

BACKGROUND

In the beginning, everything was created good by God, the great creator. “God was the original of which man was made a copy.” (Berkhof, 1996, p. 199). As the image of God, humans were given the mandate to be rulers over the other creations (Gen. 1:27–28). “The scriptures make it very clear that all created things and all created beings are totally dependent on God.” (Hoekema, 1994, p. 14). In their total dependency on God, humans are equipped with spiritual gifts (1 Cor. 12, Eph. 1:7). As Veith, Jr. (2002) mentioned, these are recognized as gifts from God that uniquely create and enable everyone to fulfill the calling on their life. One of them is the gift of teaching (Rom. 12:7). The gift of teaching transforms lives through education, and teachers are agents of transformation.

The fact is that education helps students learn and grow holistically to reach goals, be transformed, and be impactful. “Education is concerned with shaping the intellect or the patterns of the mind, so as to give direction to how we act and live.” (Edlin, 2014, p. 59). Education can indoctrinate people to modify their views. In Christianity, education must be based on what is true. Christianity only recognizes one truth, namely, absolute truth. “Absolute Truth refers to that Truth which is eternally and universally true irrespective of time and place.” (Knight, 2006, p. 21). Every teacher is responsible to God to direct, motivate, and guide students to have a true worldview, which is under God’s commandments in the Scripture. “Wisdom is knowledge with the knower left in; or, better, it is knowledge with God left in. True knowledge begins and ends with God.” (Clowney, 1964, p. 72)

The fall of man into sin (Gen. 3) signifies human weaknesses. “Sin is knowingly breaking God’s command and flows from a heart that rebels against

God.” (Bavinck, 2006, p. 155). This is a sign that humans can do nothing outside the framework of God’s truth and love. It is also related to the concept of free will as described by Augustine: “If man is a good, and cannot act rightly unless he wills to do so, then he must have free will, without which he cannot act rightly.” (Solomon, Higgins, & Martin, 2012, p. 388). Likewise, education in the classroom, as Van Brummelen (2009) stated, Christian schools and teachers are imperfect, but God works in it to bring about good purposes. As a sinful human that was redeemed by Christ. A Christian teacher must hold on to the truth of Jesus Christ in teaching practice and carry out the role in the classroom. According to Edlin (2014), the Bible has a unique understanding of truth that includes concepts and ideas, but also extends beyond them. Jesus declared, “I am the truth” not “I have come to inform you about the truth.” (Joh. 14:6). “The true understanding or knowledge of God is not complete without rejoicing in it.” (Kristanto, 2014, p. 53). The teaching philosophy of a Christian teacher determines how the class is conducted.

Receiving feedback helps students comprehend what tasks must be completed and how to enhance their performance. “Feedback is very needed for both student and teacher to make the teaching and learning process are more communicative.” (Efendi & Trisno, 2021, p. 628). By utilizing feedback, teachers direct the students to experience holistic learning. A study done by Omer (2017) found that teachers’ feedback significantly affects students’ language learning. In addition to that, Wahyuni, Zainil, and Oktavia (2019), Khairani and Refnaldi (2020), and Henner and Adnan (2020) found out that feedback (written or oral) is possible to improve students’ performance and language skills. Moreover, according to Uneputty (2021), teachers’ oral and written feedback improves

students' academic performance significantly. Besides, Larosa (2020) found that Christian teachers can utilize feedback to prevent plagiarism and educate students not to plagiarize. Furthermore, Yulia and Zainil (2021) found that the types of feedback could affect the students' feelings. These studies were aimed at increasing the students' academic performances, which refer to the head (cognitive/intellectual) and hand (psychomotor/skill), which is good, while the affective domain is still a rarity.

Attention towards students' affective domain is also important. As Zhu and Zhou (2012) stated, paying attention to students' affective is crucial. In contrast, ideally, Christian education is Christ-centered, student-oriented, and teacher-directed. In fact, students are holistic beings consisting of head (cognitive), heart (affective), and hand (psychomotor), and teachers should facilitate students' efforts to glorify God. "Finding about human learning emphasize the importance of the connection between mind and body and they account for the way our neurological, biological, emotional and spiritual capacities affect learning." (Gazibara, 2013, p. 73)

Therefore, the current study has two research questions:

1. Why is it necessary to improve students' affective domains in learning?
2. How does the teacher's feedback contribute to students' improvement in their affective domains?

Thus, this study aims to find out:

1. The reasons why students' affective domains are necessary to be improved

2. How the teacher's feedback contributes to students' improvement in their affective domain.

This study was conducted using the literature review method. According to Coffta (2020), a "literature review" is a detailed summary of the earlier studies that examines scholarly books, papers, and other resources.

RATIONALISM IN EDUCATION

Philosophy means ways of thinking that seek the truth. According to Eyo (2019), philosophy (Greek) means love of wisdom. Philosophy is a way of thinking or viewing life. It is all about finding answers to something abstract and considering it to be the true meaning. According to Knight (2006), the content of philosophy is better understood when seen in the context of questions rather than solutions.

Rationalism believes in the power of reasoning. Blanshard (2020) stated that western philosophy's conception of rationalism holds that knowledge is primarily derived from and tested by reason. "Rationalism in the philosophical view that knowledge is acquired through reason, without the aid of the senses." (Fieser, 2020). Reason is the most important instrument for understanding and discovering knowledge. As Solomon et al. (2012) noted, the philosophy of rationalism is distinguished by its faith in reason and intuition to understand reality apart from experience. Humans only need to use their minds to gain knowledge. The ratio is a source of truth that guides humans in living their lives.

Since a long time ago, philosophers have sparked the philosophy of rationalism. Jenkins (2018) stated that Pascal's rationalism is based on strict empirical observations and controlled experiments. Reason is stranger for heart.

Besides, Wolff's rationalism is an understanding that includes belief in the presence of innate conceptions or principles, the capacity to prefer prior knowledge to later-gained knowledge, and support for the principle of sufficient reason (PSR). Moreover, Sosa (2017) stated that Cartesian rationalism considers certainty, doubt, endorsement, and error. "The background of Cartesian Method of doubt is from the first rule, that we should accept in our judgements nothing that is not clearly and distinctly understood that we can have no occasion to doubt it." (Komu, 2019, p. 111). The discarded argument is one that raises rational doubts. Futher, Johnson (2000) stated that Descartes believed that the basis of absolute certainty starts with "I think, therefore I am" and doubts are parts of thinking. Afterward, Benedictus de Spinoza (born name: Baruch Ben Michael) believed that the mind is a powerful thinking thing. As Salomon et al. (2012) stated, in the mind there is neither absolute nor free choice; rather, the mind is driven to wish for one thing or another by a reason, which in turn is driven by another cause, and so on indefinitely. In addition, Johnson (2000) stated that Spinoza believed that everything was governed by the laws of cause and effect and that there was no such thing as human free will. Furthermore, according to Zagzebski (2009), Spinoza categorized level of knowledge into imagination (lowest), ratio (middle), and intuition (highest).

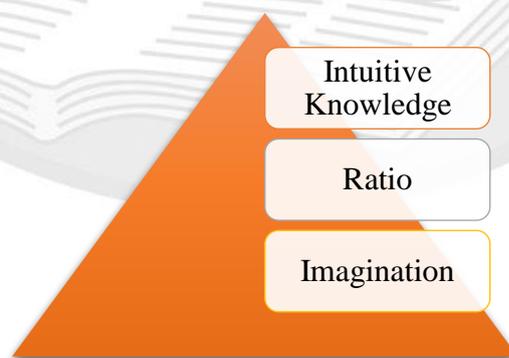


Figure 1.1 Spinoza's Level of Knowledge
Source: (Zagzebski, 2009)

Solomon et al. (2012) stated that Gottfried Wilhelm von Leibniz's rationalism asserts that all conceptions are fundamentally innate, with the cornerstone being PSR, that there must be a reason for everything, and categorized thoughts are objects of thinking based on their distinction and clarity.

Although there are slight differences in each of the views of these philosophers, they have the same scope, namely that reason is superior as a true source of knowledge. According to Knight (2006), there are six sources of knowledge, namely the senses, revelation, authority, reason, intuition, and the complementary nature of knowledge sources. For rationalists, cognition is paramount, and reason is upheld. Thus, an educational system that believes in rationalism will focus only on the cognitive domain.

Rationalism is contrary to Christian education, in which the true source of knowledge is God's revelation. Knight (2006) stated, in biblical Christian worldview, revelation is the basis framework, and other sources of knowledge must be tested with it. He also categorized education philosophy into three branches: metaphysics, axiology, and epistemology. In addition, philosophy consists of three parts that direct education: an activity, an attitude, and a body of content.

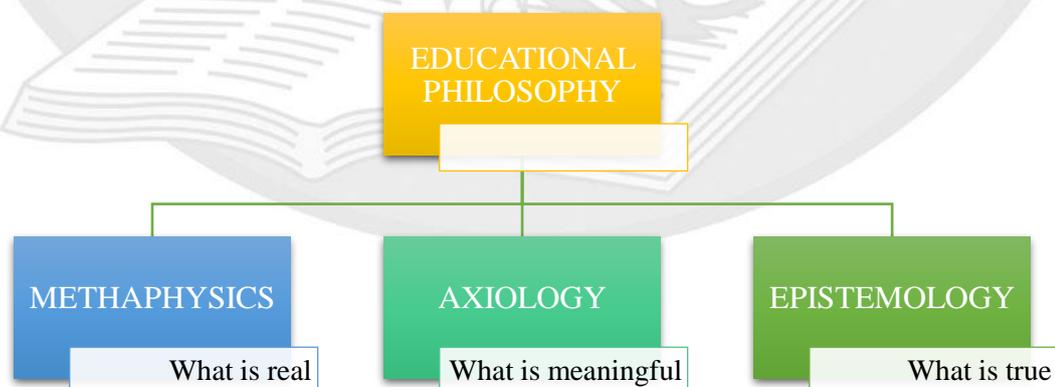


Figure 2.2 Knight's Education Philosophy
Source: (Knight, 2006)

TEACHER'S ROLE AS FACILITATOR

As agents of transformation, teachers facilitate the students' understanding of God's truth framework. "Teachers should work very hard in order to help all students to be successful, and they must challenge their own thinking about the different learner." (Ackerman, 2012, p. 6). In addition, "Teaching Christianly may well be the hardest job in the universe. But we don't do it alone. We do it together with colleagues, the principal, the parents, the students, and of course, with the Lord Himself." (Van Dyk, 1997, p. 9)

Teachers embed biblical understanding, but God reveals and grows the understanding and wisdom in the students. Packer and Nystrom (2008) stated that understanding involves learning how to respond to God's revelation. Understanding is part of wisdom, but wisdom is about what we believe we should do. "Teaching is more than insights or understanding. It includes the ability to communicate spiritual truth." (Clowney, 1964, p. 64)

Christian teachers must facilitate students' development of disciplines based on the biblical Christian worldview that directs them toward righteousness and Christlikeness. The teacher plants, and God fully works for the growth of students (1 Cor. 3:10-23). According to Susabda (2018), spiritual growth is an ongoing process where man's psychology and God's revealed truth interact within associations, disequilibrium, and accommodation.

In the great commission (Matt. 28:16-20), Jesus' disciples have been given the authority to go and disciple others in the name of Christ. As servants of God, teachers must see the classroom as a field of discipleship to practice love. Teaching contents and transferring learning materials are important, but the main role of a

Christian teacher is to bring students to Christ and facilitate their getting to know Him more, as well as to develop their abilities. As Van Brummelen (2009) stated, teachers facilitate learning by providing a supportive and motivating environment for students and encouraging them from the side, front, and back.

Teachers facilitate students' transformation. The transformation of students' lives begins with the transformation of their hearts. "What you say (and what you do) proceeds directly from the heart and mindset that is at the root of your life." (Lindsley, 2012) A transformed heart brings students to live in Christlikeness as a new creation with a new heart (2 Cor. 5:17; Ez. 36:26). According to Hoekema (1994), regeneration is the work of the Holy Spirit, not to be separated from the preaching of the Word, by which the Holy Spirit leads a person into a living connection with Christ and transforms their hearts, causing them to become spiritually alive from someone who was before spiritually dead. God will keep the hearts and the minds (Phi. 4:7). Transformation of the heart is not merely the work of the teacher, but the work of the Holy Spirit in the lives of students. "The renewing of God's spirit effects all aspects deeper than feeling and understanding." (Winardi & Manogu, 2018, p. 168)

Feedback is a form of facilitation for student development. As Van Horne et al. (2018) stated, feedback is a form of facilitation for students' success. Srivastava (2015) called feedback the hallmark of facilitation. By providing feedback, the teacher provides constructive input for students, either individually, in groups, or in general (for all members of the class). Feedback is part of the learning process until understanding leads to knowing God. Riesen (2002)

mentioned that knowing about God is not the same as knowing Him personally, but it is a component of knowing God personally.

Teachers are agents of transformation who transform students' lives through the transformation of their hearts, where the action is solely the work of the Holy Spirit. Teachers do God's great commandments to disciple students in righteousness and lead them to Christlikeness. As facilitators, Christian teachers are guided by the Triune God and the Scripture as God's revelation that leads to the truth. Teachers provide students with opportunities and space to foster curiosity and experience holistic learning. In addition, teachers as facilitators provide constructive feedback and support students from all sides, thus allowing students to reflect, develop themselves, and get to know God more. "They are responsible to guide students to know God personally and lead them to understand the true knowledge which is rooted in God's revelation of Himself as the source of knowledge (Colossians 2:3)" (Sardy & Priyanti, 2021, p. 44).

TEACHER'S FEEDBACK TO REDEEM STUDENT'S AFFECTIVE DOMAIN

Christian education sees students as unique and special. "Humans were not created merely to be a work of art, statues displaying God's creativity and wisdom, but to fulfill God's special intention for them." (Erickson, 2013, p. 546). The students are image of God (Gen. 1:7). "Students not just as objects to be trained, but as unique persons, created in the image of God with their own characteristic, abilities, shortcomings, and pedagogical needs, and emotional needs." (Van Brummelen, 2009, p. 50). The fallen into sin made that image distorted yet polluted.

“It is important to not that even though the image has been fractured and grossly distorted, it has not been destroyed (Gen. 9:6; 1Cor. 11:17; Jas. 3:9).” (Knight, 2006, p. 206)

God’s great love for humans (including students) made Him allow His Son, the Lord Jesus Christ, to die on the cross to redeem humans. Therefore, in daily reconciliation, students are continually transformed into Christlikeness. In this scope, educational institutions play a significant role. Christian education should be a vessel for student growth towards Christlikeness. As Knight (2006) stated that Christian education should restores the image and bring students into harmony with God, their other classmates, themselves, and the environment.

Furthermore, the affective domain (non-rational feelings, emotions, and reactions) in students includes emotions, interests, and attitudes that are rooted in the heart. “Students have the active attention and proper motivation to learn, willing to respond, feel satisfied and have the attitude of worth, beliefs, acceptance, preference and commitment of values in the affective learning.” (Mallillin, 2020, p. 9). The affective domain is defined as an integral part of the student’s self that helps to achieve learning success. According to Packer and Nystrom (2008), as our behavior takes on more and more of the heart’s desire to know, love, please, serve, exalt, and glorify the Father and the Son, as well as to demand more and more of our creativity, imagination, and inventiveness, the desire grows stronger, and the resulting habits of life become more and more deeply ingrained in us.

In the Indonesian education context in general, the affective domain is more popularly known as "character education." However, in Christian education, the

affective domain is very stressed. Palmer (1966) stated three basic components of a complete understanding: intellectual, emotional, and spiritual.

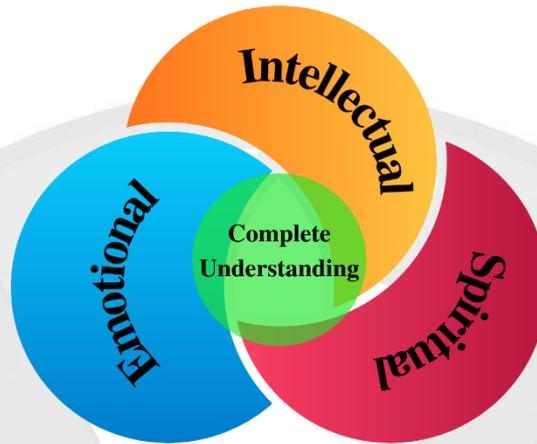


Figure 3.1 Palmer's Component of Complete Understanding
Source: (Palmer, 1966)

The affective domain is emotional. He explained that emotion refers to the feelings of teachers and students during the teaching and learning process. Similar things were mentioned by Van Brummelen (2009). He described the affective domain as character education that cannot be separated from moral and values education. It is important for students to understand what is valuable and what to do in order to live by ethical standards. It encourages the development of the mind, heart, and action. Growing in knowledge entails developing ethical deeds, wisdom, and understanding. Riesen (2002) also agreed with the existence of students' affective domain. He mentioned four things to which Christian schools need to pay attention: students' social, emotional (which refers to the affective domain), physical, and spiritual lives. From a biblical perspective, the heart is the center of affection, and by watching over the heart, humans will have life (Prov. 4:23). "When an individual learns a cognitive behavior he/she also learns other associated psychomotor, affective, and intuitive behavior." (Sönmez, 2017, p. 347).

Students' affective domains influence all other domains. They are inseparable but have their own scope in students' learning.

The affective domain is a significant tool to motivate students' learning eagerness. However, the affective domain can also be a factor that hinders or even stops students from studying. A study by Thompson, Wiedermann, Herman, and Reinke (2020) showed that a group of students' daily motivation and capacity for improvement were negatively impacted by unfavorable teacher feedback the previous day. Besides, high levels of sadness and internalization scores were more prevalent in these students than in their classmates.

In Christian education, there is only absolute truth. Only by His grace is knowledge revealed to His people. To understand the knowledge, there must be encouragement from the heart to move the body to learn. Students need a guide to lead them on the right track, and this is the role of Christian teachers. Students' affection leads them to build the shalom community where they live, to share the gospel, and to be blessings for the glory of God. The evil heart leads to misunderstanding. By God's grace through the Holy Spirit will students' hearts be transformed. The transformation of the heart will lead to the growth of the head and hand (they influence one another). "Christian school's obligation to make sure that those whom they teach learn to think as Christians should." (Riesen, 2002, p. 87)

The triune God is the highest reality of existing knowledge and truth (Col. 1:16). By Ignoring the truth, humans will never have understood. There is nothing new on earth. Something newly discovered needs to be understood, and only by God's revelation can the human understand it. In scripture, a human must be looking for God's kingdom and its righteousness, and God will give everything

(Matt. 6:33), and understanding comes from the fear of the Lord (Pro. 1:7).

Absolute truth is upheld in every educational practice, including when teachers carry out their role as facilitators who provide feedback to students. Feedback is a set of information that is given as a guide to improving something. Alharbi (2017) stated that by highlighting the differences between the desired output and the actual outcome, as well as the learners' strengths and areas for progress, feedback to learners during the learning process is important for motivating change.

In the classroom, there are at least three kinds of feedback. The first is teacher's feedback, which refers to feedback given by the teacher to students either individually, in groups, or in general to all students in the class. After that, students' feedback, namely feedback given by students to teachers as evaluation materials, will help develop the quality of learning in the classroom. Lastly, peer feedback is feedback between students. This feedback usually appears in the context of pair or group learning. This study analyzed the first type of feedback; the remaining two types will not be discussed in depth.

There are two important points of view on teacher feedback: the teacher's perspective and the students' perspective. First, the teacher's perspective, which means that all feedback, including the content and media used, is the result of the teacher's personal analysis and reflection based on every bit of data and information that has been collected by the teacher. Second, the students' perspective, which means how the responses, feelings, or meanings received by students when getting feedback from the teacher are described. The response received and the actions

taken after receiving the response are also part of the students' perspective. In this study, the role of the teacher is prioritized.

Teacher's feedback is the teacher's evaluation of student learning development. Christian education believes in holistic learning, so the feedback given by Christian teachers must also be holistic. A teacher should not only provide feedback on students' cognitive learning abilities (which is mostly the case today). Rather, it must be as a whole: cognitive, affective, and psychomotor.

Teacher's feedback is important because, considering the context of education in Indonesia, it is still very difficult for most students to self-evaluate independently. Therefore, giving feedback is a teacher's obligation, love, and care for students. Even if the student's initiative is quite good, the teacher's role in providing feedback to students still plays an important role in providing awareness and assessment of things that the students themselves cannot realize. Humans are never sufficiently able to judge or evaluate fully objectively; hence, other people are needed to be able to tell what things still need to be evaluated. Because of this, providing feedback is an important way to encourage students, show support, and show love.

Feedback should be seen as an expression of love for students to help them get better. Teachers should not use feedback to express jealousy, point out students' falsity, judge students for laziness or mistakes, or even underestimate students' learning abilities. In contrast, feedback must be given by the teacher because the teacher wishes for the students to experience transformation that leads to success in learning. "Success and failure come from God." (Grudem, 2000, p. 335). Students can feel the love of Christ through learning in the classroom. Therefore, feedback

should not only contain criticism and statements of mistakes but also contain suggestions, motivations, supports, encouragements, and solutions. Feedback in God's love for students is given through the teachers.

In fact, over the years, teachers have seen feedback as the most effective way to improve learning. "Variations in performance, feedback can have powerful consequences for motivation." (Koenka, et al., 2019, p. 2). Besides, sin has distorted students' hearts. Therefore, students' hearts must be redeemed. The Triune God in Christ Jesus commands that humans should not be the same as the world, but everyone must be transformed by the mind to know what is good and pleasing to God (Rom. 12:2).

DISCUSSION

Reality shows a phenomenon that is contrary to how ideal a Christian education is, especially how Christian teachers provide feedback to students. The gap arises from how teachers deliver feedback and whether the feedback leads students to a holistic learning experience or not. Teacher feedback has always focused on the cognitive and psychomotor domains.

The phenomenon occurs due to an error in the starting point. It is the teachers' teaching philosophy. It impacts how teachers carry out their roles as facilitators. However, teacher as a facilitator has a great responsibility to facilitate the holistic development of students. Facilitating means all things that are useful to help students learn more optimally and grow toward Christlikeness. "In the philosophy of Christian education, the primary purpose of all teaching and learning processes is to bring students to understand the knowledge of God. Education is

supposed to be for God's glory; thus, the Bible should serve as the foundation of learning." (Sardy & Priyanti, 2021, p. 48).

False philosophy leads teachers to make mistakes in carrying out their role as facilitators in the classroom. Then the error impacts how teachers provide feedback as a medium to facilitate students' learning. As a result, there is an imbalance in the three domains of students' learning: cognitive, affective, and psychomotor. According to Van Brummelen (2009) knowledge is more than reason and comprehension. It must prompt a response and action.

Christian teachers help students to experience a journey with Christ in all classroom activities in the class. Van Brummelen (2009) also added that the source of knowledge is the revelation of God. Knowledge enlightens humans on God's will and wondrous actions. A human's entire self is involved in knowledge. Knowledge inspires action, dedication, and service.

In carrying out this responsibility, Christian teachers must remember the purpose of education. Education must have an impact on life that is oriented toward the glory of God. Education helps humans realize their duty to glorify God. This goal can only be achieved if students understand the biblical principles of life. Besides, understanding can only be given by the Holy Spirit and depends on God's revelation. However, it does not mean that humans cannot do anything. Teachers provide space for students to learn and to seek knowledge and truth. "To teach is to create a space in which obedience to truth is practiced." (Palmer, 1966, p. 88). Christ is the way of truth. Therefore, to help students find the truth, teachers must lead them to Christ. God and His truth are at the center of all creation. God has

power over all creation, and it is only by God's great love and grace that humans, in their pursuit of learning and seeking truth, can gain knowledge.

The problems that occurred started from the error of the teaching philosophy or worldview of the teachers, which was trusted and used as a guide for teaching. Philosophy influences the teaching practice. Therefore, a teacher must have the right teaching philosophy because a false philosophy of teaching leads to misguidance, disobedience, and no wisdom for the Triune God. An inappropriate educational philosophy leads to rationalism, where everything is only seen through the lens of logic, and if it does not seem reasonable, then there is no truth in it. Christian teachers should not be trapped in a rationalist way of thinking; similar to Pascal, who believes in empirical observations and experimentation. Wolff or Leibniz, who assume that truth has no contradictions and must have sufficient reasoning. Descartes, who thought that doubt as a part of reasoning could disprove all skepticism, or Spinoza, who only believed in imagination, reason, and intuition.

Christian teachers need to really check and review whether their teaching practices and philosophies are really in accordance with biblical principles that lead students to Christlikeness. Christian teachers must consider three domains of their students' learning: reasoning (cognitive), emotion or feeling (affective), and physical activity (psychomotor). This thinking activity is often overlooked by Christian teachers. Many teachers focused on improving students' academic performances compared to evaluate and review what they have taught to students. "Among the most important thinking skills for teachers to engage in and guide their students in developing are critical skills, which involve thinking reflectively and productively and evaluating evidence." (Santrock, 2018, p. 7)

It is necessary to improve students' affective domain because it helps students achieve the ultimate goal of Christian education – Christlikeness. Developing students' affective domain helps students to reach an understanding of what they should do and why they need to do it. Students are not robots who only receive teacher orders, but students must be able to understand why they do something. By telling the students about the why, students have the thinking and reflecting process in the heart (affection) that produce a valuable understanding. Through understanding the why, students are able to respond (think, feel, and act) appropriately. In the end, through the responsiveness, students can achieve their ultimate goal, to become like Christ. Thus, the teacher can bring students to the expected behavior in the classroom and helps students to understand why it is necessary to do so. However, affection is not superior. When affection is superior, then students' learning process becomes an imaginative that relies on doubts and unfounded understanding. “However, according to Luke 2:51-52, teaching obedience to a loving God who desires to be the focus of our lives and instructing for transformation into the image of His son are the ultimate goals of Christian education (Rom. 12:2).” (Nason, 2019, p. 522)

Furthermore, in Christian education, heart (affection) is the key to enduring understanding. The main goal is not for students to understand the learning content, but to develop an enduring understanding. Content fades quickly because of the many materials that need to be mastered. Yet, students will bring enduring understanding as a true understanding throughout their life. Understanding starts with the heart as the result of a deep reflection. Therefore, by increasing students' affection, students gain an enduring understanding. Moreover, good affective

domain helps students experience a more meaningful reflection and produce a true, yet valuable understanding based on the principles of biblical truth.

There are two points of view in improving the students' learning experience, namely teacher feedback and how students respond. It is the responsiveness. A study done by Wu and Schunn (2020) discovered that understanding and agreement with feedback both predicted implementation; the presence of solutions was predicted, as was the understanding of feedback; mitigating praise was predicted separately from perception effects. Responsiveness leads students to true understanding, broader knowledge, and evaluation for transformation.

Teacher feedback influences students' affective improvement. Teacher feedback provides information about students' strengths, weaknesses, and further steps to be better. Teacher feedback also helps students to understand and respond to situations. Besides, with the guidance of the teacher through understanding and responsiveness, students transform and decide their next steps.

Objectivity of the assessment is also important. Students' self-assessment has a higher possibility of subjectivity. By being objective, teachers can see the strengths and weaknesses of students better. Thus, the feedback given to students is also objective. In this case, there is no idolization of an individual (student).

Furthermore, feedback must be given regularly and timely. By doing so, students constantly reflect on themselves and keep learning to be better. The right way of giving feedback leads students to major improvements. Oftenly providing feedback helps students build reflection habit. "Emotion, in synergy with cognition, plays a significant role in reflective practice for learning." (Harvey, Baumann, & Fredericks, 2019, p. 1148). It is difficult to initiate a reflective habitual if feedback

is not done oftenly by teachers. Therefore, teacher feedback can be a significant contributor to improving students' affective domains.

Moreover, biblical Christian principles embedded in feedback are also important. It is undeniable that the teacher's role as a shepherd in the classroom helps students know more about Christ and His truth. Teacher feedback must be integrated with the truth and be based on biblical principles. Besides, teachers provide space for students to practice it contextually. The big challenge is how Christian teachers teach about their identity as Christians—we teach who we are. “You learn to know yourself only as you learn to know Christ.” (Clowney, 1964, p. 11). Christian teachers need to make sure that they are on the right track before leading students down that path. Students' affective domains get better when teachers give feedback that is based on the biblical Christian worldview.

All these discoveries are not solely the result of the writer's thinking but of the guidance of the Holy Spirit. Therefore, the writer wants to emphasize that each of these findings cannot be done if it only relies on human capabilities. Therefore, all Christian teachers must understand that Triune God in Jesus Christ is the great teacher that leads students to improve their affective domain.

CONCLUSION AND RECOMMENDATION

CONCLUSION

In conclusion, by improving students' affective domain, students can achieve the ultimate goal of Christian education, which is Christlikeness. Where teacher feedback can be a good solution to facilitate students' information about strengths, weaknesses, and next steps. In addition, the teacher's role as a facilitator

who provides feedback helps students understand why something needs to be improved. So that a reflective and responsive personality can be built in students. Besides, teacher feedback must be objective; given often and timely; and biblical Christian principles must be embedded.

The writer reflects that every action has challenges, including efforts to improve students' affective domains. These challenges can also arise for the writer as a future Christian teacher. A teacher needs to be more objective and not idolize an individual. Besides, the writer reflects on the quality of her understanding of God's truth in the Bible. The writer realizes that shortcomings are part of every human being due to the distortion of sin, but a heart that is willing to admit them before God and is committed to change can be restored by God. Moreover, the challenges that exist should be a whip that spurs Christian teachers to move forward and test their faith. The writer views providing feedback for improving students' affective domains as not a workload but a responsibility to God that should be done. Feedback is an expression of love. Therefore, teacher feedback is a form of facilitation for students' learning.

RECOMMENDATION

The writer realized that this research could be a steppingstone for other researchers in the future. Therefore, future research can discuss how to increase students' affective domains in correlation with teacher feedback in the virtual era. Also, it is suggested that more research be done so that the teacher's role as a Christian facilitator in the classroom can be explained in more detail. This is supported by more recent sources of Christian theology and philosophy.