

ABSTRACT

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THE IMPLICATIONS OF CHRISTIAN WORKING ETHICS ON THE QUALITY OF CHRISTIAN EDUCATION

(x + 21 pages: 1 figure; 1 table)

Current research shows the importance of working ethics in education fields. Work ethics matters because it is the practical of philosophy. Moreover, there are differences between Christian work ethics and secular work ethics. This study aims to know the importance of Christian work ethics, how teachers as agents of change take place, and the implication to Christian education. This research used qualitative research, particularly literature based. Secular work ethics is human-centered means that the orientation is human. In contrast, Christian work ethics is God-centered means that the ultimate goal is God and eternity. The result shows that to overcome secular work ethics, Christian teachers should born again; as agents of change teachers are making peace the broken relationship between God and human particularly students that further will fill the gap in Christian education. The researcher suggest Christian school to embedded Christian work ethics into teachers' conduct. Furthermore, the research suggests Christian school hold a teacher's seminar about Christian work ethics to equip Christian teachers with Biblical Christian Worldview and training for Christian teachers. Lastly, teachers themselves should aware of the importance of Biblical Christian Worldview particularly Christian work ethics.

Keywords: Christian education, Christian work ethics, teachers as agents of change.

References: 32 (1963-2022).

ABSTRACT

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THE ROLE OF SELF-REFLECTION IN IMPROVING TEACHER'S ROLE AS AGENT OF CHANGE

(xi + 24 pages: 1 figure; 2 tables)

Teachers as agents of change are an extension of God's hand in transforming students and creating new work dimensions despite rapid shifting of the educational system post-pandemic. Correspondingly, self-reflection takes place to bear the problems. This study aims to find out the impact of teacher's role on students' learning and to find the impact of self-reflection in improving the teacher's role as agents of change. The method used is qualitative descriptive and the data comprises literature review and observation which is being presented descriptively. Transformation is the process of outlook changing that begins with the necessary change of heart and further radiates holistically. Result shows that teachers' role in the classroom brings significant impacts on students' learning. Other than that, stages in writing self-reflection, mainly recalling teaching practice, aligning it with teaching theories and Scripture as the truth, exploring possible solutions, and implementing the solution. In the light of the finding, it can be suggested for teachers to apply self-reflection including consultation with theories and Scripture as the foundation in improving teachers' role as agents of change. The next researchers are suggested to collect students' reflection on the teacher's role as agent of change for comprehensive data analysis.

Keywords: Christian education, self-reflection, teachers as agent of change, transformation.

References: 53 (1963-2022).