

THE RELATIONSHIP BETWEEN DORMITORY LIFESTYLE AND CHRISTIAN CHARACTER AMONG COLLEGE STUDENTS: A Correlation Study at the Faculty of Education, Pelita Harapan University

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Submitted: 18 October 2025 Revision: 25 April 2026 Published: 24 June 2026

Abstract

In fostering Christian character, the Faculty of Education at Pelita Harapan University has established a dormitory system for students. Through this residential living arrangement, the Faculty of Education aims to produce graduates with a holistic profile, encompassing teaching competence, faith, and character. According to the results of a tracer study on student character in 2015, 60% of students fell into the “good” category, while in 2020, this figure rose to 61%. These data indicate that character development, particularly Christian character, remains an area that requires continuous improvement. This study aims to investigate the relationship between the dormitory lifestyle and the formation of Christian character among students. Christian character is measured across the dimensions of love, kindness, goodness, and gentleness. The boarding school lifestyle was measured in terms of spirituality, discipline, and social life. The research method used was a quantitative correlation method. The strength of the relationship was measured using the Morgan scale. The results showed a correlation coefficient for the dormitory lifestyle of 0.473 (moderate relationship) with a coefficient of determination/ r^2 value of 0.2237 (22%). Thus, the dormitory lifestyle variable (independent variable) accounts for 22% of the variation in the formation of students’ Christian character (dependent variable). This moderate correlation between dormitory living patterns and Christian character indicates that the formation of Christian character is also influenced by other factors such as faculty members, the implementation of the Christian curriculum, and peers. Interviews conducted with 15 students revealed that 13 (86%) stated that faculty members have served as role models in character by behaving fairly, firmly, and appropriately time, and consistency. The integration of the Christian curriculum has been consistently implemented across curriculum subjects. Peers influence positive motivation in students’ completion of academic assignments and committee work. The next data point shows that 2 (14%) students stated that faculty members are already quite good at serving as role models of character and integrating the Christian curriculum, although this does not yet apply to all faculty members. The recommendation from this study is that Christian character development should be carried out in an integrated manner involving faculty professionalism, the implementation of a Christian curriculum, the student affairs department, the counseling department, and the dormitory management department/ Mission Youth for Christ.

Keywords: dormitory lifestyle; Christian character; college students; correlation study.

INTRODUCTION

The Faculty of Education at Pelita Harapan University was established to carry out the national educational vision and mission, as well as the university's vision of True Knowledge, Godly Character, and Faith in Christ. In line with this vision, the Faculty of Education has designed an operational curriculum that integrates Christian values. The graduate profile comprises four aspects: calling, competence, character, and compassion.

As part of its efforts to foster Christian character among students, the Faculty of Education has implemented a residential hall system as a means of training future Christian teachers.¹ The structured lifestyle in the residential halls, with its organized schedule and activities, can influence students' character development.² It is hoped that this residential-based educational system will equip students to grow holistically, encompassing intellectual development, professional competence, and character.

A study titled "Management of the Christian Character Education Curriculum Based on the Dormitory at Abdi-Allah Theological College in Trawas-Mojokerto, 2022" by T. N. Woenardi, H. Supratno, and Mudjito demonstrates a connection between dormitory life and the cultivation of Christian character³. This relationship is demonstrated through a virtuous lifestyle in terms of holiness, love, and commitment. Additionally, a similar study titled "Dormitory-Based Character Education for Fostering Organizational Cultural Values (A Grounded Theory Study at Telkom University)" by Djoko Murdowo, a dissertation at the University of Education Indonesia, 2018, indicates that dormitory-based character education offers a new approach in the practice of student personality development. The dormitory serves as a space to reinforce character education, in tandem with learning within educational institutions⁴.

However, the data indicates that students' Christian character remains an issue that

¹ Dentina Nababan and Dorlan Naibaho. "Kepribadian Guru Pendidikan Agama Kristen Terhadap Pembentukan Akhlak Peserta Didik: Studi Kasus SD Negeri 095197 Hutabayuraja". *Indonesian Journal of Service* 1, no. 1 (2025): 61-83. <https://doi.org/10.46362/ijs.v1i1.57>.

² Christian Ade Maranatha and Mahlon Obet Butar-butur. "Pengajaran Hukum Taurat Yang Kelima Dalam Keluaran 20:12 dan Pendekatannya melalui Efesus 6:1-3 terhadap Perubahan Karakter menjadi Serupa dengan Kristus pada Mahasiswa di STT STAPIN Majalengka". *Journal of Religious and Socio-Cultural* 1, no. 2 (2020): 129-144. <https://doi.org/10.46362/jrsc.v1i2.44>.

³ Woenardi, Thinna Naftali, and Haris Supratno. "Management of Christian Character Education Curriculum Based on Dormitory Abdi-Allah Theological College Trawas-Mojokerto." *Studies in Learning and Teaching*, 2022: 74. <https://doi.org/10.46627/silet.v3i1.106>

⁴ Djoko Murdowo. "Pendidikan Karakter Berbasis Asrama untuk Pembinaan Nilai Nilai Budaya Organisasi: Penelitian Grounded Theory Pada Universitas Telkom." Bandung: Sekolah Pasca Sarjana Universitas Pendidikan Indonesia, 2018: 1. <http://repository.upi.edu/id/eprint/30634>

requires attention in order to foster the development of an increasingly better Christian character. This issue is reflected in the results of a tracer study on student character: in 2015, 60% of students fell into the “good” category, whereas in 2020, 45% fell into the “satisfactory” category.

In light of the research findings and considering the character-related issues highlighted in the tracer study results above, the author was motivated to conduct a study titled “The Relationship Between Dormitory Life and Christian Character Among College Students.” This study aims to identify the significance of the relationship between variables and to evaluate the factors that influence them, thereby facilitating efforts to cultivate and develop Christian character among college students.

LITERATURE REVIEW

The Essence of Christian Character

Character plays a pivotal role in various aspects of life. Its primary function is to underpin all of a person’s competencies. Adel N. Tafuli defines Christian character education as a systematic and continuous process of personal development aimed at fostering a character that aligns with the character of God as revealed in Jesus Christ⁵. Ruthnawaty Setiawan et al. states that Christian character is the emphasis of God’s Word on a life of high quality.⁶ In this sense, Setiawan et al. places greater emphasis on a life aligned with God’s Word. More explicitly, with regard to Christian character, Brummelen explains that character education fosters morality, behaviour, good manners, and virtues such as those found in the fruits of the Spirit. The concept of virtue is often equated with respect, responsibility, care and compassion.⁷ This definition clearly emphasizes that Christ is the center and the orientation of life toward Christ.

In describing and defining Christian character, Stott specifies that Christian identity is reflected in its righteousness—that is, obedience to the Law of Moses fulfilled in Christ.

⁵ Adel N. Tafuli, Irma Ninu, Sakti N.U. Saingu, Aponia S. Liu, and Christofel Saetban. “Pendidikan Karakter Kristen dalam Keluarga”. *Sukacita: Jurnal Pendidikan Iman Kristen* 2, no.3 (2025): 295. <https://doi.org/10.61132/sukacita.v2i3.1130>.

⁶ Ruthnawaty Setiawan, Aubrey B.G. Rattu, and Margreth Luciyanna Risakotta. “Curriculum Development: Enhancing Education Quality and Student Character in the Era of Globalization”. *Indonesian Journal of Religious* 6, no. 2 (2023): 97-112. <https://doi.org/10.46362/ijr.v6i2.34>.

⁷ Harro Van Brumelen. *Batu Loncatan Kurikulum Berdasarkan Alkitab* (Tangerang, Indonesia: Universitas Pelita Harapan, 2008) 167

This obedience leads to and results in conformity to Christ⁸. Christian character is manifested in the fruits of the Spirit as found in Galatians 5:22–23. Scazzero notes that the Apostle Paul lists nine fruits of the Spirit: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control⁹.

Based on the description of Christian character above, it can be summarized that Christian character is a character that demonstrates spiritual maturity, as well as ways of thinking, behaving, and acting in accordance with God's will, which reflect the fruits of the Spirit. The indicators of Christian character in this study are:

1. be firm in one's attitude and actions,
2. enjoys helping others sincerely,
3. show joy in every situation,
4. speak, act, and behave with moderation and caution.

Boarding School Lifestyle

Lifestyle patterns are shaped by lifestyle choices and habits. Recognizing that lifestyle patterns are shaped by lifestyle choices, this subsection will present the theoretical foundations for defining lifestyle. Sobel states that lifestyle refers to patterns of behavior, clothing, speech, thought, and attitude defined by various groups, which ultimately serve as behavioral models for individuals aiming to become members of a specific group.¹⁰ A similar perspective on lifestyle is presented by Wibowo who emphasize that strategies for integrating character education into higher education must take into account the very nature of character education, which is shaped through daily habits. Students' lifestyles can be shaped through values, beliefs, norms, mottos and even the physical environment of the campus.¹¹

Based on the definition outlined above, it can be summarized that a lifestyle is a person's distinctive way of life that develops from early childhood through to the end of life, shaped by the environment and religious beliefs until full maturity is achieved.

⁸ John R. W. Stott. *Khotbah di Bukit; Injil Memanusiakan Manusia di Bumi Guna Menyatakan Kasih Surgawi* (Jakarta: Yayasan Komunikasi Bina Kasih, 2022)

⁹ P. Scazzero, *Emotionally Healthy Spirituality: Spiritualitas yang Sehat secara Emosi* (Surabaya: Literatur Perkantas Jatim, 2020).

¹⁰ Michael E. Sobel, *Lifestyle and Social Structure: Concepts, Definitions, Analyses* (New York, NY: Academic Press, 1981). <https://doi.org/10.1016/C2013-0-11518-8>.

¹¹ Agus Wibowo, *Pendidikan Karakter di Perguruan Tinggi-Membangun Karakter Ideal Mahasiswa di Perguruan Tinggi* (Yogyakarta: Pustaka Pelajar, 2012), 143

The development of student dormitories today is closely linked to the existence of school dormitories, which have long been established in Indonesia. Boarding education, particularly in Indonesia, has a long history. The terminology used to describe such facilities in schools has evolved over time. The earliest form of dormitories in Indonesia was the pesantren, which represents the oldest model of boarding accommodation in Indonesia.

According to Tepy, dormitories are a means for students to learn to live independently, supported by academic, non-academic, and character-building programs within an educational setting to achieve the educational institution's vision and mission. Dormitories are also equipped with adequate facilities to support these objectives.¹² In line with the above description, Wei & Chen define a student dormitory as a place where life functions, management functions, and educational functions take place, and as a significant educational resource for promoting the holistic development of students.¹³ Within this definition, the dormitory increasingly emphasizes its role as a place where life flourishes, rather than merely serving a formal purpose to achieve goals such as education.

According to Laiser and Lazarus Ndiku Makewa, a dormitory is an environment that influences children's healthy development in terms of personality, social competence, and moral competence. Children in boarding schools also engage in interactions and receive guidance¹⁴. Boarding schools are an important part of students' interpersonal relationships, and they also serve as a small barometer for measuring students' mental health, interpersonal communication skills, and social behavior¹⁵.

Based on the elaboration of the definition of a boarding school and the boarding school lifestyle, it can be summarized that the boarding school lifestyle is a form of pastoral care that utilizes intellect, attitude, and all skills as an integrated means of formation. This pastoral care is also directed toward helping dormitory residents develop their mindset,

¹² Tepy, Noveliza Rudyolindy Theodora. "Strategi Pengelolaan Sekolah Tinggi Berasrama Di Kabupaten Semarang." *Kelola: Jurnal Manajemen Pendidikan*, 2016: 98-114. <https://doi.org/10.24246/j.jk.2016.v3.i1.p98-114>

¹³ Wei, Wenzhu, and Li Chen. "Survey of College Student Dormitory Lifestyle and Related Management Strategies." *Asian Education Studies*, 2019: 1-10.

¹⁴ Laiser, Sophia, and Lazarus Ndiku Makewa. "The Influence of Boarding School to Young Children: A Case of Two Boarding School in Hai District in Kilimanjaro, Tanzania." *International Journal of Education and Research*, 2016: 73-84. <https://www.ijern.com/journal/2016/June-2016/07.pdf>.

¹⁵ Wu Ling & Liao Kangli and Liao Kangli. "An Empirical Study on the Influence of Dormitory on College Students' Social Network: Based on Social Network Analysis." *Journal of Teacher Education and Curriculum Studies*, Science Publishing Group 2021: 66-72; <https://doi.org/10.11648/j.tecs.20210602.14>.

attitude, behavior, mentality, character, and skills so that they may come to know and become more like Christ. Thus, the dormitory is truly a model of pastoral care based on the principle of the totality of all aspects of the residents' lives.

Indicators of a Boarding School Lifestyle. Based on the description of dormitory life as outlined above, the indicators for this study are (1) Participating in campus spiritual activities. (2) Enforcing the dormitory's spiritual discipline. (3) Enforcing general dormitory rules. (4) Participating in group activities as a united dormitory community.

RESEARCH METHODOLOGY

Research Location and Time

This study was conducted among students at the Faculty of Education, Pelita Harapan University, Tangerang. The study was conducted over a two-year period from 2021 to 2023.

Methods

This study employs a quantitative approach with a correlational study design. According to Sugiono, quantitative research is a research method grounded in the philosophy of positivism, used to study a specific population or sample, with sampling techniques generally conducted randomly¹⁶.

In this study, sampling was conducted using a stratified random sampling method. This was because the population (996 students) was divided into several academic programs. The sample size was selected proportionally, based on the size of each academic program. Suryabrata explains that the purpose of correlational research is to determine the extent to which variations in one factor are related to variations in another, based on the correlation coefficient¹⁷.

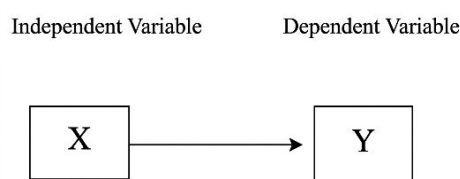
Research Design

The research design of this study is intended to identify the relationship between the independent and dependent variables, which can be formulated as follows: The Relationship Between X1 and Y.

¹⁶ Sugiyono. *Metode Penelitian Pendidikan: Pendekatan Kuantitatif, Kualitatif, dan R & D* (Bandung: Alfabeta, 2010)

¹⁷ Suryabrata, Sumadi. *Psikologi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2006)

Figure 3. Relationship among variables



Note:

X: Student Dormitory Life

Y: Christian Character of College Students¹⁸

Population and Sample

Population

According to Siregar (citing Bungin, 2006: 99), the research population is the totality (universe) of research objects, which may include humans, animals, plants, air, phenomena, values, events, attitudes toward life, and so on. These objects can serve as sources of research. There are two types of populations: finite populations (countable populations) and infinite populations (populations with an unknown number)¹⁹. The population in this study employs the conceptual framework of a finite (countable) population, namely all students at Pelita Harapan University (as the target population) and students in the Faculty of Education (as the accessible population).

Sample

According to Sandjaja & Heriyanto, a sample is a subset of objects that can represent the population²⁰. The sample size was determined using the sample size determination table (Appendix) by Issac and Michael for a 5% margin of error. This study falls under quantitative research with a correlational design; therefore, the sample size table by Issac and Michael is used. This aligns with Riadi's view that the sample size table by Issac and Michael is suitable for survey research methods, whether descriptive, correlational, predictive, or explanatory. The following is the formula for calculating the sample size from the existing population:

$$s = \frac{\lambda^2 \cdot N \cdot P \cdot Q}{d^2(N - 1) + \lambda^2 \cdot P \cdot Q}$$

¹⁸ Suryabrata, Sumadi. Psikologi Pendidikan (Jakarta: PT. Raja Grafindo Persada, 2006)

¹⁹ Siregar, Syofian. Metode Penelitian Kuantitatif (Jakarta: Kencana, 2015)

²⁰ Sandjaja, B, and Albertus Heriyanto. Panduan Penelitian (Jakarta: Prestasi Pustaka, 2006)

Notes:

s : sample size

λ^2 : Chi-square value, which depends on the degrees of freedom and the significance level. For 1 degree of freedom and a 10% significance level, the Chi-square value = 2,706 (Chi-square Table)

N : Population size

P : Probability of a true value (0,5)

Q : Probability of error (0,5), $Q=1-P$

d : Difference between the sample mean and the population mean.

Difference in bias 0,01; 0,05; and 0,1

$\lambda^2 =$ Chi-square table values²¹

Based on the sampling techniques described above, the finite population and sample can be determined as follows:

1. Target population: all UPH students,
2. Target population: 996 students from the Faculty of Education,
3. Sample: 156 students from the Faculty of Education, UPH.

To obtain representative and reliable data, this study was conducted among students in the Faculty of Education (FIP) from the 2019 to 2021 cohorts.

Data Collection

Data collection was conducted using a questionnaire. To ensure the validity of the data, the following steps were taken for all research variables. The questionnaire contained statements measured on a Likert scale. This scale was developed by Rensis Likert, who studied the relationship between leadership and organizational performance.²² The Likert scale is used in quantitative and qualitative research to measure attitudes and opinions. The scale used in this study ranges from 1 to 4, with the following options:

1: strongly disagree, 2: disagree, 3: agree, and 4: strongly agree.

²¹ Riadi, Edi. *Metode Statistika Parametrik & Nonparametrik* (Tangerang: Pustaka Mandiri, 2014)

²² Mawardi. *Rambu-rambu Penyusunan Skala Sikap Model Likert untuk Mengukur Sikap Siswa*. *Jurnal Pendidikan dan Kebudayaan Scholaria*, Vol. 9 No. 3, September 2019: 292-304.
<https://doi.org/10.24246/j.js.2019.v9.i3.p292-304>

RESULT

Analysis Requirements Test

Hypothesis Testing

Hypothesis testing in this study employed nonparametric statistical methods. The correlation test uses Spearman’s rho correlation. The criteria for interpreting the correlation coefficient are as follows.

Table 1. Relational Values on the Morgan Scale.

Coefficient Value Range	Correlation Value
0,00-0,09	Very Low
0,10-0,29	Low
0,30-0,49	Currently
0,50-0,70	Strong
0.70 <	Very Strong

Correlation analysis in Morgan is followed by calculating the coefficient of determination to determine the extent to which variable x is related to variable y. This allows us to determine the extent to which other factors are related to the variable of Christian character application. The coefficient of determination is calculated by squaring the correlation coefficient (r^2).

Data Analysis Techniques

Statistical Hypothesis

The formula for calculating the hypothesis test is:

$$H_0: \rho = 0 \quad H_1: \rho \neq 0 \quad \alpha = 0,05$$

Critical Area; $t < -2,052$ and $t > 2,052$

To determine the level of significance of the relationship between variables, a t-test was used with the following formula:

$$t^* = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Coefficient of determination = $r^2 \times 100\%$

Null hypothesis: There is no correlation between the dormitory lifestyle and students' Christian character.

Alternative hypothesis: There is a connection between dormitory life and students'

Christian character

In general, the research hypothesis can be expressed as follows:

Ho : $\rho = 0$ (no connection)

H1: $\rho \neq 0$ (there is a connection)

Calibration/instrument testing

The instrument was pilot-tested before it was used as a data collection tool. The pilot test was conducted on 30 students who were part of the study population but were not included in the study sample. The results of the pilot test were analyzed to determine the instrument's validity and reliability.

Validity test

Validity testing is conducted to determine how well an instrument measures the concept it is intended to measure. Construct validity in this study was assessed by correlating item scores with total scores. Validity is established if the product-moment correlation coefficient exceeds 0,3²³. The correlation formula used to test the validity of this instrument is Pearson's product-moment correlation, as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The instrument validity test was conducted using SPSS 22.

Of all the items in the Christian character variable, which consists of 9 items, 8 were accepted and 1 item was replaced because it was invalid. This validity test was conducted on 30 respondents outside the research sample.

Table 2. Results of the Validity Test for the Christian Character Instrument.

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Score Total	.764**	.628**	.697**	.537**	.382**	.175**	.464**	.764**	.510**

Table 3. Results of the Christian Character Assessment Instrument.

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9
Score Total	.651**	.502**	.478**	.488**	.419**	.458**	.548**	.718**	.595**

*significant in $\alpha = 0,01$

²³ Siregar, Syofian. Metode Penelitian Kuantitatif (Jakarta: Kencana, 2015)

The Pearson moment product value correlation for each item range from 0,419 to 0,718 and all are statistically significant at $\alpha = 0,05$. Thus, all items in the Christian character instrument are valid.

Reliability Test

Reliability refers to the degree of consistency or stability of measurement results. A questionnaire is considered reliable if it yields relatively similar (consistent) results when administered again to different subjects at different times, or if it yields stable results.

$$r_{11} = \left[\frac{k}{(k - 1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Reliability is tested using Cronbach’s alpha as follows:

Reliability tests were conducted using SPSS 22.

The reliability criteria in this study were based on Arikunto and Suharsimi’s categories²⁴.

Table 4. Intepretation of Reliability.

Correlation Coefficient	Reliability Criteria
0,81 < r 1, 00 ≤	Very High
0,61 < r 0,80 ≤	High
0,41 < r 0,60 ≤	Enough
0,21 < r 0,40 ≤	Low
0,00 < r 0,21 ≤	Very Low

Table 5. Reliability Test Results.

Variable	Crobach’s Alpha Value	Reliability
Christian character (Y)	.593	Reliable

The test results indicate that all statements are reliable at a moderate level.

Table 6. Reliability Test Results.

Variable	Crobach’s Alpha Value	Reliability
Christian character (Y)	.674	Reliable

The test results indicate that all items are highly reliable.

²⁴ Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010)

The correlation formula used to test the validity of this instrument is Pearson's Product-Moment Correlation, as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

The validity test of the instrument was conducted using SPSS 22.

Table 7. Results of the Validity Test for the Residential Lifestyle Instrument.

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Score Total	.894**	.877**	.617**	.363**	.877**	.861**	.635**	.769**

The Pearson product-moment correlation coefficients for each item range from 0,363 to 0,894, and all are statistically significant at $\alpha = 0.05$. Thus, all items in the Dormitory Lifestyle Instrument are valid.

Table 8. Instrument Validity Results.

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8
Skor Total	.720**	.729**	.679**	.539**	.720**	.777**	.693**	.620**

The Pearson product-moment correlation coefficients for each item fall within the range 0,539 to 0,777, and all are significant at $\alpha = 0.05$. Thus, all items in the Dormitory Lifestyle instrument are valid.

Reliability Test

Reliability refers to the degree of consistency or stability of measurement results. A questionnaire is considered reliable if it yields relatively similar (consistent) results when administered again to different subjects at different times, or if it yields consistent results.

The reliability test was conducted using the Cronbach's alpha formula as follows:

$$r_{11} = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Reliability tests were conducted using SPSS 22.

Table 9. Results of the Reliability Test.

Variable	Crobach's Alpha Value	Reliability
Dormitory lifestyle (X)	.857	Reliable

The results of the pilot test indicate that all items are highly reliable.

Table 10. Reliability Test Results.

Variable	Crobach's Alpha Value	Reliability
Dormitory lifestyle (X)	.804	Reliable

The test results indicate that all statements are highly reliable.

Data Description and Processing

This statistical description aims to provide an overview of the results of data processing for each research variable, which are explained in several components: statement items, number of respondents, minimum value, maximum value, mean for each item, and standard deviation. The data analyzed in this study consists of 156 samples that have been tested for normality. The statistical descriptions of each variable including Christian character (KK) and dormitory lifestyle (PHB) in this study are presented as follows:

Table 11. Descriptive statistics for Christian character variables (KK).

	N	Minimur	Maximur	Mean	Std. Deviation
Item 1_KK	156	3.00	4.00	3.7051	.45745
Item 2_KK	156	1.00	4.00	3.6346	.54579
Item 3_KK	156	2.00	4.00	3.6154	.50112
Item 4_KK	156	3.00	4.00	3.5128	.50145
Item 5_KK	156	1.00	4.00	3.1667	.67997
Item 6_KK	156	2.00	4.00	3.3013	.74850
Item 7_KK	156	1.00	4.00	3.2564	.72621
Item 8_KK	156	1.00	4.00	3.5577	.58188
Item 9_KK	156	2.00	4.00	3.5769	.53326
Total_KK	156	26.00	36.00	31.3269	2.81737

Based on the data above, it can be seen that the Christian character variable has an average score for each item ranging from 3,1667 (lowest) to 3,7051 (highest). The overall standard deviation is smaller than the mean. This indicates that the data is homogeneous.

Table 12. Descriptive Statistics for Dormitory Lifestyle Variable (PHB).

	N	Minimum	Maximum	Mean	Std. Deviation
Item 1_PHB	156	3.00	4.00	3.8782	.32810
Item 2_PHB	156	3.00	4.00	3.9103	.28673
Item 3_PHB	156	.00	4.00	3.7821	.52419
Item 4_PHB	156	2.00	4.00	3.4679	.59481
Item 5_PHB	156	3.00	4.00	3.9103	.28673
Item 6_PHB	156	2.00	4.00	3.8141	.43706
Item 7_PHB	156	2.00	4.00	3.7564	.51270
Item 8_PHB	156	2.00	4.00	3.6667	.54870
Total_PHB	156	22.00	32.00	30.1859	2.36317

Based on the data above, it can be seen that the average score for the items in the boarding school lifestyle variable ranges around 3, with the lowest average being 3.4679 and the highest average 3.901. The standard deviation for the overall data is smaller than the mean. Thus, the data distribution is not very varied.

Hypothesis Testing

To examine the relationship between the variables "Dormitory Lifestyle" and "Christian Character" among students, the correlation coefficient was calculated. The correlation value between these two variables was obtained using Spearman's rho. A hypothesis test was then conducted using a t-test with a significance level of $\alpha = 0.05$. The hypothesis test was performed to determine whether the proposed hypothesis should be accepted or rejected. The criteria for the hypothesis test are as follows:

- a. Reject H_0 if $t_{statistic} > t_{table}$ ($p < 0.05$)
- b. Accept H_0 if $t_{statistic} > t_{table}$ ($p > 0.05$).

The following are the results of the Spearman's rho correlation analysis and the hypothesis test.

Table 13. Correlation Coeffisien

Correlation coefficient	Significance level (p)
.473	.000

Table 14. Correlation Analysis of Dormitory Lifestyle and Christian Character

	Total KK (Christian Character)	Total PHB (Dormitory LifeStyle)
Spearman's rho		
Total KK Correlation	1.00	.473
Coeficien		
Sig.(2-tailed)		.000
N	156	156
Spearman's rho		
Total PHB Correlation	.473	1.000
Coeficien		
Sig.(2-tailed)	.000	
N	156	156

** . Correlation is significant at the 0.01 level (2-tailed). $r^2 = 0,223 \times 100 = 22,3\%$ (significance level)

These results indicate that the correlation between the dormitory lifestyle and students' Christian character is 473. Thus, it can be concluded that the correlation between the dormitory lifestyle and students' Christian character falls into the moderate category.

DISCUSSION

The relationship between the dormitory lifestyle and the Christian character of students in the Faculty of Education at Pelita Harapan University can be explained by the fact that the correlation coefficient is 0.473, with a coefficient of determination (r^2) of 0.2237 (22%). Thus, the variable "Dormitory Lifestyle" (independent variable) has a 22% influence on the formation of students' Christian character (dependent variable). This correlation (0.473) falls into the moderate category. The role of dormitory life remains relatively small in shaping Christian character. To identify other factors influencing character formation, interviews were conducted with 15 students. Based on the interview results, there are three aspects that shape students' Christian character: faculty members, the implementation of the Christian curriculum, and peers. A total of 13 (86%) students stated that faculty members have served as role models in character by behaving fairly, firmly, punctually, and consistently. Faculty members demonstrate equitable attention and do not show favoritism toward students during lectures and campus life. Faculty members also demonstrate a high level of concern for students regarding academic guidance, attitude, and behavior. A relationship characterized by parental care fosters

openness in communication among students. The Faculty of Education conducts guidance activities both formally (care groups) and through daily, close interactions. These care group sessions are held once every two weeks in collaboration with the student affairs office.

Second, the Christian curriculum has been implemented within the academic curriculum through the integration of the Bible into every course. The integration of the Bible into courses fosters a way of thinking among students that grounds the concepts and implications of course topics in the Bible and Christian values.²⁵ For example, students learn to understand language courses from the perspectives of creation, the fall, redemption, and consumation. As a gift from God, language which was originally good and holy became tainted by sin due to the fall of Adam and Eve. The corruption of language occurred in the practice of communication. After redemption through Jesus Christ, language was restored and further perfected, so that students are also called to build language as a means of communication that is both proper and glorifies God. This paradigm helps shape attitudes and language practices in communication.

The third factor that helps shape students' Christian character is their peers. Students in the Faculty of Education who live in the dormitory also interact with students from other programs, both through committee work and in their daily interactions. Students living in the dormitory learn about work ethic, communication styles, and good habits, which in turn foster positive habits among the dormitory residents.

These aspects are considered to influence student behavior. However, these positive factors do not yet apply to all instructors. This is evidenced by data showing that 2 students (14%) stated that instructors are already quite good at serving as role models of character and integrating the Christian curriculum, but they are not yet fully consistent for example, the integration of the Bible has not yet been applied to all class sessions. In addition, there are still a small percentage of faculty members who occasionally change the initial course agreements regarding exams and assignments or the order of sessions, which differs somewhat from the semester study plan. These issues diminish students' view of faculty members as role models. The connection between dormitory life and Christian character remains moderate. Based on interview results, the failure

²⁵ Sutrisno, Robby Robert Repi, and Maju Halawa. "Application of Character Values for Teenage Proletarians at the North Jakarta Kemah Kasih Foundation". *SERVIRE: Journal of Research and Service* 2, no. 2 (2022): 125-143. <https://doi.org/10.46362/servire.v2i2.64>.

to achieve a strong connection is due to factors such as the fact that students from various regions need time to adapt to the dormitory system, spiritual activities, and the new culture in a modern environment. Students from regions with different ways of thinking, lifestyles, and cultures face gaps or barriers in adapting to the integration of a new lifestyle.

The interview results also indicate that although the dormitory management system and lifestyle have been functioning well, students still often participate in spiritual activities merely out of a sense of obligation. Consequently, a mature sense of self-awareness has not yet fully taken root in their daily lives in the dormitory. This factor influences the formation of behaviors, habits, and styles, leading to less-than-positive patterns. Other interview results indicate that students from diverse regions also have a negative influence on the use of inappropriate language. This influence is perceived to be increasing, driven by the desire to be accepted by peers. Given these inhibiting factors, collaboration is needed between dormitory administrators and the faculty, the student affairs office, counseling services, faculty members, and the department for mission development for Christ.

The dormitory lifestyle developed by the Faculty of Education to foster Christian character includes activities such as quiet time in the dorm rooms, fellowship programs for all residents, guidance from dorm parents, Friday Night worship, Sunday Chapel, Tuesday Chapel, fellowship with academic advisors, worship services for all students, and the “Senyum” program -Greeting-Salutation-Politeness-Courtesy. This lifestyle, with its integrated management of spiritual activities, is expected to foster understanding, habits, and a lifestyle consistent with Christian values. Salim states that religious education serves as a reinforcing factor in character education.²⁶ Additionally, sports facilities further support students’ balanced growth in spirituality, character, and physical well-being.

Conceptually, a dormitory as a second home serves as an effective means of learning social skills through daily interactions. The lifestyle developed there can shape Christian character. This is due to the fact that children grow up within that environment. Within that environment, constructive conversations, communication, and interactions naturally arise. Setiawan outlines the importance of Christian schools and colleges finding ways to engage in conversations that are genuine, sustained, open, and serious, as these

²⁶ Nur Agus Salim, et al. *Dasar-Dasar Pendidikan Karakter*. Medan: Yayasan Kita Menulis, 2022

approaches will significantly determine the quality of pedagogy.²⁷ Quality pedagogy provides an effective model for students in terms of ethics, morals, and character.

Dormitory life, as a form of communal living, offers positive opportunities for the development of various stages of students' lives. Through interactions with diverse cultural backgrounds, students develop narratives that help build relationships within the community. These positive narratives imbue relationships and actions with meaning, thereby contributing to the habits and lifestyles that shape character. Alasdair C. MacIntyre emphasizes the role of narratives and relationships in action.²⁸

Implication and Suggestion

Theoretical implications involve the development and deepening of theoretical understanding. Through seminars, workshops, journals, or symposia, conceptual deepening and development will enrich the field of study, thereby advancing both the discipline itself and its practical applications. In practical terms, the dissemination of these findings can serve as a reference for similar research aimed at developing constructive sustainable policies.

This study has presented findings related to the capacity of the four variables as well as significant relationships, as outlined in the results and discussion sections. Based on these findings, the researcher offers the following recommendations: (1) Researchers should conduct research by exploring and developing the dimensions and characteristics of each variable in order to uncover new findings that contribute both theoretically and practically to the field. (2) The Faculty's Student Affairs Department may provide periodic evaluations and reports on students' character development, which are shared with the dormitory management staff and faculty members to solicit feedback and develop follow-up plans. (3) Mission Youth for Christ can collaborate with dormitory administrators, the student affairs office, the counseling office, and faculty members to design student development programs aimed at fostering effective activities for Christian character development. (4) Hope Counseling can periodically provide counseling training or student guidance to faculty members and dormitory staff.

²⁷ Ruthnawaty Setiawan, et.al. "Curriculum Development: Enhancing Education Quality and Student Character in the Era of Globalization". *Indonesia Journal of Religious* Volume 6, Number 2(2023): 97-96 <https://doi.org/10.46362/ijr.v6i2.34>

²⁸ Alasdair MacIntyre. *After Virtue: A Study in Moral Theory* (3e Éd.) (South Bend, IN: Notre Dame Press, 2007)

CONCLUSION

Based on the results of this study, the following conclusions can be systematically drawn based on the hypotheses: First, the variable "dormitory lifestyle" has a moderate correlation (0.473) with the variable "student character," with a coefficient of determination (r^2) of 0.2237. This means that dormitory lifestyle accounts for 22% of the variance in the development of Christian character. Second, other factors that contribute to the development of Christian character include the role of faculty members as role models, the implementation of a Christian curriculum, and the influence of peers.

The research findings, as described, elaborated, and analyzed in the discussion section, will provide a conceptual framework and a practical framework for further action aimed at fostering the development of Christian character among students. Therefore, this study has yielded positive implications regarding its contributions, both theoretically and practically. The implications of this study include follow-up actions such as disseminating the results through seminars, workshops, symposia, and journals, thereby providing both theoretical and practical implications.

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