



## The Pedagogical Competence of Christian Religious Education Teachers in Integrating Art and Worship: A Reflection on Exodus 38:8 at UPTD SDN 122380 Pematangsiantar

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### ABSTRACT

*This study examines the pedagogical competence of Christian Religious Education teachers in integrating art and worship within the learning process through a reflection on Book of Exodus 38:8. The research was conducted at UPTD SDN 122380 Pematangsiantar located in Pematangsiantar. The background of this study is rooted in the importance of pedagogical competence among Christian Religious Education teachers in designing learning experiences that not only communicate biblical knowledge but also nurture students' spiritual awareness and creativity. The population consisted of 113 Christian students and two Christian teachers, including the Christian Religious Education teacher, resulting in a total of 115 respondents. A total sampling technique was applied so that all members of the population were included in the research. Data were collected using a structured questionnaire with a Likert scale to measure students' perceptions of the teacher's pedagogical competence in integrating artistic expression with worship-oriented learning activities. The data were analyzed using descriptive statistical techniques to determine patterns of responses and levels of pedagogical effectiveness. The results indicate that the pedagogical competence of the Christian Religious Education teacher significantly contributes to the successful integration of art and worship in classroom learning. The study concludes that integrating artistic expression into Christian Religious Education learning strengthens students' comprehension of biblical teachings and fosters holistic spiritual development, encouraging them to recognize their creative talents as meaningful expressions of worship and devotion to God.*

**Keywords:** *Pedagogical Competence, Christian Religious Education, Art, Worship*

### INTRODUCTION

Teacher competence is widely acknowledged as a critical element in the success of educational processes and the holistic development of students. In the Indonesian education system, teachers are expected to possess four primary competencies: pedagogical, professional, social, and personality competence. Among these, pedagogical competence plays a particularly central role because it relates directly to the teacher's

ability to design, implement, and evaluate meaningful learning experiences for students. Pedagogical competence includes the ability to understand student characteristics, develop appropriate learning strategies, utilize learning resources creatively, and integrate various forms of knowledge in the teaching process. According to John W. Creswell, effective teaching requires systematic planning and instructional strategies that connect knowledge with learners' experiences so that learning becomes meaningful and transformative (Creswell, 2014). In the context of Christian Religious Education, pedagogical competence is not limited to the transmission of doctrinal knowledge but also involves facilitating spiritual understanding and character formation. Christian Religious Education seeks to nurture the spiritual, moral, and intellectual development of students through the teaching of biblical truths and Christian values. Teachers therefore play a dual role as educators and spiritual guides who help students connect biblical teachings with everyday life. One important aspect of Christian pedagogy is the integration of creative and artistic expressions in learning activities. Artistic expression, such as music, visual arts, and symbolic representations, has long been associated with religious practices and worship traditions. When integrated effectively in the classroom, artistic elements can help students experience religious teachings more deeply and personally. According to Thomas H. Groome, Christian education becomes more meaningful when faith traditions are communicated through creative and participatory learning experiences that allow learners to encounter faith not only intellectually but also emotionally and spiritually (Groome, 2011).

The relationship between art and worship is strongly reflected in the biblical tradition. The construction of sacred spaces and worship instruments in the Old Testament demonstrates that artistic creativity plays an important role in expressing devotion to God. One example of this relationship is found in Book of Exodus 38:8, which describes the creation of the bronze basin for the tabernacle using mirrors donated by women who served at the entrance of the Tent of Meeting. This passage illustrates how artistic materials and craftsmanship were incorporated into the preparation of sacred worship spaces. The narrative highlights the collaboration between artistic skill and spiritual devotion in the service of God. According to Walter Brueggemann, the tabernacle narratives in Exodus reveal how creativity and craftsmanship were viewed as expressions of obedience and worship directed toward God (Brueggemann, 2010). The integration of art in worship therefore reflects the understanding that human creativity can become a medium for glorifying God. This biblical perspective provides a theological basis for integrating artistic elements into the learning process. Teachers who possess strong pedagogical competence are able to design learning activities that incorporate art as a tool for spiritual reflection and expression. For example, visual art, music, drama, and symbolic representations can be used to help students explore biblical narratives and internalize Christian values. Artistic activities also stimulate imagination and emotional engagement, allowing students to experience religious teachings more deeply. Educational research shows that creative learning strategies contribute significantly to student engagement and comprehension. According to Linda Darling-Hammond, effective teaching practices often involve the use of diverse instructional methods that encourage active participation and creativity among learners (Darling-Hammond, 2006). The integration of art and worship in Christian Religious Education supports the holistic

development of students. Learning experiences that involve artistic expression enable students to connect cognitive understanding with emotional and spiritual experiences. This approach aligns with the broader goals of Christian education, which emphasize the formation of character, faith, and moral awareness. Through artistic expression, students can reflect on their relationship with God and express their faith in creative ways. Such experiences contribute to the development of a deeper spiritual identity among learners. The educational environment of UPTD SDN 122380 Pematangsiantar located in Pematangsiantar provides an important context for examining how pedagogical competence can facilitate the integration of art and worship in Christian Religious Education. In this school, there are 113 Christian students and two Christian teachers, including the Christian Religious Education teacher. Within this setting, the teacher's pedagogical competence becomes a key factor in shaping meaningful learning experiences that connect biblical teachings with creative expression. The ability of teachers to design learning activities that integrate art and worship can influence how students understand and appreciate the spiritual significance of creativity in their relationship with God. This approach may limit students' opportunities to engage actively with biblical narratives and express their understanding through creative means. Therefore, exploring the pedagogical competence of teachers in integrating art and worship becomes an important area of research. Understanding how teachers apply creative pedagogical strategies can provide valuable insights for improving the effectiveness of Christian Religious Education. Based on these considerations, this study aims to examine the pedagogical competence of Christian Religious Education teachers in integrating art and worship as reflected in Exodus 38:8. By analyzing how biblical perspectives on creativity and worship can be applied in educational practice, this research seeks to highlight the importance of creative pedagogy in Christian Religious Education. The findings are expected to contribute to the development of more engaging and spiritually meaningful learning experiences that support the holistic formation of students' faith and character.

## **METHODS**

Quantitative research was chosen because it enables researchers to measure perceptions and responses systematically using numerical data and statistical analysis. According to John W. Creswell, quantitative research focuses on measuring variables and analyzing numerical data to explain patterns and describe phenomena objectively (Creswell, 2014). Through this approach, the study aims to assess how students perceive the pedagogical competence of the Christian Religious Education teacher in designing learning activities that integrate artistic expression with spiritual reflection. The population of this study consisted of 113 Christian students and two Christian teachers, including the Christian Religious Education teacher, resulting in a total of 115 respondents. Because the number of respondents was relatively manageable, the research applied a total sampling technique, meaning that all members of the population were included as participants in the study. This technique was selected in order to obtain comprehensive data representing the perceptions of the entire Christian school community regarding the teacher's pedagogical competence in integrating art and worship within the learning process. Data were collected using a structured questionnaire based on a Likert scale,

which was designed to measure several indicators of pedagogical competence. These indicators included the teacher's ability to design creative learning strategies, integrate artistic activities into Christian Religious Education lessons, explain the theological meaning of worship practices, encourage student participation in artistic expression related to faith, and evaluate students' understanding through reflective learning activities. Each item in the questionnaire provided five response options ranging from strongly disagree to strongly agree, allowing respondents to express their perceptions regarding the effectiveness of the teacher's instructional practices. The collected data were analyzed using descriptive statistical techniques, including the calculation of frequencies, percentages, and mean scores to identify patterns in respondents' responses. This analysis was conducted to determine the level of pedagogical competence demonstrated by the Christian Religious Education teacher and to assess how effectively artistic elements were integrated into worship-oriented learning activities. The results of the statistical analysis were then interpreted in relation to relevant educational and theological literature in order to provide a comprehensive understanding of the role of pedagogical competence in supporting creative and spiritually meaningful Christian Religious Education.

## RESULT AND DISCUSSION

The results of this study reveal that the pedagogical competence of Christian Religious Education teachers plays a significant role in integrating artistic expression and worship within the learning process. The data collected from respondents at UPTD SDN 122380 Pematangsiantar located in Pematangsiantar show that the majority of respondents perceive the pedagogical practices of the Christian Religious Education teacher as effective in connecting biblical teachings with creative learning activities. With 113 Christian students and two Christian teachers participating in the study, the responses indicate a high level of agreement that the teacher demonstrates the ability to design learning experiences that integrate artistic expression with spiritual reflection. These findings suggest that pedagogical competence in Christian Religious Education is not only related to the transmission of biblical knowledge but also to the creative facilitation of worship-oriented learning experiences that engage students cognitively, emotionally, and spiritually. One of the most significant findings of the study is that students perceive artistic learning activities as an effective medium for understanding biblical teachings. The integration of art into Christian Religious Education appears to enhance students' engagement and comprehension of spiritual concepts. In the classroom context, artistic activities such as drawing biblical scenes, composing simple worship songs, dramatizing biblical narratives, and creating symbolic crafts allow students to explore religious ideas through creative expression. These activities help transform abstract theological concepts into concrete experiences that are easier for students to understand and internalize. The use of artistic expression in religious learning is consistent with educational theories emphasizing experiential and participatory learning. According to Linda Darling-Hammond, effective teaching strategies involve diverse instructional methods that encourage active student participation and creativity, enabling learners to construct knowledge through meaningful experiences (Darling-Hammond, 2006). The data obtained in this study support this perspective, indicating that creative pedagogical approaches significantly enhance students' interest and participation in Christian

Religious Education. Another important result concerns the teacher's ability to connect artistic activities with the theological meaning of worship. The reflection on Book of Exodus 38:8 serves as a biblical foundation for understanding the relationship between creativity and worship in the Christian tradition. This passage describes the creation of the bronze basin for the tabernacle using mirrors donated by women who served at the entrance of the Tent of Meeting. The narrative illustrates that artistic materials and craftsmanship were utilized in the preparation of sacred worship spaces. In the classroom, the teacher uses this passage to explain that human creativity can be dedicated to the service of God. Students reported that this explanation helped them understand that artistic talents, such as drawing, singing, or crafting, can be expressions of devotion and gratitude toward God. The ability of the teacher to connect biblical narratives with students' creative abilities demonstrates strong pedagogical competence because it enables learners to see the relevance of Scripture in their personal lives.

The integration of art and worship in the classroom also contributes to the development of students' spiritual sensitivity. When students participate in creative activities related to worship, they become more aware of the role of beauty, symbolism, and creativity in expressing faith. This awareness encourages students to appreciate the artistic dimensions of Christian worship traditions. According to Thomas H. Groome, Christian education should involve participatory experiences that allow learners to encounter faith through creative and reflective activities rather than through purely cognitive instruction (Groome, 2011). The findings of this study confirm that such participatory approaches can foster deeper spiritual engagement among students. By participating in artistic activities that reflect biblical teachings, students develop a more personal and experiential understanding of worship. The results also highlight the importance of pedagogical planning in implementing creative learning strategies. Students indicated that the teacher carefully organizes learning activities so that artistic tasks are integrated meaningfully into the lesson structure. For example, the teacher begins the lesson by explaining the biblical passage, followed by group discussions that explore the meaning of the text. Afterward, students engage in artistic activities that allow them to express their interpretation of the biblical message. Finally, the lesson concludes with reflection sessions where students share their work and discuss how their creative expressions relate to worship and faith. This structured approach demonstrates that effective pedagogical competence involves not only creativity but also systematic planning and instructional design. According to John W. Creswell, systematic planning and clear instructional strategies are essential components of effective educational practice because they ensure that learning objectives are achieved through coherent teaching processes (Creswell, 2014). In addition to improving comprehension of biblical teachings, the integration of art and worship also enhances students' motivation and enthusiasm for learning. Many respondents indicated that creative learning activities make Christian Religious Education lessons more enjoyable and meaningful. Students feel more motivated to participate when they are given opportunities to express themselves through artistic mediums. This motivation is particularly important in elementary school settings, where students often learn best through interactive and imaginative activities. The findings suggest that creative pedagogical strategies can transform the classroom into an engaging environment where students actively explore spiritual themes rather than passively receiving information.

Such environments are conducive to deeper learning because students are emotionally invested in the educational process.

Another important aspect revealed by the data is the role of the teacher as a facilitator of creative expression. Rather than dominating the learning process, the teacher encourages students to explore their own interpretations of biblical narratives through artistic activities. This facilitative role allows students to develop confidence in expressing their ideas and talents. The teacher provides guidance and support while allowing students the freedom to experiment with creative forms of expression. This approach aligns with contemporary educational philosophies that emphasize student-centered learning. In Christian education, such approaches are particularly valuable because they encourage students to reflect personally on their faith and develop a sense of ownership in their spiritual growth. The study shows that artistic activities contribute to the development of students' social and collaborative skills. Many creative tasks are conducted in groups, allowing students to work together in designing visual artworks, performing short dramas, or composing simple songs related to biblical themes. Through these collaborative activities, students learn to share ideas, respect different perspectives, and support one another's creative contributions. These social interactions reinforce the communal dimension of worship and Christian life. Christian worship is inherently communal, emphasizing fellowship and shared expressions of faith. By engaging in collaborative artistic activities, students experience a small-scale representation of this communal aspect of worship within the classroom. The findings also highlight that integrating art and worship can strengthen students' emotional connection to biblical teachings. Artistic expression often involves emotions such as joy, gratitude, and reverence, which are central elements of worship. When students express these emotions through creative activities, they develop a deeper emotional relationship with the biblical narratives they study. This emotional engagement helps students internalize spiritual values more effectively. Educational research suggests that emotional involvement enhances memory retention and comprehension because learners are more likely to remember experiences that evoke strong feelings. Therefore, artistic activities that evoke emotional responses can significantly enrich the learning process in Christian Religious Education.

The context of UPTD SDN 122380 Pematangsiantar provides a supportive environment for implementing creative pedagogical strategies. With 113 Christian students and two Christian teachers, the school community offers opportunities for collaborative learning and shared spiritual experiences. The Christian Religious Education teacher serves as a key facilitator who guides students in connecting biblical teachings with creative expression. The relatively close relationship between teachers and students in this environment allows for personalized guidance and encouragement, which further enhances the effectiveness of artistic learning activities. The results of this study demonstrate that the pedagogical competence of Christian Religious Education teachers significantly influences the success of integrating art and worship in the learning process. Teachers who possess strong pedagogical skills are able to design creative, structured, and meaningful learning experiences that help students understand biblical teachings more deeply. By connecting artistic expression with the theological message of Exodus 38:8, the teacher enables students to recognize that creativity can serve as a form of worship and devotion to God. This integration of art and spirituality enriches the

educational experience and supports the holistic development of students' faith, character, and creativity. The findings therefore emphasize the importance of strengthening pedagogical competence among Christian Religious Education teachers so that they can effectively facilitate creative and spiritually meaningful learning environments in schools.

## CONCLUSION

This study concludes that the pedagogical competence of Christian Religious Education teachers plays a crucial role in integrating artistic creativity and worship-oriented learning within the classroom. The findings from UPTD SDN 122380 Pematangsiantar in Pematangsiantar demonstrate that effective pedagogical practices enable teachers to connect biblical teachings with creative learning activities that engage students intellectually, emotionally, and spiritually. Through the reflection on Book of Exodus 38:8, students are encouraged to understand that artistic abilities and creative expressions can be meaningful forms of worship dedicated to God. The results indicate that when teachers integrate artistic elements such as drawing, music, dramatization, and symbolic crafts into Christian Religious Education, students become more motivated, participative, and reflective in the learning process. The study highlights that well-structured pedagogical planning is essential for ensuring that artistic activities are not merely supplementary but are meaningfully connected to the theological message of the lesson. The teacher's ability to explain biblical narratives, guide students in creative expression, and facilitate reflective discussions contributes significantly to the effectiveness of the learning process. These practices foster a holistic educational environment in which students develop not only cognitive understanding of Scripture but also spiritual sensitivity and appreciation for the artistic dimensions of Christian worship. Collaborative artistic activities promote social interaction and cooperation among students, reinforcing the communal nature of Christian faith and worship. Through group-based creative projects, students learn to express ideas collectively, respect diverse perspectives, and appreciate the role of creativity in building a shared spiritual experience. Such learning processes contribute to the formation of character, creativity, and faith development among students. The study emphasizes that strengthening the pedagogical competence of Christian Religious Education teachers is essential for creating innovative and spiritually meaningful learning environments. Teachers who are capable of integrating art and worship within biblical instruction can help students experience Christian teachings more deeply and personally. Ultimately, the integration of creativity and spirituality in education not only enriches the teaching of Christian Religious Education but also nurtures students' faith formation and encourages them to dedicate their talents and creativity to the service of God.

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