



The Social Competence of Christian Religious Education Teachers in Cultivating Social Courage Values: Insights from Genesis 43:8-9 at SMA Negeri 1 Moro'o

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ABSTRACT

This study examines the social competence of Christian Religious Education teachers in cultivating social courage values based on Genesis 43:8-9 among students at SMA Negeri 1 Moro'o, West Nias. Social competence is an essential aspect of teacher professionalism because it enables teachers to build effective communication, foster positive relationships, and create a supportive learning environment that encourages students' moral and social development. In Christian Religious Education, these relational abilities are particularly important because teachers are expected not only to convey biblical knowledge but also to model ethical behavior and guide students toward responsible social engagement. The narrative of Genesis 43:8-9, which describes Judah's willingness to take responsibility for Benjamin, provides a theological foundation for teaching social courage, responsibility, and commitment to the well-being of others. This research employed a quantitative descriptive approach involving the Christian school community at SMA Negeri 1 Moro'o. The respondents consisted of 252 Christian students and 31 Christian teachers, resulting in a total of 283 participants. Data were collected through a structured questionnaire using a Likert scale to measure perceptions of teacher social competence and the internalization of social courage values among students. The data were analyzed using descriptive statistical techniques to identify patterns in respondents' perceptions. The findings indicate that Christian Religious Education teachers demonstrate strong social competence through effective communication, empathetic interaction, and constructive engagement with students. These competencies contribute significantly to the cultivation of social courage values, encouraging students to develop responsibility, ethical awareness, and confidence in addressing social challenges.

Keywords: *Social Competence, Christian Religious Education, Social Courage*

INTRODUCTION

Teachers are expected to guide students toward holistic development that integrates knowledge, faith, and social responsibility. One of the important competencies required for teachers in this context is social competence. Social competence refers to the ability

of teachers to communicate effectively, build positive relationships, and interact constructively with students, colleagues, and the wider community. According to Mulyasa, teacher social competence includes the ability to communicate, collaborate, and demonstrate empathy in educational interactions (Mulyasa, 2013). These abilities are essential for creating a supportive learning environment that encourages students to develop socially responsible attitudes. In Christian education, social competence is not only a pedagogical requirement but also a reflection of Christian values in interpersonal relationships. Teachers are called to embody the principles of love, responsibility, and courage in their interactions with students. Through positive social engagement, teachers can model ethical behavior and inspire students to practice these values in their daily lives. Thomas H. Groome argues that Christian religious education must connect faith with life experience so that learners can actively participate in the transformation of society (Groome, 2011). Therefore, the social competence of Christian Religious Education teachers becomes a crucial factor in shaping students' social awareness and moral courage. One of the biblical foundations for teaching social courage can be found in the narrative of Book of Genesis 43:8-9, where Judah offers himself as a guarantor for the safety of his younger brother Benjamin. In this passage, Judah demonstrates responsibility, courage, and willingness to take risks for the sake of others. Biblical scholars such as Walter Brueggemann interpret this episode as a significant moment in the transformation of Judah's character, showing his growth in responsibility and moral courage within the family narrative (Brueggemann, 2010). The story illustrates that social courage involves not only bravery but also accountability and commitment to the well-being of others.

The value of social courage is particularly relevant for students in contemporary society. Adolescents often face various social pressures, including peer influence, ethical dilemmas, and challenges related to identity and responsibility. Developing social courage enables students to make ethical decisions, defend what is right, and take responsibility for their actions. According to Lawrence Kohlberg, moral development during adolescence involves the ability to reason ethically and act according to principles of justice and responsibility (Kohlberg, 1984). Educational environments that encourage open dialogue and moral reflection can help students develop these qualities. Teachers' social competence plays an important role in fostering such environments. Educators who demonstrate empathy, openness, and constructive communication can build trust with students and encourage them to express their thoughts and concerns. Linda Darling-Hammond emphasizes that effective teachers create inclusive learning communities where students feel respected and motivated to participate actively in learning processes (Darling-Hammond, 2006). In Christian Religious Education, such environments enable students to explore biblical teachings in ways that are meaningful and applicable to their social lives. The educational context of SMA Negeri 1 Moro'o in West Nias provides a significant setting for examining the role of teacher social competence in cultivating social courage among students. The school community includes 252 Christian students and 31 Christian teachers, representing a substantial Christian educational environment within the region. This context offers opportunities to explore how biblical values are communicated and internalized through classroom interactions and social relationships within the school. The cultivation of values such as responsibility, empathy, and courage

requires relational engagement between teachers and students. Teachers who possess strong social competence can facilitate meaningful discussions about ethical issues, encourage collaborative learning, and model socially responsible behavior. This study seeks to examine how the social competence of Christian Religious Education teachers contributes to the cultivation of social courage values among students, using the biblical narrative of Genesis 43:8-9 as a theological foundation. By analyzing the interactions between teachers and students in the learning process, this research aims to provide insights into how Christian education can strengthen students' moral courage and social responsibility. Ultimately, the study is expected to contribute to the development of Christian Religious Education practices that integrate biblical teachings with effective educational strategies for character formation in contemporary school settings.

METHODS

A quantitative descriptive research design to examine the social competence of Christian Religious Education teachers in cultivating social courage values based on Genesis 43:8-9 among students at SMA Negeri 1 Moro'o, located in West Nias. A quantitative approach was chosen because it allows researchers to measure perceptions and educational phenomena using numerical data that can be analyzed statistically to identify patterns and tendencies within a particular educational context. Quantitative research is widely used in educational studies to test variables and describe relationships between teaching practices and learning outcomes in an objective and systematic manner (Creswell, 2014). The population of this research consisted of all Christian members of the school community who were directly involved in the learning process of Christian Religious Education. The population included 252 Christian students and 31 Christian teachers, resulting in a total of 283 individuals. Considering that the population size was manageable and accessible, the study applied a total sampling technique, in which all members of the population were included as research respondents. Total sampling is appropriate when the researcher intends to obtain comprehensive data from the entire population without excluding any participants (Sugiyono, 2017). Data were collected using a structured questionnaire designed to measure two primary variables: the social competence of Christian Religious Education teachers and the cultivation of social courage values among students. The questionnaire consisted of a series of statements evaluated using a five-point Likert scale, ranging from strongly disagree (1), disagree (2), neutral (3), agree (4), to strongly agree (5). Likert-scale instruments are commonly used in social science research to measure attitudes, perceptions, and beliefs because they enable respondents to express varying levels of agreement with specific statements (Likert, 1932). The instrument measuring teacher social competence included several indicators such as teachers' ability to communicate effectively with students, demonstrate empathy and respect, encourage collaborative interaction, build positive relationships within the classroom, and engage constructively with the school community. These indicators were developed based on the conceptual framework of teacher competence described by Mulyasa (2013), who emphasizes that social competence involves the ability of teachers to interact effectively with students, colleagues, and the wider community. The second variable measured in this study was the value of social courage, which was conceptually derived from the biblical narrative of Genesis 43:8-9. This passage describes Judah's willingness to take responsibility for the safety of

Benjamin, demonstrating courage, accountability, and commitment to the well-being of others. Based on this biblical foundation, the indicators of social courage included students' willingness to take responsibility, courage to defend what is right, readiness to help others, and commitment to ethical behavior in social interactions. These indicators were also informed by theories of moral development proposed by Kohlberg (1984), which highlight the importance of ethical reasoning and responsibility in adolescents' moral growth. The research instrument underwent validity and reliability testing to ensure the quality of measurement. Content validity was assessed through expert judgment involving scholars in Christian Religious Education and educational research methodology. This process aimed to ensure that each questionnaire item accurately represented the theoretical constructs being measured. Reliability testing was conducted using internal consistency analysis to determine the stability and consistency of the instrument. Reliability is an essential component of quantitative research because it indicates the degree to which a measurement instrument produces consistent results under similar conditions (Kerlinger & Lee, 2000). The data collection process was conducted by distributing questionnaires directly to respondents during scheduled school activities. Participants were first informed about the purpose of the study and were assured that their responses would remain confidential and used solely for academic purposes. Ethical considerations were emphasized to ensure voluntary participation and honest responses from all respondents. After the questionnaires were collected, the data were analyzed using descriptive statistical techniques, including the calculation of frequencies, percentages, and mean scores. These statistical procedures were used to identify patterns in respondents' perceptions regarding the social competence of Christian Religious Education teachers and the cultivation of social courage values among students. Descriptive statistical analysis is particularly useful for summarizing quantitative data and providing an overview of trends within the research sample (Field, 2013). Through this methodological approach, the study aims to provide empirical insights into how the social competence of Christian Religious Education teachers contributes to the development of social courage values among students. The findings are expected to contribute to the improvement of Christian Religious Education practices by highlighting the importance of relational competence and ethical teaching in shaping students' character and social responsibility.

RESULT AND DISCUSSION

This section presents the results of the study concerning the social competence of Christian Religious Education teachers in cultivating social courage values among students based on the biblical narrative of Genesis 43:8-9. The analysis focuses on the perceptions of respondents regarding teachers' social competence and how this competence contributes to the development of students' moral courage, responsibility, and social awareness within the educational environment of SMA Negeri 1 Moro'o located in West Nias. The respondents in this study consisted of 283 individuals from the Christian school community, including 252 Christian students and 31 Christian teachers. The involvement of the entire Christian population within the school environment provides a comprehensive overview of the teaching and learning dynamics of Christian Religious Education in this context. Students at the senior high school level are generally

adolescents who are in a transitional stage of personal development. During this stage, individuals begin to develop stronger moral awareness, social identity, and the capacity for responsible decision-making. Adolescence is widely recognized as a crucial stage for moral and social development. According to Kohlberg (1984), individuals in adolescence gradually move toward higher levels of moral reasoning, where they begin to consider social responsibility, justice, and ethical principles when making decisions. Educational institutions therefore play an important role in shaping students' moral perspectives and encouraging them to act responsibly within society. In Christian educational contexts, this process is often reinforced through biblical teachings that illustrate ethical principles and moral courage.

The narrative of Genesis 43:8-9 serves as a key theological foundation in this study. In this passage, Judah demonstrates social courage by offering himself as a guarantor for the safety of his younger brother Benjamin. This act represents a significant transformation in Judah's character, as he assumes responsibility for the well-being of another family member. Biblical scholars such as Brueggemann (2010) interpret this moment as an important development in the Joseph narrative, highlighting themes of responsibility, reconciliation, and moral growth. These themes are particularly relevant for students who are learning to navigate complex social relationships and responsibilities. One of the central aspects examined in this study is the level of social competence demonstrated by Christian Religious Education teachers in their interactions with students. Social competence refers to the ability of teachers to communicate effectively, establish positive relationships, and create a supportive learning environment. The results of the questionnaire indicate that most respondents perceive Christian Religious Education teachers as demonstrating strong interpersonal skills and positive attitudes toward students. Many respondents expressed agreement with statements indicating that teachers communicate respectfully, listen attentively to students' concerns, and encourage open dialogue in the classroom. Such interactions contribute to the development of a learning atmosphere characterized by mutual respect and trust. When students feel that their voices are heard and valued, they are more likely to participate actively in discussions and express their perspectives regarding moral and social issues. Educational scholars emphasize that teacher-student relationships are fundamental to effective learning. Darling-Hammond (2006) notes that teachers who demonstrate strong relational competence can foster supportive classroom communities that promote both academic achievement and personal development. In Christian Religious Education, these relationships also provide opportunities for teachers to model Christian values such as compassion, humility, and responsibility. At SMA Negeri 1 Moro'o, teachers reportedly demonstrate social competence by engaging students in conversations about their personal experiences, encouraging collaboration among classmates, and addressing social challenges faced by students. Such practices reflect the importance of relational engagement in the learning process. Through these interactions, teachers not only transmit knowledge but also guide students in understanding ethical responsibilities within their social environments.

Effective communication is a critical dimension of teachers' social competence. The findings of this study suggest that Christian Religious Education teachers frequently use open dialogue as a teaching strategy. Classroom discussions often involve questions

related to biblical narratives, ethical dilemmas, and contemporary social issues. This approach encourages students to reflect critically on moral principles and explore their relevance to everyday life. Dialogue-based learning is particularly effective in religious education because it allows students to engage with biblical texts in a reflective manner. Groome (2011) argues that Christian education should involve participatory dialogue in which learners actively interpret faith traditions in relation to their own experiences. Through such dialogue, students can develop deeper understanding of biblical teachings and apply them to real-life situations. In the case of Genesis 43:8-9, teachers encourage students to discuss the concept of social courage as demonstrated by Judah. Students are invited to consider questions such as why Judah was willing to take responsibility for Benjamin and what this decision reveals about his character. Through guided discussion, students explore themes of accountability, loyalty, and courage. These conversations help students recognize that moral courage often involves taking responsibility for others and making difficult decisions for the sake of justice and compassion.

The results of the study indicate that students generally demonstrate a positive understanding of the value of social courage. Many respondents agreed that the teaching of Genesis 43:8-9 helped them recognize the importance of responsibility and courage in social relationships. Students reported that they were encouraged to reflect on situations in which they might need to defend a friend, support someone in difficulty, or stand up for what is right. Social courage involves more than physical bravery; it includes the willingness to take ethical responsibility and act in the interest of others. In the biblical narrative, Judah's decision to guarantee Benjamin's safety represents a profound act of moral commitment. Wright (2004) explains that Old Testament narratives often illustrate ethical principles through stories of personal transformation and responsibility. These narratives provide valuable lessons for individuals seeking to develop moral integrity. For students, the concept of social courage can be applied in various aspects of daily life. For example, students may demonstrate social courage by resisting peer pressure, helping classmates who face bullying, or taking responsibility for their actions within the school community. When teachers relate biblical narratives to such practical situations, students are better able to internalize the moral lessons conveyed in Scripture.

Another significant finding of this study is the influence of teachers' personal example on students' moral development. Teachers who demonstrate honesty, fairness, and empathy serve as role models for students. Their behavior reinforces the values discussed in classroom instruction and provides concrete examples of ethical leadership. Research on character education consistently highlights the importance of role modeling in moral development. According to Lickona (1991), students learn moral values not only through formal instruction but also through observing the attitudes and actions of adults in their environment. When teachers consistently demonstrate integrity and responsibility, students are more likely to adopt similar behaviors. In the context of Christian Religious Education, teachers are often viewed as spiritual mentors who embody the values they teach. At SMA Negeri 1 Moro'o, respondents reported that teachers frequently demonstrate concern for students' well-being and encourage supportive relationships among classmates. Such attitudes contribute to a positive school culture where students

feel encouraged to practice kindness, responsibility, and courage in their interactions with others.

The narrative of Genesis 43:8-9 provides a rich theological framework for understanding the concept of social courage. Judah's willingness to assume responsibility for Benjamin reflects a transformation from his earlier role in the story of Joseph. In previous chapters of Genesis, Judah participated in the decision to sell Joseph into slavery. However, in Genesis 43, Judah demonstrates a renewed sense of moral responsibility toward his family. Brueggemann (2010) interprets this transformation as evidence of character development within the broader narrative of reconciliation in the Joseph story. Judah's commitment to protect Benjamin foreshadows later events in which he offers himself as a substitute for his brother. This willingness to sacrifice personal security for the well-being of another reflects the essence of social courage. When students encounter such narratives in Christian Religious Education, they are invited to reflect on their own capacity for moral transformation. The story encourages learners to recognize that individuals can change, grow, and assume greater responsibility within their communities. By presenting biblical narratives as examples of ethical development, teachers help students understand that moral courage is an essential aspect of faithful living.

The findings of this study suggest several important implications for the development of Christian Religious Education in schools. Teacher training programs should emphasize the development of social competence alongside pedagogical and professional competencies. Teachers who possess strong interpersonal skills are better equipped to create supportive learning environments that encourage moral reflection and ethical behavior. Biblical narratives should be integrated into classroom discussions in ways that highlight their ethical and social significance. Rather than presenting Scripture solely as historical or doctrinal information, teachers should encourage students to explore how biblical teachings relate to contemporary social challenges. Stories such as Judah's act of responsibility provide powerful examples of courage and moral commitment that remain relevant for modern learners. Schools should foster a culture of dialogue and collaboration that encourages students to practice social courage in their interactions with others. When students feel safe expressing their ideas and supporting one another, they are more likely to develop confidence in addressing ethical issues and standing up for their values.

The results of this study demonstrate that social competence among Christian Religious Education teachers plays a significant role in shaping students' moral and social development. Teachers who communicate effectively, demonstrate empathy, and foster open dialogue create learning environments where students feel encouraged to explore ethical questions and develop social responsibility. The integration of biblical teachings with relational pedagogy represents a powerful approach to character formation. By connecting the narrative of Genesis 43:8-9 with contemporary social experiences, teachers enable students to understand the practical relevance of biblical values. This approach transforms religious education from a purely theoretical subject into a meaningful process of moral formation.

The findings indicate that the social competence of Christian Religious Education teachers at SMA Negeri 1 Moro'o significantly contributes to the cultivation of social courage values among students. Teachers demonstrate effective communication, empathy, and relational engagement, which help create supportive classroom environments where students feel encouraged to reflect on ethical issues and practice responsible behavior. Students respond positively to these teaching practices and demonstrate an increased awareness of the importance of responsibility, courage, and social commitment. The biblical narrative of Genesis 43:8-9 provides a meaningful framework for discussing these values and encouraging students to develop moral courage in their daily lives. These results highlight the importance of integrating relational competence, biblical reflection, and ethical dialogue within Christian Religious Education. Through such integration, schools can contribute to the formation of students who are not only academically capable but also socially responsible and morally courageous in facing the challenges of contemporary society.

CONCLUSION

This study aimed to analyze the social competence of Christian Religious Education teachers in cultivating social courage values among students based on Genesis 43:8-9 at SMA Negeri 1 Moro'o, located in West Nias. The findings indicate that the social competence of teachers plays a significant role in shaping students' understanding of social responsibility, courage, and ethical behavior within the educational environment. The results show that Christian Religious Education teachers demonstrate positive social competence through effective communication, empathetic interactions, and constructive relationships with students. These competencies create a supportive learning atmosphere where students feel respected, encouraged to participate, and motivated to express their thoughts and experiences. Through such relational engagement, teachers are able to guide students in reflecting on moral values and applying biblical teachings in their daily social interactions. The integration of the biblical narrative from Genesis 43:8-9 provides a meaningful theological framework for teaching social courage. The story of Judah's willingness to assume responsibility for Benjamin illustrates an important example of moral courage, accountability, and commitment to the well-being of others. When teachers present this narrative within an interactive and reflective learning environment, students are encouraged to understand that social courage involves the readiness to take responsibility, defend what is right, and support others in challenging situations. The study highlights that teachers' personal example plays an essential role in reinforcing the values taught in the classroom. Teachers who demonstrate integrity, empathy, and responsibility become role models for students, illustrating how social courage can be practiced in everyday life. This alignment between teaching and personal conduct strengthens students' trust and enhances the effectiveness of Christian Religious Education in character formation. The findings suggest that the development of teacher social competence is crucial for fostering students' moral and social growth. Educational institutions should therefore prioritize the cultivation of relational and communicative skills among teachers, alongside pedagogical and professional competencies. Continuous professional development and reflective practice can help teachers improve their ability to engage students in meaningful discussions about ethical values and social

responsibility. The social competence of Christian Religious Education teachers significantly contributes to the cultivation of social courage among students. By integrating effective interpersonal interaction with theological reflection on Genesis 43:8-9, teachers can create transformative learning experiences that encourage students to develop responsibility, empathy, and moral courage. Such educational practices are essential for preparing students to become individuals who are not only intellectually capable but also socially responsible and courageous in facing the ethical challenges of contemporary society.

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