



## **Spiritual Competence of Christian Religious Education Teachers in Trusting Divine Providence: A Reflection on Genesis 40:14 at SMA Negeri 1 Tapung Hulu**

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### **ABSTRACT**

*This study investigates the spiritual competence of Christian Religious Education (CRE) teachers in trusting divine providence through reflection on Book of Genesis 40:14 at SMA Negeri 1 Tapung Hulu. The research involved 138 Christian students and 12 Christian teachers, including one CRE teacher, within a public senior high school context. Using a quantitative descriptive-correlational design, data were collected through a structured Likert-scale questionnaire measuring three main constructs: teacher spiritual integrity and consistency, teacher modeling of trust in divine providence, and students' internalization of trust attitudes. Data were analyzed using descriptive statistics and Pearson product-moment correlation. The findings indicate that the perceived spiritual competence of the CRE teacher is categorized as very high ( $M = 4.32$ ), reflecting consistent modeling of faith, composure in adversity, and authentic reliance on God. Students reported that classroom reflections on Joseph's hopeful trust in Genesis 40:14 strengthened their confidence in God's guidance amid uncertainty. Inferential analysis revealed a strong and significant positive correlation ( $r = 0.68, p < 0.05$ ) between perceived teacher spiritual competence and students' trust in divine providence, indicating that teacher modeling significantly contributes to the formation of resilient spiritual attitudes. The study concludes that spiritual competence is both observable and empirically influential within Christian Religious Education. When teachers embody trust in divine providence through consistent behavior and contextualized biblical teaching, students are more likely to internalize hope, patience, and confidence in God's plan. These findings underscore the strategic importance of spiritually grounded educators in fostering faith resilience among adolescents in pluralistic public-school environments.*

**Keywords:** *Spiritual Competence, Christian Religious Education, Divine Providence*

## INTRODUCTION

Spiritual competence constitutes a central dimension of teacher professionalism in Christian Religious Education (CRE), particularly in contexts where faith formation and moral resilience are intertwined with academic development. In Indonesian public schools, teachers of religion are expected not only to transmit doctrinal knowledge but also to embody spiritual maturity and ethical integrity as part of their pedagogical mandate. National educational standards emphasize that teachers must demonstrate personal, social, pedagogical, and professional competencies, which include moral character and spiritual responsibility (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2016). Within this framework, spiritual competence refers to the teacher's capacity to internalize theological convictions, demonstrate trust in God's providence, and translate faith into consistent educational practice. The narrative of Joseph in the Book of Genesis provides a rich theological foundation for reflecting on trust in divine providence. Genesis 40:14 records Joseph's request to the cupbearer: "But when all goes well with you, remember me and show me kindness; mention me to Pharaoh and get me out of this prison" (New International Version). This verse captures a tension between active human agency and patient trust in God's sovereign plan. Joseph, though unjustly imprisoned, does not succumb to despair; rather, he expresses hope grounded in confidence that God remains at work beyond immediate circumstances. Old Testament scholarship underscores that the Joseph narrative portrays divine providence operating through human events, even when God's presence appears hidden (Longman & Dillard, 2006; Walton & Hill, 2009). Thus, Genesis 40:14 offers a theological lens for examining spiritual endurance, hope, and reliance upon God in uncertain conditions. Teachers frequently encounter professional pressures, administrative demands, and personal challenges that test their spiritual resilience. Research in religious education suggests that teacher spirituality significantly influences classroom climate, student trust, and moral formation (Lickona, 1991; Palmer, 1998). Parker J. Palmer argues that good teaching flows from the identity and integrity of the teacher, meaning that inner spiritual life shapes outward pedagogical effectiveness. Similarly, character education literature emphasizes that students are more deeply influenced by authentic models than by abstract instruction (Berkowitz & Bier, 2005). Therefore, a CRE teacher's trust in divine providence is not merely a private belief but a formative force that can shape the faith perspectives of students.

At SMA Negeri 1 Tapung Hulu, the Christian educational community consists of 138 Christian students and 12 Christian teachers, including the CRE teacher. Within a pluralistic public-school environment, the CRE teacher carries the responsibility of nurturing spiritual understanding while fostering resilience and hope among adolescents navigating academic pressures and social transitions. Senior high school students, in particular, confront existential questions regarding future vocation, personal identity, and uncertainty about life outcomes. In such a context, reflection on Genesis 40:14 becomes relevant as a theological paradigm for trusting God's providential care even when immediate circumstances appear unfavorable. Much existing literature focuses on pedagogical or professional competence, with less attention to the operationalization of spiritual trust as a quantifiable construct. Quantitative approaches allow researchers to

examine patterns of perception, levels of spiritual confidence, and correlations between teacher spirituality and student attitudes. By employing statistical analysis, it becomes possible to assess how strongly students perceive their teacher as modeling trust in divine providence and how this perception relates to students' own spiritual outlook. This study therefore aims to analyze the spiritual competence of Christian Religious Education teachers in trusting divine providence, using Genesis 40:14 as theological reflection, within the context of SMA Negeri 1 Tapung Hulu. Specifically, it seeks to measure the level of perceived spiritual competence of the CRE teacher, the extent to which trust in divine providence is communicated in classroom practice, and the relationship between teacher spiritual modeling and students' spiritual attitudes. By integrating biblical theology with quantitative educational research, this study contributes to a more systematic understanding of how spiritual trust operates within formal schooling. Ultimately, it affirms that spiritual competence is not an abstract ideal but a measurable and influential dimension of educational practice that shapes the faith resilience of young people.

## METHODS

A quantitative research design was implemented to examine the spiritual competence of the Christian Religious Education (CRE) teacher in trusting divine providence through reflection on Book of Genesis 40:14 at SMA Negeri 1 Tapung Hulu. A descriptive-correlational approach was utilized to measure the level of perceived spiritual competence and to analyze the relationship between the teacher's modeling of trust in divine providence and students' spiritual attitudes. Quantitative methodology was selected to enable systematic measurement, statistical analysis, and generalizable conclusions within the defined population. The population of this study consisted of 138 Christian students enrolled at the school and 12 Christian teachers, including one CRE teacher. Because the total number of Christian students was manageable, a census sampling technique was applied in which all 138 students were invited to participate as respondents. In addition, the 12 Christian teachers were included to provide complementary data regarding perceptions of spiritual competence within the institutional context. Participation was voluntary, and informed consent procedures were implemented to ensure ethical compliance, confidentiality, and anonymity. Data were collected using a structured questionnaire developed based on theoretical indicators of spiritual competence and trust in divine providence derived from biblical theology and character education literature. The instrument was divided into three main constructs: teacher spiritual integrity and consistency, teacher modeling of trust in God's providence in challenging circumstances, and students' internalization of trust in divine care. Each construct consisted of multiple statements measured using a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Sample items included statements such as "The CRE teacher demonstrates trust in God when facing difficulties," and "Lessons about Joseph encourage me to rely on God's plan for my future." Content validity was evaluated through expert judgment by two scholars in Christian education and one educational measurement specialist to ensure clarity, theological accuracy, and construct relevance. Prior to full distribution, the instrument was pilot-tested on a small group of students outside the research site to assess reliability and item discrimination.

Reliability analysis was conducted using Cronbach's alpha coefficient, with a minimum acceptable threshold of 0.70 to indicate internal consistency. Items that did not meet reliability standards were revised or removed. The final instrument demonstrated satisfactory reliability across all constructs. Data collection was conducted during scheduled CRE class sessions to ensure a controlled environment. Respondents completed the questionnaire anonymously to reduce social desirability bias. After data collection, responses were coded and analyzed using statistical software. Descriptive statistics, including mean scores, standard deviations, and percentage distributions, were calculated to determine the overall level of perceived spiritual competence. Inferential analysis, specifically Pearson product-moment correlation, was applied to examine the relationship between perceived teacher spiritual competence and students' trust in divine providence. Statistical significance was determined at the 0.05 level. Through this quantitative procedure, the study sought to provide empirical evidence regarding the measurable impact of teacher spiritual competence in cultivating trust in divine providence among senior high school students.

## RESULTS AND DISCUSSION

The quantitative findings of this study conducted at SMA Negeri 1 Tapung Hulu reveal that the spiritual competence of the Christian Religious Education (CRE) teacher in trusting divine providence, as reflected in Book of Genesis 40:14, is perceived at a high level by the majority of respondents and demonstrates a statistically significant relationship with students' own attitudes of trust in God's care. Based on descriptive statistical analysis of responses from 138 Christian students and 12 Christian teachers, the overall mean score for perceived teacher spiritual competence reached 4.32 on a five-point Likert scale, indicating a "very high" category according to the predetermined interval classification. The standard deviation of 0.48 suggests relatively homogeneous responses, implying that students consistently perceived the CRE teacher as demonstrating authentic spiritual trust rather than displaying fluctuating or inconsistent attitudes. This uniformity is noteworthy because spiritual competence, unlike cognitive competence, is often perceived subjectively and can vary depending on relational dynamics. The high mean score therefore reflects a stable perception across different classes and grade levels. Teacher spiritual integrity and consistency, obtained a mean score of 4.35, indicating that respondents strongly agreed that the CRE teacher models a life aligned with the spiritual values taught in class. Items measuring punctuality, transparency in communication, calmness during challenges, and faith-based encouragement in difficult situations all scored above 4.20. These results suggest that spiritual competence is not limited to verbal expressions about divine providence but is observable through daily professional conduct. From a theoretical perspective, this finding supports the argument that teacher spirituality is embodied rather than abstract. Students appear to interpret consistent ethical behavior as evidence of genuine trust in God. The data further show that 87% of respondents selected "agree" or "strongly agree" for statements indicating that the teacher remains composed when facing institutional pressures. Such composure is interpreted by students as confidence that circumstances are under divine sovereignty. This aligns with theological interpretations of Genesis 40:14, in which Joseph, though

imprisoned unjustly, demonstrates hopeful agency rooted in belief that God remains active behind the scenes of human events.

Teacher modeling of trust in divine providence during adversity, yielded a mean score of 4.29. Students reported that the teacher frequently integrates biblical narratives into discussions about uncertainty, future planning, and personal disappointment. For example, many respondents affirmed that classroom explanations of Joseph's request to the cupbearer were framed not as desperation but as hopeful participation in God's unfolding plan. Approximately 82% of students agreed that the teacher explicitly encourages reliance on God when academic results or life circumstances are uncertain. This suggests that spiritual competence includes the ability to contextualize biblical texts in ways that resonate with adolescent concerns. Senior high school students, who are often preoccupied with university entrance examinations and vocational direction, appear particularly receptive to theological narratives that address uncertainty and delayed fulfillment. The relatively small standard deviation of 0.52 indicates moderate consistency in perception, though slightly more variability compared to the first construct. This may reflect individual differences in how students interpret spiritual expressions or in how closely they identify with faith-based encouragement. Students' internalization of trust in divine providence, recorded a mean score of 4.18. Although slightly lower than the teacher-focused constructs, this score remains within the high category and indicates that students generally perceive an impact on their own spiritual outlook. Importantly, inferential statistical analysis using Pearson's product-moment correlation revealed a positive and significant relationship ( $r = 0.68$ ,  $p < 0.05$ ) between perceived teacher spiritual competence and students' trust attitudes. This correlation coefficient suggests a strong association, indicating that higher perceptions of teacher spiritual modeling correspond with stronger student confidence in divine providence. While correlation does not establish causation, the magnitude of the relationship provides empirical support for the pedagogical principle that teacher modeling influences student belief formation. In practical terms, students who rated the teacher highly in spiritual consistency were more likely to agree with statements such as "I believe God has a plan even when I do not understand my situation" and "The story of Joseph strengthens my hope during difficulties."

The discussion of these findings must consider the theological dimension of Genesis 40:14 within the broader Joseph narrative. The verse reflects a moment in which Joseph expresses hope for remembrance and liberation, yet the subsequent narrative indicates that the cupbearer forgets him for two years. This delay underscores that divine providence often unfolds beyond immediate human expectations. In classroom teaching, this tension between hope and delay appears to have been emphasized by the CRE teacher as a central spiritual lesson. Survey responses indicate that 79% of students agreed that the teacher explains how waiting can be part of God's plan rather than evidence of abandonment. This interpretation resonates with adolescent developmental psychology, which identifies delayed gratification as a crucial component of maturity. By presenting Joseph's waiting period as meaningful rather than futile, the teacher reinforces a spiritual framework that integrates patience with faith. Another significant aspect of the findings concerns the role of institutional context. Within the population of

12 Christian teachers, peer evaluation data showed a mean perception score of 4.40 regarding the CRE teacher's spiritual leadership. This suggests that colleagues recognize and affirm the spiritual competence observed by students. Such alignment between student and teacher perceptions strengthens the credibility of the results. Institutional reinforcement of spiritual trust contributes to a cohesive moral climate in which messages about divine providence are not isolated within one classroom but supported through collegial example. The high congruence between teacher and student perceptions may also explain the relatively strong correlation coefficient observed in the analysis. It is also important to analyze the small percentage of neutral or lower responses. Approximately 6% of students selected neutral responses for several items related to personal impact, and 2% selected "disagree" on certain statements regarding personal trust growth. These responses may reflect individual differences in spiritual maturity, diverse denominational backgrounds, or varying degrees of engagement with religious instruction. Quantitative data cannot fully capture the nuanced reasons behind such responses; however, their limited proportion suggests that the overall trend remains strongly positive. The presence of some variability underscores that spiritual formation is influenced by multiple factors beyond teacher modeling, including family background, peer networks, and personal experiences. The statistical significance of the correlation between teacher spiritual competence and student trust attitudes provides important implications for educational practice. With  $r = 0.68$ , approximately 46% of the variance in student trust attitudes can be statistically associated with perceived teacher competence ( $r^2 \approx 0.46$ ). This indicates that nearly half of the measurable difference in student trust orientation corresponds to differences in how they perceive their teacher's spiritual authenticity. While other factors account for the remaining variance, this proportion is substantial in educational research contexts, where behavioral and attitudinal outcomes are often influenced by numerous variables. The findings therefore support the proposition that spiritual competence is not merely symbolic but functionally influential.

The discussion also extends to the pedagogical method of integrating biblical reflection into measurable constructs. By operationalizing "trust in divine providence" into survey items, this study demonstrates that theological virtues can be examined empirically without reducing their spiritual depth. Students responded meaningfully to items referencing prayerful dependence, hope during uncertainty, and belief in God's guidance for the future. The high response rates and low item non-response suggest that respondents were comfortable engaging with spiritually oriented questions within the school setting. This indicates that spiritual competence can be responsibly assessed in public educational contexts when framed within appropriate curricular structures. The findings illuminate the dynamic relationship between narrative theology and adolescent identity formation. Genesis 40:14 presents Joseph as neither passive nor despairing; he engages human agency while trusting divine sovereignty. Students appear to interpret this balance as relevant to their own lives, particularly in decisions concerning academic preparation and future aspirations. Survey data show that 84% of students agreed that the Joseph narrative encourages proactive effort combined with faith in God's plan. This demonstrates that spiritual competence involves communicating a theology that integrates responsibility with reliance, avoiding fatalism while resisting self-reliant anxiety. The CRE teacher's ability to articulate this balance appears central to students'

positive responses. The high mean scores across constructs also suggest that the CRE teacher's communication style effectively conveys sincerity. In quantitative research, elevated averages sometimes raise questions about response bias; however, the relatively moderate standard deviations and the presence of some neutral responses indicate that results are not artificially inflated. Furthermore, the inclusion of teacher peer evaluations provides triangulation that strengthens reliability. When multiple respondent groups converge in their positive assessments, confidence in the validity of findings increases.

These results contribute to ongoing discussions about the measurable impact of teacher spirituality. While much literature emphasizes pedagogical or professional competencies, fewer studies empirically quantify spiritual modeling. The present findings demonstrate that spiritual competence, particularly trust in divine providence, can be assessed with statistical rigor and that it correlates significantly with student attitudes. This underscores the potential for integrating theological reflection with empirical educational methodology in faith-based instruction within public institutions. The quantitative analysis at SMA Negeri 1 Tapung Hulu indicates that the CRE teacher's spiritual competence in trusting divine providence is perceived at a very high level and is strongly associated with students' own development of trust attitudes. The narrative of Genesis 40:14 functions as both theological foundation and pedagogical catalyst, enabling students to interpret personal uncertainties within a framework of hope. The significant correlation between teacher modeling and student internalization highlights the formative power of embodied spirituality in educational settings. Through consistent demonstration of faith, composure, and hopeful agency, the CRE teacher contributes measurably to the cultivation of resilient spiritual perspectives among senior high school students.

## CONCLUSION

This study concludes that the spiritual competence of the Christian Religious Education (CRE) teacher in trusting divine providence, as reflected in Book of Genesis 40:14, is demonstrated at a very high level within the context of SMA Negeri 1 Tapung Hulu. Quantitative findings indicate that students consistently perceive the CRE teacher as embodying spiritual integrity, emotional stability, and authentic reliance on God amid challenges. The descriptive statistics show strong agreement regarding the teacher's modeling of trust in divine care, while inferential analysis confirms a significant and positive correlation between perceived teacher spiritual competence and students' own attitudes of trust in divine providence. The results highlight that spiritual competence is not limited to doctrinal explanation but is manifested through consistent behavior, calm responses to adversity, and the ability to connect biblical narratives with students' lived experiences. The reflection on Joseph's hopeful yet patient trust in Genesis 40:14 provides a theological framework that resonates with adolescents facing uncertainty about their academic and personal futures. Students' high levels of agreement that classroom instruction strengthened their confidence in God's plan suggest that spiritual modeling has measurable formative influence. The strong correlation coefficient

demonstrates that teacher spirituality functions as a significant predictor of student spiritual resilience. Although other factors contribute to faith development, nearly half of the measurable variance in student trust attitudes is associated with perceptions of teacher spiritual authenticity. This underscores the importance of embodied faith in educational practice. The study affirms that spiritual competence in Christian Religious Education is both observable and empirically significant. When teachers consistently demonstrate trust in divine providence, students are more likely to internalize a hopeful and resilient perspective toward life's uncertainties. These findings emphasize the strategic role of spiritually grounded educators in shaping the faith orientation of young people within pluralistic public-school environments.

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