



Sociology-based character education strategies and their role in shaping moral development in boarding-based islamic education

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ABSTRACT

Background: Character education is a foundational aspect of Islamic education, particularly at the primary level, where students begin to internalize moral and social values. In Indonesia, boarding-based madrasah institutions offer a unique environment for character formation due to their immersive and socially intensive settings. This study aims to explore the extent to which character-building strategies based on the sociology of education contribute to the character development of sixth-grade students at MIN 1 Banyumas, a state Islamic elementary school with a residential program. The theoretical framework draws from sociological theories emphasizing the role of structured social environments in shaping individual behavior and identity. The strategies examined in this study include daily habituation practices, exemplary modeling by educators and caregivers, value-based communication, and intentional peer interaction designed to reinforce shared norms and ethics. **Methods:** This research employs a quantitative associative design involving total sampling of all students living in the school's dormitory. Data were collected using a Likert-scale questionnaire that had undergone tests for validity and reliability. The data were then analyzed using simple linear regression to determine the relationship between character-building strategies and character outcomes. **Findings:** The results reveal a statistically significant influence, with a p-value of 0.045 and an R-squared value of 0.136. These findings suggest that 13.6 percent of the variance in character development can be attributed to the implemented strategies. **Conclusion:** The study concludes that character formation in Islamic boarding environments benefits significantly from structured, socially embedded educational strategies. **Novelty/Originality of this article:** It calls for the institutionalization of sociologically grounded approaches to character education that are sensitive to students' daily interactions, cultural context, and moral experiences.

KEYWORDS: character education; islamic boarding school; moral formation; sociology of education; student development.

1. Introduction

The instillation of character values serves as a fundamental element in the national education system, particularly at the elementary education level, which adopts a boarding school system. In Indonesia, the urgency of strengthening character education has emerged in response to increasingly complex social issues, such as a lack of discipline, a weakened sense of responsibility, and declining social awareness among students (Saifullah & Hanif,

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2024). Zuliani et al. (2023) emphasize that although moral values have been integrated into the school curriculum, their implementation often fails to bring about tangible behavioral changes. Therefore, a more contextual approach that aligns with students' everyday lives is required, especially within environments that socially support character formation.

The boarding school environment holds strategic potential as a space for character development, as it creates a social community that enables students to learn to live together, engage in intensive interactions, comply with group norms, and influence one another (Chang et al., 2023; Fathurrochman et al., 2021; Zhong et al., 2024). Kuswantara (2023) states that everyday life in a dormitory provides opportunities for the internalization of values through direct experiences that cannot be obtained solely through classroom learning. Andiani et al. (2024) underline that the social interactions within the dormitory community foster empathy, responsibility, and discipline, particularly when managed using a contextual and adaptive approach. Viridi et al. (2023) highlight that character education cannot rely solely on formal programs but must be rooted in the real social dynamics experienced by students on a daily basis. Norliani et al. (2023) support the importance of group discussions, collaborative activities, and collective routines as effective tools for behavioral change, as it is within social communities that students concretely learn values, norms, and social rules.

At the dormitory of this study, there is a dynamic in the behavior of sixth-grade students that warrants further examination, especially concerning discipline, responsibility, and social awareness. Rusmanto & Hanif (2024) note that education emphasizing social and emotional aspects can foster students' self-awareness regarding their strengths, weaknesses, and potential. Meanwhile, Saifullah & Hanif (2024) show that the habitual practice of religious and social values through daily activities—such as congregational prayers, short sermons (*kultum*), and maintaining cleanliness—is effective in shaping students' character. The exemplary conduct of teachers and dormitory supervisors plays a central role in the success of value internalization, as students learn not only from instructions but also by observing the role models around them (Saifullah & Hanif, 2024).

Initial observations did not reveal any significant character issues among sixth-grade students residing in the dormitory. These students generally demonstrate discipline, mutual respect, and cooperation in collective activities. This condition, rather than being a problem, piqued the researcher's interest to further investigate the effectiveness of the character education strategies already in place. This study does not stem from the assumption of a problem but from a curiosity about the effectiveness of the approach being implemented, particularly in terms of character development through a sociological lens.

The educational sociology approach in this context aligns with Talcott Parsons' structural-functional theory, which emphasizes the importance of social systems in maintaining order through values, norms, and educational institutions (Izzah, 2025; Martina & Hermon, 2022; Mulia et al., 2024; Sulistiawati & Nasution, 2022). Parsons explains that schools, including their dormitory systems, function as agents of socialization, training students to adapt to societal values through processes of adaptation, goal attainment, integration, and latency. Furthermore, George Herbert Mead's theory of socialization provides a critical foundation for understanding how social interaction in the dormitory environment can shape students' personalities. Through interaction with teachers, supervisors, and peers, students gradually internalize the prevailing social values and norms, which in turn shape their character (Viridi et al., 2023).

This study aims to analyze the influence of character education strategies based on the educational sociology approach on the character development of sixth-grade students in the dormitory of MIN 1 Banyumas. The focus of the study is limited to the influence of character education strategies within the context of social interactions in the dormitory on students' character formation. Using a quantitative approach, this research is expected to provide objective and measurable data on the effectiveness of socially based strategies in shaping student character. The findings of this study are expected to contribute theoretically to the development of sociologically based character education and serve as a practical reference

for madrasahs, teachers, dormitory administrators, and future researchers in designing character education strategies that are more contextual, relevant, and sustainable.

The urgency of this research lies in the pressing need for more effective, contextual, and socially grounded character education strategies in addressing the increasingly complex moral crisis in the field of education. Although character education has been integrated into the curriculum, its implementation often remains formalistic and fails to adequately engage the affective and social dimensions of students (Nugroho & Hanif, 2024). The boarding school environment, with its intense social community characteristics, holds significant potential as a space for character formation through daily interactions, value habituation, and concrete role modeling (Hanafiah et al., 2022; Ihsan et al., 2021). However, there is a lack of empirical studies that specifically measure the effectiveness of character education strategies in this context using an educational sociology approach (Afdhal et al., 2024). Therefore, this research is important in contributing to the scientific foundation for the development of character-building models that are not only regulation-oriented but also rooted in the dynamic social realities of students' everyday lives.

2. Methods

This study is field research conducted directly in the dormitory of MIN 1 Banyumas to obtain factual data that reflect the actual conditions of social interaction within the boarding environment (Mulyani, 2021). Employing an associative quantitative approach grounded in a positivistic paradigm, the research tests the influence of character-building strategies based on educational sociology (variable X) on students' character formation (variable Y) through simple linear regression analysis (Sihotang, 2023; Widodo et al., 2023). The site and subjects were selected purposively, and total sampling was applied to the entire population of 30 sixth-grade students, who thus constituted the sample (Hardani et al., 2020).

Table 1. Character education strategies in the dormitory (Variable X)

No.	Statement
1.	Dormitory caregivers demonstrate polite behavior when interacting with us.
2.	Activities such as waking up early, night prayers (tahajjud), congregational prayers, and study guidance help me become a better person
3.	Dormitory rules make me more disciplined and responsible.
4.	I learn the values of cooperation and mutual respect through activities with friends in the dormitory.
5.	The dormitory supervisors are willing to listen to me and my friends' opinions.
6.	I have seen dormitory caregivers/supervisors/teachers behave inappropriately.
7.	Daily dormitory activities feel boring and do not help me grow.
8.	There are no sanctions for rule violations.
9.	I do not feel appreciated or cared for by my peers or supervisors in the dormitory.
10.	Supervisors neither give instructions nor accept our feedback.

Note: Respondents answered the questions using a Likert-scale response type.

Data were collected via questionnaires, non-participant observation, and document analysis. The questionnaire was constructed around indicators for variable X (role modelling, social habituation, norms, and peer interaction) and variable Y (discipline, responsibility, independence, and social concern), using a five-point Likert scale (Mulyani, 2021; Soesana et al., 2023). Observation served to verify the questionnaire data, while document analysis strengthened validity through formal evidence such as activity schedules and student development records (Ibrahim et al., 2018).

Table 2. Student character development (Variable Y)

No.	Statement
1.	I carry out my daily activities in the dormitory according to the established schedule.
2.	I help maintain cleanliness and order in the dormitory.

3. I help friends in need without being asked.
4. I can solve problems on my own without always relying on others.
5. I listen to and help friends who are facing difficulties.
6. I often avoid dormitory duties or other responsibilities.
7. I still think I'm right even when I break the rules.
8. I often ignore friends who require help.
9. I tend to be passive and wait for help when facing problems.
10. I don't mind if the dormitory is dirty or messy.

Note: Respondents answered the questions using a Likert-scale response type.

To ensure the quality of the instruments, validity and reliability tests were conducted. Validity was assessed using the Pearson Product-Moment correlation, with the item deemed significant when $p < 0.05$ (Widodo et al., 2023). Reliability was evaluated by calculating Cronbach's Alpha, interpreted as follows: highly reliable if $\alpha \geq 0.90$; reliable if $0.80 \leq \alpha < 0.90$; moderately reliable if $0.70 \leq \alpha < 0.80$; and unreliable if $\alpha < 0.60$ (Mulyani, 2021). Data analysis employed simple linear regression to measure the influence of Variable X on Variable Y.

Prior to the regression analysis, tests for normality and linearity were carried out to verify that the data met the fundamental assumptions of regression (Soesana et al., 2023; Widodo et al., 2023). Normality was tested with the Shapiro-Wilk test, while linearity was examined through scatterplots and supplementary statistical analysis. Once assumptions were satisfied, the regression equation $Y = a + bX$ was applied to determine the direction and strength of the relationship between the variables. The coefficient of determination (R^2) indicated the proportion of variance in character formation explained by the character-education strategy. Significance was tested using a t-test, with a p-value < 0.05 indicating a significant effect. All analyses were performed with SPSS version 25.

3. Results and Discussion

3.1 Instrument for Variable X (character education strategy based on the educational sociology approach)

Based on Table 3, the results of the validity test for each item of the instrument for variable X indicate that all questionnaire items show correlation values (calculated r) greater than the critical r-value at the 0.05 significance level, which is 0.3610. The calculated r-values for each item range from 0.833 to 0.949. This indicates that all instrument items have a significant correlation with the total score and are capable of consistently measuring the intended variable. Therefore, all items in the instrument for variable X are declared valid and suitable for use in the study. Accordingly, it can be concluded that all instrument items possess adequate validity and are statistically significant in measuring the construct of character-building strategies based on the sociological approach to education, thereby allowing for the collection of valid data in accordance with the research objectives.

Table 3. Validity test results for each item of variable X instrument

No	Instrument / Questionnaire Item	r count	r Table (0.05)	Description
1	Questionnaire01	0.926	0.3610	Valid
2	Questionnaire02	0.899	0.3610	Valid
3	Questionnaire03	0.901	0.3610	Valid
4	Questionnaire04	0.949	0.3610	Valid
5	Questionnaire05	0.833	0.3610	Valid
6	Questionnaire06	0.908	0.3610	Valid
7	Questionnaire07	0.851	0.3610	Valid
8	Questionnaire08	0.927	0.3610	Valid
9	Questionnaire09	0.934	0.3610	Valid
10	Questionnaire10	0.945	0.3610	Valid

Furthermore, to test the internal consistency of the instrument, a reliability analysis was conducted using Cronbach's Alpha coefficient. The data analysis results show that the Cronbach's Alpha value for the 10 statement items is 0.975. According to the interpretation criteria for alpha values, this figure falls within the range of $\alpha \geq 0.90$, which is categorized as "highly reliable." This demonstrates that the instrument has a very high level of internal consistency, thus capable of producing stable, consistent, and trustworthy data in measuring the intended variable. Therefore, the instrument for variable X is considered highly reliable for use in this study. The results of the reliability test for the instrument of variable X are presented in the following table.

To obtain a more detailed overview of each item's contribution to the overall consistency of the instrument, an Item-Total Statistics analysis was conducted. The results of the analysis indicate that all statement items have Corrected Item-Total Correlation values above 0.30. This value suggests that each item has a sufficient correlation with the total score and contributes positively to the measurement of the construct. The 0.30 threshold refers to the commonly accepted criterion in internal validity testing, where items with a correlation coefficient ≥ 0.30 are considered acceptable and worth retaining, as they show a significant relationship with the overall scale.

Table 4. Result of reliability test (Variable X)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.975	10

In addition, the values of Cronbach's Alpha if Item Deleted for all items do not indicate any potential significant increase in the instrument's reliability if any item were to be removed. This suggests that each item contributes to the overall internal consistency and stability of the scale. Therefore, all items are deemed relevant, support the construct validity, and are appropriate to be retained in the research instrument. The detailed results of this analysis are presented in the following figure.

Table 5. Result of item total statistic

	Scale mean if item deleted	Scale variance if item deleted	Corrected item total correlation	Cronbach's alpha if item deleted
X1	36.70	47.803	0.905	0.972
X2	36.47	50.464	0.876	0.973
X3	36.43	50.806	0.880	0.973
X4	36.67	47.195	0.934	0.971
X5	36.73	49.857	0.792	0.976
X6	36.47	49.292	0.886	0.973
X7	36.40	51.214	0.820	0.975
X8	36.47	49.568	0.909	0.972
X9	36.57	49.082	0.917	0.972
X10	36.50	47.983	0.930	0.971

Overall, the results of the validity and reliability tests provide empirical evidence that the instrument used to measure character-building strategies based on a sociological approach to education meets the criteria for a high-quality research instrument. All items are statistically proven to be valid, as they exhibit adequate correlations with the total score, and reliable, as they demonstrate a very high level of internal consistency. Therefore, this instrument is deemed appropriate for use in data collection to measure variable X accurately, consistently, and reliably within the context of this study.

3.2 Instrument for variable Y (character formation of sixth grade students in the dormitory)

Based on Table 6, the results of the validity test for each item of the instrument for variable Y show that all questionnaire items have calculated r-values greater than the critical

r-value of 0.3610 at the 0.05 significance level. The calculated r-values for the instrument items range from 0.845 to 0.958, indicating that all items have a strong and significant correlation with the total score. This demonstrates that each item in the instrument for variable Y is capable of consistently and accurately measuring the intended construct. Therefore, all items are considered valid and suitable for use as measurement tools in this study. This validity confirms that the instrument for variable Y, namely, the character formation of sixth-grade students in the dormitory of MIN 1 Banyumas can accurately measure the aspects being studied following the measurement objectives.

table 6. results of the validity test for each item of the instrument for variable y

No	Instrument	r count	r Tabel (0.05)	Description
1	Soal01	0.947	0.3610	Valid
2	Soal02	0.917	0.3610	Valid
3	Soal03	0.892	0.3610	Valid
4	Soal04	0.845	0.3610	Valid
5	Soal05	0.941	0.3610	Valid
6	Soal06	0.939	0.3610	Valid
7	Soal07	0.958	0.3610	Valid
8	Soal08	0.940	0.3610	Valid
9	Soal09	0.926	0.3610	Valid
10	Soal10	0.957	0.3610	Valid

Furthermore, to assess the internal consistency of the instrument for variable Y, a reliability analysis was conducted using Cronbach's Alpha coefficient. The calculation results show a Cronbach's Alpha value of 0.981 for the 10 statement items. This value falls into the "very high" category ($\alpha \geq 0.90$), indicating that the instrument has a very strong level of internal consistency. In other words, all items in the instrument exhibit stable inter-item correlations in measuring the construct of character formation among sixth-grade students in the dormitory of MIN 1 Banyumas. Therefore, the instrument is considered highly reliable and can be used with great confidence to obtain consistent and trustworthy data. The complete results are presented in the following table.

Table 7. Results of reliability test (Variable Y)

Reliability Statistics	
Cronbach's Alpha	N of Items
0.981	10

Subsequently, to examine the contribution of each statement item to the overall reliability of the instrument for variable Y, a further analysis was conducted using the Item-Total Statistics table. The results of the analysis indicate that all items have Corrected Item-Total Correlation values above 0.30, with values ranging from 0.811 to 0.947. These values suggest that each item has a very strong correlation with the total score, thus contributing positively to the measurement of the construct of character formation among sixth-grade students in the dormitory of MIN 1 Banyumas.

Moreover, the values of Cronbach's Alpha if Item Deleted for all items remain within the high range (≥ 0.978), indicating that the removal of any individual item would not result in a significant improvement in the overall reliability. In other words, all statement items support the internal consistency of the instrument, and none weaken its reliability. Therefore, all items in the instrument for variable Y are deemed appropriate to be retained, as they consistently and reliably measure the intended research construct. The detailed analysis results are presented in the following Table 8.

Table 8. Item total statistics results

	Scale mean if item deleted	Scale variance if item deleted	Corrected item total correlation	Crobach's alpha if item deleted
Y1	37.13	47.499	0.935	0.978

Y2	37.13	47.844	0.899	0.979
Y3	37.20	47.959	0.867	0.980
Y4	37.20	48.510	0.811	0.982
Y5	37.10	47.403	0.927	0.979
Y6	37.37	45.482	0.922	0.979
Y7	37.10	46.645	0.947	0.978
Y8	37.17	46.144	0.924	0.979
Y9	37.33	46.368	0.907	0.979
Y10	37.27	45.995	0.945	0.978

Based on the series of validity and reliability tests conducted on the instrument for variable Y, it can be concluded that all statement items in the questionnaire meet the quality criteria for a research instrument. All items are declared valid, as they have significant correlations with the total score, and reliable, as they demonstrate a very high level of internal consistency. With a Cronbach's Alpha value of 0.981 and strong item-total correlations for each item, this instrument has been proven to accurately, consistently, and reliably measure the construct of character formation among sixth-grade students in the dormitory of MIN 1 Banyumas. Therefore, the instrument is deemed appropriate for use in the data collection process for this study.

3.3 Result of assumption testing

3.3.1 Normality test

Normality testing is a crucial initial step before estimating a regression model, as this assumption influences the accuracy of coefficient estimates and the validity of inferential tests. However, several scholars caution against conducting normality checks in a purely mechanical manner. Ghasemi & Zahediasl (2012) emphasize that in large samples (> 30–40), violations of normality often do not result in serious bias due to the Central Limit Theorem, making parametric models still reliable as long as other assumptions (linearity, homoscedasticity, independence) are met. They also highlight the "over-sensitivity paradox": in large samples, both the Shapiro-Wilk and Kolmogorov-Smirnov (K-S) tests almost always detect even the slightest deviation, even when such deviations are not substantively meaningful for research conclusions. Conversely, in small samples, these tests tend to lack power, making them prone to overlooking important violations.

Another criticism concerns the choice of test. Recent methodological literature considers the K-S test to be less powerful than the Shapiro-Wilk or Anderson-Darling tests when specifically assessing normality. Therefore, some researchers recommend using the K-S test only as a supplement to graphical methods such as Q-Q or P-P plots. Furthermore, simulation studies by Midway & White (2025) reveal that many articles mistakenly test the normality of raw data instead of model residuals, a misstep that appears to have a negligible impact on statistical power when the sample size is sufficiently large. Nevertheless, they stress the importance of checking residuals, as severe violations at the residual level can still reduce statistical power or lead to false conclusions.

Several researchers also point to alternative options when residuals remain non-normally distributed. For instance, Riani et al. (2025) demonstrate that robust regression methods (such as M-estimators, Least-Trimmed Squares, and Forward Search) can yield stable estimates with higher breakdown points, automatically down-weighting extreme observations without requiring variable transformation. This approach is considered more informative than simply "forcing" data to fit a normal distribution through Box-Cox transformations, as it retains the interpretability of the original scale.

Given these considerations, the use of the Kolmogorov-Smirnov test in your study remains valid, especially with a sample size exceeding 50 respondents, as in this case. However, it should be accompanied by, (1) visual inspection (e.g., histogram, Q-Q plot) to observe deviation patterns; (2) normality testing of model residuals (not raw data) to ensure assumptions are evaluated appropriately; and (3) consideration of robust regression

or bootstrapping techniques if serious violations are detected. In this way, normality testing does not become a mere “statistical ritual” but instead contributes to a critical reflection on the model’s fit with empirical reality.

Table 9. Results of the normality test using the one-sample kolmogorov-smirnov test

One-sample kolmogorov-smirnov test		
N		30
Normal parameters ^{a,b}	Mean	0.0000000
	Std. Deviation	7.07213616
Most extreme difference	Absolute	0.142
	Positive	0.117
	Negative	-0.142
Test statistic		0.142
Asymp. Sig. (2-tailed)		0.127 ^c

a. test distribution is normal.

b. calculated from data.

c. lilliefors significance correction.

Based on the results of the One-Sample Kolmogorov-Smirnov test presented in Table 9 above, the Asymp. Sig. (2-tailed) value is 0.127, which is greater than the significance threshold of 0.05. This indicates that there is insufficient evidence to reject the null hypothesis (H_0), which states that the distribution of residuals is normal. Therefore, the residuals of the regression model are statistically considered to be normally distributed.

In addition, the Kolmogorov-Smirnov test statistic is 0.142, with relatively balanced extreme residual values 0.117 for the positive side and -0.142 for the negative side—further supporting the finding that the residual distribution does not exhibit extreme deviations from normality. These test results provide a solid basis for concluding that the linear regression model used in this study meets the assumption of residual normality. Thus, the regression analysis can be validly continued and interpreted within the framework of statistical inference. Accordingly, the simple linear regression approach is deemed appropriate for analyzing the relationship between character-building strategies based on a sociological approach to education and the character formation of sixth-grade students in the dormitory of MIN 1 Banyumas.

3.3.2 Linearity test

The linearity test is conducted to determine whether the relationship between the independent and dependent variables follows a statistically significant linear pattern. In this study, the linearity test was used to examine the relationship between character-building strategies based on a sociological approach to education (X) and the character formation of sixth-grade students in the dormitory of MIN 1 Banyumas (Y). The ANOVA analysis results show a significance value in the Linearity row of 0.048, which is below the significance threshold of 0.05. This indicates that the relationship between the two variables is significantly linear, meaning that the independent variable can serve as a valid predictor of the dependent variable within the linear regression model. The detailed results of the linearity test between variable X and variable Y are presented in Table 10.

Table 10. Results of the linearity test between variable X and variable Y

			Sum of Squares	df	Mean Square	F	Sig.
Character building strategy	Between groups	(combined)	1,058.500	16	66.156	1.387	0.279
		Linearity	228.228	1	228.228	4.784	0.048
		Deviation from Linearity	830.272	15	55.351	1.160	0.398
	Within groups		620.167	13	47.705		
	Total		1,678.667	29			

In addition, the significance value in the Deviation from Linearity row is 0.398, which is greater than 0.05. This indicates that there is no significant deviation from the linear relationship pattern. In other words, the relationship between character-building strategies and the character formation of students tends to follow a stable linear trend. According to Sarwono & Handayani (2021), the linearity test is an essential prerequisite in linear regression analysis, as it is used to ensure that the relationship between the independent and dependent variables is truly linear, rather than occurring by chance or being influenced by unexamined external factors. With both conditions met namely, a significance value for linearity below 0.05 and a significance value for deviation from linearity above 0.05, it can be concluded that the relationship model between variables X and Y in this study satisfies the assumption of linearity. This condition confirms that the use of a simple linear regression model in this study is both appropriate and valid for further analyzing the influence of character-building strategies on students' character formation.

3.4 Results of the simple linear regression analysis

The simple linear regression test was conducted to examine the influence of character-building strategies based on the educational sociology approach (variable X) on the character development of sixth-grade students residing in the dormitory of MIN 1 Banyumas (variable Y). This analysis involves four main components: the model significance test through the ANOVA table, the strength and accuracy of the model's prediction through the Model Summary, the magnitude of the influence through the Coefficients table, and the residual distribution through the Residuals Statistics.

Table 11. ANOVA test results of simple linear regression

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	228.228	1	228.228	4.406	0.045 ^b
	Residual	1,450.438	28	51.801		
	Total	1,678.667	29			

a. dependent variable: Student character formation

b. predictors: (constant), Character building strategies in the dormitory

The ANOVA Table 11 above shows that the significance value (Sig.) is 0.045, which is less than 0.05, indicating that the regression model is statistically significant. Therefore, it can be concluded that the character-building strategy implemented in the dormitory has a significant effect on students' character development.

Table 12. Model summary result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.369 ^a	0.136	0.105	7.197

a. predictors: (Constant), Character building strategies in the dormitory

b. dependant variable: Student character formation

The Table 13 shows that the R value of 0.369 indicates a positive relationship between the character-building strategy and students' character development, although it falls into the low category. The R Square value of 0.136 indicates that 13.6% of the variation in students' character development can be explained by the character-building strategy implemented in the dormitory. The remaining 86.4% is explained by other variables outside the model. The Standard Error of the Estimate of 7.197 indicates the average error in predicting the dependent variable.

The Coefficients table shows that the regression coefficient (B) for the character-building strategy variable is 0.360 with a significance value of 0.045. Since the p-value is less than 0.05, it can be concluded that the influence of the character-building strategy on students' character development is positive and significant. This means that each one-unit

increase in the character-building strategy in the dormitory will increase students' character development by 0.360 units, assuming other variables remain constant.

Table 13. Results of coefficient test

Model		Unstandardized coefficients		Standardized coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	26.718	7.086		3.771	0.001
	Character building strategies in the dormitory	0.360	0.172	0.369	2.099	0.045

a. dependent variable: Student character formation

The table shows that the mean residual is 0.000, indicating that the model does not exhibit systematic bias in its predictions. The relatively balanced minimum and maximum residual values, along with a reasonable standard deviation of the residuals (7.072), suggest that the error distribution is normal and not extreme. This supports the regression assumptions required for the model's validity.

Table 14. Results of residuals statistics

	Minimum	Maximum	Mean	Std. deviation	N
Predicted value	33.92	44.72	41.33	2.805	30
Residual	-14.717	16.082	0.000	7.072	30
Std. predicted value	-2.643	1.206	0.000	1.000	30
Std. residual	-2.045	2.234	0.000	0.983	30

a. dependant variable: Student character formation

Based on the results of the simple linear regression analysis, the significance value was 0.045 ($p < 0.05$), which is smaller than the predetermined significance level of 0.05. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It can thus be concluded that there is a significant influence of the character-building strategy based on a sociological approach to education on the character development of sixth-grade students in the dormitory of MIN 1 Banyumas. Overall, the regression results indicate that this influence is positive, as reflected in the positive regression coefficient, although the strength of the effect remains relatively low, at 13.6% ($R^2 = 0.136$). Nevertheless, the model remains statistically meaningful and contributes significantly to explaining the dynamics of character development among students in the dormitory environment. To enhance the explanatory power of the model, future research may consider incorporating additional independent variables, such as caregiver role modeling, daily habituation programs, or the influence of the socio-religious environment (Febrian & Harmanto, 2022; Hanif & Barokah, 2025; Jannah, 2023; Kusriani & Hanif, 2024). This would allow for a more comprehensive analytical model that better captures the range of factors involved in the student character-building process.

3.5 Discussion

This study was conducted to determine the extent to which a character-building strategy grounded in a sociological approach to education influences the character formation of sixth-grade students in the dormitory of MIN 1 Banyumas. Based on the results of the simple linear regression analysis, a significance value of 0.045 ($p < 0.05$) was obtained, indicating that the character-building strategy has a statistically significant effect on students' character development. Accordingly, the study's hypothesis is accepted: the more effectively the strategy is implemented, the stronger the students' character becomes.

The coefficient of determination (R^2) of 0.136 shows that the strategy accounts for 13.6 per cent of the variance in students' character development. Although this contribution is

relatively low, it remains meaningful because it is statistically significant. This finding reinforces the notion that the dormitory's social environment exerts a tangible influence on the internalisation of character values among students. A collective educational setting, such as a dormitory, offers intensive interaction among students, caregivers, and peers, making it a powerful medium for the socialisation of values and norms (Sulistiawati & Nasution, 2022).

From the perspective of the sociology of education, the educational process cannot be separated from the social context in which it occurs. In his structural-functional theory, Talcott Parsons posits that educational institutions are responsible for transmitting cultural values and establishing social order through the continuous internalisation of norms (Virdi et al., 2023). This principle is reflected in the dormitory's character-building strategy, such as the habituation of worship practices, discipline in daily routines, reinforcement of collective responsibility, and behavioural modelling by caregivers who serve as social exemplars (Faiz et al., 2021; Juli & Sulistywati, 2023; Maulida et al., 2025). Furthermore, the symbolic-interactionist approach developed by George Herbert Mead emphasises that character is formed through repeated social interactions. Students construct an understanding of values through direct experiences and the meanings they derive from social interaction (Siswanto et al., 2021). In this context, the dormitory functions as a social laboratory that enables students to shape their identity and character through socially meaningful daily experiences.

In addition to theoretical support, the instruments used in this study underwent rigorous validity and reliability testing. The validity test showed that all instrument items had correlation coefficients (*r*-count) greater than the critical *r*-table value, while the reliability test yielded Cronbach's alpha values of 0.975 for the character-building strategy variable and 0.981 for the student character-development variable. These values fall into the 'very high' category, indicating that the instruments are consistent and trustworthy for measuring the intended constructs (Indartini & Mutmainah, 2024).

The classical-assumption tests, which include normality and linearity checks—also met the required criteria. The Kolmogorov–Smirnov normality test produced a significance value of 0.127 (> 0.05), indicating that the residuals are normally distributed. The linearity test confirmed a statistically significant linear relationship between the two variables, with a linearity significance value of 0.048 (< 0.05) and a deviation-from-linearity significance value of 0.398 (> 0.05). These results affirm that the linear-regression model used is sound and valid for further analysis (Sarwono & Handayani, 2021).

Accordingly, the findings reinforce the role of character-building strategies in social environments such as dormitories as an effective approach to student character formation. Through structured, socially interactive strategies, students not only understand values cognitively but also internalise them through direct, daily collective experiences. This approach not only fosters positive character development but also prepares students to live responsibly and with integrity within society (Hasan & Abidin, 2024; Rahman & Husin, 2022).

These findings also align with John Dewey's progressivist perspective, which emphasises that education is a social process rooted in real experience. Dewey argued that learning becomes meaningful when learners actively engage in a social environment that supports moral development through reflective interaction (Siswadi & Putri, 2023). In this context, dormitory life serves as a tangible arena for value education, where students directly experience responsibility, develop discipline, and build healthy social relationships with peers and caregivers.

The holistic approach to character education, as described by Rusmanto & Hanif (2024), is also relevant for interpreting the results of this study. They emphasize that strong character formation requires the integration of cognitive, affective, and spiritual dimensions. The character-building strategies implemented in the dormitory of MIN 1 Banyumas appear to touch upon all three dimensions for instance, through spiritual activities such as congregational prayers, daily reflections, social habituation, and exemplary behavior from caregivers. This suggests that the effectiveness of such strategies

does not rely solely on formal program design, but also on the social and cultural atmosphere cultivated within the educational community itself. The meaningfulness of students' social experiences in the dormitory further strengthens the position of character education within the framework of critical sociology of education, which views education not merely as a process of value reproduction but as a means of empowering learners to become moral agents in society (Rodja et al., 2023). Consequently, a character-building strategy rooted in educational sociology does not merely produce individuals who comply with norms, but also fosters reflective awareness, social empathy, and the capacity to act ethically in collective life. This affirms that the strategy applied at MIN 1 Banyumas dormitory is on the right track in shaping students' moral, social, and spiritual integrity.

The findings of this study also align with the behaviorist approach, particularly in terms of character development through habituation and reinforcement. In the dormitory setting, the application of consistent rules, the use of rewards and punishments, and daily routines such as cleaning duties, Qur'anic recitation (*tadarus*), and congregational prayer serve as stimuli that elicit specific behavioral responses. From this perspective, student character can be shaped through structured and repeated environmental conditioning (Fatimah & Siswanto, 2024). Such strategies not only foster behavioral order but also gradually strengthen the internalization of moral values in students' consciousness. From the perspective of Mead's socialization theory, these results also show that students' moral identities are shaped through a role-taking process, in which they observe and imitate the social roles played by caregivers, teachers, and peers (Putri et al., 2024; Syaifullah & Waluyati, 2024). In the context of intensive and guided social interaction, such as that found in the dormitory, students are given opportunities to understand social expectations and adjust their behavior to align with the collective values of the community (Viridi et al., 2023). Hence, character formation does not occur passively, but rather actively through contextual and reflective social engagement.

These findings support the notion that educational institutions, as both primary and secondary agents of socialization, have a strategic responsibility in shaping students' personalities in a comprehensive manner. As Indriani (2024) asserts, education does not occur solely within the classroom through formal curricula, but also through informal mechanisms that take place in students' social environments, such as interpersonal relationships, caregiving structures, and institutional culture. In this context, the dormitory is not merely a place of residence, but a field of praxis where social, spiritual, and moral values are interwoven into students' everyday lived experiences.

Taking all the theoretical foundations into account, it can be affirmed that the effectiveness of the character-building strategy based on a sociological approach to education, as revealed in this study, possesses strong theoretical justification. These findings not only enrich the empirical understanding of character education practices within dormitory settings, but also serve as evidence that a well-designed strategy integrating role modeling, social interaction, value reinforcement, and spiritual meaning-making can successfully shape students' character to be not only disciplined and responsible, but also socially and morally integrated in real life.

4. Conclusions

Based on the results of quantitative data analysis using simple linear regression, supported by a solid theoretical framework, it can be concluded that the character-building strategy based on a sociological approach to education has a positive and significant influence on the character development of sixth-grade students in the dormitory of MIN 1 Banyumas. The significance value of 0.045, which is less than the threshold of 0.05, indicates that the relationship between the two variables did not occur by chance, but is statistically meaningful. The coefficient of determination (R^2) value of 0.136 shows that the strategy accounts for 13.6% of the variation in students' character development, while the remaining percentage is influenced by other factors not examined in this model. Although the

quantitative magnitude of the influence is relatively low, this contribution remains important, particularly in the context of character education based on social interaction.

The character-building strategies implemented in the dormitory such as role modeling by caregivers, value habituation, reinforcement of social norms, and daily interpersonal interactions, demonstrate that the process of character formation occurs through systematic and repetitive social mechanisms. The dormitory environment functions not only as a place of residence but also as a space for the natural and contextual socialization of values. The high validity and reliability of the instruments used, along with the fulfillment of key analytical assumptions such as normality and linearity, further strengthen the credibility of these findings. Therefore, the sociological approach to education is proven to be both relevant and effective in shaping students' character through the reinforcement of a social structure that supports the sustainable internalization of values. These findings offer both theoretical and practical foundations for developing more contextualized, targeted, and applicable character education strategies in boarding school environments

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