

ABSTRACT

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CHRISTIAN TEACHERS' ROLE AS FACILITATOR: FEEDBACK TO IMPROVE STUDENTS' AFFECTIVE DOMAIN

(ix + 22 pages: 3 figures)

Christian education molds students to be Christlikeness. Holistic education transforms all students' domains. However, there is a gap where the affective domain (heart/feeling/emotion) is still not given much attention. Therefore, this paper aims to find out why students' affective domains need to be improved and how teachers' feedback influences students' affective domain improvement. The method of this research paper is literature review. This study reviews teacher's role as a facilitator in providing feedback to improve students' affective domains. In conclusion, by improving students' affective domain, students can achieve the ultimate goal of Christian education, which is Christlikeness. Teacher feedback helps students identify strengths, weaknesses, and next steps to be better. As a facilitator who gives feedback, the teacher helps students comprehend why something needs to be changed. Thus, students can become reflective and responsive. Besides, teacher feedback must be objective, timely, and integrate feedback with biblical Christian principles. The writer suggests for further researcher to do research about the impact of teacher's feedback on students' affective domain in digital era.

References: 51 (1964 – 2021).

ABSTRACT

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THE IMPLEMENTATION OF SANDWICH FEEDBACK TO MINIMIZE STUDENTS' MISBEHAVIORS

(x + 25 pages: 6 figures; 5 appendices)

Misbehavior is a challenge for Christian education. Misbehavior is disruptive behavior. As a facilitator, a Christian teacher must redeem students' misbehavior by putting God at the center and students as the orientation. Teachers facilitate students in the classroom by providing feedback on students' misbehavior. Sandwich feedback is a format for addressing feedback by putting corrections between praises. This method has been used to deliver corrections without demotivating students. The purpose of this research paper is to find out how teachers implement sandwich feedback toward grade five students' misbehavior. The sandwich feedback in this research paper is integrated with a biblical Christian worldview. In conclusion, the sandwich feedback successfully address correction and minimize misbehavior quickly but does not minimize future misbehavior. The writer suggests teachers establish students' trust; conduct in-depth analysis of students' misbehavior; collaborate with other teachers; avoid criticizing too much; and focus on fixing misbehavior. Future research can explore the comparison between corrective feedback, sandwich feedback, and positive feedback on students' misbehavior.

References: 38 (1994-2022).