



## Management of Christian Character Education Curriculum Based on Dormitory Abdi-Allah Theological College Trawas-Mojokerto

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### ABSTRACT

Abdi Theological College Trawas-Mojokerto or abbreviated as STTIAA Trawas, is a higher education institution that is engaged in preparing its graduates (outputs) to become spiritual leaders in several churches. This research aims to understand and deepen the symptoms of a group of students at STTIAA Trawas related to their character while staying on campus. This is a social phenomenon as well as a problem related to the individual human being. Second, this research uses a theoretical framework that can shape or influence the study being researched. This research uses a qualitative design. Based on the research background, the research focus is generally stated: (1) The boarding-based Christian character education curriculum at Abdi-Allah Theological College Trawas-Mojokerto; and (2) The implementation strategy for the hostel-based Christian character education curriculum at the Abdi-Allah Theology College Trawas-Mojokerto. So that, the conclusions of this research remarks 1) The management of Christian character education curriculum that influences Dormitory Abdi Theological High School Trawas-Mojokerto are: Holiness (85.42% good), Love (82.17% good), and Commitment (71.83% good). Thus, the students' lifestyle based on dormitory dominated by Holiness, Love, and Commitment is significant; 2) The management of Christian character education curriculum can affect the students' lifestyle based on dormitory in which character transmission occurs without competition among group members as follows (a) Moral knowing, (b) Moral feeling, (c) Moral behavior.



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### INTRODUCTION

The dormitory-based education model has been implemented by STTIAA Trawas for almost 15 years since the establishment of the religious education institution. This educational institution is believed to have advantages because the lecture process does not only take place face-to-face in the classroom but the daily life of students is also observed. The interaction between students and lecturers can also be known easily. However, the process of forming students with good character is not an easy matter. This is related to innate attitudes and behavior before entering campus. Innate attitudes and behaviors that have been formed and took place when they were at the previous school level.

Preparing prospective church leaders and Christian teachers is not an easy job, a method or method is needed for the formation of human resources to be prepared to meet the demands of the church or school. A good education concept is needed, which hones abilities and skills to become better than before. Based on the initial research study, it was found that the STTIAA

Trawas lecture strategy adhered to boarding education. STTIAA Trawas enforces strict campus rules and regulations in shaping the good character of its students. This is in contrast to several similar educational institutions that hold lectures without dormitories. Education without campus dormitories is believed to be able to produce graduates that are easier to administer, low in tuition fees, and easy to supervise. It is easier because there is no responsibility for 24-hour supervision of all students. The head of STTIAA and lecturers do not need to supervise students at certain hours. Organizing lectures without dormitories is also much cheaper because the campus leadership does not provide accommodation, food, and infrastructure for students.

The reason STTIAA Trawas Mojokerto maintains dormitory lectures (requiring all undergraduate students to live in dormitories) is because it has a goal, namely the motivation to prepare its graduates to be equipped not only with knowledge, theory, and skills but with Christian character. Therefore, the lecture curriculum has a Christian character. Christian character is applied in everyday life, including dormitory life on campus. The campus takes a bigger and tougher risk to guide students not only in cognitive but also affective terms 24 hours a day and for 4 years.

STTIAA Trawas applies 4 elements of the main character values, namely Holy, Love, Commitment, and Tough. A church leader and Christian religious teacher should have these 4 elements. The Christian character in carrying out his vocation and work. The identity and personality of a Christian leader lie in his character and not in his work. Ironically in the field, there are still cases that reflect that there are still many church leaders and religious teachers who do not reflect their Christian character and positions. It is believed that one of the reasons why a person does not have a Christian character is that during lectures at campus institutions they still do not get good character education.

Education is a continuous process that aims to change the identity of a student to be more advanced and develop in science (Faisal & Martin, 2019; Idris et al., 2012; OECD, 2019). With the development of the times, the world of education continues to change significantly so that it changes the mindset of many people, from a simple mindset to a more modern one. This is very influential on the progress of education in Indonesia, which desperately need human resources as the main support in supporting the development of the nation.

Law Number 20 of 2003 concerning the National Education System in article 3 states that national education functions to develop capabilities and shape the character and civilization of a nation that is dignified in order to educate the life of the nation. National education aims to develop the potential of students to become human beings who believe and fear God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ambarawati, 2020; Disas, 2017; Huda & Rokhman, 2021; Komara, 2017; Marsakha et al., 2021). Based on the function and purpose of education, education at every level of education, including in theological high schools, must be carried out systematically to achieve the goals of national education. This is closely related to the formation of character education so that students are able to be highly competitive, have good ethics, are moral, polite, and courteous, and easily interact with the community.

With consideration of the main ideas and in order to realize the bang cultured through religious values, honest, tolerant, disciplined, hard-working, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, love peace, love to read, care for the environment, care about social, and responsible, character education is a must that is taught in theological high schools.

Character comes from Greek which means to mark and focuses on how to apply good values in real actions or daily behavior. Therefore, the behavior of people who are dishonest, cruel, fraudulent, and greedy is said to be a person of bad character; and people who are well-behaved, honest, and helpful are said to be people who have good or noble character.

In its implementation, character education should not stand alone but be integrated with other existing lecture materials by incorporating Christian character values (Arifin, 2017; Pohan & Malik, 2018). With character education, students can start by implementing good habits based on the values of noble moral attitudes and habituation on campus. Students should be emphasized in the educational process at the level of independence, exemplary, and fighting power. A complete and comprehensive education does not only shape students into intelligent and good individuals but also shapes them to become good actors for changes in their own lives (Darling-Hammond et al., 2020). In turn, it will contribute to changes in the social order of society to be more just, basic, and humane.

Agreeing with the statement, character education can be interpreted as education that provides values, character, morals, or education that shape a person's character with the aim of developing students' abilities to become better and implement them in everyday life (Fajariah & Suryo, 2020; Latiana, 2013; Syahrin et al., 2021). Wholeheartedly, because the good or bad of a country depends on the character of the nation.

The importance of character education for students, including prospective church leaders, is because it is believed that there are still morals that are not commendable have occurred. This moral decline can be seen in the increasing number of violence against children and adolescents. The rise of promiscuity, and the abuse of drugs, pornography, and theft among students, is happening all around us until now. Therefore, it is the reason why Christian character education is very important to be taught and applied in the world of campus education (Agboola & Chen, 2012; Dam, 2014).

Recognizing the current condition of the character of society, character education has become a national program since the last decade (Kamaruddin, 2012; Olsen, 2014; Singh, 2019). The government took the initiative to prioritize the application of the nation's character in education. This is manifested in the national long-term development plan for 2005-2025 which states that character education is part of the nation's vision and mission in realizing national development called the national character education movement so that the Strengthening of Character Education (PPK) campuses is a continuation of the National Education Movement.

This is in line with the current President of the Republic of Indonesia who argues that character building of society by making people who have character, character, and good behavior is very important (Anugerahwati, 2017; Kuning, 2018; Olsen, 2014; Saidek et al., 2016). Therefore, Presidential Regulation of the Republic of Indonesia Number 87 of 2017 concerning Strengthening Character Education (PPK) is issued which is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, taste, thought, and sports involving and cooperation in education units. Strengthened in Permendikbud No. 20 of 2018 concerning strengthening character education (PPK) in formal education units, all education units are required to implement PPK.

A person's success is not determined solely by knowledge and technical/hard skills, but rather by the ability to manage oneself and others. This research reveals that success is only determined by about 20 percent by hard skills and the remaining 80 percent by soft skills. This implies that the quality of character education for students is very important. It is important to improve. Campus PPK is an important thing that must be done in all educational units to be able to achieve the expected results in relation to KDP on campus. So far, research on KDP has been carried out but in a discussion that is not the same as the discussion that the researcher is studying. As for the urgency of the KDP research, that's why researchers need to conduct research related to strengthening character education.

Character is a person's nature in responding to situations morally which is manifested in concrete actions through good behavior, honesty, responsibility, respect for others, and other noble character values (Mitchell, 2015; Pasaribu, 2019). Character education is related to moral education. However, character education has a higher meaning than moral education. Character education is not only related to the problem of right and wrong but how to instill

habits about the good things in life. Thus, students have high awareness and understanding, as well as concern and commitment to apply virtue in everyday life.

Education is the development of individual potential so that they can have better abilities than their previous abilities, after going through educational processes (Wrahatnolo & Munoto, 2018). So that the individual needs to be given the ability to develop various things, such as concepts, principles, creativity, responsibility, and skills. In other words, the individual needs to experience development in cognitive, affective, and psychomotor aspects (Hoque, 2016; Micklich, 2011; Saguni, 2019). While character is the psychological, moral, and character traits that distinguish a person from others. Thus, character is the unique values in the individual that are imprinted in themselves and embodied in behavior. The character can be interpreted as a basic value that builds a person's personality.

Christian character is formed both because of heredity and the environment that distinguishes it from others and is manifested in daily attitudes and behavior. Character education is interpreted as a serious effort in which positive traits can be developed, encouraged, and empowered through example, study and practice. Christian character is a character that is developed based on the teachings of Christianity or the person of Christ. So Christian character education is the provision of guidance to students to become fully human beings with character in the dimensions of heart, thought, body, taste, and intention in accordance with Christian faith. In general, it can be understood that Christian character education is a form of education that emphasizes the characters of Christ as a Christian character that must be possessed and applied in student life (Mekarwati, 2016; Potter, 2007; Zendrato et al., 2020).

Meanwhile, educational institutions implement boarding lectures as residential buildings for people. College dormitories are student residences of a high school that have student residence facilities. Meanwhile, the boarding school of theology is a religious education institution that provides dormitory facilities for its students and has a boarding program/curriculum to fulfill educational goals (Soleman et al., 2020).

Starting from the preliminary description, the researchers: 1) Describe and analyze the dormitory-based Christian character education curriculum at Abdi Allah Trawas-Mojokerto Evangelical Theology College; 2) Describe and analyze the implementation strategy of the hostel-based Christian character education curriculum at the Abdi Allah Evangelical Theology College, Mojokerto; 3) Describe and analyze the values of boarding-based Christian character education at the Abdi Allah Theological College of Evangelicals, Trawas-Mojokerto; 4) Describe and analyze the evaluation of boarding-based Christian character education at the Abdi Allah Evangelical Theology College Trawas-Mojokerto; 5) Describe and analyze the supporting and inhibiting factors in the implementation of the hostel-based Christian character education curriculum at the Abdi Allah Evangelical Theology College, Mojokerto.

## RESEARCH METHOD

This study uses a qualitative design. The first is a study to understand and deepen the symptoms of a group of students at STTIAA Trawas related to their character while staying on campus. This is a social phenomenon as well as a problem related to the individual human being. Second, this research uses a theoretical framework that can shape or influence the study being researched (Adom et al., 2018; Collins & Stockton, 2018; Grant & Osanloo, 2014; Imenda, 2014). Third, this research intends to holistically understand the research subject, namely the students of STIAA Trawas so that the description and analysis are in the form of narrative language.

From the three reasons, the suitable design is qualitative design. This is also in accordance with the opinion of Sugiyono (2014) which says that the qualitative research method is a research method based on the philosophy of positivism. This means examining the condition of natural and natural objects. Another reason the study uses a qualitative research approach is the

element of student variability where each individual has a different character. This research is directed to find characters that match the context of the existing and developing literature. Literature that has been used in a series related to elements of Christian character in the STTIAA Trawas campus dormitory. This is done so that the implementation based on literature can be used as a guide to trace and find the Christian character more optimally in theological colleges. The interpretation of idiographic data is carried out in relation to the interpretation of the data which aims to present the contextual specifics involved in this training (Beltz et al., 2016; Piccirillo & Rodebaugh, 2018; Sartori & Ceschi, 2013).

Research subjects are the main informants who have been living together on the STTIAA Trawas campus with a very good understanding of the Christian character based on dormitories. Informants are individuals who understand and understand the right place to be researched. The determination of informants is carried out to obtain valid data on the object being studied. For this reason, informants who become key informants must be taken from people who are considered to be able to provide correct information that is directly related to the focus of the research being carried out. For this reason, the selection of informants as sources of data or informants in this study is based on the principle of subjects who master the problem, have data, and are willing to provide complete and accurate information. Informants who act as sources of data and information must meet the criteria. The informants in this study included the head of STTIAA Trawas in 2020, vice chairman, teaching lecturers, lecturers, and students in the 2020-2021 entry year.

### **Place and time of research**

This research will be conducted at STTIAA Trawas Mojokerto. The research has been going on for almost 3 months since August 2020 in the context of pre-research research. The presence of the researcher is a key instrument. This means it is very important. The presence of researchers in the field of qualitative research is an absolute must. Because the researcher acts as the data taker of the research instrument as well as the data collector. Furthermore, as the core instrument, qualitative research is carried out alone in extracting research data. The steps taken are as follows. First, the researcher reacts to all stimuli from informants in the STTIAA Trawas campus environment which must be estimated to be meaningful or not for the research. Second, researchers as a tool can adapt to all aspects of the situation at STTIAA Trawas so that they can collect various kinds of data. Third, each situation is considered to be meaningful in this study. There is no instrument that can capture the whole situation except humans. Fourth, a situation that involves human interaction, cannot be understood with knowledge alone, but it is necessary to feel it often and explore it based on our knowledge. Fifth, only humans as instruments can draw conclusions based on data collected at one time and use them immediately as feedback to obtain confirmation, change, improvement, or rejection (Sugiyono, 2011).

The purpose of the presence of researchers in the field is to directly observe the conditions or activities that take place while at STTIAA Trawas. Researchers here play an important role apart from being the main instrument. The success or failure of this research depends on the presence of the researcher, so it is hoped that the data obtained from the field are valid and easy to analyze.

### **Research Instruments**

Data collection as a research instrument was carried out directly from informants at STTIAA Trawas Mojokerto. Furthermore, the research data instrument obtained is divided into two, namely primary data sources and secondary data sources. Primary data sources were obtained from all oral utterances and informants. To explore the data of this research, STTIAA Trawas informants were conducted through in-depth interview techniques.

The selection of informants for this research will be carried out using the snowballing technique, meaning that one informant appoints another informant who knows and understands inclusive education policies to complete his statement from the initial informant (Buchanan, 1981). Then another informant pointed to the next informant until the information provided was adequate, and so on.

Furthermore, to complete the primary data source, a secondary research data source is needed. Secondary data sources are obtained from various photos, documents, and notes that can be used as a complement to primary data sources. Secondary data sources include books, articles, scientific journals, letters, or archives owned by STTIAA Trawas Mojokerto related to boarding-based Christian character education. Other data sources in the form of documentation and photos of inclusive education implementation activities are also posed in this study. Other secondary data is in the form of library archives, regulatory and statutory documents, and research results that are related to education and training materials. Data collection tools were also prepared such as interview guides, informed consent forms, notebooks, stationery, voice recorders, documentation tools, and other equipment.

After all data sources have been collected, both primary and secondary data, the data are compared and combined into a cross-case analysis. This is done to develop a conceptual framework for the research. The framework was developed in the abstract according to the findings in inclusive schools. In practice, searching for secondary data in the form of important documents, such as academic guidelines, manuscript guidelines, and modified curriculum development guidelines aims to complement primary data sources.

All informants act as data sources that provide verbal/verbal information. The information obtained describes the perspective of the informants regarding the case being studied and provides physical evidence of the secondary data they have. The physical evidence is in the form of report files or writings. Other data such as photographs related to the focus of the problem under study can come from these informants or from other direct observations.

### **Data collection technique**

At this stage, the research obtains data holistically and integratively. The technique is through (1) in-depth interviews, (2) participant observation, and (3) study of documents.

### **Deep interview**

In-depth interviews are conversational activities carried out to obtain opinions, perceptions, feelings, knowledge, and sensory experiences (Alvi, 2016; DeJonckheere & Vaughn, 2019; Rak et al., 2020) from STTIAA Trawas informants regarding the problems of the focus of the problem being studied. This interview is used to interview informants who are directly related to the character of students on campus. It aims to obtain detailed information in order to complete the data of this study.

The first step is to prepare an interview guide and a recorder to record the results of the interview. Interviews were carried out until finally complete information was obtained from all informants and the focus of the problem could be answered. This is adjusted to the interview instruments that have been prepared previously. Researchers are required to come and carry out activities directly at the Mojokerto Health Office to get information.

In conducting this in-depth interview using unstructured interviews (unstandardized interviews) which were conducted without compiling a strict list of questions. The advantage of this unstructured interview is that it can be done in a more personal manner which allows obtaining as much and more in-depth information as possible. Unstructured interviews allow to record the affective responses that appear during the interview and to sort out personal influences that may have influenced the outcome of the interview. Psychologically, this interview is freer and more chatty, so it is not tiring and tedious for the informants. Another

benefit of conducting unstructured interviews is that the questions are held freely (free interviews) on general questions regarding the implementation of inclusive education policies.

The second interview is focused (focused interview) whose questions do not have a structure but are always centered on one point to another (Merton & Kendall, 2014). The direction of this problem focuses on the implementation of Christian character education that has been made and has been carried out so far at STTIAA Trawas. After completing the interview, the informant was then asked to be shown the next informant who was deemed to have the required, relevant, and adequate information.

From the information appointed, other informants pointed to the head of STTIAA Trawas. The researcher conducted sufficient interviews and at the end of the interview, asked to appoint other informants who could be asked for their statements. And so on until the informants obtained are getting more and more like a snowball (snowball technique) and according to the purpose (purposive) contained in the research focus.

In order for the interview to be more systematic and focused, the preparation of the desired materials is in accordance with the issues being explored. This can be done by making an interview guide instrument first. However, in practice, the guidelines that have been prepared can be developed according to the responses from the informants so that the results of the interviews are more coherent. Interviews were conducted by prior agreement or they could also be conducted spontaneously according to the opportunity provided by the informant. To record the results of the interview with the permission of the informant used tools in the form of a notebook and a tape recorder.

In the field, the application does not require the possibility of searching for other informants. This means that the researcher asks to be shown the next informant who is considered to have the required information and conducts sufficient interviews. And so on until information is obtained that can answer the research focus.

### **Participant Observation**

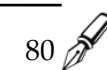
Direct observation is a data collection technique with careful direct observation in the field, where the activity is being studied. Direct observation is carried out to obtain facts and symptoms that occur (new) (Fagerhaugh, 1982; Suminski et al., 2021). Facts and symptoms that occur are important things that are recorded to answer the focus of the problem.

This direct observation was carried out at STTIAA Trawas in order to determine the extent to which hostel-based Christian character education is being implemented. This is done to strengthen the information obtained through in-depth interviews. In order for the situation and condition of this research to be recorded perfectly, it is necessary to record everything he sees in field notes. Field notes were written during direct observation and were refined.

The use of digital cameras as a tool to support the natural completeness of data from events encountered during direct observation is important such as recording important events that occur related to research data in the form of videos and photos. Taking pictures both in the form of videos and photos was done with the permission and knowledge of the informants. The direct presence was at the research location during observation activities and trying to pay attention to and record every symptom that arose at STTIAA Trawas Mojokerto. There are three stages of observation carried out in this study, namely descriptive observation (to find out the general picture), focused observation (to find categories), and selective observation (to find differences between categories).

### **Focused Observation**

To see things related to the focus of the problem, there are four focus problems, namely a focus on the communication element, a focus on the resource element, a focus on the attitude/disposition element, and a focus on the bureaucratic structure element that occurred at STTIAA Trawas.



### **Selective Observation**

After doing the analysis and observation repeatedly, then narrowing it down again with the selective observation by looking for differences between categories, such as the content of policies and implementation of Christian character education. In addition, direct observation may be carried out as much as possible in the form of actions and symptoms that are closely related to inclusive education. This direct observation is in the form of observation in the implementation of character education learning carried out by lecturers and guardians of special students in the dormitory.

### **Documentation (study of documents).**

The documentation method is used to find data on related matters or variables in the form of notes, transcripts, books, newspaper inscriptions, meeting minutes, agendas and so on. The main objective is to find data regarding the implementation of STTIAA Trawas Christian character education Mojokerto. Documentation is used to complement the previous data obtained from in-depth interviews and previous observations. The documents can be in the form of photos, institutional documents, and transcripts of informant interviews. In accordance with the nature of qualitative research itself, the main instrument of research is the researcher himself and is assisted by tools such as notebooks, cameras, tape recorders, and other tools to achieve the desired data. Applicatively in this study, it tries to collect data through documentation, namely in the form of written data sources.

It is not enough to just collect written data such as strategic plans, curriculum development, and academic and non-academic guidelines. It is also necessary to collect documents and life books at STTIAA Trawas. The collection of documentation from various sources, both offline and online through the hospital's website, supports data regarding the implementation of existing education and training.

In order to obtain the documents mentioned, efforts are made to obtain maximum access through special letters to request them. This documentation is carried out in order to strengthen and complete detailed data from the results of interviews with informants. To distinguish between recordings and documents. Recording is important to use as a statement from the informant to prove the existence of an event that occurred. While the document is used as a reference that is not prepared specifically for a particular purpose, such as letters, photos, manuscripts, and training manuals, but it is also important to do this.

### **Data Validity Technique**

The data validity technique of this research uses four kinds of criteria, namely credibility, transferability, dependability, and confirmability criteria.

#### **Credibility**

To ensure a high level of data validity and credibility, it is necessary to use seven techniques, namely prolonged engagement, persistent observation, triangulation, peer debriefing, referential adequacy check, negative case analyst, and member checks. The seven points are described as follows.

#### **Prolonged Engagement**

Prolonged engagement *is* interpreted as spending a lot of time at the STTIAA Trawas research site. The goal is to ensure the full level of trust of the informants and avoid distortion of attendance at the research site. This is done as a solid foundation to be able to draw conclusions based on data in the field. Research in the field is tailored to the needs. To get research data, researchers conducted research in December 2021. After that, they will directly conduct research at STTIAA Trawas.



### **Persistent Observation**

At this stage, direct observation of phenomena or activities in STTIAA Trawas. The direct observation method involves the research object that has been determined and observing all activities carried out and carried out by the informant. Observations were made to obtain a complete and detailed picture of the implementation of Christian character education in the field.

### **Triangulation**

This is a research perspective from various points of view. Verification of findings using multiple sources of information and data collection techniques. The triangulation technique is a technique of checking the validity of data that uses other sources of information, methods, or theories that are interconnected with one another.

There are two added values when using the triangulation technique, namely the data findings obtained are strengthened or questioned by comparing the data generated from other different techniques, and the findings data obtained can be supplemented by adding something new and different from one technique to another.

### **Peer Debriefing**

This stage is a discussion with colleagues to discuss the temporary research findings. The purpose of peer discussion is to obtain accuracy in research. The peer discussion was carried out regarding the implementation of the training. The discussion also leads to the research method or technique that the researcher is doing. This discussion hopes that researchers can get input or contribute to the theme of HR training. Colleagues do not only involve doctoral colleagues in Unesa Education Management who understand inclusive education but mainly peer debriefing is carried out with friends from organizations such as FGDs in the Mojokerto area. Exchange of opinions and discussions as input and improvement from the temporary findings.

### **Referential Adequacy Checks**

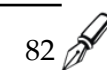
Checking all research results by checking existing data archives from various sources such as newspapers, magazines, articles, reference materials, and documentation. The aim is to ensure the suitability of the data found with the provisional conclusions that focus on the implementation of the inclusion policy that has been obtained. If the suitability is perfect, it can be said that the level of confidence in the conclusions of this study is high or strong.

### **Negative Data Analyst**

Negative cases are those that do not match or differ from the research results up to a certain point in time. Conducting a negative case analysis means that the researcher looks for data that is different or contradicts the data that has been found. If there are no more different data, it means that the data found can be trusted.

### **Member Checks**

When the final stage of the research is completed (interviews of all informants have been completed). The aim is to evaluate the outline of research findings that have been submitted by all informants. The outline of the findings is regarding the findings on the planning element of the module, the findings on the implementation element, and the findings on the inhibiting and supporting elements of Christian character education at STTIAA Trawas Mojokerto. Before leaving the research location, it is obligatory to re-check, match information and confirm with other informants carefully and with caution. Member checks are an important and useful technique for maintaining the credibility of qualitative research.



### **Transferability**

Transferability technique is used in order to obtain a common understanding of all information, data obtained, and research findings. This technique juxtaposes the data obtained so that it is easy to see so that the data shows and describes the problem of the focus of the research problem. The purpose of transferability is to lead other readers or other researchers to fully understand the substance of the research. Therefore, so that other people can understand the results of the training research in a clear, detailed, systematic, and reliable manner, the following steps are used.

### **Research Settings**

The setting of this research must be clear that it will be carried out at STTIAA Trawas Mojokerto until finished. Good relations must be maintained between researchers and the education and training organizers. This provides easy or quick access to carry out initial research on the case. The data collected through the initial investigation can be used as preliminary information or a preliminary study and become part of the research even though the data is not shown in detail in the research report.

In this regard, it is very necessary to know the existence of patterns of commitment built from initial data in boarding-based Christian education. Therefore, this phenomenon that occurs deserves to be investigated in connection with the success of improving the quality and quality of its implementation.

Meanwhile, for the sake of research, permission in advance to carry out preliminary research chief Mojokerto Health Office who acts as a gatekeeper. After getting information from informants about commitment and attitude in character education, the research can look at the other appropriate variable components.

### **Research Informant Profile**

The profile of the informant is considered important in the research because it involves related parties such as the profile of the head of the organizer and his committee, the profile of the informant STTIAA Trawas, Mojokerto, profiles of lecturers, profiles of lecturers' guardians or employees and special students. The reason for knowing the informant's profile is the readiness and ability of this informant to understand the implementation of Christian character education.

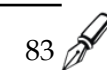
### **Research Area Map**

Regional maps are used for the purpose of describing the location of the site clearly and in detail, namely the STTIAA Trawas area which is under the auspices of Christian Higher Education. The location is very strategic so it is enough because it is close to many housing estates. There are several things that are considered by students studying at STTIAA Trawas, namely the complete infrastructure, competent lecturers and long-established high schools. This is evidenced by a large number of students and many award achievements from the provincial to the national level. An award from the Ministry of Research and Technology as the best number 2 Christian Religious College in Indonesia was achieved in 2017.

### **Dependability**

At the dependability stage, it is guaranteed that the information or data of the research carried out is highly dependent on other supporting tools, in the form of written guidelines, sound recordings, and image recordings. All data in this study can be interpreted correctly, accurately, and scientifically justified.

In qualitative research, it is very important to test dependability by conducting an audit of the entire research process. Dependability test is used to assess whether the qualitative research process is of quality or not. Researchers need independent expert auditors to check to maintain



dependability. The auditors in this study were conducted by two promoters, namely Prof. H. Haris Suparno as promoter I and Dr. Mudjito AK, M.Si, as co-promoter.

### **Confirmability**

At the confirmability stage, confirmation from various sources is considered correct and convincing as another element involved in the research theme (Chibvongodze et al., 1998). Research is said to be objective if the research results have been agreed upon by many experts. The degree of certainty from research on the implementation of education and training is a criterion for assessing the quality of results by emphasizing tracking data and information. Interpretation supported by material that is sufficiently deep to the audit trail is important. Qualitative data, either text or images from interpretation results can always be shown clearly and convincingly.

The data that has been interpreted and used by the researcher produces the prospect of objectivity. This can show several important points, namely; generate questions about the researcher's own involvement in interpreting the data and generate the prospect of an open mind and a willingness to consider alternatives and defend data explanations. In a study, it is not allowed to present the results without going through the process that must be done. The auditor trail in this study was conducted by the promoter lecturer.

### **Data Analysis Technique**

The data analysis technique was carried out by systematically searching and arranging interview transcripts, field notes, and other materials that had been collected by the researcher. Analytical activities are carried out by analyzing data, organizing, dividing into manageable units, synthesizing, looking for patterns, finding what is meant, and what is systematically researched and reported.

The data analysis used in this research is qualitative analysis, which consists of data reduction, data presentation, and verification/conclusion. In order to be able to interpret and interpret data well, it takes perseverance, thoroughness, patience, and high creativity from researchers so that they are able to give meaning to each phenomenon or existing data. The type of data analysis technique used in this research is descriptive. This means that it is an analytical technique used to analyze data by describing or describing the data that has been collected soberly without any intention of making generalizations from a research result.

### **Data analysis**

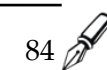
Data analysis in this study was carried out on each object of research focus. In analyzing, the researcher interprets the data in the form of words so that the meaning is obtained to be reported. Activities in qualitative data analysis are carried out interactively and continuously until they are completed so that the data is saturated. The steps are as follows:

#### **a. Data Condensation**

Data condensation is a process of selecting, simplifying, abstracting, and transforming data that approximates all parts of written field notes, interview transcripts, documentation, and other empirical material. This technique is done by collecting data at STTIAA Trawas continuously through participant observation, in-depth interviews, and documentation so that the data collected is large and complete. Then describe in more detail and depth after all the data is collected.

#### **b. Data Presentation**

After the data regarding the implementation of the training is condensed, the next step is the presentation of the data. Presentation of data in the form of brief descriptions, charts, relationships between categories, flowcharts, and the like. While the data that is often used in qualitative research is narrative text. With the presentation of data on how the education and



training are held at STTIAA Trawas, it will be easier to understand what happened and plan further work based on what has been understood.

The steps of analysis during data collection in this study are as follows. First, after each data collection, all field notes were read, understood, and summarized. The field notes summary format used in this study follows the pattern. Second, all field notes and summaries that have been made, are read again and provisional summaries are made, namely a summary of the results while synthesizing what is known about the case that is used as a background for research, and showing what remains to be researched.

Making a summary aims to obtain an integrated record of the case that became the background of the study. Third, after all the necessary data has been collected and the researcher leaves the research field, the field notes that have been made during data collection are analyzed. more intensively. This step is called analysis after data collection.

The steps taken in the analysis after data collection are as follows. First, is the development of the coding category system. The coding in this study was made based on the case study background, data collection techniques, data sources, research focus, time of research activities, and page numbers of field notes. The coding used in this study is presented in table 1.

**Table 1.** Research coding sequence.

No	Aspect of Coding	Code
	<b>Data collection technique</b>	
1	Interview	W
	Observation	O
	Documentation	D
	<b>Focus Christian character education curriculum</b>	
2	Implementation strategy	1
	Kr character education values	2
	Character education evaluation	3
	Inhibiting and Supporting Factors	4
		5
3.	Order Number Interview / Observation / Documentation	1,etc
	<b>Subject</b>	
4	Head of STTIAA	KDK
	representative	WDK
	Lecturer	DP
	Guardian Lecturer	WD
	College student	MH
5	Study	STTIAA
6	Field Note Page Number	IV
	Note Page Number in Office Room	V
7	Activity Time: Date - Month - Year	04-02-2021

This coding is used in the context of data analysis activities. The research focus code is used to classify research data obtained through interviews, observations, and documentation studies. At the end of the field notes or interview transcripts, several important things are listed, such as the instrument used, the serial number of the focus of the problem theme, the serial number of the focus, the informant, the research site, the background of the research, and when the research activity was carried out as shown in the example code in table 2.

**Table 2.** Example of code sequence and how to read it

<b>Code</b>	<b>How to Read it</b>
W	Shows the types of interview, observation, and documentation data collection techniques
1	Shows the focus code of the research theme
1, etc.	Shows the sequence of interviews, observations, and documentation
K	Appoint research informants
Spendiv	Pointing research site
IV/ V	Indicates an indoor or outdoor research setting
04-03- 2020	Shows the date, month, and year of the research activity

Second, is data sorting. After the codes are made complete with operational restrictions, each field note is read again, and each data unit contained in it is assigned the appropriate code. What is meant by data units here are pieces of field notes in the form of sentences, paragraphs, or a sequence of paragraphs. The codes are written on the edge of the field notes sheet and then all the field notes are photocopied. The photocopies are cut into pieces based on data units, while the original field notes are kept as archives. The pieces of field notes are grouped according to their respective codes as listed on the left edge. To make it easier to track the original field notes, at the bottom of each data unit a notation is given.

### **Conclusion Drawing/Conclusion Verification**

New findings that have never existed before are the main hope of a qualitative study. Findings can be in the form of a description or description of an object that was previously still gray, so that it becomes clear. After researching it becomes clear to further clarify the analysis of the data.

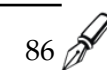
## **RESULTS AND DISCUSSION**

### **Character Education Curriculum Management at STTIAA Trawas Mojokerto**

Character education curriculum management will run effectively, in the previous research by Lickona & Lewis (2003) developed several principles (principles of effective character education). First, ethical core values mean character education as the foundation for the formation of good character. Character education adheres to values that are widely disseminated, which are very important, and are based on noble character, called core values, for example caring, honesty, fairness, responsibility, respect for oneself and others. Character education also promotes positive performance values such as diligence, a strong work ethic, and tenacity and persistence.

Second, character is understood comprehensively including in thinking, feeling, and behavior. The implementation of good character includes understanding, caring, and actions based on these ethical values. The holistic approach in building student character is thus related to the development of cognitive, emotional, and behavioral aspects of moral life. Students will grow and understand these core values by studying them and discussing them, observing behavioral models, and solving problems related to values.

Third, Character education requires a serious and proactive approach as well as promoting core values in all phases of life at the Abdi Allah Trawas Mojokerto Evangelical Theology College. This educational institution is committed to developing a character that is obliged to look at itself with a moral perspective to assess how everything in the College can have an impact on the character of the students. The curriculum for Christian character education is applied in student life, both in dormitories, in class, on campus, and outside the campus.



Supervision of the implementation of Christian character education is carried out by all lecturers, staff, employees, and fellow students themselves. The implementation of Christian character education is also regulated in/through a student handbook which contains the rules and regulations of daily life on campus. So it is hoped that the formation of character through daily habits that are closely monitored can shape students to have characters that are in accordance with the character of Christ. Supervision is carried out not only in class but also in dormitories and on-campus and off-campus.

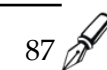
The comprehensive approach taken has utilized all aspects as an opportunity for character development. In this regard, this includes what is often called a hidden curriculum, such as a flag ceremony, lecturers as models, student relations with lecturers, lecturer relationships with other Theological College staff, and relationships between students. The Theological College is a caring community. Commitment to character development in educational institutions seeks to become a microcosmic society that cares and is fair. This is made possible by building a community that helps all its members to form a caring bond between them. This caring relationship can arouse both the intention to learn and the intention to become a person of good behavior. In this connection, staff members and parents of students can establish a relationship of mutual respect, mutually beneficial to both parties. They feel more called and excited to develop their capacity in promoting character values to students.

Provide opportunities for students to take moral action. STTIAA Trawas Mojokerto's Christian character education curriculum is structured based on the need to nurture students so that they can have Christian character which is a demand for every student. And more importantly, not only because it is related to their profession later, but also closely related to the demands of being a true follower of Christ, who should have a Christ-like character. This Christian character education curriculum is applied to all students who live in dormitories (the requirements set for all STTIAA Trawas undergraduate students are that they must live in a dormitory for a 4-year study period). In the ethical realm as well as in the intellectual realm, students are constructive learners, they learn well by doing something (learn by doing).

To develop good character, they need many and varied opportunities to apply values such as compassion, responsibility, honesty, and fairness, in daily interactions and discussions. By confronting real challenges (e.g. dividing tasks in cooperative learning, how to reach consensus in class meetings, how to reduce fights on the playing field, how to run service-learning projects) and reflecting on them in their experience, students can develop a practical understanding about the need to cooperate with others and make personal contributions.

Effective character education must be complemented by a meaningful and challenging academic curriculum that values all learners and helps them to achieve success. If students are successful in high school and feel that they now have a certain competence and autonomy regarding the acquisition of certain knowledge or skills, they are more likely to feel the need to have certain values that characterize their existence and feel more of a need for personal authority. Because every student comes to the STTIAA Trawas campus with skills, with different interests and needs, an academic program designed to help students succeed should be a program in such a way that both the academic material and the learning pedagogy are sufficient to build engagement among all students. This means that higher education institutions must provide a curriculum that is inherently interesting and meaningful to students. Examples of meaningful curricula are curricula that feature active teaching and learning methods such as cooperative learning, problem-solving approaches, and experiential projects.

Christian character education must really try to develop students' personal motivation. Growing up with self-motivation is a character development process with the principle that character learning should not be carried out through excessive emphasis on extrinsic incentives. Character learning is carried out to develop students' understanding of the rules, raise



awareness that their behavior will have an impact on others, and build students' character strengths such as self-control, ability to take perspective, and resolution skills.

All residents of STTIAA Trawas must become a learning community and a moral community, all of which are mutually responsible for the ongoing character education, and strive to develop the same core values that guide character education for students. All high school staff starting from lecturers, administrative staff, counselors, high school psychologists, coaches, vice principals of high schools, cafeteria workers on the playground, and so on, must be involved in learning, also participate in discussions, and take their respective roles in the effort character building.

First and foremost, staff members must demonstrate their responsibilities and become models for core values and take the opportunity to influence students with whom they interact. Second, the same values and norms that control student behavior must also be applied in regulating the lives of more mature High School citizens in the College community. Third, a college that provides free opportunities for its staff to reflect on moral issues can help convince all parties that the implementation of character education in the College is carried out with full integrity.

The implementation of character education requires the necessary moral leadership for high school residents and students. Colleges that have been committed to developing effective character education should have people who act as leaders (eg head of the high school, all lecturers of the high school) who have excellent abilities (excellent or strong) in leadership. Colleges must recruit parents and community members as full partners in character-building efforts. Colleges that are able to establish relationships with parents to want to be involved in character education are proven to have a great ability to increase their chances of succeeding with their students in building character. Such high schools are usually willing to go to great lengths at every stage of character education to communicate with students' families, for example through letters, emails, and so on.

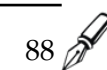
### **Implementation of the Dormitory-Based Christian Character Education Curriculum**

Implementation at STTIAA implies that every lecturer makes a plan for the program that will be run. The planning in question is to realize success and achieve the expected goals in accordance with the curriculum applicable in high schools. Character education involves various kinds of value compositions, including religious values, moral values, general values, and civic values.

Higher education institutions have the authority to determine priorities for character education values, but in the end, it is the individual himself who cultivates these values in accordance with his personal experience as an individual who believes and has the goodwill to live together in a pluralistic society. The tiered supervision of life in the dorm room (doing routine meditation every morning, praying and reading the Bible, keeping the bed clean, maintaining and cleaning the bathroom, washing clothes, etc.) is carried out in stages as follows: a) By senior students; b) By mother or the father of the dormitory; c) By the vice-chairman of 3 student affairs; d) By the meeting of the faculty council.

Permendikbud Number 20 of 2018 also confirms that there are 5 (five) values contained in the character education strengthening program which are described as follows: Religious, Religious character values reflect faith in God Almighty which is manifested in the behavior of carrying out religious teachings and beliefs, respecting differences religion, uphold a tolerant attitude towards the implementation of religious worship and other beliefs, live in harmony and peace with followers of other religions (Thoyyibah et al., 2019).

The value of this religious character includes three dimensions of relations at once, namely the relationship of the individual with God, the individual with others, and the individual with the universe (environment). The value of this religious character is shown in the behavior of loving and maintaining the integrity of creation. Religious sub-values include love of peace,



tolerance, respect for differences in religion and belief, firm stance, self-confidence, cooperation between adherents of religions and beliefs, anti-bullying and violence, friendship, sincerity, not imposing will, loving the environment, protecting the small and marginalized.

Implementation or application means everything that is carried out and applied, in accordance with the curriculum that has been designed or designed to then run fully in accordance with the regulations that have been set. For this reason, curriculum implementation is also required to fully implement what has been planned in the curriculum, the problem that will occur is if what is implemented deviates from what has been designed, there will be futility between design and implementation.

Implementation can also be considered an action or implementation of a plan that has been prepared carefully and in detail. Implementation is usually done after the planning is considered fixed. Simply put, implementation can be interpreted as implementation or application. From the definitions, it shows that the word implementation boils down to the mechanism of a system. The expression mechanism implies that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve the objectives of the activity. Therefore, implementation does not stand alone but is influenced by the next object, namely the curriculum.

### **Dormitory-Based Christian Character Education Values**

In general, character education, character education is education that aims to shape personality through character education. The result of character education is a real behavior such as honesty, sense of responsibility, hard work, and so on. Character has two essential and closely related parts, namely performance character and moral character.

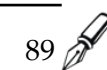
Meanwhile, character education is a deliberate effort to help students understand and care about ethical values. In the implementation of education at the College of Theology, lecturers have an important role in helping students to form character through behavior, example and so on. Moreover, character education is a deterrent to various behaviors that are not expected.

According to Zubaedi (2011) character is human nature that is permanent and distinguishes one human from another. This character includes attitudes (attitudes), behavior (behavior), motivation (motivation), and skills (skills). In addition, character also provides the best, including intellectual capacity, critical attitude, honesty, and responsibility, so that a person can contribute to his environment.

From the definition, basically, character contains two dimensions, namely the intellectual dimension and the behavioral dimension. While character education is character education plus which aims to develop the character and character of students by living up to the values and applied through honesty, trustworthiness, discipline and cooperation by emphasizing affective, cognitive and psychomotor values.

Students with character have a level of awareness and self-knowledge trying to do their best for God Almighty and others so that they can maximize their potential with full responsibility. The human character can be formed through habits both speech and action. Good character is not formed automatically, good character is developed continuously in the learning process, examples, learning, and practice. Character is formed because habits and habits are formed through repeated actions every day.

In this study the values instilled by the College of Theology cannot be separated from the directives of the 1978 Standard of Training, Certification and Watchkeeping (STCW) for seafarers which were amended in Manila in 2010 namely leadership (leadership), teamwork (teamwork), managerial ability (managerial ship), care about work safety (safety awareness), and care about security (security awareness). Based on this characters, it is necessary to have a curriculum that is able to form an education system at the Trawas Theological High School, especially those that use dormitory facilities as a means of supporting character formation. With this dormitory, it is hoped that it will be able to form new habits for students that can shape





their desired character. However, good character relates to rules of good behavior and the development of good behavior habits, which are then practiced over and over again.

### **Evaluation of Dormitory-Based Christian Character Education**

Evaluation of Christian character education is carried out objectively, meaning that it is based on facts and data that are found and disclosed honestly. For this reason, continuous training is needed from all parties involved so that they are skilled in using evaluation methods that are in accordance with the situation and conditions of the school. In addition, evaluation activities are carried out through the implementation of reflection with the aim of knowing the weaknesses and strengths of the implementation of student character education in schools and then conducting an analysis together in the design and implementing teams to find solutions that will be applied to further character education. The application and utilization of the results of the analysis on character education carried out is in accordance with expectations, in the improvement and improvement of the quality and effectiveness of performance will be carried out for the implementation of character education activities in the future.

After understanding the various ways in developing character education, then how to assess or evaluate the character education developed, of course, requires a specific explanation. Assessment in learning related to character education can use authentic assessment. The implementation of effective character education includes efforts to assess the implementation of character education programs. The three types of outcomes that should be the focal point of the assessment are as follows.

- 1) *The character of the high school must be judged on the extent to which the high school has become a caring community.*

The role of high school staff as character educators is assessed with the question: to what extent do high school staff such as teacher councils, administrators, and personal supporters develop mutual understanding of what can be done to develop character building.

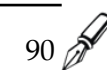
- 2) *The character of the students is assessed by the main question about the extent to which students realize their understanding, commitment, and actions based on these ethical values.*
- 3) *Supporting and Inhibiting Factors in the Implementation of Dormitory-Based Christian Character Education Curriculum*

Seeing the obstacles that occur in the implementation of the program and identifying the problems that exist in STTIAA Trawas then looking for a comprehensive solution so that the character education program can be achieved; There are supporting and inhibiting factors in the implementation of character education which are described as follows.

### **Supporting Factors**

From the beginning of students entering STTIAA Trawas in semester 1, students have known that this educational institution is based on Christianity. The quality or character of students who are permanent and continuous, eternal, which is used as a good personal characteristic. This character is a characteristic possessed by each individual that distinguishes individuals from other individuals. This characteristic is obtained from the evaluation of the individual's personality. Because character is related to evaluation or assessment, in describing individual characters, the terms good and or bad are often used.

The substantive meaning of the term character consists of three interrelated student behaviors, namely (a) moral knowing, (b) moral feeling, and (c) moral behavior. It was further emphasized that good character consists of the psychological process of knowing the good, desiring the good, and doing the good - habit of mind, habit of heart, and habit of action. Supervision of lecturers and high school residents in the campus area is a supporting factor. Practical work is shared in all campus areas, libraries, health clinics, offices, kitchens,



courtyards, etc. Carried out together with lecturers who teach, lecturers who are responsible for practical work areas, all lecturers, staff, and employees.

### **Obstacle Factor**

The Trawas Theological College Dormitory is a place to stay for students. Dormitory is usually a building with rooms that can be occupied by several occupants in each room. Its residents stay in dormitories for a longer period of time than in hotels or inns. The reason for choosing to live in a dormitory can be in the form of the residence's origin which is too far away, or because the cost is relatively cheaper than other forms of lodging, such as boarding houses or apartments. In addition to accommodating students, dormitories are also often occupied by participants of a sports party or seminar participants.

Christian character must be manifest in the life of a Christian leader. Real is meant in relation to other people, besides that, it is real in the household and the environment. Real in relation to God and service. Character education given throughout life is not only given one or two years but is a lifelong process. The character values developed are based on the four national pillars, namely honesty, intelligence, toughness, and caring. The Abdi Allah Evangelical Theology College also has these values, namely Love, Holy, Commitment, and Tough. Character education to be successful also needs to be assessed with the right assessment tool.

However, in implementation on campus, there are many constraining factors as the management function has not been optimally implemented. The most important of all series of management processes is that the implementation function emphasizes more on activities that are directly related to the human resources involved, or people within the organization have not touched on student practices in behaving and acting on-campus and off-campus.

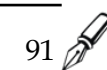
### **Empirical Study**

Implementation is the most important management function of all series of management processes. The function of implementing dormitory-based character education places more emphasis on activities that are directly related to the human resources involved, or the people in the organization. Implementation is an attempt to move group members in such a way that they are willing and trying to achieve the goals of the company and the goals of the company's members because the members also want to achieve these goals.

Implementation is an effort to mobilize or direct the workforce (manpower) and utilize existing facilities intended to carry out work together. Among the implementation activities are conducting direction, guidance, and communication. The implementation here is to direct the workforce according to the work. In preparing for character education on campus, education needs to be made aware to all campus residents to take part in the implementation. Including campus residents are the head of the high school, lecturers, administrative staff, students and residents in the campus environment. There is an influence from the application of character education on student academic behavior. Character education is important to be implemented and developed on campus. Lecturers have an important position in building good student character. The lecturer as the main character who meets almost every day becomes an idol and is highly respected. The behavior of lecturer needs to show virtuous and wise behavior so that it becomes an impression to be imitated and provides an example of good character.

The environmental atmosphere is largely determined by the atmosphere created by students. Campus regulations are an important aspect that must exist in an effort to develop a conducive atmosphere. The existing regulations include regulations that contain rights and obligations, sanctions, and rewards for all school members. These rules and regulations must be obeyed and carried out with full responsibility by all and all campus residents.

However, any character that is formulated must still be based on universal values. Therefore, education that develops character is a form of education that can help develop



attitudes, ethics, morals, and responsibility, and give love to students by showing and teaching good character. It is a proactive effort of ethical values such as self-respect, responsibility, integrity, and self-discipline. It provides a long-term solution that leads to moral, ethical, and academic issues that are a concern and at the same time a growing concern in society.

The implementation of character education at STTIAA Trawas begins with an agreement between all parties (Chairman of STTIAA, deputy head, lecturers, and student guardians) about the character that will be prioritized for development. The selection of these values departs from the interests and conditions of each educational unit, which is carried out through context analysis so that in its implementation it is possible to have different types of character values developed between one high school and or one area to another.

Character education is integrated into the course, some things need to be considered. The implementation of character values to be developed can be started with values that are essential, simple, and easy to implement, such as: clean, neat, comfortable, disciplined, polite and courteous. In addition, the implementation of character education in high schools must create a culture of character which includes: religious, nationalist, independent, integrity, and mutual cooperation. The following is a description of the characters in Christian characters at STTIAA Trawas.

**Table 3.** Elaboration of 3K1T character values in objectivity and key performance indicators.

Core Values	Objectivity	KPI
Holy	The development of a culture of awareness to maintain the holiness of life, maintain the intensity of a personal relationship with God, and be willing and surrendered in obedience to God	Learners understand the values of the holiness of life and are able to maintain the holiness of life holistically through a godly attitude. Learners want to go through the process of self-sanctification by maintaining the intensity of their personal relationship with God Learners show an attitude of obedience to authority in the process of surrendering themselves to the formation of God
Love	The awakening of a loving heart upon the realization that Jesus Christ has given His love to humans and is able to apply it to others	Learners understand the meaning of God's love for humans who are internalized in their lives with the revealed fruit of the Spirit. Learners have compassion for others through an attitude of life that pays attention to others, is willing to sacrifice and is 'lenient' in helping others.
Commitment	Building motivation in the self-leadership process that is moral, authentic, polite, and integrity	Learners have the ability to manage self-motivation in doing their tasks and responsibilities. Learners live an 'as is' attitude/not made up and have a character that is compatible with Christ's values; Have a clear attitude based on the truth (integrity). Learners have a firm attitude in defending the truth values of Christ.

Table 3 shows that STTIAA Trawas has bars or standard guidelines that every student must-have. The following limitations on boarding-based character education (including the

Theological College dormitory) as, the schoolhouse: That is the only place where children are thought during the day fulfills its primary function only this much. stay for the children where they are taught).

Meanwhile, the "*Dictionary Of Education*" provides the following limits on boarding school: "boarding school is an educational institution the primary or secondary level in which pupils are residence while enrolled in as an instruction program, as opposed to a school to which pupils commute from their homes, includes school which offers regular and or special educational curriculum."

Thus the Theological College dormitory can be interpreted as a place where students reside for a relatively long period of time (during the study period) together with lecturers as caregivers who provide assistance to students in the process of personal development through the process of appreciation and development of cultural values. Personal development here is adjusted to the field or profession being pursued at the Theological College in question.

The essence of hostel life is not just the formation of habits and sensory impressions, but also a process of forming life values. In fact, dormitories for school students or high school students are not something new in the context of Indonesian education. Because educational institutions in Indonesia have long presented the concept of boarding school education, which was named "*pondok pesantren*" for Muslims and seminaries for Christians or Catholics. This Islamic boarding school or seminary is the forerunner of boarding schools in Indonesia. In this institution, religious sciences are taught intensively at a certain level so that the products can become "*kyai* or *ustadz*" or " Pastors" who will later move on as leaders in the spiritual field in society.

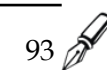
Of the many boarding universities in Indonesia, there are 3 (three) styles, namely religious, nationalist-religious, and some nationalist. Religion is divided into many styles, some are fundamentalist, moderate to somewhat liberal. This is more a representation of the diversity in Indonesia, which generally takes these three forms. Military-style because they want to transfer the pattern of disciplinary education in the military into education at boarding colleges. While the nationalist-religious style takes a position on semi-military education combined with religion in its development in high schools.

The purpose of parenting is none other than the effectiveness and efficiency of achieving the goals of education and training at STTIAA. Parenting is a tool to develop the characters that exist in the high school curriculum so that it can be achieved. There are 100 kinds of ways to develop character education which are contained in the curriculum in high schools developed by the University of Illinois, some of which are in accordance with parenting patterns such as the introduction of character values in the form of discussions; policies related to character education.

Parenting patterns developed from planning, management, and program implementation to program evaluation, when referring to 100 kinds of methods still need to be further developed for parenting patterns in STTIAA Trawas.

## CONCLUSION

Conclusion of this research is as follows: 1) The management of Christian character education curriculum that influences Dormitory Abdi Theological High School Trawas-Mojokerto are: Holiness (85.42% good), Love (82.17% good), and Commitment (71.83% good). Thus, the students' lifestyle based on dormitory dominated by Holiness, Love, and Commitment is significant; 2) The management of Christian character education curriculum can affect the students' lifestyle based on dormitory in which character transmission occurs without competition among group members as follows (a) Moral knowing, (b) Moral feeling, (c) Moral behavior.



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