



Professional Competencies Of Christian Religious Education Teachers

¹Mawar Y Silalahi², Amelia Vega Pakpahan³, Helena Turnip⁴, Rebecca L. Morrison

1 IAKN, Tarutung; mawarsilalahi856@gmail.com

2 IAKN, Tarutung; Pakpahanamelia4@gmail.com

3 IAKN, Tarutung; Helenaturnip02@gmail.com

4 School of Education University of Iceland Reykjavík, Iceland, rmorrison@tc.columbia.edu

Received: 11/07/2024

Revised: 11/08/2024

Accepted: 11/09/2024

Abstract	Teacher competence refers to the teacher's ability in the teaching and learning process. Teacher professional competence also requires the practical skills of professional teachers. Teacher professional competence is also very much needed in the Christian learning process, especially in today's ever-evolving era. Christian religious educators must also have good character in order to be role models for their students and emulate the example of Jesus Christ. A Christian teacher must not only have good character, but also must have true spirituality. As educators, we must ensure that the Christian religion taught is guided by the Bible as the basis for learning materials and the content taught is in line with Christian teachings based on the Bible. The author uses qualitative research methods and descriptive methods by conducting a literature study on this research. So, teacher professional competence in the PAK learning process is an effort by a teacher who must have the ability, skills, and expertise in PAK learning that must be centered on the Bible.
Keywords	Teacher Professional Competence, Learning Outcomes, Christian Religious Education

Corresponding Author

Mawar Y Silalahi
Amelia Vega Pakpahan
Helena Turnip

IAKN,

Tarutung; mawarsilalahi856@gmail.com, Pakpahanamelia4@gmail.com, Helenaturnip02@gmail.com

1. INTRODUCTION

In today's rapidly evolving world, everyone's needs are also increasing. This is especially true in the field of education, which is currently in dire need of competent educators who can meet the needs of their students. Entering the 21st century, teachers in Indonesia are expected to possess competencies that meet or adapt to 21st-century needs. This aims to ensure that graduates and education in Indonesia are not left behind compared to other countries. Several reports indicate that education in Indonesia still lags behind other countries, as evidenced by the Kompas and UNESCO documents. To address this, a model for developing teacher competencies in the 21st century is needed. This example is a concept that will help Indonesian teachers enhance their individual professional competencies. In an effort to improve the quality of education in Indonesia, prospective teachers must possess knowledge of teaching as a profession that is truly essential for improving students' critical thinking in today's globalized era. When developing students' critical thinking, the quality of education

must be given utmost attention by educators to maintain their teaching skills. Addressing this dilemma, when developing students' critical reasoning skills in the era of globalization, teachers must be able to foster their students' basic intelligence. This must be implemented as effectively as possible so that it becomes ingrained in their lives. Critical logic creativity is crucial for students because it enables them to behave rationally and choose meaningful paths in life, enabling them to navigate the global era and remain relevant, let alone keep pace with the changing world. Furthermore, to maintain their professional career as teachers, they must possess adequate and appropriate professional qualifications, adhere to established principles, and interact effectively with their students. Professional teachers are a key determinant of a quality educational process. To become professional teachers, they must be able to discover their identity and actualize themselves according to their abilities and professional standards. Commenting on the current low quality of education indicates the need for professional teachers. Therefore, teachers are expected to not only practice their profession, but also possess a strong interest in carrying out their duties in accordance with the required standards of teacher professionalism. A teacher or instructor must possess competencies, including knowledge, creativity, and prior achievements, which are reflected in their logical reasoning and actions. Therefore, as a Christian educator, you have the competence to guide and teach each student in truth, embodying spiritual values, and instilling good character. As a Christian educator, you must possess the skills to effectively manage the Christian Religious Education learning process, both in and outside of the classroom. Educators must truly teach with professional competence to match the abilities of their students throughout the learning process in Christian Religious Education.

METHOD

The research method used by the author is a qualitative research method using a library study approach to research and analyze various literature such as books, journals, articles related to the discussion and the Bible as the main reference in compiling thoughts from a Christian perspective to understand the role of Christian Religious Education teachers themselves. The author first describes the understanding of the code of ethics, teacher professionalism and efforts to improve it, the understanding of Christian Religious Education teachers as God's calling and the role of the code of ethics in improving the professionalism of Christian Religious Education teachers.

2. DISCUSSION

Teacher Professional Competence

Competence is the most important aspect of professional education. The success or failure of the teaching and learning process in the classroom depends entirely on the teacher's competency level. However, the thresholds typically used to calculate educator competency levels are not arbitrary, making it difficult to influence teachers. Currently, a teacher or

instructor must possess competencies that can develop the abilities of their students. As an educator, their skills, knowledge, and even character must reflect a true educator. A teacher must possess professional abilities to master the content of the lesson being taught to students. Having in-depth expertise in a subject will enhance students' knowledge and broaden their horizons. A teacher's professionalism is certainly reflected in their teaching methods, including their personality, expertise, learning style, and other aspects. Therefore, school research is needed to improve teachers' professional abilities or competencies in the teaching and learning process.¹ The term professionalism comes from profession. In the English-Indonesian Dictionary, profession means work. Arifin (1989:105) in his book *Kapita Selekt Pendidikan* states that profession has the same meaning as the word occupation, or work that requires expertise acquired through special education or training. According to the opinion of Kolokuim in Isjoni's book, a profession is a field of work that can be collected and shared by a number of people who work in that field as if it were their own and should not be disturbed by others. Meanwhile, according to Isjoni, professionalism is an understanding that requires certain work activities to be carried out in society, equipped with high expertise and based on a spirit of devotion, always ready to provide assistance to fellow human beings who need it. Professional refers to a job or position that requires expertise, responsibility and professional loyalty. A profession, in theory, cannot be carried out by just anyone who is not trained or prepared for it. By definition, the word "teacher" means a professional educator with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. This primary task will be effective if teachers possess a certain level of professionalism reflected in competency, expertise, skills, or abilities that meet certain quality standards or ethical norms. The definition of a teacher is not included in Law No. 20 of 2003 concerning the National Education System (Sisdiknas), where in this law the teaching profession is included in the educator group. In fact, teachers and educators are two things that can have different meanings. The word educator (Indonesian) is the equivalent of the word educator (English). In Webster's Dictionary, the word educator means educationist or educationalist, whose Indonesian equivalents are educators, specialists in the field of education, or educational experts. The word guru (Indonesian) is the equivalent of the word teacher (English). In Webster's Dictionary, the word teacher means "the person who teaches, especially in school" or a teacher is someone who teaches, especially in schools. The teaching profession has experienced a broadening of perspective.² Now and its meaning.

In Government Regulation (PP) No. 74 of 2008 concerning Teachers, the term teacher includes: (1) the teacher themselves, whether class teachers, subject teachers, or guidance and counseling teachers or career guidance teachers; (2) teachers with additional duties as principals; and (3) teachers in supervisory positions. As a comparison to the "scope" of the term teacher, in the Philippines, as stated in Republic Act 7784, the word teacher (teachers) in the broad sense is all educational personnel who carry out learning tasks in the classroom for several subjects, including vocational practices or arts at the elementary and secondary levels

¹Viani N. Aridianto YA (2022). Professional competence of teachers in the learning process of Christian religious education). *Journal of Theology and Christian Education* No. 1 (3) 1-13

²Danim S. Khairil G (2019). *Educational Profession*. 5-8

of education. The term teacher also includes individuals who carry out guidance and counseling tasks, learning supervision in educational institutions or public and private schools, school technicians, school administrators, and school support service personnel (supporting staff) for administrative matters. Teacher also means an education graduate who has passed the government examination to become a teacher, even though he has not actually worked as a teacher.³ Teacher professionalism is the condition, direction, values, goals, and quality of expertise and authority in the field of education and teaching related to a person's work as a livelihood. Meanwhile, a professional teacher is a teacher who has the required competencies to carry out educational and teaching tasks. In other words, it can be concluded that the definition of a professional teacher is someone who has special abilities and expertise in the field of teaching so that he is able to carry out his duties and functions as a teacher with maximum ability.⁴

Professional Competence of Christian Religious Education Teachers

Mark 12:28 Then there was a scribe who heard the questions and answers of Jesus and the Sadducees and knew that Jesus was giving the right answers to the people. Often the scribes and priests trapped Jesus with a barrage of questions. The scribes saw whether Jesus' answers to their questions were correct or not. If Jesus did not master the knowledge, and even gave the wrong answer, then the scribes and priests would bring Jesus before the court of law. However, with his professional skills, Jesus was able to answer the questions of the scribes and priests. Jesus' professional skills were seen in his ability to discuss with the Sadducees and scribes about which commandment was the most important. Jesus' answer gave the scribe a response: "Exactly, Teacher, you are right..." Jesus' professional competence has the ability to master the material, and the ability to learn. Jesus' professional competence has the ability to master the content of the discussion material. Jesus' professional competence has increased scientific insight as a teacher, which enables him to guide students to meet the competency standards set in the Education Standards in Jesus' time.⁵ In the midst of the many problems and questions currently facing a Christian Religious Education Teacher, a Christian Religious Education Teacher must have professional competencies including:

1. Understand oneself well. The question of who am I really? is a way for a Christian Religious Education teacher to know and understand himself well. This is very important in his duties, as stated by Sidjabat (2009:89) who said that one of the characteristics of the professional competence of a Christian Religious Education teacher is to understand himself well.

2. Develop in strong knowledge

Sidjabat (2009:89) stated that one of the characteristics of the professional competence of Christian Religious Education teachers is developing strong scientific knowledge.

³Ibid

⁴Viani N. Aridianto YA (2022). Professional competence of teachers in the learning process of Christian religious education). *Journal of Theology and Christian Education* No. 1 (3) 1-13

⁵Pasaribu AG (2015). Application of Biblical Christian Religious Education Teacher Competencies. 49-56

Furthermore, Gultom (2007:42) stated that the professional competence of Christian Religious Education teachers is:

- 1) Mastery of academic study materials: Understand the binding structure, Understand the scientific substance related to Christian Religious Education material. Able to review the contents of textbooks and reference materials for Christian Religious Education learning. Understand the structure, concepts and scientific methods that cover or are coherent with the teaching materials. Understand the relationship between concepts between related subjects. Master the specific substance according to the type of service needed by students.
- 2) Mastering the in-depth study/application of Christian Religious Education learning materials: Mastering knowledge relevant to Christian religious education. Able to apply Christian Religious Education learning materials to other subject groups.
- 3) Professional development by mastering research steps and critical studies to broaden insight and deepen knowledge/subject matter: Following information on developments in science and technology that support the profession through various scientific activities. Developing various learning models relevant to Christian Religious Education subjects. Conducting scientific research related to Christian Religious Education. Creating learning media/teaching aids in order to facilitate the learning process of Christian Religious Education. Creating works of art. Participating in competency-based Christian Religious Education curriculum development activities.⁶Then Belandina (2005:32) grouped several professional competencies of Christian Religious Education teachers, namely:
 - 1) Able to understand the contents of the Bible well and correctly. For Christian Religious Education, Christian Religious Education teachers are required to be able to know, understand, and interpret the text of the Bible well and correctly.
 - 2) Able to bridge the gap between everyday problems faced by students and the message of the Bible. With knowledge, understanding, and living in the Bible, the goal of Christian Religious Education teachers is achieved: bridging the gap between faith education and everyday life issues.
 - 3) Mastering the teaching material." Teachers should understand the meaning of each topic taught so that Christian Religious Education teachers are able to share it with students. Material that is well mastered will be able to be communicated well to students.
 - 4) Mastering the principles of education. The principles of education concern the dimensions of the relationship between teachers and students and the nature of teaching and learning.
 - 5) Able to manage teaching and learning programs. Teaching and learning programs include learning steps that teachers must master to manage the class.
 - 6) Able to use a variety of media and learning resources to ensure a successful teaching and learning process. The use of media and learning resources must be tailored to the classroom situation and discussion topic so that the entire learning process is interconnected and learning

⁶Ibid

competencies are achieved.⁷ Christian Religious Education teachers are not only limited to teaching but must also understand the interests of their students and know how to develop their interests and talents. Sidjabat (2009:89) stated that one of the characteristics of professional competence of Christian Religious Education teachers is understanding students' interests and knowing how to develop them and also how to develop interests in a positive direction.

According to Nainggolan (2007:33) the professional competence of Christian Religious Education teachers is having a positive self-concept in the life and work of a teacher, namely:

- 1) Teachers can develop healthily in relationships with other people, including their students and colleagues.
- 2) Teachers will grow in their acceptance of their positive potentials.
- 3) Teachers will develop themselves in terms of being willing to make sacrifices for the sake of others, and prioritize the interests of others.
- 4) Teachers can develop their professional abilities and skills with self-confidence. Fellowship with Christ can produce new abilities in a teacher.
- 5). Able to use time with discipline. In Ecclesiastes 3:1 it is said that there is a time for everything under heaven. Continued with verse 7 for everything and every work there is a time. And Paul stated in Ephesians 5:16 and Colossians 4:5 to use the existing time. For that reason, a Christian Religious Education teacher must use time with discipline and well.
- 6). Developing teaching and assignments creatively". Sidjabat (2009:89) said that one of the characteristics of the Professional competence of Christian Religious Education Teachers is Developing assignments creatively. Furthermore, according to Arthur, quoted by Sijabat (2009:69), "One of the other characteristics of a quality teacher is always having principles. Thus, teachers must continue to develop their concepts or theories regarding the teaching profession". Being a Christian Religious Education teacher is not an easy job, as some people imagine, with capital mastery of the material and conveying it to students, this is not enough to be said to be a teacher who has a professional job but also responsibility to God. Christian Religious Education teachers must have various skills, special abilities, love their work and maintain the teacher's code of ethics.⁸

CONCLUSION

Competence is the most important aspect of professional education. The success or failure of the teaching and learning process in the classroom depends entirely on the teacher's competency level. However, the thresholds typically used to calculate educator competency levels are not arbitrary, making it difficult to influence teachers. Currently, a teacher or instructor must possess competencies that can develop the abilities of their students. As an educator, their skills, knowledge, and even character must reflect a true educator. A teacher must possess professional abilities to master the content of the lesson being taught to students, and possessing in-depth expertise in a subject will

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enhance students' knowledge and broaden their horizons. By definition, the word "teacher" means a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating students in formal education. This primary task will be effective if the teacher possesses a certain level of professionalism, reflected in competencies, skills, abilities, or abilities that meet certain quality standards or ethical norms.

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- 1) Mastery of academic study materials
- 2) Mastering the in-depth study/application of Christian Religious Education learning materials
- 3) Professional development by mastering research steps and critical studies to increase insight and deepen knowledge/material in the field of study

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