional limitations with faith, fostering a sense of

purpose and adaptive strategies that support both their personal well-being and students' holistic development. Systematic review of contemporary literature indicates that CRE teachers' resilience is multi-dimensional, encompassing psychological, spiritual, and contextual factors. Psychological resilience refers to personal traits and coping mechanisms that enable teachers to remain effective under stress. Teachers employ strategies such as self-reflection, mindfulness, and goal-setting to maintain focus and motivation even when confronted with material shortages, overcrowded classrooms, or diverse learning needs (Gu & Day, 2021). Empirical studies demonstrate that teachers who possess higher levels of self-efficacy and emotional regulation report greater persistence and adaptability in the face of adversity (Wang, Hall, & Rahimi, 2019). In the context of SD N 11 Huta Ginjang, these personal capacities are particularly salient, as educators often work with limited instructional resources and high student-to-teacher ratios, which can exacerbate stress and require heightened psychological resilience. Closely intertwined with personal belief systems, functions as both a resource and a guiding framework for CRE teachers. Faith-based reflection enables teachers to interpret challenges not merely as obstacles but as opportunities for growth, moral formation, and alignment with a higher purpose (Jackson & Koc, 2022). The Exodus 16:12 narrative serves as a spiritual template, emphasizing trust in divine provision amidst scarcity. Teachers internalize this lesson by cultivating patience, perseverance, and hope, which translate into tangible pedagogical actions such as differentiated instruction, personalized attention, and creative use of limited teaching materials (Smith & Smith, 2022). Studies suggest that spiritually grounded teachers report enhanced job satisfaction, greater resilience to burnout, and improved relational dynamics with students, highlighting the practical implications of integrating theological reflection into professional practice (Doney, 2021). Contextual factors further influence how CRE teachers demonstrate resilience. Institutional support, school leadership, and professional development opportunities shape the extent to which teachers can navigate limitations effectively (Beltman, Mansfield, & Price, 2020). At SD N 11 Huta Ginjang, the availability of supportive networks, including collegial collaboration, faith-based staff communities, and mentorship, fosters a culture of shared resilience. Teachers engage in collective problem-solving, peer coaching, and mutual encouragement, which not only mitigates stress but also reinforces shared professional and spiritual values (Berglund, 2021). The literature emphasizes that resilience is not solely an individual attribute; rather, it emerges from dynamic interactions between personal, relational, and environmental factors, underscoring the importance of supportive educational ecosystems in sustaining teacher efficacy.

Integration of biblical narratives into pedagogical practice represents a distinct dimension of CRE teacher resilience. The Exodus account provides more than moral inspiration; it functions as a didactic tool that informs teachers' approaches to instructional challenges. For instance, when confronted with limited textbooks or instructional aids, teachers draw upon the principle of divine provision to creatively design learning experiences that engage students and foster understanding. They may employ story-based learning, role-playing, or group discussions to maximize student participation, reflecting both pedagogical ingenuity and spiritual commitment (Clark, 2018). This integration of faith and practice reinforces the teachers' sense of vocation, reminding them that professional constraints can coexist with meaningful educational impact. Empirical evidence from

studies focusing on teacher resilience in faith-based settings indicates a strong relationship between spiritual reflection and adaptive problem-solving. Teachers report that prayer, meditation, and scriptural study serve as coping mechanisms, enabling them to manage stress while modeling faith-based behaviors for students (Jackson & Koc, 2022). These practices cultivate emotional regulation, optimism, and a sense of moral purpose, all of which are critical for sustaining long-term engagement in challenging teaching environments. Moreover, resilience cultivated through faith promotes relational competencies, as teachers are better equipped to demonstrate empathy, patience, and moral guidance, contributing to the formation of students' character and spiritual growth (Doney, 2021).

The literature highlights that structural constraints such as insufficient funding, limited access to professional development, and systemic inequities can impede teachers' resilience (Mansfield et al., 2016). At SD N 11 Huta Ginjang, such challenges manifest in shortages of learning materials, inadequate facilities, and heterogeneous student needs that require differentiated teaching approaches. Despite these limitations, the reviewed studies consistently emphasize that teachers' resilience is amplified by reflective practices grounded in faith. By framing scarcity as an opportunity for creativity and trust in divine provision, teachers sustain their commitment to educational and spiritual objectives, demonstrating the practical utility of integrating theological narratives into professional resilience strategies (Wright, 2019). The role of mentorship and community cannot be overstated. Teachers who participate in faith-informed professional networks report higher levels of resilience, enhanced problem-solving abilities, and improved coping with classroom stressors (Beltman et al., 2020). These networks provide emotional support, pedagogical guidance, and reinforcement of shared values, creating a synergistic effect that strengthens individual and collective resilience. In the context of SD N 11 Huta Ginjang, the presence of collaborative networks enables teachers to share resources, discuss challenges, and collectively reflect on scriptural principles, thereby translating faith into practical strategies for overcoming limitations. The synthesis of reviewed literature underscores the multidimensional nature of CRE teacher resilience. Psychological, spiritual, and contextual elements interact dynamically, with each dimension informing and reinforcing the others. The Exodus 16:12 narrative serves as both a conceptual and practical anchor, guiding teachers' interpretation of limitations and shaping adaptive responses. Resilient teachers demonstrate flexibility, creativity, and perseverance while maintaining alignment with spiritual and professional values. They cultivate hope and purpose, both for themselves and for their students, modeling the virtues of patience, trust, and moral integrity. In doing so, they transform the constraints of their environment into opportunities for pedagogical innovation and spiritual formation.

These insights suggest that interventions aimed at enhancing teacher resilience should be holistic, incorporating personal development, faith-based reflection, and structural support. Professional development programs that integrate theological reflection with pedagogical skill-building can strengthen teachers' capacity to navigate limitations effectively. Institutional policies that foster collegial collaboration, resource-sharing, and emotional support further enhance resilience by addressing contextual barriers. By recognizing the interplay of these factors, educators, policymakers, and researchers can design strategies that support CRE teachers in fulfilling their dual role as spiritual mentors

and professional educators. The research indicates that resilience among Christian Religious Education teachers is a complex, multidimensional construct, deeply embedded in personal faith, reflective practice, and supportive institutional contexts. The Exodus 16:12 narrative exemplifies how theological reflection can guide teachers in embracing limitations with faith, promoting psychological endurance, spiritual grounding, and adaptive pedagogical strategies. At SD N 11 Huta Ginjang, resilient CRE teachers demonstrate that scarcity need not impede meaningful education; rather, it can catalyze innovation, spiritual growth, and moral development. Through systematic examination of contemporary literature, this study elucidates the mechanisms by which faith-informed resilience operates, offering practical and theoretical insights for sustaining teacher effectiveness in resource-constrained and spiritually grounded educational settings.

## CONCLUSION

The present study highlights the critical role of resilience among Christian Religious Education (CRE) teachers, particularly in contexts marked by resource limitations and pedagogical challenges, such as SD N 11 Huta Ginjang. By examining existing literature through a systematic literature review (SLR), it becomes evident that resilience is a multifaceted construct, encompassing psychological, spiritual, and contextual dimensions. Psychological resilience enables teachers to manage stress, maintain focus, and sustain professional efficacy despite challenging conditions (Gu & Day, 2021). Spirituality provides a guiding framework through which educators interpret scarcity and adversity, with the biblical narrative of Exodus 16:12 serving as an enduring source of inspiration and moral reflection (Wright, 2019). Contextual factors, including institutional support, collaborative networks, and professional development opportunities, further shape teachers' capacity to navigate limitations while sustaining commitment to students' holistic development (Beltman, Mansfield, & Price, 2020). The findings underscore that resilient CRE teachers do not merely survive within constrained environments; they actively transform limitations into opportunities for pedagogical creativity and moral formation. By integrating faith-based reflection with practical strategies, teachers cultivate hope, perseverance, and adaptive problem-solving, modeling virtues that extend beyond the classroom into the spiritual and ethical lives of their students (Jackson & Koc, 2022). The Exodus narrative, in particular, provides a theological lens that enables teachers to reframe scarcity as a space for trust, innovation, and reliance on divine provision, reinforcing both their professional identity and spiritual vocation. The study emphasizes the importance of supportive networks and collaborative structures in enhancing teacher resilience. Collegial relationships, mentorship, and faith-informed professional communities foster shared problem-solving, emotional support, and reinforcement of shared values, which mitigate the stressors inherent in resource-limited settings. These relational and communal aspects of resilience are essential for sustaining long-term engagement, preventing burnout, and promoting the continuous growth of both educators and students (Berglund, 2021). These insights suggest that educational policymakers, administrators, and teacher training institutions should adopt holistic approaches to support CRE teachers. Programs that integrate theological reflection, pedagogical skill development, and resilience-building interventions can enhance teachers' capacity to embrace challenges with faith. Simultaneously, institutional policies should foster collaboration, resource-sharing, and professional

mentorship to address structural barriers that limit teacher effectiveness. Resilience among CRE teachers is both a personal and communal endeavor, deeply informed by spiritual reflection, professional commitment, and contextual support. At SD N 11 Huta Ginjang, teachers exemplify how embracing limitations with faith not only sustains their vocational mission but also nurtures students' moral, spiritual, and academic growth. The integration of faith, reflective practice, and collaborative support represents a powerful model for sustaining teacher effectiveness in challenging educational environments. This study contributes to the growing understanding of how spirituality and resilience intersect to shape meaningful teaching practices and underscores the transformative potential of faith-informed professional endurance in Christian educational settings.

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