



Professional Competence of Christian Religious Education Teachers in Teaching Wisdom in Addressing Conflict (Genesis 27:36): A Study at SDN Karang Besi

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ABSTRACT

This study examines the professional competence of Christian Religious Education (CRE) teachers in teaching wisdom in addressing conflict, drawing theological insight from Genesis 27:36, at SDN Karang Besi, Lamandau. The school context is distinctive, with only four Christian students and three Christian teachers within a broader pluralistic environment. Such a setting highlights the importance of teacher professionalism in ensuring meaningful and contextually sensitive biblical instruction. Using a quantitative descriptive design with a correlational approach, the study involved all four Christian students as research participants (total sampling). Data were collected through Likert-scale questionnaires measuring students' perceptions of teacher professional competence, covering mastery of biblical content, contextual interpretation, instructional clarity, integration of Scripture with daily life, and reflective practice, and their understanding of wisdom in addressing conflict. Data analysis included descriptive statistics and exploratory correlation analysis. The findings indicate a strong positive relationship between perceived professional competence and students' understanding of conflict resolution wisdom. Students demonstrated the ability to identify causes of conflict, recognize consequences of deception and favoritism, propose peaceful solutions, and value forgiveness and reconciliation. The results suggest that professional competence in CRE extends beyond doctrinal knowledge to include pedagogical expertise, relational sensitivity, and contextual awareness. The study concludes that in small minority contexts, the professional competence of CRE teachers significantly contributes to cultivating moral discernment and wisdom in addressing conflict, enabling biblical narratives to become transformative educational experiences.

Keywords: Professional Competence, Christian Religious Education, Conflict

INTRODUCTION

Professional competence is a defining characteristic of effective teachers, particularly within Christian Religious Education (CRE), where theological accuracy and pedagogical responsibility intersect. In the Indonesian educational framework, professional competence refers to mastery of subject matter, the ability to develop learning materials creatively, continuous professional development, and the integration of knowledge into meaningful instruction (Mulyasa, 2013). For CRE teachers, this competence requires not only doctrinal understanding but also interpretive depth and contextual application of biblical texts to real-life situations, including conflict. Genesis 27:36 presents a poignant moment of familial tension. Esau laments, "Is he not rightly named Jacob? For he has supplanted me these two times," expressing deep disappointment after Jacob receives Isaac's blessing. Gordon J. Wenham (1994) observes that the narrative reveals the complexity of deception, rivalry, and parental favoritism within the patriarchal family. Victor P. Hamilton (1995) further notes that the conflict is rooted not merely in personal grievance but in broader covenantal dynamics that unfold within human frailty. The text does not idealize its characters; rather, it portrays conflict as a consequence of flawed decisions and broken trust. Teaching such a narrative requires professional competence to avoid simplistic moralization and instead guide learners toward nuanced understanding of wisdom, responsibility, and reconciliation. Wisdom in biblical literature is closely associated with discernment and the fear of the Lord (Wright, 2006). However, in narrative contexts such as Genesis 27, wisdom must be interpreted retrospectively, through examining consequences and divine sovereignty amid human conflict. Fee and Stuart (2014) caution that Old Testament narratives should be read as descriptive accounts that reveal theological truth rather than as straightforward moral prescriptions. Thus, professional competence enables CRE teachers to interpret Genesis 27:36 within its literary and theological framework, helping students grasp both the seriousness of deception and the long-term implications of unresolved conflict.

The context of SDN Karang Besi, Lamandau, presents unique challenges and opportunities. With only four Christian students and three Christian teachers within a broader pluralistic environment, CRE instruction occurs in a minority setting. Such a context heightens the importance of professional competence, as the teacher must navigate limited resources, diverse cultural interactions, and the responsibility of representing Christian values thoughtfully. Hattie (2009) emphasizes that teacher expertise significantly influences student learning outcomes, particularly in small or specialized learning environments. In settings where student numbers are minimal, the teacher's mastery of content and instructional design becomes even more visible and impactful. Thomas H. Groome (2011) argues that Christian education must engage learners in reflective praxis, encouraging them to connect biblical narratives with personal and communal experiences. Conflict is a universal human reality, especially among children who are learning to negotiate relationships, manage emotions, and resolve disagreements. Therefore, Genesis 27:36 offers a meaningful entry point for discussing jealousy, fairness, forgiveness, and reconciliation. However, guiding such discussions responsibly requires professional competence grounded in theological literacy and pedagogical skill. Teaching wisdom in conflict situations demands careful balance

between doctrinal faithfulness and developmental appropriateness. According to Pazmiño (2008), Christian educators must consider learners' cognitive and emotional stages when presenting complex theological themes. For elementary students, conflict narratives must be contextualized in relatable scenarios, such as sibling rivalry or friendship disputes, while preserving the theological insight embedded in Scripture. Given the small number of Christian students at SDN Karang Besi, the CRE teacher's professional competence becomes central to ensuring meaningful engagement with biblical texts. This study aims to examine how professional competence shapes the teaching of wisdom in addressing conflict, drawing insight from Genesis 27:36. By integrating biblical scholarship and educational theory, the research explores how mastery of content, contextual interpretation, and pedagogical expertise contribute to effective CRE instruction in a minority educational context.

METHODS

A quantitative descriptive design with a correlational approach was implemented to examine the influence of professional competence of the Christian Religious Education (CRE) teacher on students' understanding of wisdom in addressing conflict, inspired by Genesis 27:36, at SDN Karang Besi, Lamandau. A quantitative approach was selected to obtain measurable and objective data regarding the relationship between the independent variable (professional competence of the CRE teacher) and the dependent variable (students' understanding of wisdom in conflict situations) (Creswell, 2014). The population of this study consisted of all four Christian students enrolled at SDN Karang Besi. Due to the very small population size, the research applied total sampling, meaning all four students were included as respondents. Additionally, data triangulation was conducted by distributing a professional self-assessment questionnaire to the three Christian teachers, including the CRE teacher, to enrich descriptive analysis of professional competence practices within the school context. The professional competence variable was operationalized based on indicators such as mastery of biblical content, ability to interpret Scripture contextually, integration of theological concepts with daily life, development of creative learning materials, and continuous professional reflection (Mulyasa, 2013). The dependent variable, students' understanding of wisdom in addressing conflict, as measured through indicators including ability to identify causes of conflict, awareness of consequences of dishonesty or jealousy, capacity to propose peaceful solutions, and willingness to practice forgiveness and reconciliation. Data were collected using structured questionnaires with a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Considering the elementary level of respondents, items were simplified linguistically and explained orally to ensure comprehension. Instrument validity was tested using product-moment correlation, while reliability was measured using Cronbach's Alpha coefficient, with a minimum threshold of 0.70 indicating acceptable internal consistency. Data analysis included descriptive statistics (mean, percentage, and standard deviation) to describe levels of professional competence and students' conflict-resolution understanding. Given the limited sample size, correlational findings were interpreted cautiously, focusing on descriptive trends and practical

significance rather than generalization. Statistical analysis was conducted using SPSS software with a significance level of $\alpha = 0.05$.

RESULTS AND DISCUSSION

The quantitative findings of this study, conducted among four Christian students and supported by descriptive input from three Christian teachers at SDN Karang Besi, Lamandau, reveal a strong descriptive tendency indicating that professional competence of the Christian Religious Education (CRE) teacher plays a substantial role in shaping students' understanding of wisdom in addressing conflict, as reflected through the teaching of Genesis 27:36. Although the small sample size limits statistical generalization, the data provide meaningful insight into pedagogical dynamics within a minority educational context. Descriptive statistical analysis shows that students rated the professional competence of the CRE teacher at a very high level across indicators of biblical mastery, contextual interpretation, clarity of explanation, integration of Scripture with daily life, and responsiveness to student questions. The mean score for professional competence fell within the "excellent" category, indicating that students perceive their teacher as knowledgeable, prepared, and confident in delivering biblical instruction. Similarly, the dependent variable, students' understanding of wisdom in addressing conflict, also achieved a high average score. Students demonstrated awareness of conflict causes, recognition of the consequences of deceit and favoritism, ability to suggest peaceful solutions, and willingness to practice forgiveness. Correlation analysis, while interpreted cautiously due to the limited number of respondents, indicated a strong positive association between perceived professional competence and students' conflict-resolution understanding. The direction of the relationship suggests that as students perceive higher levels of professional competence, their comprehension of conflict wisdom correspondingly increases. Regression analysis, though exploratory, indicates that professional competence accounts for a considerable proportion of variance in students' responses. These findings reinforce the theoretical position that teacher expertise significantly influences student cognitive and moral development (Hattie, 2009). In small classroom contexts such as SDN Karang Besi, the teacher's mastery of content and instructional approach becomes even more visible and impactful because each student receives direct interaction and personalized guidance.

The discussion of these findings must be situated within the theological framework of Genesis 27:36. In this verse, Esau expresses anguish and anger after Jacob receives Isaac's blessing through deception. Gordon J. Wenham (1994) notes that the narrative portrays raw human emotion and the painful consequences of manipulation within family structures. Victor P. Hamilton (1995) emphasizes that the episode demonstrates both human failure and divine sovereignty operating within covenant history. Teaching such a text requires professional competence to avoid simplistic moralizing. The CRE teacher must guide students beyond surface-level condemnation of Jacob toward deeper reflection on jealousy, favoritism, and the long-term impact of dishonesty. The high student scores in identifying causes of conflict suggest that the teacher successfully facilitated this nuanced exploration. Students were able to articulate that conflict emerged from deception, lack of transparency, and unequal parental treatment. Students

demonstrated understanding of consequences. They recognized that deceit damages trust and fractures relationships. This finding aligns with Fee and Stuart's (2014) assertion that Old Testament narratives reveal theological truth through lived consequences rather than direct instruction. The CRE teacher's professional competence in biblical interpretation appears to have enabled students to connect narrative events with practical life lessons. Rather than presenting Jacob merely as a villain, the teacher reportedly explained the broader covenantal context, including God's sovereignty despite human weakness. This balanced interpretation fosters moral reflection without oversimplification.

The data also reveal strong development in students' ability to propose peaceful solutions. When presented with hypothetical conflict scenarios, such as sibling rivalry or classroom disputes, students suggested dialogue, honesty, apology, and forgiveness as appropriate responses. This outcome reflects effective translation of biblical narrative into contemporary application. According to Groome (2011), Christian education involves reflective praxis, in which learners engage Scripture in dialogue with personal experience. The teacher's professional competence appears to have facilitated this reflective process, helping students internalize wisdom principles rather than merely memorize biblical facts. An important dimension of the findings concerns the minority context of SDN Karang Besi. With only four Christian students and three Christian teachers within a broader educational environment, CRE instruction occurs in a setting that requires both confidence and sensitivity. Professional competence includes the ability to present Christian teaching responsibly within pluralistic contexts. Students reported that the teacher encouraged respect for diversity while maintaining fidelity to biblical teaching. This balance reflects Pazmiño's (2008) emphasis on contextual awareness in Christian education. The teacher's mastery of content and pedagogical adaptability likely contributed to students' perception of safety and clarity, which in turn strengthened learning outcomes. Another noteworthy result involves the relational dimension of instruction. Students consistently indicated that the teacher created a supportive atmosphere where questions were welcomed and mistakes were corrected gently. Wentzel (2012) highlights the importance of positive teacher-student relationships in fostering social competence. In this study, relational trust appears to have amplified cognitive understanding. Because the class size is small, interactions are highly personal. Professional competence, therefore, extends beyond subject mastery to include emotional intelligence and pastoral sensitivity. The strong descriptive ratings across these relational indicators suggest that the teacher integrates professional and interpersonal dimensions effectively.

The findings also demonstrate the role of clarity and structured explanation. Students reported that lessons on Genesis 27:36 were delivered systematically, beginning with narrative context, followed by character analysis, theological reflection, and practical application. Hattie (2009) identifies teacher clarity as a significant factor in student achievement. In this study, structured presentation likely enhanced comprehension of complex themes such as deception, covenant, and reconciliation. The professional competence of the CRE teacher thus manifests not only in theological knowledge but also in instructional organization. The small sample size requires critical reflection. While

descriptive trends are strong, statistical conclusions must remain cautious. The results cannot be generalized beyond the immediate context. In qualitative terms, the data suggest that professional competence is particularly influential in small learning communities. Each student receives individualized attention, allowing the teacher to address misunderstandings promptly and adapt explanations to developmental levels. This dynamic may partly explain the high levels of understanding reported. Genesis 27:36 offers a profound case study in conflict arising from human ambition and favoritism. Christopher J. H. Wright (2006) argues that biblical narratives reveal God's redemptive purposes unfolding through flawed human actions. The CRE teacher's professional competence appears to have enabled students to grasp this tension. Rather than viewing conflict solely as negative, students learned that conflict can become a context for growth and divine intervention. They recognized the importance of seeking wisdom and reconciliation rather than perpetuating resentment.

The data also suggest that students internalized the concept of forgiveness. When asked how Esau might respond constructively to his disappointment, students proposed dialogue and eventual reconciliation, reflecting later developments in Genesis. This forward-looking perspective indicates that instruction extended beyond verse 36 to consider the broader narrative arc. Such comprehensive teaching reflects high professional competence, as it situates a single verse within canonical context. Teacher self-assessment responses from the three Christian educators support the student data. Teachers reported ongoing efforts to deepen biblical knowledge and refine instructional methods. Professional development activities, such as reading theological resources and collaborating on lesson planning, were mentioned as routine practices. Continuous learning is a recognized component of professional competence (Mulyasa, 2013). The alignment between teacher self-report and student perception strengthens confidence in the findings. The results demonstrate that professional competence significantly shapes students' capacity to understand and apply wisdom in conflict situations. The integration of theological depth, contextual sensitivity, relational warmth, and instructional clarity creates an environment where biblical narratives become transformative learning experiences. While quantitative limitations remain due to sample size, descriptive evidence consistently indicates positive influence. The study therefore affirms that in small minority contexts such as SDN Karang Besi, the professional competence of the CRE teacher is a decisive factor in cultivating moral discernment and conflict-resolution wisdom grounded in Genesis 27:36.

CONCLUSION

This study concludes that the professional competence of the Christian Religious Education (CRE) teacher at SDN Karang Besi, Lamandau, plays a crucial role in shaping students' understanding of wisdom in addressing conflict, as reflected through the teaching of Genesis 27:36. Despite the small number of Christian students (four learners), the findings consistently demonstrate that mastery of biblical content, contextual interpretation, structured instructional delivery, and relational sensitivity significantly contribute to students' cognitive and moral development. Descriptive and correlational results indicate a strong positive relationship between professional competence and

students' ability to identify causes of conflict, recognize consequences of deception and favoritism, propose peaceful solutions, and value forgiveness and reconciliation. In a minority educational setting, where instructional interactions are highly personal and direct, the teacher's expertise becomes especially visible and impactful. The study shows that professional competence extends beyond doctrinal accuracy to include pedagogical clarity, emotional intelligence, and the capacity to translate complex biblical narratives into developmentally appropriate lessons. Through the narrative of Genesis 27:36, students learned that conflict often arises from human weakness, dishonesty, and jealousy, yet can become an opportunity for reflection and growth. The CRE teacher's professional competence enabled learners to move beyond superficial interpretation toward deeper theological and ethical understanding. The research affirms that professional competence is a decisive factor in effective Christian Religious Education, particularly in small and contextually sensitive environments. By integrating theological depth with pedagogical skill, CRE teachers can foster wisdom in addressing conflict and equip students with values that guide their interpersonal relationships both within and beyond the classroom.

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