

The Influence of Boarding School Life on The Spiritual Development of Female Students

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Abstract

This study aims to determine the effect of life in a boarding school on the spiritual development of female students. This study was conducted at the SLA-UASN campus in the 2023-2024 Academic Year. This type of research is quantitative. Data sources were obtained by distributing questionnaires to female students living in the SLA-UASN girls dormitory. The population in this study consisted of 132 female students and the number of junior high/high schools was 58, and the Special Dormitory was only 18 people. With the probability sampling technique, a sample of 70 female students living in the SLA-UASN female dormitory was obtained. The analysis technique used was a simple linear regression analysis technique. The results of this study indicate that life in a boarding school (X) has a positive and significant effect on the spiritual development (Y) of female students at the SLA UASN campus in the 2023-2024 Academic Year. life in a boarding school can have an influence of 70.6% on spiritual development.

Keywords: *Life in Boarding Schools, Spiritual Development.*

Introduction

The implementation of Christian education and church services requires professional workers who can meet the needs, meaning that they are not only required to have the ability to serve, but also have good character and spiritual maturity. To be able to find this, an appropriate coaching model is needed by each Christian educational institution. The coaching model is expected to be able to produce strong graduants and alumni who are in accordance with the needs of the market. These young generation scholars must have mental resilience, mature spirituality, mature character and have the ability to serve in various contexts¹.

Education as an activity to gain training and experience that will make the future more perfect and better, the process by which a person can develop every behavior and attitude in the community where he lives, for example a dormitory. In addition to school, the dormitory is expected to be a place to gain and increase knowledge. After participating in teaching and learning activities at school, students are given time to do

¹ Bimo Setyo Utomo and Eddy Tjondro, "Model Pembinaan Yang Holistik Di Asrama Bagi Mahasiswa Teologi," *Jurnal Efata Jurnal Teologi Dan Pelayanan* 8, no. 2 (2022): 155–67, <https://doi.org/10.1080/19422539.2016.1206398>. hal 71.

something and then continue dormitory activities. This is done so that students feel like they are living in their own home with a sense of comfort.²

Boarding schools are important part in supporting the education process, especially in education systems that integrate student housing with learning activities, such as *boarding schools*. The Boarding School System can maximize the development of students' cognitive, emotional, and psychomotor aspects. Therefore, this system requires the prerequisite that teachers and school administrators must be ready to accompany students for 24 hours. This education model is generally very popular with the community, especially parents of students. Parents want their children to be well educated and able to develop their skills and potential. This desire encourages them to choose the type of education that suits their children's needs to form a characterful personality.³

Daily student life is seen from the schedule made by the dormitory supervisor (dean). The dormitory supervisor plays the most important role in motivating students while studying in the dormitory in addition to monitoring and assisting students studying in the dormitory. Student soft skills can be developed through several activities in the dormitory which include three aspects: self-awareness skills, rational thinking skills, and social skills. The dormitory supervisor teaches students values in behaving so as to form the students' character. In the process of forming students' character, spiritual enthusiasm is needed as stated in the institution's vision and mission. So that when students complete their studies and leave the dormitory, students become role models, both for their families, colleagues, and the surrounding community.⁴

After experiencing such a life process, they are brought into a boarding community to be directed and taught to get education and discipline, where one of the goals is for spiritual growth. According to Andrew Brake "Spiritual life is determined by who is known. When someone lives in Christ, worships Him every day, both in thought, action, and speech, can be defined as a spiritual person. So when someone does not live in an environment or community that brings him to know God, then that person will not grow spiritually, because humans are social creatures who not only need each other's material such as money, food, or the like but also have a spiritual need to build each other up."⁵

Life in boarding schools, which should be a place for spiritual formation, often faces challenges in forming the spiritual habits of male and female students at SLA UASN. One of the most striking problems is the lack of discipline in attending campus services, which can be seen from the increasing number of students who are re-registered due to absence accumulation either in morning worship and evening worship. This phenomenon shows a lack of awareness of the importance of worship as part of spiritual

² Redemptus Musa Narang, "Peran Pembina Dalam Pengelolaan Asrama Putri Kumang Di Sekadau: Pendekatan Pendidikan Karakter," *Jurnal Tawak: Hunatech* 2, no. 2 (2023): 12–22, <https://doi.org/10.59967/hunatech.v2i2.32>. hal 14.

³ Melisa et al., "Pengaruh Manajemen Sekolah Berasrama Dan Peran Pembina Asrama Terhadap Pembinaan Karakter Siswa Sekolah Berasrama Pada Sman Di Sumbar," *Edusaintek: Jurnal Pendidikan, Sains dan Teknologi* 10, no. 3 (2023): 830–62. hal 832.

⁴ Wiwin dan Antonius Denny Firmanto, "Konstruksi Model Spiritualitas Pastoral bagi Katekis di Era Digital," *Jurnal Penelitian Pendidikan Agama Katolik* 1, no. 2 (2021): 125–37, <https://doi.org/10.52110/jppak.v1i2.31>. hal 126.

⁵ Wanda Lestari dan Sarce Rien Hana, "Pengaruh Kehidupan Berasrama Terhadap Pertumbuhan Rohani Anak Smak Terang Harapan," *STFT Jaffray Makassar* 3 (2021): Hal 89.

formation. In addition, other spiritual habits such as praying, reading the Bible, and being actively involved in church services also show a worrying trend. Students tend to ignore these practices, even though they are important elements in building a strong spiritual life.

Boarding School life, which should create a supportive atmosphere for spiritual development, often faces other obstacles, such as a lack of awareness among students to do good and make service a part of their daily lives. Activities such as church services, which are expected to train them to become spiritual leaders in the future, tend not to get enough attention. In addition, the habit of reading the Bible, which is seen as the basis for building Christian faith, is not done consistently. This situation shows the need for a more integrated approach in boarding life to raise spiritual enthusiasm and create an environment that supports comprehensive spiritual development.

Based on the results of research conducted by Lestari and Hana (2021), the influence of boarding life on children's spiritual growth has a very strong relationship, namely through guidance such as reading the Word of God, perseverance in prayer, fellowship that is applied, can be well received by boarding school children, so that they experience spiritual growth, in their relationship with God and with others.⁶

Method

The research method used in this study is a quantitative method with an associative approach. Where the quantitative approach is in accordance with the quantitative paradigm (method) which is an investigation of problems that occur in humans or society based on testing theories composed of several variables measured by numbers and analyzed statistically, in addition to determining whether the theory used to predict is correct or not.⁷

This research was conducted at the SLA-UASN Girls Dormitory, Pematang Siantar, from November 2023 to May 2024. The study population included 132 female students, with a sample of 70 respondents selected using a *probability sampling technique* based on the Slovin formula. *Probability sampling* is a sampling technique that uses a random approach so that researchers select samples based on known probabilities.⁸ Data were obtained from primary sources through a questionnaire with a Likert scale and secondary sources in the form of documents, journals, and books.

The research instrument was tested for validity and reliability with the help of SPSS version 25. According to Hardani⁹ This s- analysis is used to provide a description of the research variables, namely business location, price and product variation on purchasing decisions. Data analysis includes descriptive statistics, classical assumption tests (normality, multicollinearity, heteroscedasticity), multiple linear regression, hypothesis testing, and determination coefficient testing. The study aims to analyze the influence of life in boarding schools on the spiritual development of male and female students with a linear regression equation $Y = \alpha + \beta_1 X_1 + e$, where X_1 represents boarding school life.

⁶ Lestari and Hana. *Op.cit*, hal 88

⁷ Creswell John and Creswell David, *Research Design, Qualitative, Quantitative and Mixed Methods Approaches*, SAGE Publications, Inc., vol. Sixth Edit, 2023. hal. 5.

⁸ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2022). *Op.cit*. hal 85.

⁹ Ustiawaty J Hardani, Auliya NH, Andriani H, Fardani RA, *Metode Penelitian Kualitatif Dan Kuantitatif* (Yogyakarta: CV. Pustaka Ilmu Group, 2020). hal 85.

Discussion

Partial test or t-test is used to prove the effect of independent variables on dependent variables partially. The t-statistic test in this study was conducted by comparing the t_{count} value with the t_{table} . Where the t_{table} can be searched using $df = n - k$. If the t_{count} value $> t_{table}$ and the level of significance (P-value) < 0.05 , this indicates that H_0 is rejected and H_a is accepted. Satisfaction with the t test can be done in two ways, as follows:

- a. If $t_{count} > t_{table}$ and if $sig < 0.05$ then H_0 is rejected
- b. If $t_{count} < t_{table}$ and if $sig > 0.05$ then H_0 is accepted

In this study, the t_{table} value was obtained based on the formula df (degree of freedom) $= n - k = 70 - 2 = 68$. So the t_{table} value obtained is 1.995.

Table 1 : Partial Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,874	2,095		1,849	,069
	Life at a Boarding School (X)	,825	,064	,843	12,913	,000

a. Dependent Variable: Spiritual Development (Y)

Source: SPSS Output Results, 2024

The results of the t-test (partial) in the table in this study show that the calculated t value is 12.913 and the significance value is 0.000. This shows that the calculated t value is greater than 12.913 ($12.913 > 1,995$) and the significance value is less than 0.05 ($0.000 < 0.05$). So it can be concluded that life in boarding schools (X) has a positive and significant effect on the spiritual development (Y) of male and female students at the SLA PTASN campus in the 2023-2024 Academic Year.

Meanwhile, the determination coefficient (R^2) is used to measure how far the model's ability to explain the variation of the dependent variable. The determination coefficient value is between 0 (zero) and 1 (one). A small R^2 value means that the ability of the dependent variables is very limited. A value approaching one means that the independent variables provide almost all the information needed to predict the variation of the dependent variable. The results of the determination coefficient test (R^2) in this study can be seen in the table below:

Table 2 : Coefficient of determination (R^2)

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,843a	,710	,706	4.56305

a. Predictors: (Constant), Life at Boarding School (X)

b. Dependent Variable: Spiritual Development (Y)

Source: SPSS Output Results, 2024

Based on the results of the determination coefficient test (R^2) in the table above, the *Adjusted R Square value was obtained* as 0.706. This shows that life in a boarding school can have an influence of 70.6 % on spiritual development, while the remaining 29.4 % is influenced by other variables not examined in this study.

Based on the results of the research hypothesis test, the t_{count} value was 12.913 and the significance value was 0.000. This shows that the t-value is greater than 12.913 ($12.913 > 1,995$) and the significance value is less than 0.05 ($0.000 < 0.05$). So it can be concluded that life in boarding schools (X) has a positive and significant effect on the spiritual development (Y) of female students at the SLA UASN campus in the 2023-2024 Academic Year.

This finding explains that life in boarding schools can have an influence of 70.6 % on spiritual development while the remaining 29.4 % is influenced by other variables not examined in this study. This shows that the better the life in boarding schools, the more positive the spiritual development of male and female students. Quality boarding school life creates a conducive atmosphere for residents to carry out religious activities, deepen spiritual teachings, and develop patient, humble, and loving characters.

The dormitory provides a space for students to learn and develop not only in terms of knowledge, but also in mental and spiritual aspects. Thus, quality dormitory life can strengthen the positive influence on students' spiritual development, because dormitory education includes holistic guidance that combines academic aspects and character building. As a result, dormitory and education cannot be separated because they support each other in forming a generation that is knowledgeable, moral, and has noble character.¹⁰

The importance of holistic development in the dormitory, which includes academic and character aspects, focuses not only on the development of knowledge, but also on the mental and spiritual aspects. Dormitory life provides a space for students to get a balanced education between knowledge and character formation, which supports their spiritual growth. This is in line with the view that the damage to human spirituality is often caused by their fall into sin, and without proper spiritual guidance, as is the case in many churches, the spiritual development of the younger generation can be hampered. Therefore, dormitory life can play an important role in directing and educating students to grow not only academically, but also spiritually. As expressed by Andrew Brake, a good spiritual life is rooted in a relationship with God, which can be achieved in an environment that supports spiritual growth, such as in a directed dormitory community.¹¹

The influence of boarding life on spiritual development has a very strong relationship, namely through guidance such as reading the Word of God, perseverance in prayer, fellowship that is implemented, can be well received by boarding school children, so that they experience spiritual growth, in their relationship with God and with others.

Boarding life at the SLA UASN campus allows students to focus more on self-development, both academically and spiritually, because they are in an environment that prioritizes religious and spiritual activities. This is also reflected in the guidance provided by the dormitory caretakers who pay attention to the mental and spiritual well-being of

¹⁰ Noviana Kole, "Asrama Sebagai Tempat Kehidupan Dan Pembinaan Siswa-Siswi Sekolah Misi Interdenominasi Surabaya," *Inculco Journal of Christian Education* 2, no. 2 (2022): 151–65, <https://doi.org/10.59404/ijce.v2i2.69> hl 153. .

¹¹ Lika, Duha, dan Santy, *Op.cit*, hal 78.

students. As a result, boarding life can facilitate the process of spiritual growth for male and female students at the SLA UASN campus, forming individuals who are more spiritually mature and ready to face life's challenges with strong faith values.

The results of this study are in line with the research conducted by Wanda Lestari and Sarce Rien Hana (2021) which stated that the influence of boarding life on the spiritual growth of SMAK Terang Harapan boarding school children, the results obtained were 86.63%. So from the correlation coefficient interval, it has a very strong level of relationship, with a value of 0.930. So it can be concluded that the influence of boarding life on children's spiritual growth has a very strong relationship.¹²

Summary and Conclusion

Summary

Based on the results of the analysis of the influence of life in boarding schools on the spiritual development of female students at the SLA PTASN Campus for the 2023-2024 Academic Year, it can be concluded that life in boarding schools has a positive and significant influence. This is indicated by the results of the t-test which provides a t_{count} value of 12.913, greater than the t_{table} (1.995), with a significance value of 0.000 which is less than 0.05. In addition, the results of the determination coefficient (R^2) test show an Adjusted R Square value of 0.706, which means that life in boarding schools contributes 70.6% to spiritual development, while the remaining 29.4% is influenced by other factors not examined in this study.

Conclusion

Based on the research results, there are several recommendations that can be given to related parties to support the spiritual development of male and female students at the SLA UASN Campus. For Surya Nusantara Academy and Surya Nusantara Adventist University (SNAU), it is recommended to continue to improve the quality of life in boarding schools through character building programs that support spiritual development, as well as provide special training to dormitory caretakers to improve their competence in guiding male and female students. For male and female students, it is expected to actively participate in dormitory programs that support the improvement of spiritual and moral values, build positive relationships with fellow residents and caretakers, and be open to discussing spiritual challenges. For parents, the role of moral and spiritual support is very important, which can be done by establishing regular communication, providing motivation, and collaborating with the university to ensure that their children's needs are met, so that the dormitory program can run effectively in supporting spiritual development.

¹² Lestari and Hana, *Op.cit.*, page 88.

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