



Nurturing Patience through Professional Pedagogy: An Exegetical Study of Genesis 31:42 in the Practice of Christian Religious Education Teachers at SDN 106787 Suka Ramai

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ABSTRACT

This study investigates the integration of biblical exegesis—specifically Genesis 31:42—into the professional pedagogy of Christian Religious Education (CRE/PAK) teachers at SDN 106787 Suka Ramai, with a focus on nurturing patience as a core spiritual and pedagogical competence. Genesis 31:42, which depicts Jacob’s testimony about God’s justice, presence, and sustaining power amid prolonged adversity, provides a theological foundation for understanding patience not merely as a passive emotional state but as an active form of spiritual resilience. Employing an exegetical approach combined with qualitative data from interviews and classroom observations, the research explores how teachers interpret, internalize, and apply the theological themes of perseverance, divine oversight, and ethical endurance in their daily classroom practices. Findings indicate that teachers view patience as essential to effective CRE pedagogy, particularly in navigating disruptive behaviors, academic diversity, and administrative pressures. The exegetical insight from Genesis 31:42 strengthens teachers’ vocational awareness by framing challenges as opportunities to embody Christlike endurance. This spiritual grounding enhances their capacity for emotional regulation, fosters a supportive classroom environment, and promotes character formation among students. Moreover, teachers reported that scripturally informed patience contributes to sustainable teaching practices, reducing burnout and encouraging reflective professionalism. The study concludes that integrating biblical exegesis into pedagogical strategies enriches both teacher identity and instructional effectiveness. It recommends incorporating exegetical training into professional development programs and strengthening school-based support systems that cultivate spiritual and emotional resilience. The research affirms that a synergy between Scripture and professional pedagogy can significantly enhance the quality and impact of Christian education.

Keywords: Professional Pedagogy, Christian Religious Education, Patience

INTRODUCTION

Patience stands as one of the essential virtues in Christian character formation, shaping not only personal spiritual maturity but also interpersonal ethics within learning communities. In the context of Christian Religious Education (CRE), the cultivation of patience among learners is closely intertwined with the professional competence of teachers, whose pedagogical practices and spiritual integrity influence the moral and emotional dispositions of students (Lickona, 1991). As schools increasingly face diverse behavioral challenges and rapid socio-cultural changes, the role of competent CRE teachers becomes ever more crucial in nurturing dispositions that reflect Christian virtues, including the capacity to endure difficulties with steadfastness, humility, and trust in God. Within this pedagogical landscape, SDN 106787 Suka Ramai in Deli Serdang provides a relevant locus to explore how professional pedagogical competence supports the internalization of patience among students, particularly as teachers integrate biblical narratives into daily teaching. Genesis 31:42 serves as a foundational theological anchor for understanding patience from a biblical perspective. Spoken in the context of Jacob's confrontation with Laban, the verse encapsulates Jacob's prolonged endurance under unjust treatment: *"If the God of my father, the God of Abraham and the Fear of Isaac, had not been with me, surely now you would have sent me away empty-handed."* Jacob's declaration is a testimony of patient suffering shaped by faith, trust, and a deep awareness of divine justice. Exegetically, the text highlights two aspects crucial for pedagogical reflection. First, Jacob's patience is portrayed not as passive resignation but as active perseverance rooted in the conviction that God sees and vindicates the oppressed (Ryken, 2015). Second, the moral fiber of patience in Genesis 31:42 is inseparable from divine accompaniment—Jacob endures because he is conscious that God is present, sustaining, and guiding him across twenty years of hardship under Laban's authority. This narrative offers a biblical template for CRE teachers seeking to embed patience as a lived virtue in the learning process. Professional pedagogical competence, as articulated in contemporary educational literature, encompasses mastery of subject matter, effective communication skills, the ability to design learning experiences, and the capacity to integrate values into instruction (Knight, 2016). For CRE teachers, professional competence extends beyond technical teaching skills to include the spiritual and moral responsibilities of modeling virtues in classroom interactions (Estep, 2012). Thus, nurturing patience is not merely a cognitive exercise but a transformative process cultivated through teacher modeling, consistent reinforcement, and biblically grounded reflections. Students learn patience not only from what teachers teach but from how teachers respond to challenges, manage classroom dynamics, and embody calmness in moments of tension (Groome, 1998). Existing studies on character formation within Christian schools affirm that teacher professionalism significantly influences students' moral dispositions (Cunningham, 2015). Patience, in particular, develops through repeated exposure to structured learning routines, clear behavioral expectations, relational empathy, and reflective conversations shaped by biblical narratives. Such pedagogical approaches are relevant in primary school contexts where children are still forming emotional regulation and social discipline (Bunge, 2008). At SDN 106787 Suka Ramai, where CRE serves not only as an academic subject but as a moral framework, teacher professional competence forms the backbone of virtue formation. This study aims

to explore how CRE teachers at SDN 106787 Suka Ramai nurture patience in students through professional pedagogy informed by an exegetical understanding of Genesis 31:42. It analyzes how biblical values are embedded in classroom practices, how teachers model patient behavior, and how structured routines support character development. By combining exegetical insights with pedagogical analysis, this research seeks to contribute to a richer understanding of professional Christian pedagogy in virtue formation, offering strategic implications for CRE practice in Indonesian primary schools.

METHODS

This research employs a qualitative descriptive design to investigate how Christian Religious Education (CRE) teachers at SDN 106787 Suka Ramai nurture patience through professional pedagogical practices informed by an exegetical understanding of Genesis 31:42. A qualitative approach is appropriate because the phenomenon under study-virtue formation and the pedagogical embodiment of biblical values-requires in-depth exploration of meanings, practices, and experiences rather than numerical measurement (Creswell, 2014). Qualitative inquiry allows the researcher to capture the lived realities of teachers as they integrate biblical narratives, model patient behavior, and construct learning environments that foster the development of patience among students. The study integrates two methodological components: biblical exegesis of Genesis 31:42 and thematic analysis of pedagogical practices. The exegetical component involves examining the linguistic, historical, and theological dimensions of Jacob's articulation of endurance to extract conceptual insights on patience. This exegetical outcome functions as an interpretive lens through which the pedagogical practices of CRE teachers are analyzed. By combining exegetical insight with educational investigation, the method bridges theological reflection and pedagogical praxis, aligning with approaches affirmed by Christian education scholars (Groome, 1998; Estep, 2012). The study was conducted at SDN 106787 Suka Ramai, Deli Serdang, an elementary school with a functioning CRE program. Participants consisted of Christian Religious Education teachers selected through purposive sampling based on two criteria: active involvement in teaching PAK/CRE and demonstrated experience integrating biblical narratives into classroom instruction. Purposive sampling ensures that participants possess rich, relevant insights into the research question (Merriam & Tisdell, 2016). Three CRE teachers participated in the study, representing a range of teaching experiences (5–20 years), enabling triangulation of perspectives across different professional backgrounds. Data were collected through three techniques: semi-structured interviews which explored teachers' understanding of biblical patience, their familiarity with Genesis 31:42, and how they integrate this narrative into instructional practice. Semi-structured formats provide flexibility while ensuring focus on predetermined themes (Rabionet, 2011). Then, classroom observations conducted over four weeks, allowed the researcher to examine real-time teacher-student interactions, instructional routines, and behavioral modeling related to patience. Data analysis coded inductively to identify recurring patterns related to professional pedagogical competence and patience formation. The themes were then interpreted through the theological lens derived from the exegesis of Genesis 31:42, allowing biblical insights-such as perseverance, divine accompaniment, and moral integrity-to inform the understanding of pedagogical phenomena. Credibility was enhanced through prolonged engagement in the field, member checking, and peer

debriefing. Transferability was supported by rich, thick descriptions of the school context and teacher practices (Lincoln & Guba, 1985).

RESULT AND DISCUSSION

The findings of this study reveal a strong alignment between the professional pedagogical competence of Christian Religious Education (CRE) teachers at SDN 106787 Suka Ramai and the biblical principles of patience derived from an exegetical reading of Genesis 31:42. Across interviews, observations, and document analyses, three major themes emerged: teachers' theological understanding of patience grounded in Genesis 31:42, the embodiment of professional competence that models and reinforces patience in classroom practice, and structured pedagogical strategies that cultivate patience as an internalized student virtue. Together, these themes illustrate how professional pedagogy, infused with scriptural insight, shapes character formation within the primary school setting. The first major finding relates to teachers' theological and exegetical understanding of patience. All participating teachers expressed that patience is not merely a behavioral expectation but a spiritual posture anchored in trust, endurance, and recognition of God's sovereignty. When teachers were exposed to the exegetical framework of Genesis 31:42, they resonated deeply with Jacob's narrative of perseverance under prolonged injustice. Jacob's experience—twenty years of mistreatment by Laban, marked by exploitation and repeated deception—was frequently cited by teachers as a biblical portrait of patience that is active rather than passive (Ryken, 2015). Teachers described Jacob's endurance as *"kesabaran yang berjuang,"* indicating a form of patience rooted in moral courage and trust in divine justice. Such interpretation aligns with theological scholarship that frames patience as a virtue shaped by the ongoing presence and accompaniment of God (Estep, 2012). One teacher noted that Jacob's phrase, "the God of my father... was with me," highlights the critical role of divine companionship in sustaining patience. By internalizing this insight, teachers articulated patience not as a vague moral ideal but as a biblically grounded virtue that should shape both instructional practice and classroom culture. The second major theme concerns the embodiment of professional pedagogical competence in modeling patience. Observations across the four-week period consistently demonstrated that teachers' interactions with students—especially during disruptions, misunderstandings, or conflicts—served as live demonstrations of patience in action. Professional competence, in this context, extends beyond mastery of content or classroom management to include emotional regulation, relational empathy, and consistent moral modeling (Knight, 2016). Teachers who displayed calm demeanors, thoughtful pauses before responding, and gentle verbal corrections communicated patience more powerfully than abstract instruction could achieve. This aligns with the concept that character is "caught" rather than merely "taught" (Lickona, 1991). Modeling is a core component of social learning theory (Bandura, 1977), and within Christian education, teacher modeling becomes a spiritual act of formation (Cunningham, 2015). Teachers additionally shared how their personal prayer practices helped them embody patience during moments of stress, demonstrating the integration of professional and spiritual disciplines. Students responded positively to these practices, with observations noting improvements in self-control, fewer emotional outbursts, and more cooperative engagement during group activities when teachers

maintained patient tones. The findings further indicate that professional pedagogical competence is expressed through communication clarity, structured routines, and relational consistency. Teachers emphasized that patience flourishes in classrooms where expectations are communicated calmly and repeatedly. This supports research suggesting that predictable routines contribute to children's emotional regulation and moral formation (Bunge, 2008). For example, morning devotion sessions consistently included discussions on biblical narratives connected to patience, enabling students to view the day's challenges through theological lenses. During observations, one teacher used the story of Jacob's endurance under Laban as a model for how students could respond when facing unfair treatment or academic challenges. Such integration of faith and learning reflects Groome's (1998) view that Christian pedagogy requires weaving biblical meaning into everyday formation. The third major finding highlights the use of structured pedagogical strategies to cultivate patience as an internalized virtue. Interviews and documents revealed that teachers deliberately embedded patience-building activities into lesson plans. Strategies included reflective journaling, timed cooperative tasks, conflict mediation sessions, and Scripture-based storytelling. For instance, reflective journaling encouraged students to pause, process emotions, and articulate situations requiring patience. This aligns with Wright's (2016) claim that reflective exercises help deepen virtue acquisition. Cooperative tasks fostered mutual dependence, requiring students to wait, negotiate, and adjust behaviors—skills naturally aligned with patience formation. During one observation, a group assignment tasked students with building a simple craft requiring sequential steps; teachers explicitly connected the need for careful, slow action with Jacob's perseverance in Genesis 31:42. These activities embody Thomas's (2018) notion of virtue-based pedagogy, wherein teachers design instructional spaces that intentionally nurture moral habits. Conflict mediation sessions were observed to be effective in fostering patience, especially when students disagreed or felt treated unfairly. Teachers guided students to consider biblical responses, including forgiveness, endurance, and calmness. Notably, teachers often referenced Jacob's endurance to help students understand that patience does not negate justice; rather, it reflects trust in God while navigating interpersonal challenges. This interpretation corresponds with Wilhoit's (2008) understanding of Christian formation as "growing in Christ through community," where virtues develop through relational interactions shaped by Scripture. Students who participated in these activities demonstrated increased willingness to wait for their turns, listen to peers, and express emotions more moderately.

A parallel finding is the significance of relational warmth as a component of professional competence. Teachers consistently showed informal care-greeting students, listening attentively, and offering encouragement. These actions helped establish trust, which is foundational for effective character formation (Palmer, 2007). Students were more receptive to correction and moral guidance when they perceived teachers as supportive and respectful. Observations confirmed that relational trust made students more open to discussions about patience, allowing teachers to connect biblical principles to students' lived experiences. The study also found that teachers used narrative pedagogy rooted in biblical stories to make the concept of patience relatable. Narrative pedagogy is widely recognized for its ability to engage imagination and moral reasoning (Ryken, 2015; Siregar, 2020). Teachers frequently retold the story of Jacob's endurance in creative ways—using

role-play, drawings, and dramatizations-to deepen comprehension. During one lesson, students performed a short dramatization of Jacob confronting Laban. Teachers highlighted how Jacob chose patient endurance instead of retaliation. These narrative practices helped students grasp the emotional texture of patience, aligning with Smith's (2009) claim that stories awaken the moral imagination necessary for virtue formation. The use of devotional materials and biblical verses displayed in classrooms reinforced the virtue of patience. Posters such as "*Sabar itu kuat*" ("Patience is strength") reflected theological truths and served as visual reminders throughout the school day. These practices align with Cox's (2019) findings that visual spiritual cues support holistic Christian formation in schools. The final major theme concerns the interplay between teacher spiritual integrity and professional pedagogy. Teachers reported that sustaining patience required personal spiritual cultivation, including prayer, Scripture reflection, and reliance on the Holy Spirit. This theme resonates with Palmer's (2007) argument that teaching flows from the "inner life" of the teacher. Teachers shared testimonies about their struggles with impatience and how meditating on Jacob's perseverance inspired them. The internalization of biblical patience enabled them to respond to students empathetically, showing compassion rather than frustration. Such authenticity strengthened students' respect for teachers, reinforcing the credibility necessary for moral influence (Anthony & Benson, 2003). Ultimately, the study highlights that professional competence in Christian education is inseparable from spiritual formation; the more teachers cultivated patience personally, the more effectively they could nurture it in students. The findings demonstrate that nurturing patience through professional pedagogy involves a dynamic interplay between exegetical insight, teacher character, instructional strategies, and relational practices. Genesis 31:42 provides a robust biblical foundation for understanding patience as endurance shaped by God's presence. CRE teachers at SDN 106787 Suka Ramai effectively translated this theological insight into pedagogical action through modeling, structured routines, narrative instruction, reflective activities, and relational warmth. These practices align with contemporary scholarship affirming that Christian character formation requires both intentional pedagogy and embodied virtue (Groome, 1998; Wilhoit, 2008). The study thus contributes to the field by demonstrating that professional pedagogy, enriched by biblical exegesis, offers a powerful framework for forming patience in primary school students.

CONCLUSION

This study set out to explore how Genesis 31:42-particularly its portrayal of divine justice, perseverance, and patient endurance-can inform the professional pedagogy of Christian Religious Education (CRE/PAK) teachers at SDN 106787 Suka Ramai. Through exegetical analysis and qualitative engagement with teachers' pedagogical practices, the research illuminates the significant intersection between biblical theology and classroom professionalism. The findings demonstrate that patience is not merely an emotional attitude but a spiritually grounded pedagogical competence that shapes the moral, relational, and instructional dimensions of CRE teaching. Genesis 31:42 depicts Jacob's acknowledgment of God as "*the God of my father, the God of Abraham, and the Fear of Isaac,*" who sees injustice, sustains human endurance, and intervenes in time. This theological motif provides a framework for understanding patience as a disciplined

reliance on God's timing, especially when educators face complex classroom dynamics, administrative demands, and interpersonal conflicts. The verse reinforces a worldview where God's presence and justice empower individuals to persist faithfully, even in challenging circumstances. For CRE teachers, this perspective strengthens their sense of vocation: teaching is not simply a job, but a covenantal mission under divine oversight. Empirical findings confirm that teachers at SDN 106787 Suka Ramai consider patience central to their pedagogical identity. They described moments of emotional pressure-unmotivated students, behavioral challenges, limited resources, and administrative constraints-but emphasized that biblical principles guide their responses. The integration of Genesis 31:42 encourages them to approach difficulties not with frustration but with spiritual resilience and reflective calmness. Rather than viewing challenges as threats to personal authority, teachers perceive them as opportunities to demonstrate Christlike perseverance and integrity. The study highlights that exegetically informed pedagogy fosters holistic student development. When teachers model patience rooted in Scripture, students benefit from a learning environment marked by emotional stability, fairness, and mutual respect. The teachers' ability to regulate reactions, offer constructive feedback, and maintain consistent expectations creates space for students to grow academically, socially, and spiritually. Patience becomes a formative force, shaping classroom culture and influencing students' own character development. The professional pedagogy enriched by biblical exegesis helps teachers maintain ethical boundaries, avoid burnout, and sustain long-term commitment to their educational mission. By internalizing the theological assurance reflected in Genesis 31:42-that God sees and advocates for those who labor faithfully-teachers cultivate an inner strength that supports both professional performance and spiritual well-being. This dynamic is vital in the contemporary Indonesian school context, where CRE teachers must navigate diverse student backgrounds, curricular expectations, and increasing demands for character education. The research concludes that patience, when grounded in a biblical worldview, is simultaneously a spiritual virtue, pedagogical strategy, and ethical commitment. Genesis 31:42 provides theological justification for resilience, while pedagogical practice translates this virtue into classroom realities. The symbiotic relationship between Scripture and pedagogy enriches the identity and effectiveness of CRE teachers. The study recommends integrating biblical exegesis into teacher training, encouraging reflective practice rooted in Scripture, and developing school-based programs that support emotional and spiritual well-being among educators. Through such efforts, patience can be nurtured as a core professional competence-strengthening not only teaching performance but also the spiritual maturity of both teachers and students. The findings affirm that Christian education flourishes when biblical faith and professional pedagogy converge, forming educators who teach with patience, integrity, and deep reliance on God's sustaining presence.

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