



Transforming Classroom Practices: A Christian Worldview Perspective on Teacher Beliefs

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Abstrak

Keyakinan dan iman adalah dua dimensi yang dapat dipertukarkan dan kemungkinan memengaruhi keputusan seseorang. Literatur signifikansi menunjukkan bahwa keyakinan dibentuk oleh pengetahuan dan pengalaman. Namun, studi ini juga memasukkan iman sebagai bagian dari perjalanan seseorang dalam membentuk keyakinan seorang guru profesional. Studi ini mengkaji keyakinan seorang guru Kristen dalam mengelola kelasnya dengan siswa yang berperilaku buruk dan apakah praktik kelas yang sebenarnya mengikuti keyakinan tersebut. Metode kualitatif melalui observasi dan wawancara diterapkan. Temuan menunjukkan bahwa pengetahuan dan pengalaman seorang guru berkaitan erat dengan Pandangan Dunia Kristen. Hal ini memandu keputusan dan tindakannya. Namun, dalam beberapa situasi, guru tersebut tidak dapat menjalankan keyakinannya karena faktor eksternal.

Kata Kunci: Transformasi Kelas, Perspektif Kristen, Kepercayaan Guru.

Abstract

Belief and faith are two interchangeable dimensions that possibly affect one's decision. Significance literature shows that beliefs are formed by knowledge and experience. However, this study also incorporates faith as part of one's journey in shaping a professional teacher's belief. This study examines a Christian teacher believes in managing her classes with misbehaving students and whether the actual classroom practices follow these beliefs. A qualitative method through observation and interviews was implemented. Findings generate that a teacher's knowledge and experience are closely related to the Christian Worldview. It guides her decisions and actions. However, in some situations, the teacher could not perform her beliefs because of external factors.

Keywords: Classroom Transformation, Christian Perspective, Teacher Beliefs.

INTRODUCTION

Schools generally desire obedient students who are eager to learn and adhere to rules. Rules include school, class, and other unwritten rules or regulations. In reality, teachers face students' daily behavior challenges at school, which they must solve. This kind of student behavior often disturbs teachers during the learning process. When a student's behavioral problems are not handled well, it disturbs and affects the student and the whole class.

Christian Education works holistically to renew the whole person's life and lead them to be Christlike. Jesus is the center of Christian education, and students are learning to grow to be like Him.¹ The process of renewing character is alongside the learning process in school. This aligns with Christian schools' principles that guide students to grow in Christ's character.²

Therefore, the purpose of Christian education is not only to teach students to grow in knowledge but also to fulfill the Great Commission to make disciples and teach them to obey God's rules.³ So, when a teacher teaches, manages class problems, and disciplines students, the purpose is for the student to experience character growth that was initially similar to the world into a renewed character that is more like Christ.⁴

Homeroom teachers have significant roles in elementary school education. At the elementary level, homeroom teachers are more responsible for managing students' behavior problems. These behavioral problems refer to a conduct disorder, which is different from typical students' issues; this is assessed based on patterns and forms of behavior that tend to be different from those of students of the same age and carried out over a more extended frequency.⁵ Teachers come with a different approach to managing students' behavioral problems. In practice, what teachers do

¹ Paulus Purwoto, Hardi Budiayana, and Yonatan Alex Arifianto, "Landasan Teologis Pendidikan Kristen Dalam Perjanjian Baru Dan Relevansinya Bagi Pendidikan Kristen Masa Kini," *DIDAKTIKOS: Jurnal Pendidikan Agama Kristen* 3, no. 1 (June 23, 2020): 34–48, <https://doi.org/10.32490/didaktik.v3i1.38>.

² Novel Priyatna, "Kesetiaan Dalam Pernikahan Sebagai Karakteristik Seorang Pemimpin Kristen [Fidelity in Marriage as a Characteristic of a Christian Leader]," *Diligentia: Journal of Theology and Christian Education* 4, no. 3 (September 30, 2022): 187, <https://doi.org/10.19166/dil.v4i3.6382>.

³ Rinaldus Tanduklangi, "Analisis Teologis Tentang Tujuan Pendidikan Agama Kristen (PAK) Dalam Matius 28:19-20," *Jurnal Pendidikan Agama Kristen* 1, no. 1 (2020): 47–58.

⁴ Remegises Danial Yohanis Pandie, "Literasi Digital Berbasis Pendidikan Kristiani Sebagai Sarana Pembentukan Karakter Era Disrupsi Teknologi," *Edukatif: Jurnal Ilmu Pendidikan* 4, no. 4 (2022): 5995–6002, <https://doi.org/10.31004/edukatif.v4i4.2964>.

⁵ Slamet Santoso, "Pendidikan Kristen Konteks Sekolah: 12 Pesan Untuk Guru Dan Pengelola," *Jurnal Abdiel: Khazanah Pemikiran Teologi, Pendidikan Agama Kristen, Dan Musik Gereja* 3, no. 1 (May 2019): 77–79, <https://doi.org/10.37368/ja.v3i1.38>.

is based on their beliefs about managing students' behavioral problems. Yumarnamto and Prijambodo (2020) state that a teacher's beliefs can influence teachers' practices and roles in the classroom, shaping and reshaping their professional identities in many ways. Generally, teachers' beliefs are shaped by two factors: experience and knowledge.⁶

In Christian education, one vital factor that shapes a person's belief is the Christian worldview. Blomberg (1980) states that education is a way to knowledge, and there is no neutral education; each school is always based on a particular foundation of faith.⁷ Even though most state schools want neutral education, the role of teacher education is vital; teachers are role models, and teachers convey based on what they know and believe.⁸ Although the teacher's actions of managing misbehaving students are the result of their beliefs and a reflection of the teacher's knowledge, a study by Almog and Shechtman (2007) states that not 100% of what teachers believe can be applied in actual practice when teachers deal with various behavioral problems.⁹ Moreover, some cases show that what the teacher did was contrary to what they believed. In this study, the researcher wanted to explore deeply the teachers' beliefs about how they manage misbehaving students and the actual actions that the teacher took in managing misbehaving students.

Previous research studied the relationship between teacher beliefs and classroom practices (Almog & Shechtman, 2007; Huang et al., 2021; Miguel, 2019; Xu, 2012). Aligned with that, Yumarnamto and Prijambodo (2020) also did their research on the beliefs and roles of teachers in Christian schools in east Java, Indonesia. In addition, Oktaviani et al. (2021) did a study on teachers' belief in EMI (English as a medium of instruction) and teachers' actual practice in the classroom.¹⁰ The research was conducted outside of Indonesia and examined

⁶ Mateus Yumarnamto and Vincentius Luluk Prijambodo, "Teaching Is God's Calling': Teachers' Beliefs and Professional Identity at Ten Christian Schools in Indonesia," *International Journal of Education* 13, no. 2 (December 6, 2020): 70–78, <https://doi.org/10.17509/ije.v13i2.24794>.

⁷ Doug Blomberg, "If Life Is Religion, Can Schools Be Neutral?," *Journal of Christian Education* 23, no. 1 (July 1, 1980): 5–20, <https://doi.org/10.1177/002196578002300102>.

⁸ Fernando Christofer and Wahyu Irawati, "Peran Guru Kristen Dalam Membentuk Pemahaman Siswa Tentang Penciptaan Alam Semesta Yang Bersumber Pada Alkitab," *Didache: Journal of Christian Education* 3, no. 2 (2022): 177, <https://doi.org/10.46445/djce.v3i2.603>.

⁹ Orit Almog and Zipora Shechtman, "Teachers' Democratic and Efficacy Beliefs and Styles of Coping with Behavioural Problems of Pupils with Special Needs," *European Journal of Special Needs Education* 22, no. 2 (May 23, 2007): 115–29, <https://doi.org/10.1080/08856250701267774>.

¹⁰ Ulfah Oktaviani, Soni Mirizon, and Machdalena Vianty, "Teachers' Beliefs And Classroom Practices In Teaching Content Subjects Through Emi," *English Review: Journal of English Education* 10, no. 1 (December 31, 2021): 287–96, <https://doi.org/10.25134/erjee.v10i1.5399>.

teachers' beliefs, specifically in teaching language and grammar. In Indonesia, limited research still discussed the relationship between teacher belief and actual practice in managing misbehaving students. Therefore, in this study, the researchers wanted to examine this topic in depth using qualitative case studies. This research involved a teacher in a Christian school in Indonesia who has been teaching for several years. This research is relevant to education in Indonesia. This study aims to answer two major questions:

1. What are grade 4 teachers' beliefs about managing misbehaving students?
2. Is there any relationship between teachers' beliefs about managing misbehaving students and their actual classroom practices?

METHOD

The research subject, Eunike (alias name), is a highly qualified and experienced homeroom teacher of grade 4 at a private Christian School in Surabaya, Indonesia. Eunike holds a bachelor's degree in Psychology from a reputable private university in Surabaya, Indonesia. Her six years of teaching experience, coupled with her strong Christian faith, make her a valuable source of information for this study. To ensure the validity of the findings, the researchers also collected data from Naomi, a partner teacher of Eunike in grade 4, and five students aged between 10-11 years. Concerning the ethical issue, obtaining consensus from all subjects is essential. The researcher obtained informed consent from all subjects that protects them from deception and manipulation.

The researcher collected data using observation to explore the actual practices of the teacher in managing misbehaving students in the classroom. Besides observation, the researchers also wrote field notes. The researcher used an in-depth interview. As Mekarisce (2020) explained, an in-depth interview uses open-ended questions, prioritizing ethics with information. The collected data included perception, opinions, expression of feelings, and information. To collect the data from the subject, the researcher conducted three interviews. This case study was inspired by research from Almog and Shechtman (2007), which compared the teacher's beliefs and the actual practices in managing misbehaving students in inclusive classrooms.¹¹

¹¹ Almog and Shechtman, "Teachers' Democratic and Efficacy Beliefs and Styles of Coping with Behavioural Problems of Pupils with Special Needs."

Table 1. Interview Focuses

Interview	Interview Focus
First	Subject's background, experience, and knowledge
Second	Student's behavior problems identified by the subject found in her classroom
Third	Discussion of a study case and how the subject managed misbehaving students

RESULTS

Teacher Standard Grounded in God's Word

James Sire, in his book titled *The Universe Next Door*, defined what a worldview is. "A worldview is a commitment, a fundamental orientation of the heart, expressed as a story or in a set of presuppositions (assumptions which may be true, partially true or entirely false) which we hold (consciously or subconsciously or inconsistently) about the basic constitution of reality, and that provides the foundation on which we live and move and have our being".¹² A worldview is important because it is going to determine what people do and how they act. It conveys the values and guides in life. It is a set of beliefs that form a framework for making sense out of life and the world. Therefore, a Christian worldview sets guiding beliefs that help its adherents in the world.¹³

A teacher's belief is an understanding constructed in a teacher's mind in control of themselves. A teacher's beliefs are a personal construct that provides understanding, assessment, and evaluation of teachers' practices.¹⁴ Teachers' beliefs are shaped by their experience and knowledge, from what they faced from a young age until they became teachers. A teacher's beliefs are essential in the perceptions of teachers' assessment actions inside the classroom.¹⁵ Teachers' beliefs shaped their roles and identity as teachers inside the classroom.¹⁶ Teachers will conduct

¹² James W. Sire, *The Universe Next Door: A Basic Worldview Catalog* (United States: InterVarsity Press, 2009).

¹³ Kana Kana et al., "Tanggung Jawab Misioner Guru Kristen Dalam Dunia Pendidikan," *Makarios: Jurnal Teologi Kontekstual* 1, no. 2 (2023): 152–59, <https://doi.org/10.52157/mak.v1i2.217>.

¹⁴ Dos Santos, Luis Miguel, "The Relationship Between Teachers Beliefs, Teachers Behaviors, and Teachers Professional Development: A Literature Review," *International Journal of Education and Practice* 7, no. 1 (2019): 10–18, <https://doi.org/10.18488/journal.61.2019.71.10.18>.

¹⁵ M. Frank Pajares, "Teachers' Beliefs and Educational Research: Cleaning Up a Messy Construct," *Review of Educational Research* 62, no. 3 (September 1, 1992): 307–32, <https://doi.org/10.3102/00346543062003307>.

¹⁶ Yumarnanto and Prijambodo, "'Teaching Is God's Calling': Teachers' Beliefs and Professional Identity at Ten Christian Schools in Indonesia."

themselves according to their beliefs on how to be a teacher. Teachers' beliefs are more personal so that the chance can differ from others in the same situation. For example, if a student is late to school, a teacher views it as a student's misbehavior. In contrast, other teachers view it as the student's perseverance when trying to come to school despite facing challenges and being late.

The behavioral problem of students misbehaving is that they tend to be against the school rules and the teachers in school. Besides that, students' behavioral problems include negative behavior, such as saying bad words and attacking others physically. Students' behavioral problems are a collection of behaviors and actions that do not follow the teacher's values or are based on school rules. Managing misbehaving students is a way that teachers do together with parents to prevent, handle, and solve problems or find solutions to students' behavioral problems.¹⁷ Managing misbehaving students aims to discipline students, help them to follow the social norms among peers, support their engagement in the learning process, and reduce the tendency of students to oppose their parents and teachers. In Christian education, managing misbehaving students aims to help them live the values of truth so they can grow to be more like Christ.¹⁸

By analyzing teachers' beliefs, it can be seen what teachers consider essential for their students and how their perspectives have led them in making decisions and actions. Good or bad, appropriate or inappropriate actions are relative perspectives of a person within standards of actions. Each individual has expectations and different standards when dealing with problems or having an ideal behavior. The expectations and standards relate to the teacher's subjectivity, which can be away from their knowledge and experience since childhood.¹⁹ A teacher might have the same or different perspective when assessing good or bad student behavior.

In this study, researchers examine Eunike's beliefs about the ideal attitude that students show in the classroom. She summarized her expectations of the students. The first expectation is that students believe in Jesus Christ and have faith

¹⁷ Joseph C. Witt, B.K. Martens, and Stephen N. Elliott, "Factors Affecting Teachers' Judgments of the Acceptability of Behavioral Interventions: Time Involvement, Behavior Problem Severity, and Type of Intervention," *Behavior Therapy* 15, no. 2 (March 1984): 204–9, [https://doi.org/10.1016/S0005-7894\(84\)80022-2](https://doi.org/10.1016/S0005-7894(84)80022-2).

¹⁸ Yumarnamto and Prijambodo, "'Teaching Is God's Calling': Teachers' Beliefs and Professional Identity at Ten Christian Schools in Indonesia."

¹⁹ Sandra Chang-Kredl and Gala Wilkie, "What Is It like to Be a Child? Childhood Subjectivity and Teacher Memories as Heterotopia," *Curriculum Inquiry* 46, no. 3 (May 26, 2016): 308–20, <https://doi.org/10.1080/03626784.2016.1168262>.

in being saved. Second, she expected that students grow in God's word, sincerely believe in, and follow His words. Third, the student perseveres in being part of a community that supports and encourages one another.

"Oh, the most important thing is my hope, it must be in the beginning, and the second is for them to know God's words and believe it. The first is that they believe in God; they believe God. It is my biggest hope. I hope students believe in Jesus Christ and are saved; that is the biggest and foremost. Then they grow. The second is that through the word of God, (they) follow the word of God, and what else, Ms. Helni? Mm, perseverance. Then, there is a situation where they can grow with one another, be supportive, and not blame one another. That is it, Ms Helni." (E, personal communication, December 31, 2022).

Eunike forms her student's behavior standards based on the truth of the word of God. This idea is different from what the world offers. The word did not give a certain standard of good or bad behavior; the world holds onto human moral standards that keep changing. Meanwhile, Christian education based on the Christian worldview has an obvious standard of what is right and wrong according to the truth written in the Bible. However, the teacher realized that following this standard took work, even for a mature person. Therefore, she admitted that the students need guidance.

"Of course, this is not easy, even for adults, it is not easy. For children especially, they definitely need guidance or something like that." (E, personal communication, December 31, 2022).

Students Misbehavior as Human Problem of Sin

Regarding student behavior problems in the classroom, Eunike believed that it resulted from human falls, students' environments, and parenting at home.

"Students' behavior can be affected by other things, such as parenting, their environment, and what kind of habits they have." (E, personal communication, December 31, 2022).

Students face highs and lows in life; they struggle with sin. For Eunike, this situation was considered normal. Human beings face this struggle, and it is part of their faith and behavior development. A child's behavior cannot be perceived as a curve but as a process of shaping a heart.

"Well, humans have highs and lows. It is not a graph that is continuously upward; for behavior, it is expected to be upward, no! Not like that. We are human beings, we must have the highs and lows process" (E, personal communication, December 31, 2022).

"No, we cannot see it as a curve but as a process of shaping a heart. It is not a yes and no; the answer is not about yes or no; life is not that simple" (E, personal communication, December 31, 2022).

Eunike believes that different factors outside the students, such as parenting and the environment, cause students' behavior problems. However, according to Eunike, the primary and most important foundation is the spiritual relations with God. According to Eunike, humans will always face highs and lows in their faith in God. Sometimes, students face life difficulties and challenges, fall into sin, and are at the lowest curve. According to Christian belief, humans fall into sin that affects them throughout their lives. Sin ruins and corrupts man's mind and will. The human heart as the center of desires and decision-making, lacks spiritual good before God (Grudem, 2009). Like how Eunike saw adults struggling with sin and obedience, Eunike saw the same problem with children.

Teacher in Partnership with God

Eunike expressed how important the teacher's role is to help students manage their misbehaving problems. According to Eunike, the opportunity to help students and solve problems is a gift from God. These opportunities are the same as a farmer who plants seeds in God's field. Teachers are God's workers, and God himself gives growth. As a teacher, Eunike hopes that students can grow, but for her, it does not matter if the growth could not be seen earlier. She wants to focus on the process rather than the result. It is not only a process that the student goes through but also a process that God allows to happen through her as a teacher. Eunike felt happy when she was able to see the changes in her students. Share realized that it was not a result of her work but God's work.

"As an educator who is given an opportunity to educate students, their behaviors are one of the important aspects that need to be built. As we are given the opportunity to educate, then we must work on it. God used us to sow; the one who will give the changes is God." (E, personal communication, April 25, 2023).

Eunike was very optimistic that a transformation is shown not when a child fears punishment but when God's love changes the heart of a child. This is what Eunike wanted to teach her students: dependence on God. She wanted her students to know that although they are weak and often make mistakes, God always loves them. God not only wants students to show obedience, but God wants students to have sincere hearts to love Him and to grow.

"When the focus is back to God, because behind that, I want God, their lives to please God, and I want to please God, not because of fear but because of love; it is more. Hm. more than want to change the characters" (E, personal communication, January 2, 2023).

Teacher Strategies for Improving Students Behavior

In her interviews, Eunike explained her different actions to manage misbehaving students in the classroom. To help students grow and improve their behavior, the first thing that Eunike did was introduce and teach the word of God. According to her, this activity could have happened because of support from the school. The school allows teachers to teach the word of God to the students. The next step was to warn misbehaving students. Next, Euniko also gave reinforcement. She told the students about their strengths and encouraged them to do their best. When the warning or reinforcement could not stop the student from misbehaving, the teacher would take the student to talk privately. The teacher usually takes them outside the classroom and makes a one on one conversation with the students. These were the steps of the teacher's action:

1. Analyze the cause of the problem and diagnose the student's issue.
2. Brainstorming the solution to the problem
3. Communication with school and parents
4. Discipline actions such as consequences and detention

The next step is praying for the students. Eunike admitted that she was not consistent with this activity. However, she believed that by praying for the students, they would experience a heart transformation. The heart transformation can only happen through the work of God, not through the power of the teacher. Sometimes, Eunike feels tired, desperate, and confused when facing the students. Through praying, Eunike surrenders students to the hands of God and asks God to stay with her while teaching the students. Next and last, according to Eunike, the problem

needs to be discussed with the other teachers so that they can help to solve it wisely and appropriately.

Eunike also added that reading appropriate books was a good idea to enrich knowledge about managing misbehaving students. Eunike tended to use the helping strategy methodology. According to Cunningham and Sugawara (1989), there are two strategies for teachers to manage misbehaving students: helping and restrictive. A helping strategy is a method that involves active relations between students, and it brings attention to empathy.²⁰ On the contrary, a restrictive strategy is a method of handling the students by giving limitations or punishment. Developing students' characters through the word of God, giving reinforcement, analyzing the root of the problems and diagnosing the student's issues, brainstorming the problem, good communication with school and parents, praying for the students, discussing with other partner teachers and other teachers, and enriching knowledge on managing misbehaving students are actual examples of helping strategies that teachers can do. Meanwhile, discipline by warning, giving consequences, and detention for misbehaving students are restrictive strategies.²¹

The other method Eunike used in managing her misbehaving students was operant conditioning. Staddon and Cerutti (2003) explain that operant conditioning is a method used to control behavior. To control a specific behavior, they use two types of reinforcement: positive and negative. Positive reinforcement is giving or adding behavior to add a good behavior that has been done. Eunike gives positive reinforcement to students to add their responsibility and ability to control their emotions by praising them and telling them about their strengths. For negative reinforcement, Eunike gave detention, such as taking away students' play time for a couple of days, keeping students' items for a while until they changed their attitude, or not allowing them to talk to their friends.²²

In managing the misbehaving students in her classroom, the teacher also pointed out the action of communicating with the students privately. Personal communication is a way of applying Christian counseling, predominantly Christian

²⁰ Bruce Cunningham and Alan Sugawara, "Factors Contributing to Preservice Teachers' Management of Children's Problem Behaviors," *Psychology in the Schools* 26, no. 4 (October 1, 1989): 370–79, [https://doi.org/10.1002/1520-6807\(198910\)26:4<370::AID-PITS2310260408>3.0.CO;2-B](https://doi.org/10.1002/1520-6807(198910)26:4<370::AID-PITS2310260408>3.0.CO;2-B).

²¹ Juan Ananta Tan et al., "Peran Administrasi Dan Manajemen Dalam Pendidikan Agama Kristen Di Sekolah Dasar," *Indonesia Journal of Religious* 6, no. 1 (September 13, 2023): 29–44, <https://doi.org/10.46362/ijr.v6i1.25>.

²² J. E. R. Staddon and D. T. Cerutti, "Operant Conditioning," *Annual Review of Psychology* 54, no. 1 (February 2003): 115–44, <https://doi.org/10.1146/annurev.psych.54.101601.145124>.

counseling for children. Collins (2007) in his book explains that counseling is helping other people to solve their problems. Christian counseling regards every human problem as significant, just as the Lord Jesus cared about it.²³ Eunike is sensitive as a counselor. Realizing that her students have different characters, she addressed them differently according to their characters. Eunike understood her students' problems and helped them overcome their weaknesses. From field notes, the researcher observed that Eunike owned the trust of her students. Students were more open to Eunike to tell their stories and problems inside and outside the classroom.²⁴

What Shapes Teacher's Beliefs

The teacher's knowledge is shaped by the learning process they have gone through. The knowledge discussed is the knowledge based on someone's educational background. Educational background plays a significant role in shaping Eunike's knowledge as a teacher. Eunike is an alumnus of one of the private Christian universities in Surabaya. She took an undergraduate program majoring in Psychology and graduated in 2014. With her educational background, Eunice has quite an in-depth knowledge of psychology. Majoring in psychology made her aware of human psychology in general. Psychology is a scientific study of mental processes, the human soul, and their relationship to human behavior.²⁵ In the psychology department, students learn about human behavior, thoughts, and feelings and how to overcome psychology-related problems.

Experience has a vital role in shaping teachers as professionals. This experience includes interaction with their teachers during school time and within the training to be a teacher. Without realizing it, experience can shape belief into action. The researchers found that the subject's negative experiences could be traumatizing while positive experiences could be inspiring.²⁶ The negative

²³ Gary R. 1934- Collins, *Christian Counseling: A Comprehensive Guide*, rev. Ed. (Dallas : Word Publ., 1988).

²⁴ Ferdinand de Saussure, *Course in General Linguistics* (Fontana: Williams Collins Sons and Co Ltd, Glasgow, 1974).

²⁵ Jing Huang, Yi Wang, and Feng Teng, "Understanding Changes in Teacher Beliefs and Identity Formation: A Case Study of Three Novice Teachers in Hong Kong," *Teaching Education* 32, no. 2 (April 3, 2021): 193–207, <https://doi.org/10.1080/10476210.2019.1693535>.

²⁶ Jeffrey J. Rozelle and Suzanne M. Wilson, "Opening the Black Box of Field Experiences: How Cooperating Teachers' Beliefs and Practices Shape Student Teachers' Beliefs and Practices," *Teaching and Teacher Education* 28, no. 8 (November 2012): 1196–1205, <https://doi.org/10.1016/j.tate.2012.07.008>.

experience occurred during Eunike's childhood and adulthood. While still in elementary school, Eunike admitted that she experienced communication issues with her teacher and parents. In that situation, she was concerned, embarrassed, and felt guilty. Eunike hoped that the teacher would ask the students for their points of view to solve the issue. However, the teacher did not do it; she concluded that the teacher did not facilitate any resolution.

Another negative experience happened when Eunike was in college and worked on her data collection for a research project. She discovered that in Christian schools, where teachers should uphold integrity, some teachers did not show integrity and confidently admitted it. Interestingly, this experience inspired her to be a teacher. She witnessed the reality of Christian education in Indonesia and was called to serve in this field. Although there were negative experiences related to Christian education, Eunike also had a good experience in this field when she studied in college; her lecturer, who taught Christian Studies, influenced her character development.

"I do not think I have (an influential teacher) in my elementary school. The educator who influenced my character development was my Christian Studies lecturer during college. I might not have had much time given to me or other students personally, but how the lecturer taught and gave assignments was meaningful and changed how I think about a couple of things." (E, personal communication, April 25, 2023).

Eunike hoped that those experiences could be applied to her students as she taught. Studying at a Christian University gave Eunike many opportunities to learn Christian doctrine, which answered her doubts. With different experiences and knowledge from the college, Eunike could help her students with similar problems. Eunike shared her experience of joining a counseling class; she felt love and care. She also joined other classes, such as a Spiritual Formation class, where she regularly practiced spiritual discipline. Eunike admitted that through those activities, she experienced transformation in her life. This became a turning point for Eunike to make her knowledge and previous experience meaningful in her Christian worldview.

According to Eunike, a relationship exists between faith and the changes of a misbehaving child. Faith in God brings sensitivity to a child about sins and their willingness to fight against them; the fruit of faith is repentance. If a child has known

God since childhood, loving and obeying God will be easier. However, from Eunike's point of view, obedience is broad and gradual. When a child completes one obedience phase, they will process the next. However, when children are introduced to the word of God at a young age, it does not guarantee that they will show obedience when they are older. Even mature Christians will continue to struggle to be obedient at all times. Sufficient understanding of the word of God does not necessarily guarantee someone's obedience. According to Eunike, everyone, including children, is a sinful and weak human being who needs a Savior.

Teacher Beliefs and Classroom Management Practices

This study tested the validity of the teacher's beliefs and how she manages misbehaving students in the classroom. The researcher compared the data interviews with the field notes observation and data interviews with the partner teacher and the five students. The researcher asked Eunike about a possible situation that might happen in class, and she was asked to explain what kind of practice she used or how she managed the misbehaving student in that situation.

In a situation where students had difficulties controlling their emotions, which affected the class discipline. When the teacher was teaching, a student named David suddenly stood up from his chair. He roamed around the classroom for a while, and then he left without permission. What will the teacher do in this kind of situation? What if this similar situation happens again for the second time with the same student, and what if it happens many times with the same student? Eunike responded that when she was in the situation, she would first give a warning to the students, but if it happened for the second time, she would give students a stronger warning. If it happens again, she would consider giving consequences according to the student's character.

A similar case happened in the class, and the researcher recorded the actual response shown by the teacher in the field notes. It describes how the teacher reacted and responded to a student who could not control his emotions in the classroom. The teacher gave the student warnings, pointing out the student's misbehavior. Naomi, a partner teacher of Eunike in grade 4, also described the teacher's response in managing student behavior problems. Naomi stated that the first step that Eunike usually takes is to talk to the student personally, ask questions, find the reason behind the misbehavior, find a better solution to the student's

problem, and make notes of agreement and consequences. If the student does not take responsibility according to the agreement, the teacher will take away the student's rights.

The researcher also conducted a validity test by asking the students for confirmation. A student named Andreas admitted that he could not control his emotions in the classroom a couple of times. His homeroom teacher, Eunike, handled his misbehavior by giving him a warning and punishment. The punishments varied, ranging from mild to more intricate. Andreas admitted that his parents knew about his problem and had communicated with his teacher.

Based on the interview with the subject, class observation, and the student statement, it can be seen that there is alignment or conformity between what Eunike believed and what she applied in the classroom. Eunike believes that to face and mandate the misbehaving students; she needs to give them a warning and an invitation to talk. She also gives punishment according to their character. Another important thing is that Eunike communicated the problem with the parents. Andreas's testimony confirmed this, as he mentioned that sometimes his parents came to school to discuss his problem in class.

On the other hand, there were times when the teacher failed to apply what she believed in managing the misbehaved students. For example, it happened when parents were against the teachers. In another case, students misbehaved in class by saying bad words. The teacher said she would give students consequences if she noticed them saying bad words. These consequences had never been given; the teacher did not direct this problem. In this case, the teacher did not do what she said.

By comparing the subject interviews with observations and the informant interviews, the researcher found that Eunike shows harmony between what she claimed as her beliefs and what she did in the classroom. Moreover, Eunike showed that when managing misbehaving students in class, she tended to ask the students to talk one-on-one. Although she saw directly how the student was involved in a particular problem, she always asked the student's point of view. She asked about the reason behind their behavior, their emotions, and the possible solutions the students could take.

As a teacher in elementary school, Eunike appreciated her students' points of view and emotions. She wanted to give more of her time to solve the problem for

each student, although as a homeroom teacher, she was very busy with different tasks. The practice of one-on-one communication that she applied with her students is a result of her negative and good experiences in her elementary school and college years. Eunike remembered when she was not given an opportunity to explain her problem to the teacher. She could only keep all her disappointment, sadness, embarrassment, guilt, and all the other feelings because no teacher wanted to listen to her. Eunike came to realize that during her time, most teachers lacked the initiative to engage with the students personally. *"Well, at that time, the teacher had no personal communication with the student."* (E, personal communication, November 15, 2022).

According to Eunike, the student needs the teacher's help to clear up existing misunderstandings in a situation like this. In her experience, Eunike was sad because instead of helping to solve her problem, the teacher committed guilt in her heart. In fact, if the problem were discussed, it would not be that complicated. Eunike's positive college experience shifted her perspective regarding the importance of communication between teachers and students. Through her spiritual and counseling experience, Eunike discovered that teachers must listen to their students. Eunike admitted that she learned more about Christ and the Christian doctrine in college. The interviews with Eunike revealed her deeply Christian worldview. She holds a profound understanding of sins, human nature's fallen state, the hopelessness of humans, and the need for a Savior. As saved individuals, Christians must demonstrate growth that requires effort. Eunike saw a worker of God who was sent to sow the seed in the students' hearts. God himself is the owner who gives growth. Eunike could interpret every experience and knowledge she had in her Christian worldview. This knowledge includes knowledge in psychology, pedagogy, and other knowledge.

Practice manifests teacher behavior that can easily be observed and assessed. However, although beliefs are not directly visible, they drive every decision and action visible in teacher practice. Beliefs are formed by experience and knowledge over time. One thing that differentiates Christian teachers from other teachers is that their experience and knowledge have been renewed by the Christian worldview. One of the teacher's practices is managing misbehaving students through personal communication. It was found that his practice results from what the teacher believes her experience and knowledge form. The practices based on the teacher's beliefs

were formed in a long and complex process. This research shows that when the teacher has a profound belief, the teacher will apply the profound way of managing misbehaving students. A Christian teacher who has a correct worldview will be able to treat the student profoundly.

Furthermore, this research also discovered that even though Christian teachers have the correct worldviews, they still encounter limitations in implementing their beliefs. In some opportunities, Eunike displayed inconsistent actions in managing misbehaving students in her class. These situations might happen because of some conditions and challenges. Even though it has been proved that there is alignment between teachers' beliefs and practices in managing misbehaving students, there is still room for teachers to be inconsistent in implementing their beliefs.

DISCUSSION

This study shows that the teachers' beliefs almost always align with their practice. Their beliefs influenced their decision-making, behavior, and practice in managing misbehaving students. The teacher's actions will ultimately determine the future classroom atmosphere and students' characters. In the interviews, the teacher shared her positive experience in college in contrast to her negative experiences in elementary school. The study also records that a positive experience of a student-teacher gives a strong inspiration. Therefore, teacher education must be concerned with the knowledge and experience they want to develop in their students. As a psychology student, Eunike had counseling experience. This counseling experience can be added to Christian teacher education. Teacher education should equip their students with relevant experiences to prepare them for future teaching roles. For instance, they can incorporate teaching skills through micro-teaching, develop classroom management classes, address strategies for managing misbehaving students, and provide counseling skills training. The faculty of Christian teacher education needs to maximize the study time to equip students with both knowledge and practical experience, ensuring they are well prepared to serve their future students.

Eunike admitted that in her effort to improve behavior and shape students' character, she was strongly supported by the school. Some of her efforts are delivering daily devotions and offering counseling for her students after school or

whenever they encounter problems. She also mentioned that building students' character through God's words and fostering their sensitivity to sins is necessary. The students are taught to fight against sin to please God. The teacher has the opportunity to bring up Christian doctrine in the classroom because it is aligned with what the Christian School values. It is almost impossible for Eunike to implement her beliefs if they are not aligned with the school's values.

Eunike also shared the school's "Tripartite value," which has significant support. The Christian School is based on the truth, led by church authority, and emphasizes communication between the school and parents. Tripartite relations allow clear communication, adding to problem-solving efforts. Teachers and schools are inseparable. Schools can be the community for teachers and students, a community where everyone has a foundation, purpose, and shared values to accomplish the school's mission and vision together.

CONCLUSION

When the school community embraces a Christian worldview in education, the classroom transforms into a meaningful space for change. Teachers can implement their beliefs only if they are aligned with the school's clearly articulated vision, mission, and values. Therefore, it is recommended that Christian schools establish and communicate values to guide its teachers in applying these principles in their teaching. Despite the challenges of addressing every problem in class, teachers can effectively manage the situation with the support of the school community. A supportive teacher community and strong school support enable teachers to make decisions that help students grow to be more like Christ. We also believe when school shares biblical values, it becomes a safe place for both teacher and student to grow to be a Christ like person.

Limitations

As a case study, it is limited by focusing on a single research subject, the homeroom teacher of grade 4 of a Christian school. Thus, this research only reflects one teacher's belief, acknowledging the possibility that same school teachers with similar backgrounds may have different beliefs. Therefore, future research could benefit by having multiple samples from some teachers in Christian schools to provide broader perspectives.

Recommendations On Research And Development

The results of this study indicate that, firstly, the teacher's belief is similar to the teacher's actual practice, in which what the teacher believes influences their practice. When teachers have the right beliefs, they will be able to do what is right. Secondly, experience, knowledge, and Christian worldview influence a teacher's belief. Christian worldview enables the teacher to view every situation from a Christian perspective, guiding every decision and action. Above all, the Christian worldview plays a vital role; both the experience and knowledge that the teacher has can be interpreted correctly if the teacher has experienced a transformation in her perspective as a Christian. Thirdly, there are special conditions where teachers' beliefs are not implemented accordingly. This occurs when the classroom environment is not conducive or when the teacher has different priorities about what should be addressed before addressing the students' behavior problems. Additionally, in actual practice, teachers may encounter challenges when parents are against their disciplinary decision.

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