

ICCE

INTERNATIONAL CONFERENCE
ON CHRISTIAN EDUCATION



Christian Education in Digital Technology Era: Challenges and Opportunities

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**Christian Education in
Digital Technology Era:
Challenges and
Opportunities**

June 4th, 2022



UPH
UNIVERSITAS PELITA HARAPAN

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Christian Education in Digital Technology Era: Challenges and Opportunities

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Welcome from the Rector of Universitas Pelita Harapan



Shalom and gratitude be to our Lord Jesus Christ! It is because of His love and mercy; we can gather together here in this event.

We are now in the end of the pandemic, where more than two years unprecedentedly we were forced to move to virtual education and embrace digital technology. Out of the millions of educators in Indonesia, both in primary, secondary, and higher education, quickly must learn and implement online teaching and learning. Every educator is required to adapt to various digital learning media, suddenly digital technology is not only a tool but the environment where we are living and interacting with one another.

Not only do the schools have to provide the system to support virtual learning, but educators also have to be equipped to design instructions that fit with the virtual setting. This need eventually triggers various parties to adapt, move, and innovate. Educators use a variety of media as a virtual meeting bridge with students. Not satisfied with just meeting virtual, educators also make some innovations by using other features and exploring any applications that will help provide creative materials and teaching materials.

However, despite of all the improvements and innovations in delivering teaching and learning in digital technology setting, there are many obstacles and challenges. The question remains, are students learning effectively? Especially for Christian educators, we need to keep asking the question, whether we have faithfully and effectively carried the mission of Christ-centered education, facilitating holistic transformational education in this digital technology era?

Christian education must consciously be aware of the current educational challenges while embracing the opportunities through the rapid development of digital technology. We should continuously ponder how to be faithful to our calling as Christian educators in this era of disruption. We should strive to be an exemplary institution in presenting Christian education during the fast-changed of digital technology. We believe that every technological progress is the fruit of cultural mandate to advance humans' life, fostering life given by God. On the other hand, Christians are also aware with our fallen nature, that there is a possibility of missing the point in any good effort that we are trying to do. Further as human beings, are we going to develop holistically if education is reduced by totally virtual learning? These are some questions that we need to keep thinking and discussing.

UPH, especially Teachers College, is grateful that we can host the first International Conference of Christian Education, especially inviting best panelist speakers to inspire us. We hope that through the ICCE event, there will be a forum for us, educators and practitioners of Christian education, to discuss the opportunity and challenges of doing our mission in the midst of such rapid technological advances. We also hope that this event will encourage us that amid various challenges that exist, God is faithful in sustaining us thus giving us hope to embrace the opportunities that are wide open to further our service to provide a quality, holistic, and transformational education.

Finally, enjoy the conference, Lord Jesus bless you.

Dr. (Hon.) Jonathan L. Parapak, M.Eng.Sc.

Welcome from the Dean of Faculty of Education, UPH



Today what is happening in the classroom is different from practices before the pandemic. Changes will continue to occur, especially with the advancement of digital technology, which will become increasingly sophisticated. The interaction of education with technology is inevitable. As Christian educators, we embrace digital technology development. We believe students as the Image of God, and the purpose of educating them is to see them flourish with creativity and innovation for the development of human civilization. However, every technological development that brings about good changes may unwittingly change something essential. For example, now we cannot escape from digital technology. It is ubiquitous; from communication, working, shopping, and many more, all are on the digital platform. It has changed the way we interact with one another. To what extent has it changed us? How can Christian education embrace but also be aware of these?

That is the background of the International Conference on Christian Education with the theme, Christian Education in Digital Technology Era: Challenges and Opportunities. Christian educators must continue discussing this topic to carry out our mission faithfully. Continuously we need to learn and relearn to prepare our students well and be ready to embrace their future as disciples of Christ.

UPH Teachers College is very grateful for the cooperation with various parties, ACSI Indonesia and Australia, and Bandung Theological College, which made this first international conference possible. Likewise, we are blessed with the plenary speakers who are experts in their fields and will share their research and insights. We hope that all the presenters and participants will benefit most from this event. The committee has worked very hard to prepare for this event and we hope that by the end of the conference, the conversation will not stop. Let us continue strengthening Christian education in Indonesia through this forum, and we will meet again at the following conferences.

In the end, as our God has led all the preparation for this conference to take place, let His wisdom guide our conversation! All praise and glory be to God alone!
God bless.

Oh Yen Nie, S.E., M.Ed.

Welcome from the Head of Bandung Theological Seminary



The ever-evolving world is a part of the Cultural Mandate or the Creation Mandate, which is revealed in Genesis 1:28. Therefore, we should respond to the development of digital technology critically and positively for Christian education in various contexts.

We are grateful for the first International Conference on Christian Education (ICCE) today, June 4, 2022, as the result of the collaboration between the Faculty of Education UPH, ACSI Indonesia, ACSI Australia, Indonesian Christian Education Council, and Bandung Theological Seminary (STTB), to study the opportunities and the challenges of Christian education in digital era, by involving the experts from within and outside the country as the speakers.

Thank you, especially for the willingness of Mr. David Smith (from Calvin University, US), Mr. Darren Iselin (from ACSI Australia), and Mr. Agus Susanto (from ACSI Indonesia), as the speakers, and for all the committee from the Faculty of Education UPH who has been working hard to prepare this conference.

Hopefully, all the opportunities and the challenges in Christian education in the digital era that are studied through this conference will equip fellow educators with more comprehensive and sharper insights from the biblical point of view, so that the purpose of Christian education which is to produce Christian leaders who have a good spirituality, high competence, and strong dedication, can be more realized through this conference.

Welcome to this conference. God bless you!

Sutrisna Harjanto, Ph.D.

Welcome from the ACSI Indonesia National Director



Dear ICCE presenters and participants.

The development of digital technology is rapidly changing the order of human life—which is also developing so swiftly as well. There are those who agree and follow the speed of development, accept it for granted, and even get involved in the development. Still, not a few are also indifferent to it, disagree and refuse to use digital technology for all kinds of reasons that are indeed or are made in accordance with their choice of decision. In addition, there are those who try to be neutral ("wise"), by looking at digital technology such as a double-edged sword or fire which can be used either for good or evil purposes. We have already seen practical examples of these two possible uses of digital technology everywhere.

What about us as Christians? Specifically Christian educators? The term of Christian educator, this can be viewed narrowly or broadly. In a narrow sense, some categorize Christian educators as those who work as teachers or lecturers. But we can also see it from a broad sense, that Christian educators are anyone who has the responsibility to educate, direct, and give vision to other people or the surrounding community. And this means that all Christians are actually educators, because Christians are followers of Christ, and Christ has assigned a role to us, Christians, as salt and light of the world. This means that we as Christians must be a flavor for the world and be a statement of God's truth to the world as well.

I represent Christian schools and Christian educators who are members of the ACSI Indonesia organization. I herewith also welcome all the speakers and participants of 2022 International Conference on Christian Education. This conference is organized by Universitas Pelita Harapan in collaboration with several Christian education organizations including ACSI. I hope that this conference can continue in the future and there will be more Christian educational organizations including churches, and synods, to be able to collaborate, like what is stated by ACSI's motto: Stronger Together, for us to be strong together, as one body of Christ. Let's salt the world more and bring light to the world. I hope that through this ICCE more and more people who work as Christian educators will grow and more Christians in general will be more aware of their calling and will realize that we are all educators, tasters, and proclaimers of God's truth, who need to be equipped and strengthened at all times. Especially through the theme of the 2022 ICCE: "Challenges and Opportunities for Christian Education in Digital Technology Era."

Finally, congratulations to UPH for initiating the first ICCE in 2022. Let us be those who wait on the Lord so that we may gain new strength, like an eagle that soars with the power of its wings, we run and do not become listless, we walk and do not grow weary (Isaiah 40:31).

Thank you, God bless us all.

Agus Susanto, Ph.D.

Welcome from the Chairman of the 1st ICCE UPH 2022 Committee



Shalom Aleichem, gratitude be to our Lord Jesus Christ, because of His love and favor, we can gather in this conference. It is such an honor for me to welcome you to the 1st International Conference on Christian Education (ICCE) UPH 2022, with the main topic, "Christian Education in Digital Technology Era: Challenges and Opportunities."

The rapid development of science and technology in today's digital technology era encourages the emergence of various educational innovations based on learning technology, making it easier for educators and students to access multiple educational contents. This is marked by the ease of obtaining access to information and internet connection speeds. The Covid-19 pandemic has increasingly encouraged the emergence of various forms of digital learning media globally. This unavoidable pandemic requires school administrators', education providers, educators, and students to be able to adapt to changes in learning patterns from face-to-face learning to online learning. An education system that combines digital technology with the learning process will open opportunities and challenges as real implications of the transformation and paradigm shift of education in the digital technology era, including Christian education in it. Therefore, the 1st ICCE UPH 2022 aims to 1) Explain the implementation of digital technology in learning and its implications for students' faith formation; 2) Discuss digital technology development in learning and its implications and influence on the way we communicate and relate to others in Christian educational context an excellent, holistic, and transformational; 3) Enrich understanding to Christian educators regarding the calling response to teach in digital technology era by looking at the opportunities and challenges.

For organizing the 1st ICCE UPH 2022, allow me, as the chairman of the organizing committee, to express my deep gratitude and appreciation to the Keynoted Speakers, Mr. David I. Smith, Ph.D. (Professor from Calvin University, USA), Mr. Darren Iselin, Ph.D. (Director of Research and Innovation Christians School Australia), and Mr. Agus Susanto, Ph.D. (ACSI Indonesia Director) for each conference material presented. We also express our gratitude and most profound appreciation to the Advisory Boards and the organizing partner, Mr. Dr. (Hon). Jonathan L. Parapak, M.Eng.Sc. (UPH Rector), Mr. Sutrisna Harjanto, S.Si., M.Div., Ph.D. (Chairman of Bandung Theological Seminary), Mr. Agus Susanto, Ph.D. (Director of ACSI Indonesia), Mrs. Sandra Scott (Executive Officer of International Partnerships and Service Christian Schools Australia) and Mr. Marks Spencer (Director of Public Policy Christian Schools Australia). Likewise, we would like to express our gratitude and most profound appreciation to the Supervisory Board, Mrs. Oh Yen Nie, S.E., M.Ed. (Dean of the Faculty of Education, UPH) and Mrs. Sarinah Lo, Ph.D. (Senior lecturer of Bandung Theological Seminary) and to the Steering Committee Mr. Dr. Budi Wibawanta, S.Sos., M.Si. (Vice Dean of the Faculty of Education, UPH) and Prof. Dr. Niko Sudibjo, S.Psi., M.A. (Department Chair of Educational Technology, Faculty of Education, UPH). Expressions of gratitude and highest appreciation are

conveyed to the entire organizing committee team, who have worked tirelessly to prepare for this conference so that it can be organized successfully. We also express our gratitude and appreciation to the presenters who have shared articles and published works in the form of proceedings and the participants who have involved in this conference.

Finally, we hope through the organizing of the 1st ICCE UPH 2022, as educators and leaders of Christian educational institutions, we can collaborate to do concrete works in the area where God has entrusted us in responding to the opportunities and challenges in the digital technology. We will appreciate constructive suggestions and criticisms to improve the quality of future conferences. To God be the Glory.

For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them. - Ephesians 2:10 (ESV)

Immanuel Adhitya Wulanata Chirmastianto, S.E., M.Pd.

B. Paralell Session

Application of Reinforcement to Improve Students' Activity during Online Learning in the Biblical Worldview

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Abstract

Online learning has not been unfamiliar to students and teachers since 2020. Technology improvement is one of the ways that online learning can run effectively. However, the reality found in Christian School in Bangka is the lack of student activity in answering, asking, activating camera features, and even doing exercises/tasks. From this problem, the purpose of writing this journal is to know the application of reinforcement to improve students' activity during online learning. Reinforcement is one of the Operant Conditioning learning theories that prioritizes stimulants such as motivation, reward, and punishment for getting the desired response. This theory is very contrary to the Bible, as it assumes that humans can be conditioned like animals, whereas from the biblical view, humans are made in the image of God. Through this journal, the author tries to explain how reinforcement theory is viewed from a biblical worldview and how it is applied in Christian education. The research was conducted using a qualitative descriptive method supported by observational evidence at a Christian school in Bangka. The results obtained show that the implementation of reinforcement can improve student learning activities during courageous learning and make students aware of their identity as Christ's disciples in the classroom.

Keywords: Student Activity, Reinforcement, Online Learning.

1. Introduction

Online learning that has been carried out since 2020 is expected to have made students adapt so that they are more independent in exploring learning (Sadikin & Hamidah, 2020). Online learning is also more student-centered, so it is easier for students to build a sense of responsibility and discipline (Firman & Rahayu, 2020). In addition, technology that is increasingly developing makes students have many opportunities to access learning materials so that during learning they are more active, creative, competitive, and innovative (Saodah, Amini, Rizkyah, Nuralviah, & Urfany, 2020).

Student learning activities are based on two sources, namely awareness from within to be actively involved and sourced from outside, such as behavior and stimulus provided by the teacher (Gunawan, 2018). The learning process will run effectively if a teacher uses methods, media, and attractive treatment for students (Wicaksana & Wibawanta, 2021).

This is because the media and methods are also external factors that affect student activity. Methods that can be used to increase student activity can consist of methods in which there is motivation, praise, reward, and punishment (Sesfao & Prijanto, 2021).

The ideal situation above can be achieved effectively, especially with the increasingly sophisticated technology including the internet. However, the reality encountered during the observation of Christian School in Bangka from July to August 2021 was that there was still a lack of student activity during the online learning process, either answering, asking questions, activating the camera, or doing assignments/practices. Seeing the lack of student activity during online learning, a method was applied to increase student activity during teaching. This activity can be in the form of respect for the teacher by responding, being responsible and honest in doing assignments, as well as being ready to activate the camera feature. Not only as a suggestion to increase student activity, but this method can also make students reflect on the character of students as disciples of Christ, namely being responsible (van Brummelen, 2009). The awareness of each student to be active in learning is also a form of student responsibility to God, to teachers, and to themselves (Sari & Bermuli, 2021). The problem regarding the low activity of students during online learning was then overcome by applying a learning method through the provision of reinforcement. Reinforcement is one of the practices of the Operant Conditioning learning theory proposed by Skinner, which discusses that a person's behavior can be conditioned based on the stimulus or treatment given, such as positive reinforcement, negative reinforcement, rewards, and consequences (Walker in Asyari, 2021).

2. Literature review

LEARNING ACTIVITY

Activeness is the action of students who show their efforts to study hard, take action and not just stand still (Sinar, 2018). Activeness is also a learning process in which students are not only recipients of material from the teacher but also participate physically and mentally in gaining experience, knowledge, and understanding. From this, it can be said that activity is a conscious act of each student to provide direct participation during the learning process.

The factors that can affect student learning activities are internal and external factors. Ratnawati & Marimin (2014) described internal factors, namely readiness to learn, interest in learning, and student motivation. In addition, external factors according to Payon et al. (2021), namely the facilities used by students, student residences, and the teacher's way of managing learning, Hariandi & Cahyani (2018) added that most student activities are influenced by the way the teacher conveys material that is still one-way (teacher-centered learning), the teacher is too monotonous in delivering the material, and the teacher pays less attention to each student during the learning process.

Based on the understanding and factors above, several indicators were found that became the benchmark for student activity. Indicators of student learning activity include processes in which students show the courage to ask questions, answer questions, share ideas, are able to solve problems, and don't just accept material (Sinar, 2018). The indicators of activity can also be divided into several aspects according to Fuadi & Muchson (in Purba & Rahmadi, 2021), namely:

- 1) Readiness at the time of presence
- 2) The initiative to ask questions, either directly or through the comments column on the platform used
- 3) Respond to questions from teachers and fellow students

If it is associated with online learning, the indicators that become additional indicators are the students' readiness to activate the camera and the readiness to use features in video conferencing when online learning takes place (Noviansyah & Mujiono, 2021).

APPLICATION OF REINFORCEMENT

Reinforcement is one of the practices of behavioristic theory with the Operant Conditioning approach proposed by a psychologist named Skinner, who specifically describes giving a stimulus to strengthen the desired response in someone (Wahyuni & Aryani, 2020). Sutiah (2016) also adds that this reinforcement is part of the behavioristic theory, which considers that an important part of learning is the provision of rewards and punishments. So, from this, it can be said that reinforcement is a form of stimulus given to someone with the aim of that person behaving according to expectations, which are reinforced by the existence of rewards and punishments.

Reinforcement, or reinforcement, consists of two things, namely: positive reinforcement and negative reinforcement. Isti'adah (2020) provides an explanation that positive reinforcement makes a good response repeat, while negative reinforcement causes a reduction or limitation of a bad response. In line with that, Abdurakhman & Rusli (2017) explain that positive reinforcement during learning can be in the form of praise, flattery, adding value, smiles and applause, while negative reinforcement can be in the form of delaying giving gifts, shaking hands or showing disappointed and dissatisfied faces, as well as reprimanding. Lefudin (2017) said that giving rewards is done so that students are more motivated to repeat positive behavior, but its application should not be too frequent. In addition, Lefudin added that the punishment given to students was not in the form of physical punishment but punishment such as giving additional assignments or additional lessons for students who did not do assignments that made them have to give up rest hours.

In its application, reinforcement is said to be inconsistent with the view of the Christian faith because it is contrary to human nature, which has free will in making choices (Tung, 2013). But that does not mean that reinforcement cannot be applied to learning. Boangmanalu & Putri (2021) said that teachers can still apply reinforcement in learning by remaining guided by the Bible in guiding each student through reinforcement so that students realize their identity as the image of God. Gultom & Siahaan (2017) also add that reinforcement is a tool that God allows every Christian teacher to use to guide students as disciples of Christ, where the teacher provides stimuli and the Holy Spirit works to change each student to reflect the character of Christ. If viewed based on philosophy, reinforcement is not appropriate if it is associated with Christian philosophy, but the application of reinforcement can still be used in the learning process while still being guided by the Bible, namely by believing that the teacher is only a person used by God to provide stimuli, while the one who changes every student's behavior is the Holy Spirit.

3. Research Method

The study was conducted using a descriptive qualitative method supported by observational evidence at a Christian school in Bangka, Indonesia. The first step is to observe the class and determine the problems that arise during the learning process. After that, determine the method of solving the problem and then apply it while the writer teaches.

The learning process was carried out in class VII, which consisted of 26 students in three meetings with a duration of 80 minutes for each meeting. The learning methods used during the learning process are lectures, questions and answers, and practice questions. The learning media used are ppt, Ms. Teams, Kahoot!, Class Notebook, and short videos. During the learning process, the application of reinforcement is divided into 4 forms, as follows:

Table 1. Form of Stimulus

Form of Stimulus	Description
Reward	Giving stars to students who show activity; 1 star for taking the initiative to answer, 1 star for asking, 1 star for students activating the camera feature from start to finish, and 1 star for students doing all the practice questions correctly during the lesson. (The accumulated number of stars will be converted into additional scores on the formative test.)
Punishment	Deducting points when a student is found to have committed a violation, students are expelled from the meeting room when they do not respond when called three times, are given a negligent statement if the student who is expelled from the meeting room does not rejoin and does not provide confirmation.
Positive Reinforcement	<p>1. Give direct motivation and praise: "Come on, who wants to answer Miss's question?" "The one who can answer the reward is 1 star", "Good Job, X! Keep your spirits up", "Good question!", "Let's give a reaction to X!", "Good, thank you for the answer," "Those who get the first position in the quiz review will get 3 stars. Let's focus first".</p> <p>2. Indirect motivation and praise: when correcting the answers to student exercises, the author always writes down the motivation and praises "good" or "very good. Keep the spirit", "You did well" and "Thank you for trying." Let's be more active in the future 😊 "</p>
Negative Reinforcement	Direct reprimand when students are caught breaking the rules or not responding when called upon. Warnings such as giving additional assignments or concluding learning at the end of the session if students do not complete practice questions and do not activate the camera feature if the device and network are not problematic

The forms of stimulus in Table 1 are applied by the author in an effort to increase the activity of class VII students and obtain activity data by paying attention to the indicators as follows:

Table 2. Student Activities Data

Date	Turn on the camera	Indicators	
		Answer & Ask	Completing Exercises/Tasks during the session
28 July 2021	8 students	11 students	12 students
5 August 2021	11 students	18 students	19 students
12 August 2021	14 students	20 students	20 students

Based on the data obtained, the activity of class VII students seems to have increased when compared to the activity during the observation process. Students are increasingly taking the initiative to ask and answer questions without having to be appointed, and the waiting time for student responses is no more than 10 seconds. With the reward system as well, students are more motivated to answer and do the exercises. In addition, through praise and motivation, students are more enthusiastic about participating in the learning process and are more active in doing practice questions during the learning process. Based on the indicator of activating the camera feature, the results obtained have not been maximized because for three meetings, only half of the students who activated the camera feature were. However, the data in the table shows a good improvement when compared to the results of observations, so that the authors can see that the application of reinforcement during teaching has a positive effect on increasing student learning activity during online learning.

4. Results and Discussion

Humans are God's most special creation because they have the attributes and glory of God (1 Corinthians 11:7) and are the embodiment of God's thoughts. Sari & Bermuli (2021) also added that as an image of God, humans, in this case students, have the mind to decide what is good and right and to be ethical according to what Christ has commanded in the Bible. So, through this, it can be said that the identity of a student is not only the image and likeness of God who is intellectual but also has the character of Christ where students are able to decide and demonstrate Christian ethics during learning, namely being responsible, disciplined in doing assignments, respecting and loving others, and being honest. In this online learning environment, of course, there are so many challenges faced by students that make it difficult for students to consistently reflect Christian ethics in the classroom. The existence of a sinful nature due to the fall of man into sin (Gen. 3) makes students more inclined to follow things that are against their identity as the image of God and do not reflect the character of Christ in their lives.

In accordance with the results of observations and teaching experiences, the

authors found that the challenges during online learning made students lazy to carry out their responsibilities, disrespect the teacher, not disciplined, and even lied because they did not want to participate during the learning process. Through this, Nuhamara (2018) emphasizes that students need to realize their identity as the image of God who has been redeemed from sin (1 Corinthians 6:20) and that students also need guidance to keep reflecting the character of Christ in the midst of the challenges of the world. Seeing the problems of students' character during this online learning, of course, it is important for a teacher to again lead each student to realize his identity as the image of God. Even though it has been said that students have a sinful nature, that nature will never erase the character and image of God in each student, one of which is intelligent enough to determine which one is good from each available choice (Grudem, 2009). If in Acts. 26:17-18 it is written that Paul is responsible for leading every congregation to repentance, then the teacher also has a similar responsibility, namely leading every student to repentance so that students can turn to God and carry out their duties and responsibilities as disciples. Christ in the classroom and outside the classroom. In other words, a teacher is like a leader on a journey who is responsible for the smooth journey of each student.

The teacher is one person who was sent by God to lead each of His children to the desired path. Therefore, Matthew 28:19-20 writes, "Therefore go and make disciples of all nations..." "...teach them to do everything that I have commanded you..." and emphasizes that the Lord Jesus gave the Great Commission to each of His people, including teachers, to make all nations His disciples. Through teaching, the teacher can lead each student to realize his identity as a disciple of Christ in reflecting the character of Christ, namely integrity, courtesy, responsibility for assignments, discipline, respect for every teacher who teaches by responding, active during learning, and diligence. According to the teaching experience in class VII, one of the authors' efforts to lead students back to reflecting the character of Christ in the classroom is by applying reinforcement. Through this theory, the author provides positive reinforcement, negative reinforcement, reward, and punishment.

The reinforcement theories put forward by Skinner are indeed contrary to Christianity, which says that humans are "a reflection of God" and very different from animals, but the practice of reinforcement, namely motivation, reprimand, reward, and punishment, can have a positive impact on students' active behavior (Boangmanalu & Putri, 2021). By providing stimuli such as motivation and rewards, students will increasingly believe in the abilities that God has given to them so that in the future they will be more motivated to reflect Christian character in daily life. Even when students make mistakes, reprimand and punishment can make students aware of their identity as the image of God so that they can correct their mistakes and use their free will wisely. Erickson (2013) says that humans have indeed fallen into sin, but there is no denying that humans also come from God and have been redeemed in Christ, so that humans have the opportunity to obey God and reflect the character of Christ in their lives (Ephesians 4:20-25).

Based on the activity indicator data in the table and attachments for teaching reflections, it can be seen that after the application of this reinforcement, students can reflect on good character in the learning process. This is not solely because the teacher provides stimuli to students, but because all students are creatures with free will, such that students cannot be conditioned like robots. Through this reinforcement, the teacher can emphasize the knowledge of God in every lesson, and it is God the Holy Spirit who will change the hearts of each student to reflect his responsibilities, such as being active in

learning.

The activity shown by students, both those who activate the camera and those who do not activate it, proves that students remain obedient, disciplined, and responsible even though the teacher does not monitor directly. By providing positive and negative reinforcement, it also shows that the teacher has tried to guide each student to truly realize his existence as a disciple of Christ and still reflect the character of Christ even though students are faced with various choices and challenges. However, what needs to be emphasized is that the provision of negative reinforcements in the form of reprimand or punishment must be based on love (1 Timothy 5:1-2; Matthew 18:15) so that students feel that behind the reprimand and punishment given, the teacher still reflects the same love as Christ, who forgives and loves every one of His disciples who has sinned.

5. Conclusion

The application of reinforcement can increase student activity during online learning. Although during this online learning students encounter various obstacles, both networks, devices, and environmental conditions, through its application students can still show their activeness and responsible behavior. Through giving motivation and praise such as, "Good, Job!", "Keep the spirit!", "Let's give a reaction to X!", students can be excited and motivated to show their activeness during learning. Giving rewards can also make passive students more active, especially in asking questions, answering teacher questions, and activating the camera feature. With the warning and punishment, namely the reduction of points and the provision of additional assignments, students who were initially passive, such as not responding and not doing assignments, can then show their activeness by responding, doing and submitting assignments on time.

From this study, student activity in the classroom cannot be separated from the role of a teacher as a guide, as mandated by Jesus in Matthew 28:19-20. Not only that, but through the application of reinforcement, the teacher can make students aware of their identity as the Image of God so that students are aware of their responsibilities as disciples of Christ and with the transforming role of the Holy Spirit, each student will be aware to continue to reflect His character wherever students are and whatever challenges they face.

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