Dharma education and character development of students in retreat activities at Tri Ratna junior high school

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Abstract: Character development is a major focus in education today as it shapes students' personalities. In the current era of globalization, where values of politeness are increasingly fragile, character development plays a vital role in defending the nation's identity and shaping a generation with good morals both in school and in society. Dharma Education is one of the means that can shape students' character, as explained by the moral values contained in Dharma Education, which include discipline, morality, and a sense of responsibility. This study aims to analyze and measure the level of influence of Dharma Education on student character development. This study uses a quantitative approach with a survey method. The subjects taken by the researcher were all ninth-grade students at Tri Ratna Junior High School, with a total of 45 respondents located in Taman Sari, West Jakarta. The instrument used was a questionnaire with a Likert scale. The data was analyzed using simple linear regression analysis. The results obtained showed that Dharma Education had a positive influence on student character development, especially in moral and ethical values, as well as in attitudes and responsibility. These findings have broad implications, ranging from the school environment to society as a whole. Based on the results of the research conducted by the researcher, it can be concluded that Dharma Education has a very high positive influence on student character development, especially in moral and ethical values, empathy, and responsibility. Dharma Education serves as an important foundation through retreat activities.

Keywords: Dharma Education, character development, moral values

1. Introduction

Character building in students through the education system is something that is implemented very systematically. This is because students' characters are fragile, a condition that occurs due to a lack of role models from various parties, resulting in the neglect of instilling noble values [1]. Character education is something that is highly focused on in the world of education today. It can shape a student's personality in the context of the current era of globalization, where values of politeness are increasingly fragile. Therefore, character development plays a very important role as a bulwark to maintain the nation's identity and to create and shape a generation that has good morals both in the school environment and in the community. Character development has a very important purpose in national education, even though it requires a long process, intelligent planning, and the involvement of all levels of society. Character development also aims

to shape a person's noble character, which is applied in schools. Education today must focus on character building, especially in this digital age [2]. The character development process must be carried out through effective habits and approaches by instilling positive values and building personal routines, such as discipline and responsibility. Slowly but surely, these behaviors will become positive habits [3]. Daily habits are closely related to a person's characteristics. Someone with good habits will have a positive attitude, and vice versa, someone with bad habits will have a negative attitude. Even when noble and wise people help achieve high status, they will sometimes reveal their bad character (carita). Character (carita) is a trait that is prominent in a person's behavior patterns. Carita is divided into six types (raga-carita, dosa-carita, moha-carita, sadha-carita, buddhi-carita, vitaka-carita), of which the first three have bad tendencies and the last three have good tendencies [4].

Dharma Education is a religion-based activity that focuses on discipline, responsibility, and spiritual awareness. In the world of education, not many have implemented Dharma Education; only a few have done so. Dharma Education not only relates to moral values, but also the application of noble values, such as compassion, tolerance, and empathy, as well as quality social relationships, which can be a crucial aspect. Positive interactions can strengthen social relationships and support the creation of a healthy and harmonious environment [5].

Dharma Education is often implemented through retreat activities, which are part of Dharma Education. This can be a means of shaping students' character, as explained above, the moral values contained in Dharma Education include discipline, morality, and a sense of responsibility, because most students today lack character. Therefore, education should not only cover academic education, but also provide activities that foster positive character through retreats. This method helps students develop their character. Character building can be achieved by participating in religious activities [6]. Referring to moral principles and obligations that encourage everyone to live a life in accordance with morality, ethics, and integrity. Dharma, which originates from Indian religious and philosophical traditions such as Hinduism and Buddhism, in Buddhism, good character education is taught repeatedly so that it can become a good habit and can be passed on to the next generation [2]. This guidance is closely related to education, where both parties learn and teach each other and have students, and should pursue the right goals in order to foster positive character [7].

2. Method

This study uses a quantitative approach with a survey method, and data will be collected through the distribution of questionnaires to students who have participated in retreat activities at Tri Ratna Junior High School. This study is classified as a survey method with a quantitative approach. The survey method was designed by taking samples from a population using questionnaires as data collection tools. Therefore, this researcher was carefully designed and in accordance with a quantitative approach to measure the level of influence of the two variables. In this study, there was one independent variable,

namely Dharma Education, and one dependent variable, namely student character development.

3. Results

To gain a deeper understanding of the research results, it is necessary to pay attention to the data analysis that has been carried out previously in the SPSS program. This data analysis technique aims to determine the influence of Dharma Education on student character development in retreat activities at SMP Tri Ratna.
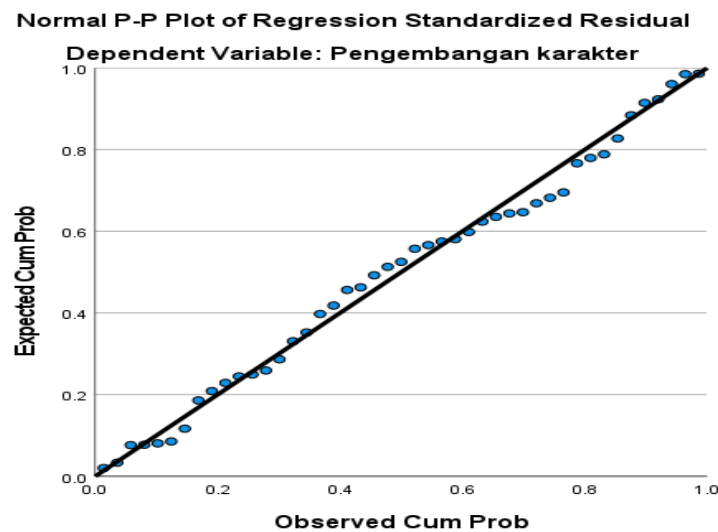
3.1. Normality Test

The normality test is used to determine whether the data population used is normally distributed or not. The normality test can be performed using the Kolmogorov-Smirnov test. The criteria for determining the decision in the normality test are: If the sig value is > 0.05, then the value is normally distributed, and if the sig value is < 0.05, then the value is not normally distributed.

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		45
Normal Parameters[a,b]	Mean	.000000
	Std. Deviation	6.30803306
Most Extreme Differences	Absolute	.080
	Positive	.080
	Negative	-.056
Test Statistic		.080
Asymp. Sig. (2-tailed)[c]		.200[d]

Based on the output results in the one sample Kolmogorov-Smirnov test column, it can be seen that the sig (2-tailed) value is 0.200, which exceeds 0.05, so it can be concluded that the data is normally distributed. To determine the positive effect of Dharma Education and character development, a p-plot graph is used, as shown in the following figure:

Figure 1. P-Plot Results

From the data results, it can be seen that routine testing using p-plot shows that the normality test is used to test whether the regression model between variable X and variable Y is normally distributed. A good regression model assumes that the data is normally distributed or close to a normal distribution. To determine whether the normality assumption is met, the data distribution in the p-plot graph must be on a diagonal line. Based on this decision, it is evident that character development and Dharma Education have a positive effect, as shown by the p-plot shape, which depicts data points following a line extending to the upper right.

3.2. Homogeneity Test

The homogeneity test is a way to determine whether several population variances are the same or not. The homogeneity test is used by comparing means – one-way ANOVA. If the significant value is greater than 0.05, it can be concluded that the two groups have homogeneous variances.

Table 2. Homogeneity Test

Tests of Homogeneity of Variances		Levene Statistic	df1	df2	Sig.
character development	Based on Mean	.929	11	23	.531
	Based on Median	.777	11	23	.659
	Based on Median and with adjusted df	.777	11	15.057	.658
	Based on trimmed mean	.930	11	23	.530

Based on the homogeneity evaluation output using Levene's test from the test of homogeneity of variances output. The (sig) value in the calculation method based on the average is 0.531, based on the median is 0.659, degree adjustment is 0.658, and trimmed

mean is 0.530. From the data, the value is > 0.05. Because the value is greater than the sig value, the data can be concluded to be homogeneous (similar), therefore $H_{(0)}$is rejected and $H_{(a)}$is accepted.

3.3. Hypothesis Testing and Simple Linear Regression Analysis

Data analysis techniques are used to answer research questions conducted through hypothesis testing. This hypothesis is tested to provide a temporary answer to the existing problem formulation. Simple linear regression analysis is used to test the hypothesis in this study. A hypothesis is a temporary estimate or assumption proposed to answer a research problem, the truth of which needs to be tested through data or empirical evidence. In general, research problems are formulated in the form of clear and specific questions [8]. With the help of SPSS version 27 software.

3.3.1. Linearity Test

Simple linear regression analysis was used to determine the independent variable (Dharma Education) against the dependent variable (Character Development). The following table shows the regression coefficients to ensure that the regression model used is in accordance with the linearity assumption. In the linearity test, it is observed that the value (sig) of the deviation from linearity is greater than 0.05, so the data can be said to be linear.

Table 4. Regression Equation Output

			Sum of Squares	df	Mean Square	F	Sig.
					ANOVA Table		
Character development * Dharma Education	Between Groups	(Combined)	2033.417	21	96,829	2,510	.017
		Linearity	1,169.984	1	1,169.984	30,325	.000
		Deviation from Linearity	863,433	20	43,172	1,119	.395
	Within Groups		887,383	23	38,582		
	Total		2,920,800	44			

Based on the ANOVA data in the table above, a significant value of 0.395 was obtained for Deviation From Linearity. Because this significance value is greater than 0.05 (0.395 > 0.05), it can be concluded that there is no deviation from linearity. This indicates that the relationship between character development and Dharma Education is linear. Thus, $H_{(o)}$is rejected. From the ANOVA analysis, there is a linear relationship between student character development and Dharma Education. This means that changes in character development will be followed by proportional changes in Dharma Education. Thus, a linear model can be used to predict the relationship between the two variables.

3.3.2. Simple Linear Regression Analysis

This analysis is used to analyze the relationship between independent variables *(Dharma Education)* and dependent variables (Character Development). The following table shows the regression coefficients (*B*). The significance value *(sig)* is used to test whether the influence is significant, with the significance criteria for each coefficient and *standardized coefficients (Beta)* indicating the relative strength of the influence of the independent variable on the dependent variable.

Table 5. Simple Linear Regression Equation Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	24.162	8.901		2,715	.010
	Dharma Education	.619	.115	.633	5,360	.000

a. Dependent Variable: Character Development

From the coefficient table results, a Constant value of 24.162 is obtained, so the regression b consistency variable (Y) Character Development will be at 24.162. The regression coefficient b on the (X) Dharma Education variable is 0.619. The basis for testing the hypothesis used is $H_{(o)}$ rejected if $t_{(htung)} > t_{(table)}$ or if the significance is < 0.05 from the data analysis, the $t_{(htung)}$ value obtained is 5.360 with a degree of freedom (df) = n – 1 or df = 44. The $t_{(htung)}$value at a significance level of a=0.05 is 1.680. Thus, $t_{(htung)}$ $_{(5.360)} > t_{(table)}$ $_{(1.680)}$ and the significance value $0.000 < 0.05$, $H_{(0)}$is rejected and $H_{(a)}$is accepted.

Thus, it can be concluded that Dharma education has a positive impact on character building in students with hypothesis testing at a significance level of alpha (0.05), namely rejecting H_0if the significance is ≤ 0.05, which can be read with the ANOVA table as follows:

Table 6. ANOVA Equation Output

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1169.984	1	1169.984	28,735	.000[b]
	Residual	1,750,816	43	40,717		
	Total	2,920.800	44			

a. Dependent Variable: Character development

b. Predictors: (Constant), Dharma Education

From the ANOVA analysis results, the $F_{calculated}$value is 28.735 with a significance value of 0.000. Thus, it can be seen that the significance value (0.000) is smaller than

0.05, which indicates that H_0 is rejected and H_a is accepted. This means that there is a significant effect.

Table 7. Residual Statistics

Residual Statistics[a]					
	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	59.42	79.22	71.60	5.157	45
Residual	-13.081	14,012	.000	6,308	45
Standard Predicted Value	-2,362	1.477	.000	1.000	45
Standard Residual	-2,050	2,196	.000	.989	45
a. Dependent Variable: Character Development					

Furthermore, based on the following residual statistics table, the minimum residual value of Dharma Education is -13.081. The maximum residual value is 14.012. The mean value is 0.000. The standard deviation is 6.308. The number of respondents is 45.

Table 8. R Square Coefficient Values

Model Summary[b]				
Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	.633[a]	.401	.387	6.381
a. Predictors: (Constant), Dharma Education				
b. Dependent Variable: Character Development				

The results of the coefficient of determination shown in Table 4.9 indicate an R value of 0.633, which means that the coefficient between the predictor (Dharma Education) and (character development) shows a fairly strong and positive relationship. The R Square value is 0.401. This means that 40.1% of the variation in character development is influenced by Dharma Education, while the remaining 59.9% is influenced by factors not examined by this researcher.

Based on quantitative analysis through a normality test, the residual significance value is 0.200. Because this value exceeds 0.05, the data can be said to be normally distributed. Based on the $t\text{-test}$ results obtained, which were 5.360 with a significance level of 0.000 when compared to the $t\text{-table}$ value of 0.05 for N=45. Because the significance value is < 0.05, $H_{(a)}$ is accepted, which means that there is a significant influence of Dharma Education on student character development in the Retreat activity at SMP Tri Ratna.

The R Square score of 0.401 shows that Dharma Education has a positive effect of 40.1% on student character development. In other words, Dharma Education contributes 40.1% to character development. The remaining 59.9% is influenced by other factors not included in this study. The regression model written as Y=24.162 + 0.619 = X shows that every increase of one unit in Dharma Education will increase the character development variable by a value of 0.619 units. This means that Dharma Education has a positive effect on student character development in *Retreat* activities at SMP Tri Ratna.

3.3.3. Descriptive Analysis

Variable X (Dharma Education) in the study at SMP Tri Ratna was determined using a Likert scale questionnaire administered to 45 respondents. The research instrument consisted of 18 valid and reliable questions after undergoing validity and reliability tests with a score range of 1 to 5. Thus, a description of the research data obtained from the questionnaire on Dharma Education was obtained. The data description can be interpreted through the highest score obtained from the questionnaire analysis.

Table 9. Variable X Dharma Education

Descriptive Statistics							
	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Dharma Education	45	32.00	57.00	89.00	76.6889	8.33618	69.492
Valid N (listwise)	45						

From the results above, *the descriptive statistics* for variable X show that there are 45 respondents, with all data declared valid (Valid N=45). From the data above, it can be concluded that in general, the level of *Dharma Education* among respondents is relatively high and still within reasonable limits.

Table 10. Summary of Variable X

Dharma Education					
No	Indicator	Number of F.X	Average	Percentage	Category
1	Moral and Ethical Values	221	4,689	93.38	Very High
2	Spiritual Practices and Self-Reflection	192	4,267	85.44	Very High
3	Positive Character Through the Application of Dharna	199	4,422	88.44	Very High
	Average Number	204	4.46	89	Very High

From the recapitulation of variable X indicators, it can be seen that the highest value is in the moral and ethical values indicator with an average value of 4.689 and a percentage of 93.38%, which is in the very high category. Therefore, it can be concluded that Tri Ratna Junior High School students have very high or good morals and ethics, which are instilled in the school and community environments. Meanwhile, the lowest score was in the spiritual practice and self-reflection indicator, with an average score of 4.267 and a percentage of 85.44%, which is also in the very high category. Therefore, it can be concluded that Tri Ratna Junior High School students have very high spiritual practice and self-reflection. Several analyses show that students have very high morals and ethics.

Table 11. Character Development Variable Y

	N	Range	Minimum	Maximum	Mean	Standard Deviation	Variance
Descriptive Statistics							
Character development	45	30.00	55.00	85.00	71.60	8.14750	66.382
Valid N (listwise)	45						

From the results above, *the Descriptive Statistics* of the character development variable (Y) show that there were 45 respondents, all of whom were declared valid (Valid N=45), with a range value of 30.00, which means that there was a difference of 30 points between the highest and lowest scores obtained by the respondents.

Table 12. Recapitulation of Variable Y

No	Indicator	Number of F.X	Average	Percentage	Category
Student Character Development					
1	Empathy and Responsibility	206	4,578	91.59	Very High
2	Sense of Discipline	197	4,378	87.56	Very High
3	Quality of Social Relationships Between Teachers and Students	200	4,444	88.88	Very High
	Average Number	201	13.4	89.34	Very High

From the recapitulation of variable Y indicators, it can be seen that the highest value is in the empathy and responsibility indicators with an average value of 4.578 and a percentage of 91.59% in the very high category. Therefore, it can be concluded that Tri Ratna Junior High School students have a very high sense of empathy and responsibility both in the school environment and in the community. Meanwhile, the lowest value is found in the discipline indicator, with an average score of 4.378 and a percentage of 87.56%, which is also in the very high category. Therefore, it can be concluded that Tri Ratna Junior High School students have a very high sense of discipline. Several analyses show that students have a very high level of empathy and responsibility.

4. Discussion

4.1. The Influence of Dharma Education on Student Character Development in Retreat Activities at SMP Tri Ratna.

Research entitled "The Influence of Dharma Education on Student Character Development in Retreat Activities at SMP Tri Ratna" shows that there is an influence between the independent and dependent variables. This is supported by several pieces of evidence obtained from the results of the questionnaire survey that was conducted. Each

variable was then analyzed to obtain results that were tested and verified for accuracy, from which conclusions could be drawn. Several tests showed that Dharma Education has a positive and significant influence on character development. One of the important elements in human resource development is having a good character. The goal of this education is to develop individuals who are noble, virtuous, and have ethics in accordance with norms. In addition, character development is believed to foster positive attitudes, tolerance, empathy, and consideration for other people's ways of life. Character education can foster positive attitudes, tolerance, empathy, and consideration for other people's ways of life [9]. This gives students a spirit of discipline. The purpose of discipline is to help students succeed in their educational endeavors. Discipline is to help students succeed in their educational endeavors [10].

Testing the linearity assumption through ANOVA obtained results from findings that the relationship between Dharma Education and student character development is linear. This shows that the regression model used has fulfilled one of the important assumptions in variable relationship analysis, indicating that H_0 is rejected.

The findings from the analysis of coefficients in simple linear regression analysis show that it has a significant positive effect on character development. The significance value obtained is far below the critical value, so that hypothesis H_0 is rejected and H_a is accepted. It can be concluded that Dharma Education contributes to shaping student character and also has a positive impact on student character development. The results of the tests conducted in this study show that Dharma Education plays a very important role in shaping and developing student character. Education should not only focus on academic aspects but also instill moral values, ethics, and virtues that form the basis of students' daily behavior.

Character development is believed to foster positive attitudes, tolerance, empathy, and consideration for other people's ways of life. Character education can foster positive attitudes, tolerance, empathy, and consideration for other people's ways of life [9]. In the world of education, discipline is one of the keys to character development that must be emphasized in elementary schools. The purpose of discipline is to help students succeed in their educational endeavors. Discipline can also help students achieve success in their educational endeavors [11]. Character development is a very positive and highly desirable dimension, meaning that mental qualities or moral strength, morals, and manners are personality traits that must be inherent in oneself [12]. Character is first formed in the family environment, where humans are educated and taught various values for the first time. Character education is a learning process that must be applied in daily life at school and in the community. Character building can also foster positive attitudes, tolerance, empathy towards others, and consideration for other people's ways of life [9]. This guidance is closely related to education, where both parties learn and teach each other and have students, and should pursue the right goals in order to foster positive character [7].

Based on a simple linear analysis, Dharma Education has been proven to have a substantial influence on the character development of students in the Retreat activities at SMP Tri Ratna, as can be seen from the tests that have been conducted. The influence of

Dharma Education on the character development of students is quite significant, but it is still smaller than external factors outside the study.

The results of the research conducted by the tester show that Dharma Education has a positive impact on student character development, which is influenced by existing indicators, namely moral and ethical values, spiritual practices and self-reflection, and positive character through the internalized application of dharma in the program. However, there are other influences from factors outside the research model. The importance of good character in shaping the identity of good students, the decline in moral and ethical values, therefore, character development in schools is very important in order to develop positive values [11]. Character development, which is carried out in various forms of activities at school, must be planned, implemented, and controlled adequately. With this, school management is one of the effective media that can provide good results in developing students' character [13].

With Dharma Education as an important foundation through retreat activities, students are guided to develop character, moral and ethical values, high spirituality, and noble character in their daily lives. Dharma Education in the educational environment can be an effective strategy in creating students with good character. When Dharma Education works well and influences positive character development, if students have good character and it is continuously developed, they can become beneficial to their surroundings and society [14].

4.2. How Significant is the Influence of Dharma Education on Student Character Development?

Based on a simple linear analysis, Dharma Education has been proven to have a substantial influence on student character development in retreat activities at SMP Tri Ratna, as can be seen from the tests that have been conducted. The influence of Dharma Education on student character development is quite significant, at 40.1%, but it is still smaller than external factors outside the study, which is 59.9%. This shows that although Dharma Education plays an important role in shaping character, there are other aspects that also greatly influence character development. The results of this study indicate that Dharma Education has a positive and significant influence on student character development and is also an important factor. However, there are other aspects outside of Dharma education that also shape student character, such as family environment, social environment, and life experiences, which can help students develop excellent character. Thus, by creating a supportive social environment, students can become more confident and motivated, and this helps them develop their inner potential so that they can make valuable contributions. In this environment, students' character can develop further [15].

The results of the tests conducted in this study show that Dharma Education plays a very important role in shaping and developing student character. Education should not only focus on academic aspects but also instill moral values, ethics, and virtues that form the basis of students' daily behavior. With Dharma Education as an important foundation through student retreat activities, students are guided to develop character, moral and ethical values, and high spirituality. Ethics are the basis for shaping a person's character,

and people of character also have good ethics in their daily lives. Ethics is usually closely related to morals; ethics and morals have more or less the same meaning [16]. It also means having noble character in daily life. Dharma Education in the educational environment can be an effective strategy in creating students with good character.

5. Conclusion

The results of the study indicate that there is a positive and significant relationship between Dharma Education and student character development in retreat activities at SMP Tri Ratna. Dharma Education has been proven to have a significant influence on student character development, with significance values that support the research hypothesis. Based on a simple linear regression test, a determination value (R^2) of 0.401 was obtained, which means that Dharma Education contributes 40.1% to student character development, while the remaining 59.9% is influenced by other factors outside this study.

Based on the results of the study on Dharma Education and student character development in Retreat activities, several suggestions can be made, including:

For researchers, research on Dharma Education and student character development should be conducted with a more in-depth analysis of the effectiveness of Dharma Education in shaping character, identifying factors that influence its success, and developing a Dharma Education-based character development model that can be applied in the school environment.

For schools, especially SMP Tri Ratna, it is recommended to integrate the values of Dharma Education into the curriculum, teaching and learning activities, extracurricular activities, and daily activities at school. This is expected to improve discipline and help students develop good character and understand the values of Dharma Education that are useful in everyday life.

For students, it is recommended to apply the values of Dharma Education that have been taught in order to bring about positive changes in themselves, especially in character development, and to increase awareness of the importance of having good character at school and at home.

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