



Pedagogical Competence of Christian Religious Education Teachers in Developing Students' Leadership Potential: A Study of Genesis 14:18-20 at SDN 19 Matobe

Rasna Delita

Pendidikan Profesi Guru, Fakultas Ilmu Pendidikan Kristen, IAKN Tarutung

*correspondence: delitasam88@gmail.com

ABSTRACT

Pedagogical competence plays a crucial role in shaping students' leadership potential, particularly within the context of Christian Religious Education (CRE). This study aims to examine how the pedagogical competence of CRE teachers contributes to the development of students' leadership potential through a theological reflection on Genesis 14:18-20, conducted at SDN 19 Matobe. The research focuses on a public elementary school context involving 38 Christian students and eight Christian teachers, including one CRE teacher, situated within a pluralistic educational environment. This study employed a qualitative research design that integrates a Systematic Literature Review (SLR) with simple semi-structured interviews. Data were analyzed thematically and synthesized to ensure theoretical and empirical coherence. The findings indicate that CRE teachers generally conceptualize leadership as service, responsibility, humility, and moral influence rather than authority or dominance. Pedagogical competence is demonstrated through narrative-based instruction, reflective dialogue, and teacher role modeling, which effectively nurture leadership values in age-appropriate ways. Leadership development is embedded in daily classroom practices, such as cooperation, discipline, and responsibility, rather than formal leadership training. Theologically, these practices align with leadership principles reflected in Genesis 14:18-20, which emphasize spiritual authority, gratitude, and acknowledgment of God's sovereignty. The study concludes that pedagogical competence in Christian Religious Education significantly contributes to students' leadership formation when grounded in biblical values and implemented through reflective, learner-centered pedagogy. This research contributes to the discourse on Christian pedagogy and leadership education in public school contexts.

Keywords: *Pedagogical Competence, Christian Religious Education, Leadership*

INTRODUCTION

In contemporary educational discourse, leadership is increasingly recognized as a fundamental competence that should be cultivated from an early age. Schools are no longer viewed merely as institutions for cognitive development, but as formative spaces

where students' character, responsibility, and leadership potential are intentionally shaped. Within this framework, teachers play a strategic role, not only as transmitters of knowledge but also as facilitators of values, role models, and mentors who guide students toward holistic personal growth. This responsibility is particularly significant in the context of Christian Religious Education (CRE), where pedagogical practices are expected to integrate faith-based values with educational professionalism. Pedagogical competence is one of the core competencies required of teachers, encompassing the ability to understand learners' characteristics, design effective learning strategies, implement meaningful instruction, and evaluate learning outcomes in a reflective and continuous manner. For Christian Religious Education teachers, pedagogical competence extends beyond technical instructional skills. It involves the intentional integration of biblical principles into teaching practices that nurture students' moral awareness, social responsibility, and leadership capacity. Leadership development in CRE is therefore not limited to preparing students for formal leadership positions, but rather focuses on shaping attitudes such as service, humility, responsibility, and moral courage in everyday life. In the Indonesian public-school context, the presence of Christian Religious Education within state schools presents both opportunities and challenges. On the one hand, CRE teachers are given space to contribute to students' moral and spiritual formation within a pluralistic educational environment. On the other hand, they must demonstrate high pedagogical competence to ensure that faith-based instruction remains relevant, inclusive, and developmentally appropriate. At SDN 19 Matobe, where 38 Christian students are guided by eight Christian teachers including one CRE teacher, the pedagogical role of the CRE teacher becomes especially significant in shaping students' leadership potential amid diverse social and cultural influences.

The biblical narrative of Genesis 14:18-20 provides a meaningful theological foundation for understanding leadership from a Christian perspective. This passage introduces Melchizedek, the king of Salem and priest of God Most High, who blesses Abram and acknowledges God as the source of victory and authority. The interaction highlights key leadership values such as spiritual discernment, humility, recognition of divine sovereignty, and the ethical use of power. Abram's response, including his respect for Melchizedek's priestly authority and his act of giving a tithe, reflects a leadership model grounded in gratitude, accountability, and submission to higher moral principles. These values are highly relevant for leadership education within Christian Religious Education. Integrating the theological insights of Genesis 14:18-20 into pedagogical practice requires CRE teachers to exercise reflective and creative pedagogical competence. Teachers are challenged to translate biblical narratives into contextual learning experiences that resonate with students' developmental stages and real-life situations. Effective pedagogical strategies, such as dialogical learning, contextual storytelling, reflective discussion, and value-based assessment, enable students to internalize leadership values rather than merely memorize biblical content. Through such approaches, leadership potential is nurtured as a lived practice rather than an abstract concept. Empirical studies focusing on its role in developing students' leadership potential, particularly in elementary public schools, remain limited. Many studies emphasize theological interpretation or moral instruction, but fewer explore how pedagogical competence functions as a bridge between biblical texts and students' leadership formation. This gap

highlights the need for research that examines how CRE teachers' pedagogical competence contributes to leadership development grounded in biblical narratives. This study aims to analyze the pedagogical competence of Christian Religious Education teachers in developing students' leadership potential through the theological perspective of Genesis 14:18–20 at SDN 19 Matobe. By focusing on the lived educational context of Christian students and teachers within a public elementary school, this research seeks to contribute both theoretically and practically to the discourse on Christian pedagogy, leadership education, and faith-based teaching practices in pluralistic educational settings.

METHODS

This methodological combination, a qualitative research design that integrates a Systematic Literature Review (SLR) with simple semi-structured interviews, was chosen to ensure both conceptual rigor and contextual depth, allowing biblical-theological insights and pedagogical theories to be dialogued with empirical realities in a school setting. The research was conducted at SDN 19 Matobe, a public elementary school with 38 Christian students and eight Christian teachers, including one CRE teacher, which provides a relevant context for exploring leadership formation within Christian Religious Education in a pluralistic environment. The first phase of the study involved a Systematic Literature Review. The SLR followed structured and transparent procedures to identify, select, and analyze scholarly works related to pedagogical competence, Christian Religious Education, leadership development, and biblical leadership models. Academic databases were consulted, and inclusion criteria were applied to ensure relevance and quality, focusing on peer-reviewed journal articles, scholarly books, and research reports published primarily within the last ten years, while allowing classical theological sources where necessary for biblical interpretation. Selected sources were analyzed thematically to identify dominant concepts, pedagogical frameworks, and leadership values relevant to Genesis 14:18-20. The findings from the SLR served as the theoretical foundation for interpreting both pedagogical practices and interview data. The simple semi-structured interviews designed to capture contextual insights from the school environment. Interview participants included the Christian Religious Education teacher and selected Christian teachers who were directly involved in character and leadership formation activities at the school. The interview approach was intentionally kept simple to maintain clarity, ethical sensitivity, and feasibility within the school context. Open-ended questions were used to explore participants' understanding of pedagogical competence, their teaching strategies in Christian Religious Education, and their perceptions of leadership values cultivated among students. Additional questions focused on how biblical narratives, particularly Genesis 14:18-20, were interpreted and integrated into classroom instruction and character education. Data collection was conducted through face-to-face interviews, each lasting approximately 30-45 minutes. With participants' consent, interview responses were documented through written notes to ensure accuracy while maintaining confidentiality. The collected data were then analyzed using qualitative thematic analysis. Interview transcripts and notes were coded inductively to identify recurring themes related to pedagogical strategies, leadership values, biblical integration, and perceived student outcomes. These themes were subsequently compared and

synthesized with findings from the SLR to ensure analytical triangulation. To enhance the trustworthiness of the study, methodological triangulation was applied by combining literature-based analysis with empirical interview data. Credibility was strengthened through careful alignment between theoretical constructs from the SLR and practical insights from participants. Ethical considerations were observed throughout the research process, including voluntary participation, informed consent, and the anonymization of participants' identities. Through this integrated methodological approach, the study provides a comprehensive and context-sensitive analysis of how pedagogical competence in Christian Religious Education contributes to the development of students' leadership potential.

RESULT AND DISCUSSION

The results of this study are presented and discussed by integrating findings from the Systematic Literature Review (SLR) and the simple semi-structured interviews conducted with Christian teachers, including the Christian Religious Education (CRE) teacher, at SDN 19 Matobe. This integrated approach allows for a comprehensive understanding of how pedagogical competence contributes to the development of students' leadership potential, particularly when interpreted through the theological perspective of Genesis 14:18-20. The discussion is organized thematically, focusing on pedagogical understanding, instructional strategies, leadership values formation, biblical integration, contextual challenges, and educational implications. Findings from the interviews indicate that teachers at SDN 19 Matobe generally understand leadership not as authority or dominance, but as responsibility, service, and moral influence. This understanding aligns closely with contemporary educational literature identified in the SLR, which emphasizes leadership as a character-based and relational competence rather than a positional one. Teachers emphasized that leadership development among elementary school students should begin with simple practices such as honesty, discipline, cooperation, and willingness to help others. From a pedagogical perspective, the CRE teacher demonstrated awareness of students' developmental characteristics. Leadership was introduced in age-appropriate ways, focusing on daily behaviors rather than abstract leadership theories. This reflects pedagogical competence in understanding learners, as described in educational theory, where effective teaching begins with recognizing students' cognitive, emotional, and social readiness. The SLR confirms that leadership education at the elementary level is most effective when embedded in routine classroom interactions and character education rather than formal leadership training. This understanding resonates with the leadership model reflected in Genesis 14:18-20, where leadership is portrayed through spiritual authority, humility, and acknowledgment of God's sovereignty rather than coercive power. Teachers' interpretations of leadership as service indicate an implicit theological alignment, even when biblical references are not always explicitly articulated in pedagogical terms.

The study found that pedagogical competence in CRE at SDN 19 Matobe is expressed through a variety of instructional strategies aimed at shaping leadership values. Teachers reported using storytelling, guided discussion, role modeling, and reflective questioning as primary methods. These strategies are consistent with best practices identified in the SLR, which highlights narrative-based learning and dialogical pedagogy as effective

approaches in Christian Religious Education. Storytelling, particularly biblical storytelling, was identified as a central instructional strategy. Teachers emphasized that biblical narratives are more accessible and meaningful for students when presented as stories with moral lessons rather than doctrinal explanations. Through stories, students are invited to identify with characters, reflect on their choices, and apply values in their own lives. This pedagogical approach reflects competence in selecting learning methods that align with students' cognitive levels and moral development. The discussion-based approach further demonstrates pedagogical skill. Teachers encouraged students to respond to questions such as *"What would you do in this situation?"* or *"Why do you think this character acted this way?"* Such questions foster critical thinking and moral reasoning, which are essential components of leadership development. The SLR supports this approach, noting that reflective dialogue helps students internalize values and develop decision-making skills associated with leadership. The results also reveal limitations. Some teachers acknowledged that leadership-related discussions are often spontaneous rather than systematically planned. This suggests that while pedagogical competence exists at a practical level, there is room for improvement in instructional planning and curriculum alignment to ensure leadership development is pursued intentionally and consistently.

Leadership Values Formed Through Christian Religious Education

The findings indicate that several leadership values are consistently emphasized in CRE learning at SDN 19 Matobe. These include responsibility, humility, gratitude, respect for authority, and willingness to serve others. Teachers observed that students who actively participate in CRE lessons tend to demonstrate increased confidence, better cooperation with peers, and greater readiness to take responsibility in classroom activities. These values closely mirror the leadership principles evident in Genesis 14:18-20. Melchizedek's role as both king and priest reflects moral and spiritual leadership, while Abram's response illustrates humility and acknowledgment of divine authority. Teachers highlighted that students are encouraged to understand leadership as being faithful in small responsibilities, such as leading prayers, helping classmates, or maintaining classroom order. The SLR confirms that leadership development rooted in moral and spiritual values is particularly effective in faith-based education. Unlike secular leadership models that may prioritize competitiveness or charisma, Christian leadership education emphasizes character, integrity, and service. The alignment between literature and interview findings suggests that CRE teachers at SDN 19 Matobe are contributing meaningfully to leadership formation, even within the constraints of limited instructional time. The study also found that leadership outcomes are often observed informally rather than measured systematically. Teachers rely on behavioral observations rather than structured assessment tools to evaluate leadership development. While this approach is understandable in an elementary context, it highlights a need for pedagogical refinement in assessment practices to better document and support leadership growth.

Integration of Biblical Texts into Pedagogical Practice

One of the central focuses of this study is the integration of Genesis 14:18–20 into pedagogical practice. The interviews reveal that teachers do not always teach this passage explicitly, but the leadership values derived from it, such as blessing others, recognizing God's role in success, and acting with humility, are implicitly incorporated into lessons. This implicit integration reflects both strength and weakness. On the positive side, it demonstrates pedagogical flexibility and contextual sensitivity. Teachers adapt biblical values to students' lived experiences without overwhelming them with theological complexity. This approach aligns with the SLR, which suggests that effective biblical pedagogy prioritizes application over textual analysis at the elementary level. On the other hand, the lack of explicit textual engagement may limit students' understanding of the biblical foundation of leadership values. Some teachers expressed uncertainty about how to systematically connect specific biblical passages with leadership competencies. This indicates a need for further professional development to strengthen teachers' confidence and competence in biblical interpretation as it relates to pedagogy. Genesis 14:18–20 offers rich material for leadership education, including themes of spiritual authority, ethical use of power, and gratitude expressed through giving. When these themes are intentionally integrated into lesson planning, they can enhance the depth and coherence of leadership formation in CRE.

The study also identifies several contextual challenges that influence pedagogical competence and leadership development at SDN 19 Matobe. As a public elementary school, CRE is allocated limited instructional time, and teachers must balance religious education with national curriculum demands. This constraint affects the depth and continuity of leadership-focused instruction. The pluralistic school environment requires teachers to exercise sensitivity and inclusivity. While CRE is taught specifically to Christian students, leadership values are expected to align with broader educational goals such as mutual respect and social harmony. Teachers reported that this context encourages them to emphasize universal values, such as honesty and responsibility, while grounding them in Christian theology. The SLR supports this finding, noting that faith-based education in public schools often requires adaptive pedagogy that respects diversity without compromising religious identity. Pedagogical competence, therefore, includes not only instructional skill but also contextual awareness and ethical sensitivity. Another challenge identified is the lack of formal training in leadership education for CRE teachers. Most teachers rely on personal experience and informal learning rather than structured professional development. This limitation affects the consistency and intentionality of leadership development efforts.

Implications for Pedagogical Competence

The findings of this study highlight several implications for pedagogical competence in Christian Religious Education. Pedagogical competence is shown to be central to leadership development when it includes learner-centered strategies, reflective dialogue, and value-based instruction. Teachers who understand students' developmental needs and contextual realities are better positioned to nurture leadership potential. The integration of biblical narratives such as Genesis 14:18-20 enhances leadership education

when supported by intentional pedagogical planning. The SLR emphasizes that biblical texts should not be treated merely as moral stories but as theological resources that inform educational objectives. Strengthening teachers' skills in biblical pedagogy can therefore deepen leadership formation. Assessment practices require further development. While observational assessment is valuable, incorporating simple reflective tools, such as journals, self-assessment, or guided reflection, can help students become more aware of their leadership growth. This aligns with contemporary pedagogical models that emphasize formative assessment in character education. The results demonstrate that pedagogical competence in CRE at SDN 19 Matobe contributes positively to the development of students' leadership potential. Teachers exhibit practical pedagogical skills in storytelling, discussion, and role modeling, supported by a theological understanding of leadership as service and responsibility. The integration of Genesis 14:18-20, though often implicit, provides a meaningful biblical foundation for leadership values. The discussion also reveals areas for improvement, particularly in systematic planning, explicit biblical integration, and assessment. Addressing these areas can strengthen the impact of CRE on leadership development and enhance teachers' pedagogical competence. This study confirms that leadership development in Christian Religious Education is most effective when pedagogical competence is exercised holistically, integrating educational theory, biblical theology, and contextual awareness. By grounding leadership education in biblical narratives such as Genesis 14:18-20 and implementing learner-centered pedagogical strategies, CRE teachers can play a significant role in shaping students who lead with integrity, humility, and responsibility within both school and society.

CONCLUSION

This study has examined the pedagogical competence of Christian Religious Education (CRE) teachers in developing students' leadership potential through a theological reflection on Genesis 14:18-20, situated within the educational context of SDN 19 Matobe. By integrating findings from a Systematic Literature Review (SLR) and simple semi-structured interviews, the research provides a comprehensive understanding of how pedagogical competence functions as a critical factor in shaping leadership values among Christian elementary school students. The findings demonstrate that pedagogical competence in CRE extends beyond technical teaching skills to include the ability to integrate biblical values with learner-centered instructional practices. CRE teachers at SDN 19 Matobe generally understand leadership as responsibility, service, humility, and moral influence rather than authority or domination. This understanding aligns closely with the leadership model reflected in Genesis 14:18-20, where leadership is portrayed through spiritual authority, gratitude, and acknowledgment of God's sovereignty. Such theological insights provide a strong biblical foundation for leadership education within Christian Religious Education. Teachers have demonstrated competence in employing narrative-based learning, reflective dialogue, and role modeling to nurture leadership potential in age-appropriate ways. These strategies enable students to internalize leadership values through daily practices such as cooperation, responsibility, and service to others. The study confirms that leadership development at the elementary level is most effective when embedded in routine classroom interactions rather than treated as a

separate or abstract subject. This finding reinforces existing literature that emphasizes character-based leadership formation in faith-based education. The study also reveals several challenges that limit the optimal development of students' leadership potential. Leadership-oriented instruction is often implemented implicitly and spontaneously rather than through systematic planning. While this approach allows flexibility, it may reduce the consistency and depth of leadership formation. Additionally, the integration of specific biblical texts, including Genesis 14:18-20, is frequently implicit, which may limit students' understanding of the theological foundations of leadership. These findings suggest a need for greater intentionality in lesson planning and biblical integration within CRE pedagogy. Assessment practices represent another area requiring further development. Teachers primarily rely on informal observation to evaluate leadership growth, which, although valuable, does not fully capture students' reflective awareness of their own leadership development. Incorporating simple formative assessment tools, such as guided reflection or self-assessment, could enhance students' engagement and provide clearer evidence of leadership outcomes. The study affirms that CRE teachers play a vital role in nurturing leadership potential within a public-school context. Pedagogical competence that integrates theological understanding, contextual sensitivity, and learner-centered strategies enables CRE teachers to contribute meaningfully to students' holistic development. In a pluralistic educational environment, such competence is essential for ensuring that Christian leadership values are communicated ethically, inclusively, and effectively. This research highlights the importance of strengthening pedagogical competence among Christian Religious Education teachers as a strategic means of developing students' leadership potential. By intentionally integrating biblical leadership models, particularly those found in Genesis 14:18-20, with reflective and contextual pedagogical practices, CRE teachers can foster students who lead with integrity, humility, and service. Future research is recommended to explore the development of structured leadership curricula and assessment models within Christian Religious Education, as well as to examine leadership formation across different educational levels and contexts.

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