



The Reflection of Christian Religious Education Teachers' Personality in Light of God's Promise to Isaac (Genesis 26:24): A Study at SDN 1 Sikui

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ABSTRACT

This study examines the reflection of the personality of Christian Religious Education teachers in light of God's promise to Isaac in Book of Genesis 26:24. Teacher personality competence is a crucial dimension in the educational process because it reflects the teacher's integrity, emotional maturity, responsibility, and moral example for students. In the context of Christian Religious Education, teachers are not only responsible for delivering biblical knowledge but also for embodying Christian values in daily interactions with learners. The theological message contained in Genesis 26:24, which emphasizes God's presence, encouragement, and faithfulness to His covenant, provides a meaningful foundation for reflecting on the character and vocation of Christian educators. This study employed a Systematic Literature Review (SLR) approach to analyze relevant scholarly literature related to teacher personality competence, Christian education, moral development, and biblical theology. Academic books and peer-reviewed journals were systematically identified, evaluated, and synthesized in order to construct a comprehensive understanding of how biblical reflection can shape the personality of Christian Religious Education teachers. The discussion also considers the educational context of SDN 1 Sikui located in North Barito, where there are 21 Christian students guided by one Christian Religious Education teacher. The findings indicate that the personality of Christian Religious Education teachers plays a vital role in transmitting Christian values and shaping students' moral and spiritual character. The integration of biblical reflection and teacher personality competence contributes significantly to the development of character-centered Christian education and the formation of students who are spiritually grounded and morally responsible.

Keywords: *Personality, Christian Religious Education, God's Promise*

INTRODUCTION

Teacher competence is widely recognized as one of the most decisive factors influencing the quality of education and the character formation of students. In the Indonesian educational framework, teachers are expected to demonstrate several key competencies, including pedagogical, professional, social, and personality competence. Among these,

personality competence holds a particularly important role because it reflects the moral integrity, emotional maturity, and ethical example that teachers present to their students. Teachers with strong personality competence are able to serve as role models whose behavior shapes the attitudes and character of learners. According to E. Mulyasa, personality competence refers to the ability of teachers to demonstrate stable, mature, wise, and authoritative personal qualities that inspire respect and trust from students (Mulyasa, 2013). Through such qualities, teachers become living examples of the values they teach in the classroom. The importance of teacher personality becomes even more central. Christian education aims not only to convey knowledge about biblical teachings but also to nurture spiritual growth and moral transformation among learners. Teachers are therefore expected to embody Christian virtues such as faithfulness, humility, patience, and trust in God. The personal life of the teacher becomes a reflection of the faith that is taught, allowing students to see how biblical principles can be practiced in daily life. Thomas H. Groome emphasizes that Christian education should connect the Christian faith tradition with the lived experiences of learners so that faith becomes meaningful and transformative in everyday life (Groome, 2011). This perspective highlights the importance of teacher authenticity, because students are more likely to internalize moral and spiritual values when they observe those values practiced by their teachers. One of the central themes in Christian theology is God's faithfulness to His promises. Throughout the biblical narrative, God repeatedly demonstrates commitment to His covenant with His people. An important example of this theme appears in Book of Genesis 26:24, where God appears to Isaac and reassures him by declaring His presence and reaffirming the promise given earlier to Abraham. This passage emphasizes that God's promise extends across generations and remains constant despite human uncertainties. According to Walter Brueggemann, the patriarchal narratives in Genesis reveal a consistent theological theme of divine faithfulness that sustains the covenant relationship between God and His people (Brueggemann, 2010). The promise to Isaac thus becomes a powerful expression of God's enduring presence and guidance.

The message of God's promise in Genesis 26:24 also carries significant implications for Christian education. When teachers reflect on this passage, they are reminded of the importance of faithfulness, trust, and spiritual commitment in their own lives. Teachers who understand God's faithfulness are encouraged to demonstrate similar attitudes of reliability and dedication in their educational responsibilities. Such reflections can influence how teachers interact with students, how they approach challenges in the teaching process, and how they model Christian values in the classroom. In this sense, the biblical narrative becomes not only a subject of instruction but also a source of personal transformation for educators. The personality of Christian Religious Education teachers therefore becomes an essential channel through which biblical teachings are communicated. Students often interpret moral values through the behavior and attitudes of their teachers. Educational psychology suggests that learners develop ethical understanding through social interaction and observation of role models. According to Lawrence Kohlberg, moral development progresses through stages in which individuals gradually internalize ethical principles through reflection and social experience (Kohlberg, 1984). Teachers who consistently demonstrate integrity, patience, and responsibility can therefore help students internalize these values in their own lives. Another important

dimension of teacher personality is the ability to create a supportive and respectful learning environment. Teachers who exhibit emotional maturity and empathy are better able to build positive relationships with students. Such relationships contribute to a classroom atmosphere characterized by trust and openness. Educational research highlights that positive teacher-student relationships significantly influence students' motivation and engagement in learning. Linda Darling-Hammond argues that effective teachers create learning communities where students feel valued, respected, and encouraged to participate actively in the learning process (Darling-Hammond, 2006). In Christian Religious Education, these relational qualities enable teachers to guide students in reflecting on spiritual and moral values.

The educational context of SDN 1 Sikui located in North Barito provides an important setting for exploring how teacher personality reflects biblical values in educational practice. In this school, there are 21 Christian students who receive Christian Religious Education instruction from one teacher. In such a setting, the teacher plays a highly significant role as the primary source of spiritual guidance and moral instruction for students. The teacher's personality therefore becomes a central influence shaping how students understand and experience Christian teachings. Although many educational studies have explored teacher competence, most of them emphasize pedagogical strategies or academic performance outcomes. Comparatively fewer studies focus on the relationship between teacher personality and the reflection of biblical values in Christian education. Yet, personality competence is particularly relevant in faith-based education, where character formation and spiritual development are key objectives. Understanding how biblical narratives influence the personality and behavior of Christian Religious Education teachers can therefore provide valuable insights for improving educational practices. This study aims to explore the reflection of Christian Religious Education teachers' personality in light of God's promise to Isaac in Genesis 26:24. By examining relevant literature through a systematic approach, this research seeks to understand how biblical teachings about divine faithfulness can inspire teachers to develop mature and responsible personalities. The findings are expected to contribute to the development of Christian Religious Education by highlighting the importance of integrating biblical reflection with teacher character formation in educational practice.

METHODS

A Systematic Literature Review (SLR) approach was used to examine how the personality of Christian Religious Education teachers can be understood and reflected through the biblical perspective of God's promise to Isaac in Book of Genesis 26:24. The SLR method was chosen because it enables researchers to systematically identify, evaluate, and synthesize relevant academic literature related to a particular research topic. According to Barbara Kitchenham, a systematic literature review is a methodical and replicable process used to collect and critically analyze existing research findings in order to provide a comprehensive understanding of a research problem (Kitchenham, 2004). Through this method, the study integrates insights from theological, educational, and psychological literature in order to construct a conceptual understanding of teacher personality within Christian Religious Education. The SLR process in this study followed several systematic stages. The first stage involved defining the research problem and identifying the focus of

the review, namely the reflection of teacher personality in Christian Religious Education in relation to biblical teachings about divine faithfulness. The second stage consisted of searching for relevant literature using academic databases and scholarly sources such as books, peer-reviewed journals, and educational research reports. Keywords used in the literature search included “teacher personality competence,” “Christian Religious Education,” “teacher character formation,” “biblical reflection,” and “divine promise in Genesis.” The search aimed to collect theoretical and empirical studies that discuss teacher personality, moral development, and biblical theology related to faithfulness and commitment. The third stage involved selecting and evaluating the collected literature based on relevance and credibility. Sources were included if they discussed teacher personality competence, Christian educational philosophy, moral development theory, or theological interpretations of the patriarchal narratives in Genesis. Literature that lacked academic credibility or was not directly related to the research focus was excluded from the analysis. In order to maintain scholarly reliability, the study prioritized well-recognized academic works by scholars such as Thomas H. Groome, Walter Brueggemann, and Lawrence Kohlberg whose research contributes significantly to the fields of Christian education, biblical interpretation, and moral development. The final stage of the SLR process involved synthesizing the selected literature in order to identify recurring themes and theoretical perspectives related to teacher personality and biblical values. The analysis focused on how concepts such as faithfulness, integrity, responsibility, and spiritual commitment, derived from the biblical narrative of God’s promise to Isaac, can inform the development of mature personality traits among Christian Religious Education teachers. By synthesizing insights from multiple academic sources, the study seeks to construct a comprehensive conceptual framework explaining how biblical reflection can influence teacher character and educational practice. Through this systematic approach, the research provides a theoretical analysis of teacher personality within Christian Religious Education and highlights the relevance of biblical teachings for character formation in the educational context. The findings of this literature review are expected to contribute to a deeper understanding of how Christian Religious Education teachers can embody biblical values and serve as moral and spiritual role models for students.

RESULT AND DISCUSSION

The results of this study were derived from a systematic synthesis of scholarly literature concerning teacher personality competence, Christian education, moral development, and biblical theology related to the promise of God to Isaac in Book of Genesis 26:24. Through the Systematic Literature Review (SLR) approach, several key themes emerged that explain how the personality of Christian Religious Education teachers can reflect the theological message of God’s promise and influence the character formation of students. These themes include the theological meaning of God’s promise to Isaac, the concept of teacher personality competence in education, the integration of biblical reflection in teacher identity, the role of teacher personality as moral modeling, and the implications for Christian Religious Education practice in schools such as SDN 1 Sikui located in North Barito. The narrative of Genesis 26:24 describes a moment when God reassures Isaac by reaffirming the covenant previously established with Abraham. In this passage, God declares His presence and encourages Isaac not to be afraid, promising blessing and

multiplication of descendants. The theological significance of this narrative lies in the continuity of God's covenant across generations and the assurance of divine faithfulness despite human uncertainty. According to Walter Brueggemann, the patriarchal stories in Genesis consistently emphasize the faithfulness of God as the foundation of Israel's identity and hope (Brueggemann, 2010). This faithfulness reveals that God's promises are not dependent on human circumstances but on divine commitment to His covenant. The promise to Isaac reflects three important theological themes: divine presence, covenant continuity, and encouragement in times of fear. First, the declaration "I am the God of your father Abraham" emphasizes that God's relationship with Isaac is rooted in the covenant established with Abraham. This connection demonstrates that God's faithfulness extends beyond individual lifetimes and continues through successive generations. Second, the command "Do not be afraid" highlights the pastoral dimension of God's promise. The assurance of God's presence provides courage and stability for believers facing uncertain circumstances. Third, the promise of blessing indicates that God's purposes are ultimately directed toward the flourishing of His people. In the context of Christian education, these theological themes provide a powerful framework for reflecting on teacher identity and responsibility. Teachers who understand the meaning of God's promise are encouraged to embody faithfulness, trust, and perseverance in their professional and spiritual lives. The message of Genesis 26:24 therefore becomes more than a historical narrative; it becomes a source of spiritual inspiration that shapes the character of Christian educators.

Personality competence is widely recognized as an essential component of teacher professionalism. In the Indonesian educational framework, teacher competence encompasses several dimensions, including pedagogical, professional, social, and personality competence. Personality competence refers to the teacher's personal integrity, emotional maturity, and ethical behavior that serve as an example for students. According to E. Mulyasa, personality competence includes characteristics such as stability, maturity, wisdom, and authority that enable teachers to inspire trust and respect among learners (Mulyasa, 2013). In Christian Religious Education, personality competence carries even deeper significance because teachers are expected not only to teach biblical knowledge but also to embody Christian values. The life of the teacher becomes a visible demonstration of the faith that is taught in the classroom. Students often interpret religious teachings through the behavior and attitudes of their teachers. If teachers demonstrate patience, honesty, humility, and responsibility, students are more likely to internalize these values in their own lives. Educational psychology also emphasizes the importance of teacher personality in shaping the learning environment. Teachers who demonstrate emotional stability and empathy create classrooms characterized by trust and openness. Such environments encourage students to express ideas, ask questions, and engage actively in the learning process. Research in educational leadership indicates that the moral character of teachers significantly influences the ethical climate of schools. Therefore, the development of teacher personality competence should be considered a central goal of teacher formation programs.

One of the most significant findings from the literature review is the strong relationship between biblical reflection and teacher identity in Christian education. Teachers who regularly reflect on biblical narratives often develop deeper awareness of their spiritual

calling and professional responsibility. Biblical reflection allows teachers to connect theological principles with everyday experiences in the classroom. According to Thomas H. Groome, Christian education should integrate faith tradition with personal experience in order to foster meaningful spiritual formation (Groome, 2011). This integration enables educators to interpret biblical teachings not merely as historical information but as living truths that guide ethical behavior and personal growth. When teachers reflect on passages such as Genesis 26:24, they are reminded that faithfulness and trust in God are essential elements of their vocation. The promise given to Isaac illustrates that God's presence accompanies individuals in their journey of faith. For teachers, this message encourages perseverance in the face of professional challenges. Teaching often involves difficulties such as limited resources, diverse student needs, and administrative responsibilities. However, the assurance of God's presence can provide motivation and spiritual strength for educators to remain committed to their calling. Biblical reflection encourages teachers to view their work as a form of ministry rather than merely a professional obligation. Christian educators are called to participate in God's mission of nurturing the moral and spiritual development of young people. By internalizing the message of divine faithfulness, teachers can cultivate attitudes of dedication, patience, and humility in their educational practice.

Another important theme identified in the literature concerns the role of teachers as moral models for students. Moral development theory suggests that individuals learn ethical behavior through observation and interaction with role models. According to Lawrence Kohlberg, moral reasoning develops progressively as individuals encounter moral dilemmas and observe examples of ethical behavior in their social environment (Kohlberg, 1984). Teachers therefore play a crucial role in shaping the moral development of students. In Christian Religious Education, moral modeling becomes especially important because students are encouraged to apply biblical teachings in their daily lives. When teachers demonstrate consistency between their words and actions, students perceive religious values as authentic and meaningful. Conversely, when there is a discrepancy between teaching and behavior, students may become skeptical about the relevance of religious teachings. The reflection on God's promise to Isaac highlights the value of faithfulness. Teachers who embody this value demonstrate reliability in their commitments, fairness in their interactions with students, and dedication to their professional responsibilities. Such attitudes contribute to a positive learning environment where students feel respected and supported. Teacher personality influences the emotional climate of the classroom. Teachers who show patience and empathy are more likely to build strong relationships with students. These relationships create opportunities for meaningful dialogue about moral and spiritual issues. Students who trust their teachers are more willing to discuss personal challenges and seek guidance in making ethical decisions.

The findings of this study suggest several important implications for Christian Religious Education. Teacher formation programs should emphasize the development of personality competence alongside pedagogical and professional skills. Training programs should encourage teachers to cultivate qualities such as integrity, humility, and spiritual maturity. These qualities are essential for creating learning environments that promote

moral and spiritual growth. Biblical reflection should be integrated into teacher professional development. Teachers who engage regularly with biblical narratives can deepen their understanding of Christian values and apply these values in their teaching practice. Reflecting on passages such as Genesis 26:24 helps teachers recognize the significance of faithfulness and trust in God within their professional lives. Schools should encourage a culture of character formation that involves both teachers and students. When teachers consistently demonstrate Christian virtues, they contribute to a broader school culture that values honesty, respect, and responsibility. Such a culture supports the holistic development of students, including intellectual, moral, and spiritual dimensions. In the context of SDN 1 Sikui, where there are 21 Christian students and one Christian Religious Education teacher, the influence of teacher personality becomes particularly significant. The teacher serves not only as an instructor but also as the primary spiritual mentor for students. Through daily interactions, the teacher's attitudes and behaviors communicate powerful messages about faith, responsibility, and trust in God. Small educational settings often allow for closer relationships between teachers and students. Such relationships provide opportunities for personalized guidance and mentorship. Teachers who reflect the values of faithfulness and integrity can inspire students to develop similar attitudes in their own lives. In this way, the personality of the teacher becomes a key instrument for transmitting Christian values. Another significant finding from the literature review is the importance of integrating theology with educational practice. Christian education cannot be separated from the theological foundations that shape its goals and methods. The promise of God to Isaac illustrates that faith is rooted in trust in God's ongoing presence and guidance. Teachers who internalize this theological perspective can approach education with a sense of purpose and hope. They recognize that their work contributes to the broader mission of nurturing faithful and responsible individuals. This perspective encourages teachers to remain committed to their vocation even when facing challenges or limited resources. The integration of theology and education also encourages reflective practice among teachers. Reflective practice involves examining one's experiences, beliefs, and actions in order to improve professional effectiveness. For Christian educators, reflective practice includes theological reflection on how biblical principles inform teaching methods and classroom interactions. The personality of Christian Religious Education teachers becomes a bridge connecting biblical teachings with the lived experiences of students. Through consistent example, teachers demonstrate that faithfulness to God's promises is not merely a theological concept but a practical way of living. Students who observe such examples are more likely to develop strong moral character and a deeper understanding of Christian faith. The systematic literature review conducted in this study reveals that the reflection of teacher personality in light of God's promise to Isaac involves several interconnected dimensions. These include theological understanding of divine faithfulness, development of teacher personality competence, integration of biblical reflection with teacher identity, moral modeling in the classroom, and the cultivation of character formation within educational settings. The message of Genesis 26:24 reminds educators that faithfulness and trust in God are foundational principles for both spiritual life and professional responsibility. Teachers who embody these values can inspire students to develop moral integrity, courage, and perseverance in their own lives. Consequently, the personality of

Christian Religious Education teachers plays a crucial role in shaping the spiritual and moral formation of students within the school community.

CONCLUSION

This study explored the reflection of Christian Religious Education teachers' personality in light of God's promise to Isaac in Book of Genesis 26:24 through a Systematic Literature Review (SLR) approach. The findings demonstrate that the biblical narrative of God's promise to Isaac provides a strong theological foundation for understanding the character and personality expected of Christian educators. The assurance given by God in Genesis 26:24, emphasizing divine presence, encouragement, and covenant faithfulness, serves as a meaningful spiritual paradigm that can shape the identity and personal integrity of teachers who serve in Christian Religious Education. The review indicates that teacher personality competence plays a crucial role in the success of Christian education because students often interpret moral and spiritual values through the attitudes and behaviors demonstrated by their teachers. Personality traits such as integrity, emotional maturity, responsibility, humility, and faithfulness are essential characteristics that enable teachers to become authentic role models. These qualities are not only professional requirements within the educational framework but also expressions of Christian faith in daily practice. Personality competence allows teachers to display stability, wisdom, and authority that positively influence students' respect and trust. The study highlights the importance of integrating biblical reflection into the formation of teacher identity. Reflection on the promise given to Isaac encourages teachers to develop attitudes of faithfulness and perseverance in their educational vocation. This theological reflection strengthens the awareness that teaching, particularly in Christian Religious Education, is not merely a professional duty but also a spiritual calling that involves guiding students toward moral and spiritual maturity. Authentic Christian education connects faith tradition with lived experience, allowing biblical teachings to shape both personal character and educational practice. In the educational context of SDN 1 Sikui located in North Barito, where 21 Christian students are guided by one Christian Religious Education teacher, the personality of the teacher becomes a central influence in the spiritual and moral development of learners. The teacher's behavior, commitment, and spiritual integrity function as a living example through which students encounter and understand Christian values. A teacher who reflects the message of God's faithfulness can inspire students to cultivate trust in God, develop moral responsibility, and demonstrate perseverance in their own lives. The reflection of teacher personality based on the theological message of Genesis 26:24 contributes significantly to the formation of character-centered Christian education. When teachers embody the values of faithfulness, trust in God, and moral integrity, they not only communicate biblical teachings but also demonstrate them through their daily interactions with students. Therefore, the development of personality competence should be emphasized in teacher education and professional formation programs so that Christian Religious Education teachers can effectively serve as spiritual mentors and moral role models within the educational community.

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