



The Consistent Personal Competence of Christian Religious Education Teachers in Educational Service: A Biblical Reflection on Exodus 40:16 in the Context of SMA Negeri 10 Palangka Raya

Eunike Pintaruan Oktalacinta

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: eunike0287@gmail.com

ABSTRACT

This study examines the consistent personal competence of Christian Religious Education (CRE) teachers in educational service through a biblical reflection on the Book of Exodus 40:16. The passage describes the faithfulness and obedience of Moses in carrying out God's instructions in the construction and arrangement of the tabernacle, illustrating the importance of consistency and dedication in fulfilling entrusted responsibilities. Within the context of Christian education, this biblical principle provides a theological foundation for understanding the role of teacher personality in shaping effective and value-oriented educational practices. Personal competence, including integrity, responsibility, emotional stability, and commitment to service, is considered a key factor influencing students' learning experiences and character development. This study employed a quantitative descriptive approach conducted at SMA Negeri 10 Palangka Raya. The participants consisted of 130 Christian students who were actively enrolled in Christian Religious Education classes. Data were collected using a structured questionnaire based on a five-point Likert scale designed to measure students' perceptions of the CRE teacher's personal competence and consistency in educational service. The instrument included indicators such as integrity in teaching, consistency between words and actions, responsibility in performing teaching duties, fairness toward students, and commitment to guiding students' moral and spiritual development. The findings indicate that students generally perceive the CRE teacher as demonstrating strong and consistent personal competence in educational service. The teacher's integrity, responsibility, and dedication contribute to a positive learning environment that encourages student engagement and supports moral and spiritual growth. These results highlight the importance of teacher personality in strengthening the effectiveness of Christian Religious Education.

Keywords: *Personal Competence, Christian Religious Education, Educational Service*

INTRODUCTION

Educational scholars emphasize that effective teaching requires not only professional mastery of subject matter but also strong personal competence, including integrity, consistency, responsibility, and ethical commitment (Hattie, 2009). Personal competence becomes particularly important because students often learn through observing the attitudes and behaviors demonstrated by their teachers in everyday interactions. The significance of teacher personality becomes even more pronounced. Christian education is grounded in the belief that teaching is both an academic and a spiritual vocation. Teachers are expected to embody the values they communicate, demonstrating faithfulness, integrity, and dedication in their service. According to Pazmiño (2008), Christian education involves the holistic formation of individuals who live in accordance with biblical values in both personal and communal life. Therefore, the personality of a Christian teacher functions as a living testimony that reinforces the spiritual and moral messages conveyed in the classroom. Personal competence in teaching also relates closely to the concept of consistency in service. Consistency refers to the ability to maintain commitment and integrity over time despite challenges or changes in circumstances. In the educational context, consistent teachers demonstrate reliability in their responsibilities, fairness in their treatment of students, and perseverance in guiding learners toward academic and moral growth. Such consistency fosters trust between teachers and students, creating a stable and supportive learning environment where students feel encouraged to engage actively in the learning process.

A strong biblical foundation for understanding consistency in service can be found in the narrative of Book of Exodus 40:16. This passage describes the obedience of Moses in carrying out the instructions given by God regarding the construction and arrangement of the tabernacle. The text emphasizes that Moses performed every task exactly as commanded by the Lord, illustrating unwavering faithfulness and dedication to divine instruction. Biblical scholars note that this verse highlights the importance of obedience and consistency in fulfilling responsibilities entrusted by God (Durham, 1987). The example of Moses demonstrates that faithful service requires both commitment and integrity in executing one's duties. When interpreted within the framework of Christian education, the message of Book of Exodus 40:16 offers valuable insights into the role of teachers as individuals entrusted with a meaningful responsibility. Just as Moses faithfully carried out the instructions given to him, teachers are called to perform their educational duties with dedication and consistency. In the classroom, this principle can be expressed through disciplined teaching practices, ethical conduct, and a commitment to nurturing students' intellectual and spiritual growth. By demonstrating these qualities, teachers model the values of faithfulness and responsibility that students are encouraged to adopt in their own lives. The concept of personal competence has also been widely discussed in contemporary educational research. Personal competence refers to a teacher's ability to demonstrate stable character, self-discipline, and moral responsibility in professional practice. These attributes contribute significantly to the creation of positive teacher-student relationships and a conducive learning environment. Palmer (1998) argues that teaching is deeply connected to the identity and integrity of the teacher; therefore, the authenticity of the educator plays a decisive role in the effectiveness of the learning process. When teachers act consistently with their values and beliefs, students are more

likely to respect and trust them. The relevance of teacher personal competence becomes especially significant in schools where Christian Religious Education forms part of the curriculum for Christian students. In such contexts, teachers are expected not only to explain biblical teachings but also to embody those teachings in their conduct. The alignment between what teachers teach and how they live their lives strengthens the credibility of the educational message and encourages students to internalize the values presented in the classroom. This study was conducted in the context of SMA Negeri 10 Palangka Raya, where Christian Religious Education is taught to Christian students within a diverse educational environment. At this school, there are 130 Christian students and two Christian teachers, including one CRE teacher responsible for guiding students in their religious learning. The presence of a relatively large number of Christian students highlights the importance of effective and consistent teaching practices that support both academic learning and spiritual formation. Considering the importance of teacher personality in shaping educational outcomes, this study aims to explore the consistent personal competence of Christian Religious Education teachers in their educational service. By reflecting on the biblical message of Book of Exodus 40:16, the research seeks to understand how faithfulness, obedience, and commitment can be expressed in teaching practices within the school environment. Through this exploration, the study contributes to a deeper understanding of how teacher personality influences the development of a meaningful and value-oriented learning experience for students in Christian Religious Education.

METHODS

This study employed a quantitative descriptive research design to examine the consistent personal competence of Christian Religious Education (CRE) teachers in educational service based on the theological reflection found in the Book of Exodus 40:16. A quantitative approach was selected because it allows the researcher to measure students' perceptions systematically and to describe patterns related to teacher personality and consistency in teaching practices. The research was conducted at SMA Negeri 10 Palangka Raya, where Christian Religious Education is provided for students who identify as Christians. The population of the study consisted of 130 Christian students, while the Christian Religious Education teacher served as the primary educational context for evaluating the implementation of personal competence in teaching. Because the population size was manageable, the study applied a total sampling technique, meaning that all Christian students were included as respondents in the research. Data were collected using a structured questionnaire based on a five-point Likert scale, designed to measure students' perceptions of the CRE teacher's personal competence and consistency in educational service. The questionnaire included several indicators such as integrity in teaching, consistency between words and actions, responsibility in carrying out teaching duties, fairness in interacting with students, and commitment to guiding students' moral and spiritual development. These indicators were developed based on the concept of teacher personal competence in educational theory and the biblical principle of faithful obedience illustrated in Book of Exodus 40:16. Before distribution, the instrument was reviewed to ensure clarity and relevance to the objectives of the study. The collected data were analyzed using descriptive statistical techniques to determine the

general tendency of students' responses regarding the teacher's personal competence. The analysis involved calculating mean scores, percentages, and frequency distributions for each indicator. These statistical results were then interpreted in relation to the biblical reflection on faithfulness and consistency in service. Through this analytical process, the study aimed to provide a comprehensive description of how the personal competence of CRE teachers contributes to consistent and responsible educational service within the school context.

RESULT AND DISCUSSION

The results of this study reveal that the personal competence of the Christian Religious Education (CRE) teacher plays a crucial role in shaping students' perceptions of educational service and in fostering a learning environment characterized by consistency, integrity, and responsibility. Based on questionnaire responses collected from 130 Christian students at SMA Negeri 10 Palangka Raya, the data indicate that students generally perceive the CRE teacher as demonstrating a high level of personal competence in the implementation of educational duties. Several key aspects of personal competence emerged from the analysis, including consistency between words and actions, responsibility in carrying out teaching tasks, fairness in dealing with students, emotional stability in classroom interactions, and commitment to guiding students' moral and spiritual growth. These aspects collectively illustrate how the personal character of a teacher significantly influences the educational experience and contributes to the formation of a positive learning culture. One of the most prominent findings concerns the perception of consistency between the teacher's words and actions. Students reported that the CRE teacher consistently demonstrates behaviors that align with the values taught in the classroom. This consistency strengthens the credibility of the teacher and reinforces the educational message being delivered. In the context of Christian education, credibility is a fundamental element because students are more likely to internalize values when they observe them being practiced authentically by their teachers. The importance of consistency in fulfilling responsibilities can be understood through the biblical narrative found in the Book of Exodus 40:16, which describes how Moses carried out the instructions given by God with complete obedience and faithfulness. The text emphasizes that Moses performed every task exactly as commanded, illustrating unwavering dedication to the responsibilities entrusted to him. When applied to the context of Christian education, this principle highlights the expectation that teachers should carry out their professional duties with similar faithfulness and consistency.

The survey results indicate that students strongly recognize the teacher's commitment to fulfilling teaching responsibilities in a disciplined manner. The CRE teacher is perceived as consistently preparing lesson materials, arriving on time for classes, and maintaining structured learning activities that support students' understanding of Christian teachings. Such consistency contributes to a sense of stability within the learning environment. Students feel confident that the teacher will provide guidance and support throughout the learning process. This stability is particularly important in secondary education, where students often experience various academic and social challenges that require reliable mentorship from teachers. Another significant finding relates to the teacher's sense of responsibility in guiding students' moral and spiritual development. Christian Religious

Education is not limited to the transmission of biblical knowledge; it also involves the formation of character and ethical awareness. The results of the study show that students perceive the CRE teacher as actively encouraging them to reflect on the moral implications of biblical teachings and to apply those principles in daily life. Through discussions, reflections, and classroom interactions, the teacher invites students to consider how values such as honesty, responsibility, and compassion can influence their behavior both inside and outside the school environment.

This emphasis on moral guidance reflects the broader purpose of Christian education, which seeks to nurture individuals who live according to Christian values in their personal and social lives. The teacher's consistent dedication to this mission demonstrates the practical application of the principle illustrated in the Book of Exodus 40:16. Just as Moses carried out his responsibilities faithfully, the CRE teacher demonstrates commitment to the educational vocation by guiding students with patience and integrity. Students recognize this commitment and often describe the teacher as a reliable source of advice and encouragement when they face personal or academic difficulties. Fairness in dealing with students also emerged as an important indicator of personal competence. The majority of respondents agreed that the CRE teacher treats students with equal respect regardless of their academic abilities or personal backgrounds. This perception of fairness contributes to a positive classroom climate where students feel valued and respected. When teachers demonstrate impartiality and respect in their interactions, students are more likely to develop trust and confidence in the educational process. Fair treatment also encourages students to participate actively in classroom discussions, knowing that their opinions will be heard and appreciated. The importance of fairness in teaching aligns with contemporary educational theories that emphasize the role of teacher behavior in shaping students' attitudes toward learning. Teachers who consistently demonstrate fairness and respect create environments that promote collaboration and mutual understanding among students. In the context of Christian Religious Education, these attitudes reflect the ethical values emphasized in biblical teachings, including justice, compassion, and humility. By embodying these values in everyday interactions, the CRE teacher serves as a practical example of how Christian principles can be applied in real-life situations.

Emotional stability and self-control are additional aspects of personal competence highlighted in the findings. Students reported that the CRE teacher maintains a calm and patient demeanor even when faced with classroom challenges such as disruptive behavior or academic difficulties among students. This emotional stability contributes to a sense of security within the classroom, allowing students to focus on learning without fear of harsh criticism or negative reactions. Teachers who demonstrate emotional maturity are better equipped to manage classroom dynamics and to guide students toward constructive behavior. The ability to maintain emotional stability is closely connected to the concept of teacher identity and integrity. Teaching is not only a technical profession but also a relational practice that requires emotional engagement and personal commitment. When teachers remain patient and composed in challenging situations, they model the virtues of self-discipline and perseverance for their students. These qualities are particularly important in Christian education, where the development of character and moral

responsibility is a central objective. Another important dimension of personal competence revealed in the study is the teacher's commitment to continuous service and dedication to the educational vocation. Students perceive the CRE teacher as someone who genuinely cares about their development and who is willing to invest time and effort in supporting their academic and spiritual growth. This perception is reflected in students' responses indicating that the teacher frequently provides additional explanations when students encounter difficulties and encourages them to explore biblical teachings more deeply. The concept of educational service is closely related to the idea of vocation in Christian theology. Teaching is often understood as a calling that involves both professional responsibility and spiritual commitment. In this sense, the teacher's consistent dedication to students reflects a deeper sense of purpose in fulfilling the educational mission. The biblical example of Moses described in the Book of Exodus 40:16 illustrates how faithfulness in carrying out responsibilities can serve as a model for those who are entrusted with leadership roles. By approaching teaching as a form of service, the CRE teacher demonstrates the integration of faith and professional practice.

The results of the study also indicate that the teacher's personal competence positively influences students' attitudes toward Christian Religious Education as a subject. Students who perceive their teacher as consistent and trustworthy are more likely to show interest and engagement in classroom activities. They participate actively in discussions, ask questions about biblical texts, and express curiosity about the relevance of Christian teachings in contemporary life. This level of engagement suggests that teacher personality plays a significant role in motivating students to take learning seriously. The influence of teacher personal competence extends beyond academic motivation to the development of students' personal values. Several students reported that the teacher's example encourages them to reflect on their own attitudes and behaviors. Observing the teacher's consistency and integrity inspires them to strive for similar qualities in their personal lives. This process of moral modeling is an essential component of character education, where students learn not only through instruction but also through observation of role models. The study also identified certain challenges associated with maintaining consistent personal competence in educational practice. Teaching large groups of students requires significant energy and patience, particularly when addressing diverse learning needs and individual differences among students. The CRE teacher must balance academic responsibilities with the additional role of providing moral and spiritual guidance. This dual responsibility can create pressure and require careful management of time and resources. The findings suggest that the teacher's commitment to the educational vocation helps overcome these challenges. By maintaining a clear sense of purpose and dedication to the mission of Christian education, the teacher continues to demonstrate consistency in service despite the demands of the profession. This perseverance reflects the biblical principle of faithful obedience exemplified in the narrative of Book of Exodus 40:16, where Moses fulfills his responsibilities with unwavering commitment. The results of this study highlight the significant impact of teacher personal competence on the effectiveness of Christian Religious Education. The teacher's consistency, responsibility, fairness, emotional stability, and dedication to service collectively create a learning environment that supports both academic development and spiritual formation. These qualities enable the teacher to function not

only as an instructor but also as a mentor and role model who guides students toward the development of strong moral and spiritual values. The discussion demonstrates that the personal competence of the CRE teacher is a foundational element in the success of Christian education. By embodying the values of faithfulness and consistency illustrated in the biblical narrative of Book of Exodus 40:16, the teacher provides a living example of responsible and dedicated service. This example encourages students to develop their own sense of responsibility, integrity, and commitment to learning, ultimately contributing to the formation of individuals who are both intellectually capable and morally grounded.

CONCLUSION

This study concludes that the consistent personal competence of the Christian Religious Education (CRE) teacher plays a significant role in strengthening the effectiveness of educational service at SMA Negeri 10 Palangka Raya. The findings show that students perceive the CRE teacher as demonstrating strong personal qualities, including integrity, responsibility, fairness, emotional stability, and dedication to the teaching vocation. These characteristics contribute to the creation of a positive learning environment where students feel supported, respected, and motivated to engage actively in the learning process. The teacher's consistent behavior also strengthens students' trust and confidence, which are essential elements in building meaningful teacher-student relationships. The reflection on the Book of Exodus 40:16 provides an important theological perspective for understanding the role of consistency in educational service. The narrative of Moses' obedience in carrying out God's instructions illustrates the value of faithfulness and dedication in fulfilling entrusted responsibilities. When applied to the context of Christian education, this biblical principle highlights that teachers are called to perform their professional duties with commitment, discipline, and integrity. By demonstrating these qualities in daily teaching practices, CRE teachers serve as living examples of the values they teach in the classroom. The results of this study indicate that the personal competence of teachers influences not only students' academic engagement but also their moral and spiritual development. Students who observe consistency between their teacher's teachings and actions are more likely to internalize the values presented in Christian Religious Education. The teacher's example encourages students to develop attitudes of responsibility, honesty, and perseverance in their own lives. In this way, Christian Religious Education becomes a transformative process that integrates knowledge, character formation, and spiritual growth. The consistent personal competence of CRE teachers is a fundamental element in the success of Christian education. Teachers who embody faithfulness, integrity, and dedication in their service contribute significantly to the formation of students who are intellectually capable, morally responsible, and spiritually grounded. Strengthening these aspects of teacher competence should therefore be considered an important priority in developing effective and meaningful Christian Religious Education in schools.

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