Spiritual Harmony in Boarding Schools: The Influence of Technology-Based Learning Models to Improve Students' Religious Character and Wellbeing

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ABSTRACT

The objective of this study is to investigate the impact of technology-based learning models, represented as the independent variable (X), on the enhancement of religious character (Y1) and wellbeing (Y2), which serve as the dependent variables. This study used a quantitative research methodology, utilising a sample size of 259 participants who accurately completed the survey out of a total of 289 participants. Samples were collected utilising a method of random sampling. The data collected from 259 questionnaires, each including 31 statement items, was deemed legitimate based on a reliability value exceeding 0.7, indicating good reliability. The employed methodology for data analysis is basic regression analysis. The data analysis results indicate that variable (X) has a significant impact on increasing variables (Y1) and (Y2). This analysis is conducted using hypothesis testing. The original sample value (Y1) is determined to be 0.777. The t-statistic is calculated to be 18.381, which is more than the critical value of 1.96 at the 5% significance level. At the 5% level, the t-statistic of 24,343 for the (Y2) sample value of 0.774 is greater than 1.96 at the 5% significance level. The coefficient of determination (R Square) variable religious character indicates a value of 0.604 and wellbeing indicates a value of 0.600, which is comparable to 60,4% to religious character and 60% to wellbeing. This means that 60.4% character religious and 60% wellbeing in the dependent variable can be explained by the independent factors. The other variables, accounting for 39.6% to variable character religious and 40% to variable wellbeing, have an influence on the dependent variable. While the coefficient of determination (R Square) indicates a value of 0.600 which is comaparable to 60%. These results indicate that technology-based learning approaches have the potential to positively impact students' religious character and wellbeing.

Keyword: Technology-Based Learning Model, Religious Character, Wellbeing

1. INTRODUCTION

Indonesia has initiated the development of character education through government initiatives focused on cultural and national character education (Hastasari et al., 2022). Students must possess character as an indication of having a commendable personality. Nevertheless, in actuality, students encounter obstacles within the educational setting that detrimentally affect their overall wellbeing (Singh et al., 2020). The presence of many problems in schools impedes learning as negative influences significantly detriment children. The significance of this lies in the cultivation of students'

religious character and well-being, which serves to restore a sense of positivity among students. Character is a crucial aspect that students must possess, as it encompasses religious character and well-being. Religion plays a significant role in shaping cognitive and psychological well-being, which in turn affects a person's aims and preferences (Hassani & Moghavvemi, 2020).

Human nature has the ability to adapt and modify oneself in order to enhance personal comfort in various circumstances. The development of character can also have a good impact on various aspects of learning (Cheah et al., 2021). In order to foster a constructive learning environment, educators should incorporate a religious aspect into their teaching. This is because a more robust religious education leads to a reduced likelihood of transgressions (Shahar, 2019). Religious education is necessary as it influences human cognition, behaviour, and beliefs, as stated by (Mostafa et al., 2020). The impact of religion on one's life plays a significant role in shaping a virtuous character. According to the 2010 Brazilian census, 95% of the population in Brazil adheres to a religion, and 83% of them place significant importance on their religious views (Zucoloto et al., 2020). Studying the practical aspects of Islam is significant, as evidenced by a study conducted in Piedmont which revealed that 27% of Muslim households participate in educational programmes. Furthermore, the study discovered that 70% of these households prefer to receive education from qualified instructors (Giorda & Giorgi, 2019). According to Grant Weinandy & Grubbs (2021), the term "religious character" encompasses an individual's beliefs and activities related to the spiritual domain. This ethereal domain is intricately connected to lucid cognition within the human psyche.

Wellbeing must also be integrated in tandem with a religious disposition. Ensuring wellbeing is crucial for fostering the embodiment of religious character. Wellbeing and religion are inherently interconnected since they mutually reinforce one another. Research conducted by McCullough and Willoughby (2009) has established a correlation between religion and self-control. According to CODE scholars, in the current educational environment, there is a connection between wellbeing learning and religious identity (Meehan, 2019). The significance of wellbeing in learning is such that schools are regarded as institutions with the capacity to establish connections and engage families in practical activities ((Keetanjaly et al., 2019). Families also play a crucial role in preserving students' religious identity and overall well-being. The family has a crucial

role in promoting wellness and preventing unfavourable outcomes. This preventive measure is implemented to mitigate the risk of psychological trauma throughout the learning process for individuals with intellectual capabilities that provide challenges in their active engagement in learning (Signorini et al., 2020).

When establishing student wellbeing in schools, it is essential for teachers to prioritise their own wellbeing. The well-being of teachers is a crucial factor that can greatly influence the process of acquiring knowledge. Undoubtedly, the well-being of teachers will inevitably affect the well-being of students, encompassing several dimensions such as physical, social, emotional, and psychological elements. This, in turn, enhances their total academic performance and empowers them to make conscientious life decisions. The religiosity and psychological wellbeing of students undoubtedly offer valuable insights into their learning process. Undoubtedly, alterations in students' religious disposition and overall wellbeing are also influenced by the advancements in the 5.0 age, wherein technology is now universally employed. The transformation of education from traditional to digital platforms will undoubtedly persist.

The incorporation of digital-based learning technologies at different educational levels characterises this advancement (Divayana et al., 2021). The swift advancement of technology has prompted the education sector to use digital technologies and devices for the dissemination of educational materials (Alyoussef, 2023). The advent of these technological advancements has prompted 50% of the global population to actively shift their methods of communication, acquisition of knowledge, and access to products and services towards social networks (Raudeliuniene et al., 2020). Technological advancements offer optimal leverage for dynamic learning as it enables learning to be accessible from any location. The close integration of technology and education has led to educational reform and innovation (Qie, 2023). The impact of advancing technology can shape the cultivation of religious character, which is essential to be consistently present. Naturally, as technical advancements continue to progress, there is a need for enhanced implementation of religious character education and well-being.

Technological and social advancements will impact the requirements of pupils and prove beneficial for educational advancement (Muluk et al., 2019). Technological advancements in education have the potential to influence the current religious identity and overall well-being. The current technology infrastructure can facilitate intelligent

learning and is gaining popularity. With the rapid advancement of new information technology, students should have the capability to emulate the functionality of the internet of things (Qie, 2023). Advanced technology, when used with effective methods and intelligent systems, has the potential to transform schools by creating new facilities and infrastructure. The impact of technology on learning is significant due to the plethora of novel advancements in the field of education. The implementation of technology-based learning models would undoubtedly bring about significant changes in the religious character and overall well-being of individuals.

Given the exponential progress of technology, it remains uncertain if it will impact the religious beliefs and well-being of students. In light of this rationale, the researcher aims to investigate the impact of technology on the religious disposition and overall wellbeing of students in the context of education. Consequently, the researcher intends to conduct a study titled: "Spiritual Harmony in Boarding Schools: The Influence of Technology-Based Learning Models to Improve Students' Religiuos Character and Wellbeing". This research aims to examine the impact of technology-based learning models on the religious character and well-being of students, determining whether they provide support or not.

2. LITERATURE REVIEW

a. Technology-Based Learning Model

Limayem and Cheung (2008) conducted research on technology-based learning models. This type of learning utilises the internet to enhance the learning process. Students can access and download educational materials, including text and video, and can also communicate via online platforms. Research undertaken by Machado and Carvalho (2020) indicates that technology-based learning shows promise in terms of learning assessment, enhancing students' learning performance, and boosting thinking skills. In addition, the use of media in technology-based learning serves as a means to enhance skill development (John & Bates, 2023).

A technology-based learning model is an instructional approach that utilises technology to facilitate and enhance students' learning and development. Therefore, it is imperative to incorporate technological advancements in all areas to ensure progress and transformation. Utilising a technology-based learning strategy is crucial as it offers

authentic experiences that can be accessible both offline and online. Enhancing technology-driven educational approaches can also enhance student learning outcomes by fostering skill development. The ongoing development of the technology-driven learning model is anticipated to enhance comfort as well.

b. Religious Character

The religious character pertains to the growth of individuals within communities and traditions, with a primary focus on fundamental truths (Thanissaro, 2010). Religious character refers to the actions and behaviours of humans in their connection with the divine, with the aim of developing faith and seeking a personal encounter with the divine through focused attention on the divine (Fraser-Pearce, 2022). Religious character is a crucial medium that encompasses values and norms transmitted through human behaviours within cultural and historical settings (Spies & Schrode, 2020). Religious character refers to the spiritual aspect of individuals, encompassing personal prayer (Hu & Cheng, 2021).

Considering the current circumstances, the religious nature is an inherent reality in humanity that cannot be detached from its connection to God. The religious element contributes significance and regularity to human behaviour within a cultural framework, ensuring that humans remain connected to their relationship with God. Undoubtedly, religious character instills in humans a virtuous disposition to have faith and consistently seek assistance by maintaining a modest attitude towards God through complete surrender.

c. Wellbeing

Well-being refers to the ability of an individual to address and resolve psychological, social, and physical issues (Ahmed, 2019). Psychological well-being include self-acceptance, competence in managing one's surroundings, positive interpersonal connections, personal development, independence, and a sense of meaning and direction in life (Ryff, 1989). Well-being refers to the equilibrium between positive and negative factors that impact the level of satisfaction experienced in an individual's life (Diener, 2000). Well-being is a component of the social framework that encompasses an individual's perception and evaluation of their emotional and psychological well-being (Ascenso et al., 2018).

Well-being encompasses psychological and emotional factors as fundamental components. Well-being is a crucial aspect of existence that can establish equilibrium and a feeling of contentment in life. Well-being plays a crucial role in an individual's life as it has the potential to exert a beneficial impact by regulating their psychological and emotional well-being.

3. METHODS

a. Approach

This study employs a quantitative research methodology. Quantitative research involves the utilisation of numerical data by researchers in their investigations. The study employs a quantitative research methodology, which involves gathering data and subsequently analysing it using suitable statistical techniques till the research is concluded. Employing quantitative methodologies will yield statistically significant findings regarding the factors under investigation. Quantitative research primarily employs samples of individuals and their behaviour to make broad inferences about behaviour shown by groups or populations (Mike et al., 2008).

b. Research Sample

The study's sample population consisted of students from multiple high schools that included boarding institutions. The selection of participants for this research was conducted using a random sampling method. Four boarding schools in Yogyakarta participated in this research. A total of 289 participants completed the sample in this study, with 259 participants correctly completing the sample and 39 pupils failing to do so. 86.91% of the participants completed the sample correctly, while 13.09% did not. The quantity of samples from each educational institution that possesses a residential school in Yogyakarta is displayed in table 1.

Table 1. Population and Sample Data

No	School	Number of Samples
1	MBS Muhammadiyah Bantul	63
2	MAN 2 Yogyakarta	74
3	SMA Muhammadiyah 7 Yogyakarta	85
4	MA Muallimin Yogyakarta	37
	Total Samples	259

c. Instruments and Procedures

This study employs a questionnaire as a data gathering tool, where respondents provide their answers either using Google Form or by completing a physical questionnaire. This study used a Likert scale to evaluate the research questionnaire. The Likert scale is employed to elicit respondents' indication of their degree of agreement or disagreement with each statement in the questionnaire. The Likert scale ratings are displayed in table 2.

Table 2. Scale Likert

Alternative Answers	Scoring	
	Positive	Negative
Strongly Disagree	5	1
Disagre	4	2
Doubtful	3	3
Agree	2	4
Strongly Agree	1	5

The factors of the technology-based learning model were assessed using a model created by Sells and Glasgow (1998). This scale comprises markers that assess problem-solving skills, methodical analysis abilities, and the use of technology for learning purposes. The factor computations for each variable in the technology-based learning model indicate that all indicator items have a value of ≥ 0.5, suggesting that all instrument items are legitimate. Instrument reliability testing employs composite reliability evaluations for both indicators and constructs. The calculation findings for each variable item of the technology-based learning model indicate a composite reliability exceeding 0.7. This score indicates the elevated level of the technology-based learning model variable.

The religious character variable was assessed with a model created by Glock and Stark (1968). This scale has indicators pertaining to belief, worship, appreciation, knowledge, and practice. The factor computations for each variable in the technology-based learning model indicate that all indicator items have a value of ≥ 0.5, suggesting that all instrument items are legitimate. Instrument reliability testing employs composite reliability evaluations for both indicators and constructs. The calculation findings for each item of the religious character variable indicate a composite reliability exceeding 0.7.

This number indicates the elevated frequency of items from the religious character dimension.

The measurement of the well-being variable is conducted using a model that was established by Ryff (1989). The scale comprises measures of self-acceptance, positive interpersonal connections, mastery of one's surroundings, autonomy, life aspirations, and personal development. The factor computations for each variable in the technology-based learning model indicate that all indicator items have a value of ≥ 0.5, confirming their validity. Instrument reliability testing employs composite reliability evaluations for both indicators and constructs. The calculations indicate that each item of the wellbeing variable has a composite reliability greater than 0.7. This value indicates the elevated level of items within the wellbeing variable.

d. Data Analysis

SEM data analysis employs SmartPLS 4, enabling researchers to immediately examine a sequence of correlations. The SEM-PLS approach was employed for data processing utilising the SmartPLS 4 application, which involved conducting outer model and inner model tests. PLS-SEM can be utilised for the analysis of the corresponding variables. PLS-SEM offers advantages such as the inclusion of both formative and reflective indicators, which are determined by linear combinations of indicators (Shela et al., 2023) . The employed data analysis technique is a basic regression test.

e. Theoretic and Hypothetic Model

The conceptual framework used in this research is shown in the figure. The hypothesis in this research is as follows:

1. Technology-based learning model (X) has an influence on religious character (Y1)
2. Technology-based learning model (X) has an influence on wellbeing (Y2)

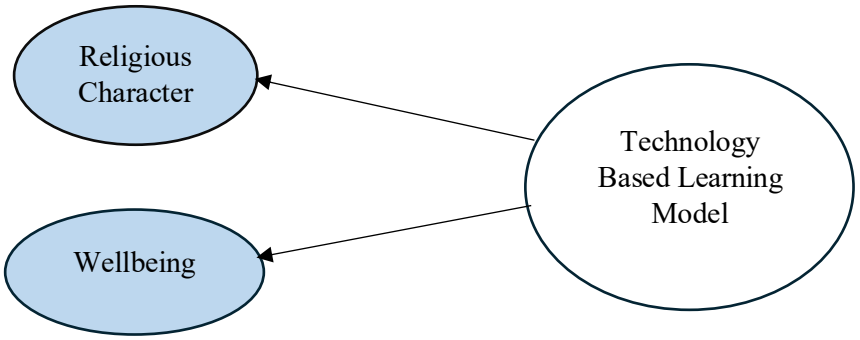

Figure 1. Research Model

4. RESULTS AND DISCUSSION

4.1 RESULT

4.1.2 Validity Test

The research's validity can be assessed by examining the values of convergent validity and discriminant validity. The validity of the instrument is assessed based on the factor loading value in the measurement model. If the factor value in the indicator item is below 0.7, it is necessary to exclude it from the measurement model as it does not meet the standard validity test criteria.

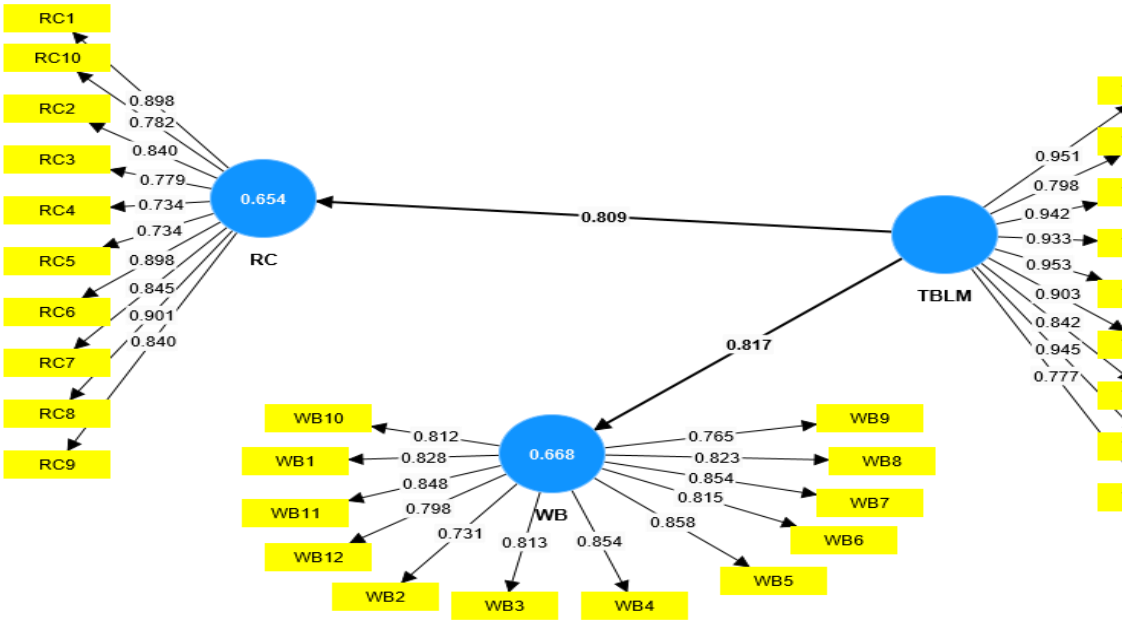

Figure 2. Outer Model Output Display

Figure 2 demonstrates that all factor loading values for each indicator have a validity over 0.7. However, further examination of the AVE (Average Variance Extracted) value is required to confirm this.

Table 3.
Factor Loading (FL) and Average Variance Extracted (AVE)

Construct	Items	FL	AVE
Technology Based Learning Model	TBLM1	0,951	0,803
	TBLM2	0,798	
	TBLM3	0,942	
	TBLM4	0,933	
	TBLM5	0,953	
	TBLM6	0,903	
	TBLM7	0,842	
	TBLM8	0,945	

	TBLM9	0,777	
Religious Character	RC1	0,898	0,684
	RC2	0,840	
	RC3	0,779	
	RC4	0,734	
	RC5	0,734	
	RC6	0,898	
	RC7	0,845	
	RC8	0,901	
	RC9	0,840	
	RC10	0,782	
Wellbeing	WB1	0,828	0,668
	WB2	0,731	
	WB3	0,813	
	WB4	0,854	
	WB5	0,858	
	WB6	0,815	
	WB7	0,854	
	WB8	0,823	
	WB9	0,765	
	WB10	0,812	
	WB11	0,848	
	WB12	0,798	

The table shown displays the Average Variance Extracted (AVE) value obtained from the assessment of instrument testing and variables related to technology-based learning models, religious character, and wellness. The Average Variance Extracted (AVE) value above the threshold of 0.5, indicating that it fulfils the required standard.

4.1 Discriminant Validity

The discriminant validity test is determined by assessing the cross-loading value with the construct. The discriminant validity test is conducted by comparing the square root of the Average Variance Extracted (AVE) to the correlation between the constructs of each concept.

Table 4. Discriminant Validity

	Religious Character	Technology-Based Learning Model	Wellbeing
Religious Character	0,913		
Technology-Based Learning Model	0,777	0,896	
Wellbeing	0,741	0,774	0,854

The table above demonstrates that the square root of Average Variance Extracted (AVE) (0.913, 0.896, and 0.854) exceeds the value of each construct or the square root

of Avaregae Variance Extracted (AVE) is greater than 0.5. Additionally, the square root of Average Variance Extracted (AVE) is higher than the correlation value.

4.2 Reliability Test

Table 5. Cronbach's Alpha and Composite Reliability

	Cronbach's Alpha	Composite Reliability
Religious Character	0,948	0,951
Technology-Based Learning Model	0,969	0,977
Wellbeing	0,955	0,958

The Cronbach's Alpha and Composite Reliability output scores indicate that the constructs or measurement variables utilised in the research can be deemed dependable. This can be demonstrated through the utilisation of table 5, which presents the values of Cronbach's alpha and composite reliability exceeding 0.7, thus indicating a commendable level of reliability.

4.3 Structural Model Test

Table 6. R-Square Value

Construct	R-Square	R-Square Adjusted
Religious Character	0,604	0,603
Wellbeing	0,600	0,598

The table indicates that the R value for the Religious Character variable is 0.604. This suggests that 60.4% of the variability in the Religious Character variable may be explained by the Technology-Based Learning Model variable, while the remaining 39.6% is influenced by other factors that were not taken into account in this study. The Wellbeing variable has a R value of 0.60, which means that 60% of the variability in wellbeing can be explained by the technology-Based Learning Model variable. The remaining 40% of the variability is influenced by other factors that were not taken into account in the research.

4.5 Hypothesis Test

The reference employed in hypothesis testing is the utilisation of bootstrapping in SmartPLS 4 to assess the structural model. This involves examining the original sample number (β), T-Statistic, and P-Value. Refer to table 6 below for the findings.

Table 7. Hypothesis Testing Results

	Original Sample (***β***)	T-Statistics	P-Values
Technology Based Learning Model → Religious Character	0,777	18,381	0,000
Technology Based Learning Model → Wellbeing	0,774	24,343	0,000

Hypothesis 1 posits that technology-based learning models exert an impact on religious character. The findings of hypothesis testing using the SmartPLS 4 application indicate a good impact of the technology-based learning approach on religious character. This can be observed in table 7, where the sample exhibits a positive direction with a coefficient of 0.777. The t-statistic value is 18.381, which is larger than the critical value of 1.96 at the 5% significance level. Additionally, the p-value is 0.000, indicating strong evidence to support hypothesis 1 since the p-value is less than 0.05.

Hypothesis 2 posits that technology-based learning models exert an impact on wellbeing. The results of the tests conducted using SmartPLS 4 indicate that the sample value is 0.774, indicating a positive influence. Additionally, the t-statistic value of 24.434 is greater than 1.96, indicating statistical significance at the 5% level. The p-value of 0.000 is statistically significant, as it is less than the significance level of 0.05. Therefore, these findings demonstrate that hypothesis 2 of the technology-based learning model exerts a favourable impact on wellbeing due to the p-value being below 0.05.

A. DISCUSSION

Based on the research findings analysed by academics, out of the 289 respondents who completed the sample accurately, 259 respondents filled it in correctly. The sample consisted of 259 respondents who were students from 4 high schools that included boarding institutions. The selection of participants was done randomly. The four schools are SMA Muhammadiyah 7 Yogyakarta, MBS Muhammadiyah Bantul, MA Muallimin, and MAN 1 Yogyakarta.

Using the provided data, SmartPLS is employed to process the data using a basic linear regression test approach. This analysis aims to determine whether technology-based learning models have an impact on religious character and wellbeing. Based on the findings of the conducted research, the research hypothesis demonstrates a favourable and corroborating impact. The findings of the basic linear regression analysis reveal the coefficients associated with religious character and wellbeing. The religious character (Y1) exhibits a coefficient of 0.777, indicating a positive impact from the technology-based learning model. The t-statistic value of 18.381 is greater than 1.96, indicating statistical significance at the 5% level. Additionally, the p-value of 0.000 is less than 0.05, further supporting the significance of the findings. Furthermore, the wellbeing (Y2) variable exhibits a coefficient of 0.774, indicating a positive impact from the technology-based learning model. The t-statistic value of 24.343, which exceeds the critical value of 1.96 at the 5% significance level, further supports this finding. Additionally, the p-value of 0.000, which is less than the predetermined threshold of 0.05, confirms the statistical significance of the relationship. The technology-based learning model (X) has an impact on both religious character (Y1) and wellbeing (Y2).

The findings of a study conducted by Moberg et al (2019) validate that the internet is widely used as the primary information source for various aspects of everyday religion. Additionally, individuals also utilise different media sources to supplement and enhance their religious education. The study conducted by Díaz (Díaz, 2021) indicates that digital technology has increased the scope of student learning in religious beliefs and contributes to a more profound and extensive comprehension among students. Research aligns not just with the impact of technology-based learning with a religious nature but also with well-being. The study conducted by Mourlam et al (Mourlam et al., 2020) elucidates that all students who utilise digital tools in the classroom have the conviction that technology would exert a favourable influence on their well-being at school, particularly in terms of enhancing their learning experience and overall satisfaction. A study conducted by Rodway and Schepman (2023) shown that AI (Artificial Intelligence) users experience a significant level of comfort. This is attributed to the AI's ability to deliver information about chatbots and its potential to detect cheating in online tests.

The primary component contributing to the influence of research is the support for investigating the impact of technology-based learning models on enhancing religious

character and wellbeing. This influence can have a good impact on pupils as the rapid advancement of technology indicates that the learning model being developed can enhance students' religious character and overall well-being. Hence, there is a need to enhance technology-driven educational methods in order to have a positive impact on students' religious disposition and overall wellbeing.

5. CONCLUSSION

This essay examines how technology-based teaching promotes spiritual harmony in boarding schools. We want to improve students' religious character and well-being. The study and discussion show that using technology in the classroom improves religion comprehension and reinforces spiritual values in pupils. Technology-based learning in boarding schools expands religious education options. Digital platforms allow students to interact with religious information in a meaningful way, creating a powerful learning environment. This allows pupils to apply religious beliefs in different situations, building a strong religious identity.

Technology can also strengthen student-religious educator relationships. These interactions might happen in the dorms as well as in class. Religious educators can go further in helping students develop a well-rounded and harmonious religious outlook. However, integrating technology to improve spiritual harmony in boarding schools requires caution. Educational institutions must employ technology wisely and in line with religious principles and spiritual goals. Establishing a learning environment that nurtures kids' religious character requires substantial support from schools, instructors, and parents. Thus, technology-driven education may improve spiritual oneness in boarding schools. Educational institutions can develop pupils with strong religious beliefs and spiritual wellness by using technology wisely.

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