

ABSTRACT

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CHRISTIAN TEACHERS AS AGENTS OF TRANSFORMATION IN NURTURING STUDENTS' INTEGRITY IN THE CLASSROOM

(xi + 21 pages: 1 table)

This paper explores the role of teachers as agents of transformation in nurturing students' integrity in the classroom. The purpose of this research is to identify the ways in which teachers can promote integrity in their students and the implications of doing so. The research problem is the lack of integrity among students, which can lead to academic dishonesty and a lack of ethical behavior. The research approach used in this paper is qualitative descriptive using a literature review of scholarly articles and books on the topic of teacher-student relationships, academic integrity, and culturally responsive teaching. The major findings of this research are that teachers can promote integrity in their students by creating an atmosphere of integrity, fostering critical thinking and inquiry, promoting inclusion and diversity, and building positive student-teacher relationships. The conclusions of this research are that teachers play a crucial role in shaping the minds, values, and behaviors of the next generation and that promoting integrity in the classroom can have positive and long-lasting implications for both students' academic and social development. The writer recommends further research to do research about the integrity of Christian educators in using AI in teaching.

Keywords: Agent of transformation, artificial intelligence, Christian teacher, integrity

References: 29 (1907-2023).

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THE CONSISTENCY OF IMPLEMENTING CLASS RULES TO NURTURE STUDENTS' RESPONSIBILITY IN A CHRISTIAN ELEMENTARY SCHOOL

(x + 24 pages: 1 figure; 5 tables; 5 appendices)

A sense of responsibility is important to have and will have an impact on how students act, make decisions, and judge what is good and what is bad according to the responsibilities they have. Students who have a low sense of responsibility will affect student learning outcomes and student performance in classroom learning. The purpose of writing this paper is to answer the problem of students' low sense of responsibility in the classroom by consistently emphasizing classroom rules. The method used in this research is descriptive qualitative. The Christian teacher, as a shepherd, is tasked with leading the students to the true knowledge of their responsibilities as the image and likeness of God. The conclusion of this paper is that consistent application and emphasis on classroom rules can increase students' sense of responsibility in the classroom. This can be seen in the results of the researcher's observations in the teaching process in the classroom. It can be seen how students understand what their responsibilities are in class. For further development, modifications can be made to the rules applied in the classroom according to the context and conditions of the class so that the rules applied are more appropriate and can be applied more effectively and efficiently.

Keywords: Class rules, implementing class rules, nurturing sense of responsibility

References: 41 (1991-2023).