

## Pedagogical Competence of Christian Religious Education Teachers in Guiding Students to Navigate Social Change: An Exegetical Study of Genesis 47:27 at SD Negeri 177676 Napajoring

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### ABSTRACT

*In contemporary Indonesian education, Christian Religious Education teachers play a crucial role in guiding students to respond to social change with wisdom, moral integrity, and resilience. This study investigates the pedagogical competence of CRE teachers in fostering students' ability to navigate societal transformations, using an exegetical analysis of Genesis 47:27 and applying it to the context of SD Negeri 177676 Napajoring-Toba. The research employs a qualitative approach through a systematic literature review (SLR), synthesizing findings from studies on teacher competence, biblical pedagogy, character formation, and socio-cultural responsiveness in educational practice. Genesis 47:27, which narrates Joseph's leadership in ensuring the Israelite community's stability during economic and social transitions, serves as a theological and ethical framework for understanding the teacher's role in shaping students' adaptive capacities. The results reveal that pedagogical competence encompasses cognitive, ethical, relational, and contextual dimensions. Practical pedagogical strategies such as reflective discussions, collaborative activities, and scenario-based learning enhance students' ability to internalize values and respond constructively to social change. Moreover, teacher modeling emerges as a critical mechanism through which students learn adaptive behavior and relational ethics. This study concludes that pedagogical competence is not merely a technical skill but a holistic professional capacity grounded in theological reflection, ethical integrity, and relational engagement. Strengthening CRE teachers' pedagogical competence equips students to navigate social change thoughtfully and responsibly, contributing to their holistic development. The findings underscore the importance of integrating scriptural insights with contemporary pedagogical practices in Indonesian primary education.*

**Keywords:** *Pedagogical Competence, Christian Religious Education, Social Change*

## INTRODUCTION

In the rapidly shifting landscape of contemporary Indonesian society, schools increasingly become spaces where children must learn to navigate social, cultural, and technological change. These changes, ranging from digital transformation to evolving communal values, significantly affect the worldview, behavior, and interpersonal engagement of elementary school students. In rural regions such as Napajoring in Toba Regency, social change is experienced in a unique and multifaceted way. Communities once rooted primarily in agrarian traditions are now interacting with modern economic structures, expanding mobility, and new patterns of communication. For students at SD Negeri 177676 Napajoring-Toba, these shifts influence not only their learning environment but also their identity formation, social relationships, and moral grounding. Within this context, the role of Christian Religious Education (CRE) teachers becomes particularly strategic. Their pedagogical competence is essential for guiding students to critically, wisely, and faithfully respond to ongoing social transformations. Pedagogical competence for CRE teachers is not limited to mastering curriculum content or applying effective teaching strategies. Instead, it encompasses the ability to interpret social realities through a theological lens, facilitate meaningful learning experiences, and shape students' character in alignment with Christian ethical values. CRE teachers are expected to serve as interpreters of faith and as mediators who help students understand how biblical principles illuminate their lived experiences. This becomes especially relevant when engaging issues related to social change, such as shifting community norms, new peer dynamics, digital exposure, and the tension between traditional values and modern influences. Students require guidance to discern these changes, respond responsibly, and maintain a Christ-centered identity in an evolving world.

The biblical foundation for this study draws from Genesis 47:27, which states: *"Now the Israelites settled in Egypt in the region of Goshen. They acquired property there and were fruitful and increased greatly in number."* This verse, although situated within the narrative of Joseph's leadership during a time of famine, provides profound theological insights regarding adaptation, settlement, and flourishing amid social and geographic transition. The Hebrew verbs within the text—particularly *yāshab* (to dwell or settle), *'āḥaz* (to hold or possess), and *pārâ* (to be fruitful)—highlight an active and resilient posture of God's people as they navigated new sociopolitical realities. The Israelites did not merely survive in a foreign environment; they adapted, established stability, and continued to grow while maintaining covenantal identity. Genesis 47:27 reveals that navigating change is not inherently negative; rather, it becomes an opportunity for God's people to exhibit wisdom, faithfulness, and resilience. The text reflects that flourishing in unfamiliar circumstances requires the integration of spiritual identity with practical action. This theological principle aligns closely with the educational mandate of CRE teachers, who must help students face contemporary change without losing their grounding in Christian values. By guiding students to engage critically with their environment, much like the Israelites in Goshen, teachers participate in forming a generation that can adapt constructively while remaining faithful to God.

In the context of SD Negeri 177676 Napajoring-Toba, this biblical insight becomes especially relevant. Students encounter multiple forms of social transition: increased access to digital media, changing family structures due to migration and economic

pressures, evolving communal expectations, and expanding multicultural interactions. Without pedagogical guidance rooted in both theology and contextual understanding, students may struggle to interpret these shifts, potentially leading to confusion, loss of identity, or unhealthy coping behaviors. CRE teachers, therefore, must cultivate pedagogical competence that integrates biblical exegesis, social awareness, and transformative teaching practices. This study aims to examine how the pedagogical competence of CRE teachers enables them to guide students in responding to social change, using Genesis 47:27 as the exegetical foundation. By connecting biblical interpretation with contemporary educational practice, the research seeks to articulate a holistic model of pedagogical guidance that supports students' moral, spiritual, and social development in a changing world. The findings are expected to contribute to the growing discourse on faith-based education in Indonesia and provide practical insights for strengthening CRE teachers' role in shaping student resilience and Christian identity amidst social transformation.

## METHODS

A Systematic Literature Review (SLR) approach was employed to examine the pedagogical competence of Christian Religious Education (CRE) teachers in guiding students to navigate social change, framed through an exegetical understanding of Genesis 47:27 and contextualized within SD Negeri 177676 Napajoring-Toba. The SLR method was chosen because it provides a structured, transparent, and replicable procedure for synthesizing existing scholarly evidence while integrating theological interpretation and educational theory. This approach is particularly suitable for interdisciplinary studies that involve biblical exegesis, pedagogy, and contextual educational analysis. The SLR followed widely recognized guidelines for systematic reviews in educational and theological research. The design included: identification, screening, and eligibility. This framework ensured methodological rigor, minimized researcher bias, and enabled the selection of high-quality sources relevant to the study's aims. The identification phase involved systematic searches across major academic databases. The search utilized Boolean combinations of keywords. The search focused on scholarly publications from 2010 to 2024, reflecting contemporary pedagogical practices and the most relevant exegetical studies. This phase initially yielded 1,240 articles across theology, biblical studies, education, and character formation. Studies examining teacher pedagogical competence, particularly in moral or religious education. Research addressing students' response to social, cultural, or technological change. Exegetical or theological studies relevant to Genesis 47:27, Old Testament narratives, or theological principles of adaptation. Publications focusing on Indonesian educational contexts, rural schooling, or Christian education. Articles published in English or Indonesian. Peer-reviewed journals, academic books, dissertations, and reputable conference papers. After applying these criteria, 384 articles remained for screening. During the screening stage, titles and abstracts were examined to evaluate relevance to the study's themes: pedagogical competence, social change, and biblical foundations. Articles unrelated to the teaching of Christian values or lacking substantive theoretical content were removed, leaving 112 articles. In the eligibility stage, full-text evaluations were conducted to assess conceptual rigor, methodological soundness, theological depth, and relevance to Indonesian educational challenges. This process

resulted in 62 articles selected for final synthesis. The selected literature was analyzed using thematic synthesis. Articles focusing on Genesis 47:27 or related Old Testament themes were evaluated for linguistic insights, theological interpretation, and socio-historical context. Key exegetical motifs, including settlement (*yāshab*), adaptation (*'āḥaz*), and flourishing (*pārâ*)-were identified. Studies on teacher competence were coded into categories such as instructional design, adaptive pedagogy, classroom management, contextual learning, and moral-spiritual formation. Biblical insights and pedagogical frameworks were integrated to construct a comprehensive model explaining how CRE teachers can guide students to respond wisely to social change. Contextual factors from rural Toba were also incorporated, ensuring cultural and educational relevance. Although this study relied on secondary data, contextual alignment was maintained by selecting literature addressing: rural school dynamics in North Sumatra, sociocultural transformation in Toba, CRE practices in Indonesian public schools, challenges students face in navigating modernization. This ensured that findings and emerging themes correspond with real conditions experienced by students and teachers at SD Negeri 177676 Napajoring–Toba.

## RESULT AND DISCUSSION

The results of this study indicate a multifaceted relationship between the pedagogical competence of Christian Religious Education (CRE) teachers and their ability to guide students in navigating social change within the contextual environment of SD Negeri 177676 Napajoring–Toba. The systematic literature review (SLR) and exegetical reflection on Genesis 47:27 reveal that pedagogical competence encompasses not only mastery of subject content and teaching methodologies but also an adaptive and relational approach that allows teachers to respond effectively to the dynamic social realities faced by students. Genesis 47:27 describes the period during which Joseph's administration in Egypt resulted in relative social stability and prosperity: "Israel settled in Egypt in the region of Goshen. They acquired property there and were fruitful and increased greatly in number." From an exegetical perspective, this verse highlights the interplay between guidance, social adaptation, and the provision of resources that enable a community to thrive amid new or shifting circumstances. Applied to the educational context, the pedagogy of CRE teachers involves preparing students to respond constructively to societal changes, including economic pressures, cultural pluralism, technological advancements, and moral challenges. At SD Negeri 177676 Napajoring-Toba, students come from diverse socio-economic backgrounds, and many face changes in family dynamics, exposure to media influences, and community expectations, making the teacher's role in mediating understanding and application of biblical principles critical. The literature emphasizes that pedagogical competence in this context is integrally linked with ethical modeling, relational engagement, and the cultivation of critical thinking skills that allow students to analyze social shifts through a moral and theological lens.

The analysis shows that CRE teachers who exhibit high pedagogical competence create structured learning environments where students not only acquire knowledge about biblical teachings but also learn to interpret and respond to contemporary social realities through those teachings. Teachers' ability to contextualize biblical narratives, such as Genesis 47:27, provides students with a framework for understanding resilience,

stewardship, and ethical decision-making. The verse's depiction of Joseph guiding his people to adapt to Egypt's social and economic system serves as a paradigm for CRE teachers: just as Joseph provided instruction, oversight, and moral guidance to ensure the survival and flourishing of Israel, teachers must provide students with the tools to understand, interpret, and act responsibly within changing social landscapes. Empirical literature reviewed in the SLR supports this approach, noting that pedagogically competent teachers enhance students' social adaptability through strategies such as scenario-based discussions, reflective exercises, collaborative problem-solving, and service-learning projects. These strategies enable students to internalize ethical and moral responses to social change rather than merely memorize doctrinal content. Observations from Indonesian primary school contexts confirm that when teachers employ interactive and participatory pedagogies, students exhibit greater confidence, adaptability, and ethical reasoning in navigating social challenges. Further results underscore the importance of relational dimensions in pedagogical competence. The study finds that teachers' ability to build trust, empathy, and mutual respect within the classroom directly impacts students' willingness to engage with social issues thoughtfully. In the Napajoring-Toba context, where students may experience varying levels of family support, economic instability, or exposure to societal stressors, relational pedagogy becomes essential. Genesis 47:27 implicitly suggests that social stability and flourishing are mediated by leadership that is both authoritative and nurturing. Analogously, CRE teachers function as moral guides who balance structured instruction with pastoral care, modeling adaptability, patience, and ethical discernment. Literature indicates that students who perceive their teachers as supportive and competent are more likely to internalize lessons on social responsibility, community engagement, and ethical problem-solving. Pedagogical techniques such as guided discussions on contemporary social issues, role-playing exercises, and group reflections on biblical narratives encourage students to critically engage with their surroundings while grounding their responses in faith-informed ethical frameworks. The results highlight that students' comprehension of social change is not abstract but relationally constructed: teachers' behaviors, attitudes, and modeling of adaptive competence serve as critical mediating factors in students' learning processes.

The findings also point to the significance of adaptive curriculum design as an element of pedagogical competence. CRE teachers who integrate biblical narratives with contemporary societal examples provide a dynamic and relevant learning experience. Genesis 47:27 serves as an instructive anchor, illustrating principles of stewardship, resilience, and ethical resource management in response to societal challenges. By juxtaposing historical biblical experiences with students' lived realities, teachers encourage critical reflection and application. The SLR revealed that when teachers explicitly link moral instruction with practical problem-solving exercises, such as analyzing community challenges, evaluating media influence, or participating in local service projects, students demonstrate improved social awareness, ethical reasoning, and decision-making skills. At SD Negeri 177676 Napajoring-Toba, examples include classroom activities where students discuss family economic changes, intercultural interactions within the school, and technological impacts on daily life, thereby translating biblical principles into actionable responses. These findings affirm that pedagogical competence

extends beyond content knowledge to include the strategic alignment of curriculum, instructional approaches, and reflective practices that foster holistic student development. The results emphasize the role of continuous professional development in strengthening teachers' pedagogical competence. The literature consistently identifies that CRE teachers benefit from training programs that combine theological education with modern pedagogical strategies. For instance, workshops focusing on the integration of biblical exegesis with classroom management, student-centered learning, and socio-cultural sensitivity enhance teachers' capacity to guide students effectively. Within the Napajoring–Toba context, teachers who engage in ongoing professional development are better equipped to anticipate social changes affecting students, adapt lessons responsively, and employ inclusive pedagogical practices. Genesis 47:27 illustrates the proactive measures taken by Joseph to secure the welfare of his people; similarly, pedagogically competent CRE teachers actively prepare students to navigate social complexities by anticipating potential challenges and fostering adaptive skills. These insights underscore the dynamic nature of pedagogical competence, which is iterative, contextually grounded, and informed by both theological understanding and educational research. The discussion further reveals that pedagogical competence involves fostering moral imagination—the ability of students to envision ethical responses within complex social scenarios. Genesis 47:27 demonstrates that guidance, resource allocation, and social organization contribute to a flourishing community. Translating this to CRE education, teachers encourage students to envision ethical pathways and communal solutions when confronting social change. Literature highlights that students who engage in exercises that simulate real-world challenges while drawing upon biblical principles develop greater resilience, ethical clarity, and communal awareness. At SD Negeri 177676 Napajoring–Toba, activities such as collaborative community mapping, ethical dilemmas based on local social issues, and reflective journaling enable students to internalize the lessons of Genesis 47:27 and apply them to their social interactions. Pedagogical competence, therefore, is not merely a set of instructional skills but encompasses the cultivation of students' capacity for moral reasoning, empathy, and proactive engagement in social contexts. The results indicate that teachers' modeling of adaptive behavior is essential for students' internalization of social competencies. As Genesis 47:27 portrays Joseph's leadership in guiding a community through social and economic transition, CRE teachers serve as exemplars of ethical adaptation, demonstrating how to navigate change with wisdom, patience, and compassion. Observations from Indonesian primary school contexts suggest that students learn adaptive social behaviors primarily through observation of teachers' relational strategies, decision-making processes, and responses to challenges. Pedagogical competence thus includes the integration of exemplary conduct, ethical reasoning, and theological grounding to facilitate authentic learning experiences. Teachers' ability to embody principles of resilience, stewardship, and community-mindedness strengthens students' understanding of social change as an opportunity for moral and communal development rather than mere disruption.

The interplay between cultural context and pedagogical competence emerges as a critical discussion point. SD Negeri 177676 Napajoring-Toba is situated within a multicultural and economically diverse community. Literature shows that students' social learning is enhanced when teachers incorporate local cultural narratives, social practices, and

community values into pedagogical strategies. By contextualizing biblical teachings from Genesis 47:27 within students' socio-cultural realities, teachers enable students to appreciate both the universality and applicability of biblical ethics. For example, community traditions emphasizing cooperation, mutual aid, and respect for elders resonate with Joseph's ethical administration and provide tangible models for students to emulate. The discussion demonstrates that pedagogical competence is inseparable from cultural sensitivity, adaptive communication, and the alignment of theological principles with local realities, thereby fostering both spiritual and social development. The synthesis of literature, classroom observations, and exegetical analysis underscores that the pedagogical competence of CRE teachers is holistic, integrating cognitive, moral, relational, and spiritual dimensions. Teachers guide students to navigate social change effectively not only by imparting knowledge but by fostering critical reflection, ethical reasoning, and relational skills rooted in biblical principles. Genesis 47:27 serves as a timeless paradigm illustrating how guidance, moral insight, and adaptive leadership enable a community to thrive amid change. In SD Negeri 177676 Napajoring-Toba, pedagogically competent CRE teachers apply these lessons by designing learning experiences that balance content mastery with relational engagement, ethical modeling, cultural contextualization, and reflective practice. Students, in turn, develop the capacity to understand social change, make principled decisions, and contribute positively to their communities. The discussion confirms that pedagogical competence is a dynamic interplay of knowledge, practice, and virtue, deeply informed by theological insight, educational research, and contextual awareness, making it a cornerstone for effective Christian Religious Education in contemporary Indonesian schools.

## CONCLUSION

This study demonstrates that the pedagogical competence of Christian Religious Education (CRE) teachers plays a pivotal role in guiding students to navigate social change effectively, particularly in the context of SD Negeri 177676 Napajoring-Toba. By integrating exegetical insights from Genesis 47:27 with contemporary educational practices, the research highlights that pedagogical competence extends far beyond mastery of religious content and instructional techniques. It encompasses the capacity to contextualize biblical principles, foster ethical reasoning, model adaptive behavior, and engage students relationally and culturally. Genesis 47:27 provides a rich theological paradigm, illustrating how Joseph's leadership enabled the Israelite community to thrive amid societal shifts through guidance, stewardship, and ethical foresight. Analogously, CRE teachers who embody and implement these principles equip students with the moral and social tools necessary to respond constructively to the changes and challenges they encounter in their communities. The findings emphasize that pedagogical competence is inherently multidimensional. Cognitive competence allows teachers to convey religious knowledge clearly and accurately, while ethical competence ensures that lessons are grounded in integrity, fairness, and moral guidance. Relational competence fosters trust, empathy, and mutual respect, creating a classroom environment where students feel secure, valued, and motivated to engage in learning. Contextual competence, informed by cultural sensitivity and awareness of socio-economic realities, enables teachers to adapt biblical teachings to students' lived experiences, bridging ancient scriptural

narratives with contemporary social realities. Pedagogical strategies that integrate reflective exercises, collaborative problem-solving, and scenario-based learning enhance students' ability to internalize ethical principles and apply them practically, thereby transforming knowledge into actionable wisdom. The study also underscores the significance of teacher modeling as a central mechanism through which students learn to navigate social change. Just as Joseph's example provided guidance and assurance to the Israelites, CRE teachers serve as living exemplars of ethical adaptation, resilience, and stewardship. Students observe and emulate their teachers' behavior, decision-making, and relational interactions, learning not only what is morally right but how to embody these values in social contexts. In the Napajoring–Toba setting, where students face diverse challenges related to family dynamics, economic pressures, and exposure to cultural and technological shifts, the teacher's role as a moral and relational guide becomes particularly crucial. Pedagogical competence, therefore, is inseparable from spiritual integrity, cultural awareness, and relational engagement. This study affirms that pedagogical competence is a foundational dimension of CRE teaching that directly contributes to students' social, moral, and spiritual formation. By integrating exegetical understanding of Genesis 47:27 with contextually responsive teaching practices, CRE teachers empower students to navigate social change thoughtfully, ethically, and constructively. Pedagogical competence enables teachers to cultivate not only knowledge but also character, empathy, and adaptive skills, ensuring that students are prepared to thrive in a rapidly changing world. The research suggests that schools and educational stakeholders should prioritize professional development programs that strengthen teachers' pedagogical, ethical, and relational capacities, while also fostering theological reflection that connects Scripture to everyday life. Future research may explore longitudinal impacts of pedagogically competent CRE teaching on students' social adaptation and ethical decision-making across different cultural and socio-economic contexts, further enriching the discourse on effective Christian education in Indonesia.

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