

ABSTRACT

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STOICISM AND CHRISTIANITY ON EDUCATION: A COMPARATIVE STUDY

(x + 20 pages: 1 figure; 2 tables)

The popularity and reputation of Stoicism would likely enchant or mislead students further in life, especially in academic matters due to its logical concept. On the other side, Christian philosophy has proven its endurance throughout the times in guiding humans both physically and spiritually. This paper aims to study both perspectives to find the differences as well as the similarity relating to the educational field in order to find the possible impacts of Stoicism on students and to encourage students to stand firm in Christianity. The methodology used in this paper is a qualitative method with literature review. The findings of this study reveal that Stoicism and Christianity stand separately from one another because Stoicism emphasizes inner work and self-virtue to achieve happiness, while Christianity emphasizes God as the center and sovereign entity who is the source of wisdom and truth. Therefore, Christian education exists to shape students with the true foundation of the identity and relationships between God and humans according to the Word of God. It is suggested for future researchers to observe the indication of Stoicism through students' behaviors in the classroom and the proper methods to teach Christianity amid popular philosophies.

References: 46 (1934-2021).

ABSTRACT

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TEACHER'S ROLE AS A SHEPHERD IN PROMOTING STUDENTS' INTELLECTUAL HUMILITY IN THE CLASSROOM

(xi + 23 pages; 3 figures; 1 table; 6 appendices)

The role of a Christian teacher as a shepherd is needed to promote intellectual humility early to the students. This study aims to dig deeper the causes of intellectual arrogance among students as well as the role of a Christian teacher as a shepherd in guiding the students toward the humble path. The concept of shepherd is used repeatedly by Jesus Christ in the Bible, who identified Himself as the Good Shepherd that would find and save the lost lamb. Thus, the ways in which teachers approach the students should reflect and centered on Christ. As a shepherd in the classroom, the teacher should implement concrete teaching approach, such as caring, encouraging, and guiding. The method used is qualitative descriptive and the data is taken from the writer's practicum portfolio. The result shows that students who showed intellectual arrogance attitude are affected internally and externally, yet it is possible for the teacher to carry the role as a shepherd to promote intellectual humility through several kinds of strategies. The writer suggests future researchers to observe the variety of intellectual arrogance in the classroom, implement the given strategies, and to discover more approach to promote intellectual humility.

References: 40 (1979-2022).