

THE INFLUENCE OF CHRISTIAN RELIGIOUS EDUCATION COURSES ON INTEGRITY AND STUDENT MORALITY OF THE FACULTY OF MIPA, HKBP NOMMENSEN UNIVERSITY, PEMATANGSIANTAR

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ARTICLE INFO	ABSTRACT
Diterima: 02 Februari 2026 Direvisi: 21 Februari 2026 Disetujui: 14 Maret 2026 Tersedia Daring: 30 April 2026	<i>The purpose of this study was to analyze the effect of Christian Religious Education (PAK) courses on the integrity and morality of FMIPA students in Semester I of the 2024/2025 academic year at HKBP Nommensen Pematangsiantar University. The research method used was quantitative with a survey approach with a research sample of 50 students selected purposively. The research instrument was a Likert scale questionnaire containing indicators of integrity (academic honesty, responsibility, consistency) and morality (ethical attitudes, social concern, adherence to norms). The data were analyzed using simple linear regression and Pearson correlation tests. The results showed that PAK courses had a positive and significant effect on improving student integrity and morality. The coefficient of determination (R^2) value of 0.62 indicated that 62% of the variation in student integrity and morality was influenced by PAK courses, while 38% was influenced by other factors outside this study. Thus, it can be concluded that Christian religious education plays a crucial role as a means of transforming religious and ethical values in an academic context, as well as serving as a foundation for developing student character with integrity, morality, and social responsibility.</i>
Keywords: <i>Christian Religious; Education; Integrity, Morality; Students</i>	

	ABSTRACT
Kata Kunci: <i>Christian Religious; Education; Integrity; Morality; Students</i>	Tujuan penelitian ini adalah untuk menganalisis pengaruh perkuliahan Pendidikan Agama Kristen (PAK) terhadap integritas dan moralitas mahasiswa FMIPA Semester I T.A. 2024/2025 di Universitas HKBP Nommensen Pematangsiantar. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan survei dengan sampel penelitian sebanyak 50 orang mahasiswa yang dipilih secara purposive. Instrumen penelitian berupa kuesioner skala Likert yang memuat indikator integritas (kejujuran akademik, tanggung jawab, konsistensi) dan moralitas (sikap etis, kepedulian sosial, ketaatan pada norma). Data dianalisis dengan uji regresi linier sederhana dan korelasi Pearson. Hasil penelitian menunjukkan bahwa perkuliahan PAK memberikan pengaruh positif dan signifikan terhadap peningkatan integritas dan moralitas mahasiswa. Nilai koefisien determinasi (R^2) sebesar 0,62 mengindikasikan bahwa 62% variasi integritas dan moralitas mahasiswa dipengaruhi oleh perkuliahan PAK, sementara 38% dipengaruhi faktor lain di luar penelitian ini. Dengan demikian dapat disimpulkan bahwa Pendidikan agama kristen berperan penting sebagai sarana transformasi nilai religius dan etis dalam konteks akademik, sekaligus sebagai dasar pengembangan karakter mahasiswa yang berintegritas, bermoral, dan bertanggung jawab dalam kehidupan sosial.





1. INTRODUCTION

Education religion Christian in college tall own role Which very important in shaping the younger generation, especially students, to be ready to face challenges in the academic world and social life (Muliani et al., 2024). In the context of HKBP Nommensen Pematangsiantar University (UHKBPNP), various initial findings and lecturer observations indicate that some students still face a gap between their understanding of Christian values and their application in daily academic behavior, such as discipline, academic integrity, as well as not quite enough moral responsibility in manage task And activity Student affairs. Phenomena such as increasing cases of academic ethics violations, low involvement in spiritual activities, and weak internalization of spiritual and moral values on campus are indicators that character development is not yet fully optimal. Student Christian expected No only own character Which Good but It also reflects the character of Christ, which forms the basis of their intellectual ethics as the nation's successors (Owusu & Mensah, 2022). Thus, Christian religious education is a crucial foundation for building strong professional and moral ethics (Idris, 2023). Student Christian must learn education religion Christian with seriousness because moral and ethical issues are a major focus in society. Various studies And report internal campus show that problem moral Also emerging among Christian students. For example, the 2025 report from the Student Affairs Division of HKBP Nommensen Pematangsiantar University (UHKBPNP) take notes existence improvement case violation ethics academic like plagiarism, absence without reason, as well as abuse media social by student, including those from study programs with a majority of Christian students (Sari & Indartono, 2019). This finding is reinforced by a regional study in Maluku (Musoni, 2021) which showed that internalization mark spiritual in circles youth Christian often No in line with their daily behavioral practices. Thus, statements regarding the emergence of non-conforming behavior are not merely normative but have a relevant empirical basis. This demonstrates the importance of religious education as a guide in their lives (Despriyantie et al., 2024).

HKBP Nommensen Pematangsiantar University (UHKBPNP), as one of the universities A state university in Pematangsiantar, known for producing competitive, character-driven, and broad-minded graduates. This institution is the primary choice for young people from both Maluku and beyond to pursue their education. To produce graduates with professional ethics and morals, HKBP Nommensen University Pematangsiantar (UHKBPNP) strives to build a scientific, professional, and character-driven foundation for students through ethical and spiritual values. religion Christian in college tall required in curriculum, so that Christian students must take this course. Usually, this course is taught at semester First or second, moment student start journey academic them in college. Thus, Christian religious education becomes an important foundation that

form ethics And character student since beginning lectures (Iwamony, 2020). College students are not only required to study in classrooms, libraries, or search for information online, but must also be prepared to become individuals who are beneficial to society and professionals in the workplace. Christian religious education plays a crucial role in building this ethical foundation (Darmayenti et al., 2021).. The relationship between Christian religious education and the formation of students' Christian ethics is very close. Ethics helps students act according to norms and rules in various activities, including when voicing their aspirations through demonstrations. With ethics, students can control their actions to avoid anarchy, maintain good manners, and be responsible for their freedom (Rahmawati et al., 2019). In the workplace, ethics is an important guideline for individuals to remain professional and not act arbitrarily. Christian religious education equips students with a deep understanding of ethics that will help them in various professions (Prasetiawati, 2020). Therefore, instilling religious values and ethics on student very important so that they become individual Which Having good character, being able to resolve problems wisely, and not harming others. Ethics serve as a guide for students, both during their studies at university and after they enter the workforce.

However, one of the main challenges is the low level of commitment among some students to Christian Religious Education courses, as confirmed by several empirical findings. The 2025 evaluation report on Christian Religious Education learning at the Faculty of Teacher Training and Education at HKBP Nommensen University, Pematangsiantar (UHKBPNP), for example, showed a downward trend. level presence And active participation student in Christian Religious Education courses compared to other general courses. Furthermore, Rumahlatu's (2021) research on the learning motivation of Christian students at universities in Maluku found that some students considered Christian Religious Education material repetitive because they had previously learned it at church or school. This strengthen that perception "PACK No important" No just assumptions This is not the author's opinion, but it is a real phenomenon that impacts students' seriousness in attending lectures. This results in suboptimal learning of Christian religious education.

In the context of developing moral professional ethics, the lack of personal interaction and ongoing development results in values such as integrity, responsibility, and discipline not being optimally internalized by students. Thus, the limited number of lecturers is not merely an administrative issue, but a factor that weakens the role of Christian Religious Education as a vehicle for developing students' professional ethics and morals. Previous research on the influence of Christian religious education on the formation of character and professional ethics of students in Indonesia has been conducted by several researchers. (Sitepu, 2016) examined the influence of Christian ethics learning and Christian religious education on the character of students at the Indonesian Christian University, finding that both aspects play a significant role in shaping students' Christian character (Naibaho et al., 2022). explored the urgency of learning Christian ethics (Domanchin et al., 2025). Christian in form character student, conclude that Christian ethics learning provides a strong moral foundation for students to value life fellow man And keep away from actions No moral. Besides Furthermore,

research by Wuisan (2015) examined the influence of the foundation of Christian work ethics on auditors' ethical behavior in decision-making, showing that honesty, as one of the foundations of Christian work ethics, positively influences auditors' ethical behavior. Thus, this research offers a new perspective in developing more interactive learning methods that are relevant to current technological developments. The integration of Christian religious education with information technology is expected to equip students with a strong moral foundation and critical thinking skills in facing ethical dilemmas in the professional world (Supiyani, 2022).

2. METHODS

The research method used in this case is a quantitative method with a survey or questionnaire approach. In the context of the research, Quantitative methods were used to measure the influence of Christian Religious Education (PAK) courses on students' integrity and morality. Research methods that focused on data collection and analysis, in the form of numbers, were used to collect data from a sample of FMIPA students in class U.2413, semester I. who are taking the Christian Religious Education (PAK) course in the 2024/2025 academic year (Intan, 2018). Data collected using this method is usually in the form of numbers or statistics that can be measured and analyzed systematically. This allows for a clearer understanding of the impact of PAK on student character through in-depth statistical analysis (Reimann et al., 2022). The following are key components of the survey and observational approach used in this study:

- a. Questionnaire : The main instrument in this survey is a questionnaire, which contains questions related to integrity and morality. These questions are usually in the form of a Likert scale, multiple-choice questions, or statements measured on a numeric scale (e.g., 1-5, with 1 indicating "strongly disagree" and 5 "strongly agree").
- b. Respondent Sample : This study took a sample of 50 students of the Faculty of Mathematics and Natural Sciences, class U.2413, semester I who took the PAK course in the 2024/2025 academic year. This sample selection was carried out to represent a wider population, namely students in the Faculty of Mathematics and Natural Sciences major who took PAK.
- c. Data Collection : Data were collected by distributing questionnaires to students. Each student was asked to answer questions related to their views on the impact of PAK on their moral behavior and integrity. Respondents answered independently and anonymously, which helped increase the accuracy of their responses.
- d. Data Processing and Analysis : After data collection is complete, the next step is to process the quantitative data that has been collected.
- e. Statistical Analysis : The collected data is analyzed using statistical software such as SPSS or Excel. Some statistical analyses that may be used in this study include:
 - 1) Descriptive statistics: Presenting data in the form of frequency tables, percentages, averages, and standard deviations to describe the survey results in general.
 - 2) Correlation Test: Used to see the relationship between measured variables, for example the relationship between students' integrity scores and their participation in PAK courses.

3) Regression: If you want to predict the influence of PAK on student morality, regression analysis can be used to determine how big the influence is.

Interpretation of Results: After the analysis is conducted, the results of the study will be interpreted. The results of the statistical analysis are used to answer research questions, such as whether the PAK course significantly influences student integrity and morality. FMIPA. Furthermore, researchers can also determine whether there are differences in influence based on demographic factors such as gender or level of religiosity (Díaz, 2021).

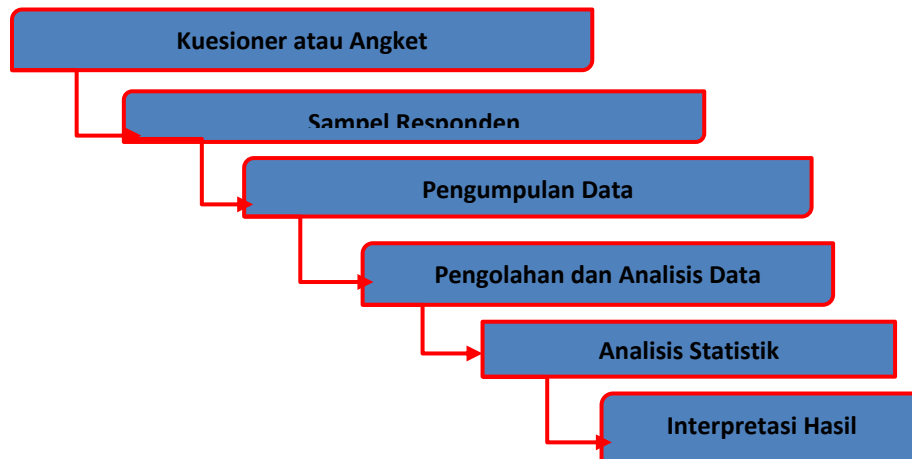


Figure 1. Research Flowchart

A quantitative method using a survey or questionnaire approach is the appropriate choice for this research, as it allows for the collection of objective and measurable data regarding the impact of Christian Religious Education courses on students' integrity and morality (Sianipar et al., 2022). Using a questionnaire allows for data to be collected from a large number of respondents, analyzed systematically, and the results can provide a clear picture of the impact of Christian Religious Education courses on the development of students' integrity and morality (Okunoye, 2019).

3. RESULT AND DISCUSSION

Description of Research Results

To obtain an objective picture of students' perceptions of Christian Religious Education (PAK) courses, this study used a Likert-scale questionnaire. The questionnaire consisted of several statements covering aspects of attendance, understanding of the material, relevance, and PAK's contribution to the development of student integrity and morality (Widjaja et al., 2022).

Table 1. Questionnaire Results on PAK Lecture Material Aspects

P1	P2	P3	P4	P5	P6	P7	P8
4	3	4	3	4	4	4	4
4	3	4	3	4	4	4	4
4	3	3	4	4	3	4	2
4	4	4	3	3	3	4	3
4	4	5	4	4	4	4	5
4	4	5	4	4	4	4	5

5	5	4	4	4	4	4	4
4	4	4	4	4	4	4	4
4	4	4	3	3	4	4	4
4	5	4	4	4	4	4	4
3	5	4	4	4	4	4	4
4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
4	4	3	3	4	3	3	3
5	4	4	3	4	4	5	3
4	4	3	3	4	3	3	3
5	4	4	4	4	5	4	4
4	4	4	4	4	4	4	4
4	4	3	4	4	3	4	3
4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4
5	5	5	4	4	4	4	5
5	5	5	5	5	5	5	5
4	4	4	3	3	4	4	4
4	4	4	4	4	4	5	4
5	5	4	4	5	4	5	4
5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5
4	5	5	5	4	4	5	5
5	5	5	5	5	5	5	5
4	4	5	4	4	5	5	5
5	5	5	4	5	5	5	5
4	5	5	3	4	4	5	4
1	1	5	4	5	3	5	3
5	5	5	3	4	5	4	3
5	4	4	4	4	4	4	4
3	3	4	4	4	3	4	4
5	5	5	3	5	5	5	3
5	5	5	5	5	5	5	5
5	5	4	4	5	5	5	4
5	5	4	4	5	5	5	4
5	5	5	4	4	5	4	4
5	4	4	4	4	5	4	5
5	5	5	4	5	5	5	4
5	5	3	3	3	5	5	3
4	3	3	3	4	4	5	4
3	5	5	5	4	5	5	5

The questionnaire data for the aspects of the PAK lecture material consisting of 8 statements (P1–P8) and responded to by 50 students showed a very positive trend. The majority of answers were in the agree (score 4) and strongly agree (score 5) categories. This reflects that students considered the PAK lecture material to be quite relevant, clear,

and able to support their understanding of religious values and personal development (Kanji et al., 2024). Although there were several respondents who gave a neutral assessment (score 3), and even a very small number who chose the strongly disagree category (score 1), overall, this number was relatively small compared to the dominance of positive answers. Thus, it can be concluded that students generally rated the PAK material very well, both in terms of delivery and its relevance to academic needs and daily life (Martin, 2018)

Table 2. Results of the Questionnaire on Material Aspects with Understanding

P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
1	2	3	4	5	6	7	8	9	0	1	1	1	1	1	1	1	1	1	2
3	4	3	4	3	3	4	4	3	3	4	3	3	4	3	4	3	3	4	5
3	4	3	4	3	3	4	4	3	3	4	3	3	4	3	4	3	4	4	5
4	4	3	5	4	3	3	4	3	4	4	4	4	3	4	4	4	5	3	3
3	3	3	4	3	4	4	3	3	5	4	3	3	5	4	5	3	4	4	3
5	4	4	5	4	4	4	4	4	5	5	5	4	4	4	4	5	5	4	4
5	4	4	5	4	4	4	4	4	5	5	5	4	4	4	4	5	5	4	4
3	4	4	4	4	4	5	5	4	4	4	4	3	4	4	4	4	4	4	4
4	4	5	5	5	5	4	4	4	4	4	4	5	5	4	4	5	5	4	4
4	4	3	3	4	4	3	4	4	5	4	4	5	4	5	5	4	5	5	5
3	4	3	4	4	4	4	3	3	3	4	4	4	4	4	3	4	4	3	3
3	3	4	4	4	5	3	3	3	3	5	5	4	4	4	4	3	3	3	3
5	4	4	5	4	4	4	4	4	5	5	5	4	4	4	4	5	5	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	5	5	4	4	5	4	4	4	4	4	4	4
3	3	4	4	3	3	4	5	3	4	4	3	3	3	4	5	4	3	4	4
3	4	4	3	4	4	3	4	5	5	4	5	4	4	5	5	5	4	4	3
3	3	4	4	3	3	4	5	3	4	4	3	3	3	4	5	4	3	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	5	5	5	4	5	4	4	4	4
4	4	4	3	4	3	4	5	4	4	4	3	3	4	4	4	5	5	5	5
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	5	4
4	4	4	5	4	3	4	5	4	5	5	4	4	4	5	4	5	4	4	4
4	5	5	4	4	5	4	5	4	4	5	4	4	4	4	5	4	4	4	4
4	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	3	4	4	4	4	4	4	5	4	5	5	5	4	4	5	5	5	3	3
4	5	5	4	4	5	5	4	5	4	4	4	5	5	4	4	5	4	4	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	4	5	5	5	5	5	5	5	4	5	5	5	5	5	5	5
4	4	4	5	4	5	4	5	5	5	4	5	4	5	5	5	5	5	4	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
3	3	5	4	3	3	4	5	4	4	4	4	4	5	5	3	5	5	5	4
4	5	5	5	5	5	5	5	5	5	5	5	5	4	5	4	5	5	5	5
4	4	4	3	4	5	5	5	4	4	3	4	5	5	5	5	5	4	5	4

4	3	5	3	5	3	5	3	4	5	3	5	3	5	4	5	3	5	3	5
5	4	5	5	5	5	5	5	3	5	3	4	4	5	5	5	5	4	5	3
4	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3	4	4
4	4	4	4	4	4	4	4	4	4	5	4	4	5	5	3	3	5	3	3
3	3	3	3	3	3	4	4	5	5	5	5	4	4	5	5	5	5	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	3	4	4	4	3	4	5	5	4	4	4	4	5	5	5	4	4	3	3
4	3	4	4	4	3	4	5	5	4	4	4	4	5	5	5	4	4	3	3
5	4	4	5	4	4	4	5	5	5	5	5	4	4	5	5	5	5	4	4
4	4	4	5	5	5	5	5	5	5	3	4	5	5	5	5	5	3	4	4
4	4	5	4	4	5	4	4	4	4	5	5	5	5	5	5	5	5	5	5
3	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	4	3	4	5	5	5	4	4	3	4	5	5	5	5	5	4	5	4
4	3	4	3	3	5	4	4	4	4	4	4	3	4	4	4	5	5	5	5

The questionnaire on the material aspect with understanding consisted of 20 statements (P1-P20) completed by 50 students. In general, the results showed a tendency for answers to fall into the agree (score 4) and strongly agree (score 5) categories. This indicates that students not only considered the PAK material relevant but also felt able to understand the content and meaning conveyed in the lectures. Although there were still a small number of respondents who gave neutral answers (score 3), and even for some statements some gave lower scores, the number was relatively small compared to the dominance of positive answers. This condition shows that the majority of students not only received the material but also truly understood its substance and were able to connect it to their daily lives and personal moral development.

Table 3. Results of the Integrity Aspect Questionnaire

P 1	P 2	P 3	P 4	P 5	P 6	P 7	P 8	P 9	P 10	P 11	P 12	P 13	P 14	P 15	P 16	P 17
3	4	5	4	3	3	4	5	5	3	4	4	5	4	3	4	3
3	4	5	4	3	3	4	5	5	3	4	4	5	4	3	4	3
4	4	4	5	3	2	3	5	4	4	3	3	4	3	2	3	3
4	4	4	4	3	3	3	4	4	4	3	4	3	3	3	4	3
4	4	4	4	4	5	5	5	5	5	5	5	4	4	4	4	4
4	4	4	4	4	5	5	5	5	5	5	5	4	5	4	4	4
5	5	4	4	4	4	4	4	4	4	4	4	3	4	4	4	4
5	5	5	5	4	4	4	5	5	5	5	5	4	4	4	4	4
5	4	5	5	4	3	4	5	5	4	4	4	4	4	4	4	4
4	4	3	4	4	4	4	4	4	4	4	4	4	4	5	5	4
5	5	4	4	4	5	4	5	5	5	5	4	4	4	5	5	4
4	4	4	4	4	5	5	5	5	5	5	5	4	5	4	4	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	4	4	4	4	4	5	4	5	4	5	5	4	4	5	4
4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4
4	5	5	4	4	4	4	5	5	5	4	4	4	4	5	4	4
4	4	4	4	4	3	4	4	4	4	3	4	4	4	4	4	4

5	4	4	4	4	4	4	5	4	5	4	4	5	5	4	5	4
4	5	5	5	4	4	5	5	5	5	5	5	4	4	4	4	4
4	4	4	4	4	4	4	4	4	3	5	4	4	3	4	3	4
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	5	5	5	5	5	5	5	5	5	5	5	4	4	4	4	4
4	5	5	5	5	4	5	5	5	5	5	5	4	5	5	4	4
4	5	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
4	4	5	4	4	4	4	4	5	5	4	4	5	5	5	5	5
4	4	5	4	4	4	4	5	5	5	5	4	5	5	4	5	5
4	4	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5
5	4	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	4	5	5	5	4	4	5	5	4	4	5	5	5	4	4	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	4	4	5	4	3	4	5	5	5	5	5	5	3	4	5	5
5	5	5	5	5	5	5	5	5	5	4	5	5	5	5	5	5
5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	3	5	4	5	3	5	4	5	3	5	4	5	3	5	3	5
5	5	5	5	5	4	4	5	5	5	5	5	5	5	5	4	5
4	4	4	4	4	4	4	5	4	4	4	4	5	4	4	4	5
4	4	3	4	4	4	4	5	5	5	5	5	5	5	4	5	5
4	4	4	4	4	4	4	4	4	4	4	4	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	4	5	5	5	5	4	5	5	5	4	5	5	4	5	5	5
4	4	5	5	5	5	4	5	5	5	4	5	3	4	5	5	5
5	4	5	5	5	5	5	4	5	4	4	4	5	5	4	5	5
4	5	5	5	5	4	4	5	4	5	4	5	5	5	5	5	5
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
4	5	5	3	5	3	5	5	5	5	5	5	5	5	5	5	5
5	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
5	5	4	5	5	4	4	5	5	5	5	5	3	3	4	4	5

The integrity aspect questionnaire consisted of 17 statements (P1-P17) completed by 50 students. The responses showed a very positive trend, with the majority of respondents rating themselves in the agree (score 4) and strongly agree (score 5) categories. Although there was slight variation with neutral responses (score 3) and occasional lower scores, the number was very small compared to the dominance of high responses. This indicates that students assess Christian Religious Education (PAK) courses as being able to foster and strengthen attitudes of integrity in their academic and personal lives. In general, this integrity aspect confirms that students not only understand the material cognitively but are also able to internalize the values of honesty, responsibility, and consistency between words and actions in their daily lives.

Research Discussion

At this stage, the data obtained from distributing questionnaires to respondents was systematically processed to provide a clear picture of students' perceptions of

Christian Religious Education (PAK) courses. Each question, using a Likert scale, was analyzed through frequency calculations, percentages, total scores, averages, and standard deviations. This process aimed to determine the trends in respondents' responses and to measure the consistency of their opinions regarding the indicators studied. Descriptive statistical analysis was used to present the data in a simpler and more understandable format (Gosbell, 2021). Through this approach, the research results can be interpreted not only based on numbers but also on the meaning behind the data. Thus, this data processing provides an important basis for drawing conclusions regarding the influence of PAK on students' integrity, morality, and spiritual attitudes.

Table 4. Descriptive statistics of the frequency of attendance aspect

Score	Frequency	Percentage	Score*Frequency	Score^2*Frequency
1	1	0.20%	1	1
2	2	0.40%	4	8
3	47	9.40%	141	423
4	248	49.60%	992	3968
5	202	40.40%	1010	5050
Total	500	100%	2148	9450
		Average	4,296	
		Standard Deviation		0.6666

The average is calculated by dividing the sum of the results of the multiplication of scores and their frequencies (2148) by the number of frequencies (500), resulting in a value of 4.296. For the standard deviation, first the average square of the scores with their frequencies is calculated, namely $9450 \div 500 = 18.9$, then subtracted by the average square ($4.296^2 = 18.4568$), the result is 0.4432, then rooted to obtain a standard deviation of 0.6666. This means that the average score of respondents is quite high, approaching 4.3, and the distribution of data is not much different between respondents, so the answers are relatively consistent. Based on the results of data processing from 10 statements regarding the frequency of attendance in PAK lectures involving 50 respondents, it can be seen that the smallest percentage is in the strongly disagree category at 0.2%, followed by disagree at 0.4%. Furthermore, respondents who chose the neutral category reached 9.4%. The highest percentage of respondents in the agree category was 49.6%, followed by the strongly agree category at 40.4%. Combined, more than 90% of respondents showed a positive tendency towards the importance of attending PAK lectures. The average score obtained was 4.296, which is close to the "strongly agree" category, confirming that students tend to have a high commitment to attending PAK lectures regularly. The standard deviation value of 0.6666 indicates that the distribution of respondents' answers is relatively homogeneous, with the majority of answers centered on high scores (4 and 5). This indicates that students' perceptions of attendance in PAK lectures tend to be uniform, without any striking differences. Thus, it can be concluded that the motivation for student attendance is not only limited to fulfilling academic obligations, but is also driven by an understanding of the moral,

spiritual, and character development benefits obtained from this course (Pangihutan & Jura, 2022).

Table 5. Descriptive statistics of PAK lecture material aspects

Score	Frequency	Percentage	Score*Frequency	Score^2*Frequency
1	2	0.50%	2	2
2	1	0.25%	2	4
3	49	12.25%	147	441
4	220	55%	880	3520
5	128	32%	640	3200
Total	400	100%	1671	7167
Average			4.1775	
Standard Deviation				0.6826

The average is obtained from the sum of the results of the multiplication of scores and frequencies (1671) divided by the total frequency (400), resulting in 4.1775. For the standard deviation, first calculated the mean square value of the score ($7167 \div 400 = 17.9175$), then subtracted by the mean square ($4.1775^2 = 17.4515$), the result is 0.466, then rooted to obtain a standard deviation of 0.6826. This shows that the average score of respondents is at 4.18 (quite high) and the variation in answers between respondents is not too large, so the data is relatively consistent. Based on the results of data processing from 8 statements responded by 50 students, it can be seen that the smallest percentage is in the disagree category at 0.25% and strongly disagree at 0.5%. Furthermore, the neutral category reaches 12.25%. In the agree category, the largest percentage is 55%, followed by the strongly agree category at 32%. Combined, more than 87% of respondents indicated a positive tendency towards the importance of Christian Religious Education (PAK) courses, both in terms of attendance, relevance of the material, and its contribution to personal development. The average score obtained was 4.1775 with a standard deviation of 0.6826, which confirms that students tend to have a positive and appreciative attitude towards PAK courses (Groome, 2018). The average value of 4.1775 strengthens this finding by indicating that respondents' answers generally tended towards the "agree" category. This confirms that students not only attend as a formality, but also consider PAK relevant to their academic and social lives. Furthermore, the standard deviation value of 0.6826 indicates a low level of variation in answers, meaning that students' perceptions are relatively uniform and there are no significant differences between respondents (Lo, 2022). From an academic perspective, this indicates that PAK courses have succeeded in providing a consistent positive influence. Thus, it can be concluded that PAK courses are seen as having an important role in strengthening students' integrity, responsibility, and moral-spiritual understanding, which ultimately contributes to their character formation.

Table 6. Descriptive statistics of material aspects with understanding

Score	Frequency	Percentage	Score*Frequency	Score^2*Frequency
1	0	0.0%	0	0.0%
2	0	0.0%	0	0.0%
3	139	13.90%	417	1251

4	516	51.60%	2064	8256
5	345	34.50%	1725	8625
Total	1000	100%	4206	18132
		Average	4,206	
		Standard Deviation		0.664

The average is calculated from the sum of the results of the multiplication of scores and frequencies (4206) divided by the total frequency (1000), resulting in a value of 4.206. For the standard deviation, first the average value of the square of the score is calculated ($18132 \div 1000 = 18.132$), then subtracted by the average square ($4.206^2 = 17.703$), the result is 0.429, then rooted to produce 0.664. This means that the average score of understanding of the material aspect is quite high, approaching 4.2, while the spread of answers between respondents is relatively small, so it can be concluded that most students have a consistent level of understanding and tend to be good towards the material. Analysis of 20 questions answered by 50 respondents, with a total of 1000 responses, shows a very positive trend pattern. The smallest percentage is in the strongly disagree and disagree categories with a value of 0%. Furthermore, the neutral category was recorded at 13.9%. The strongly agree category achieved a percentage of 34.5%, and the largest percentage was in the agree category, at 51.6%. Combined, more than 86% of respondents showed a positive tendency towards the importance of Christian Religious Education (PAK) courses. This condition confirms that the majority of students assessed the statements in the research instrument as aligned with their views, experiences, and needs. The average score of 4.18 indicates that students' perceptions are in the high category. This figure indicates a consistent tendency towards positive assessments, thus interpreting that the aspects measured were not only understood but also well-received by the majority of respondents. The average, which approached the maximum, strengthens the argument that the research instrument successfully captured important dimensions relevant to students' academic and personal lives. Furthermore, the standard deviation value of 0.664 indicates a relatively low level of diversity in responses. In other words, the majority of respondents provided responses that did not differ significantly, so the survey results reflect a uniform view. This uniformity strengthens the validity of the finding that the statements in the instrument received legitimacy from almost all respondents. These results can be used as a basis for policy makers and educators to maintain and develop learning strategies or services that are already running well, while minimizing doubts that still arise among a small number of students.

Table 7. Descriptive statistics of Integrity Aspects

Score	Frequency	Percentage	Score*Frequency	Score^2*Frequency
1	0	0.0%	0	0
2	2	0.24%	4	8
3	51	6.00%	153	459
4	368	43.29%	1472	5888
5	429	50.47%	2145	10725

Total	850	100%	3774	17080
		Average	4.44	
		Standard Deviation		0.6169

The average is obtained by dividing the sum of the results of the multiplication of scores and frequencies (3774) by the total frequency (850), resulting in a value of 4.44. For the standard deviation, first the average square of the score is calculated ($17080 \div 850 = 20.094$), then subtracted by the average square ($4.44^2 = 19.7136$), the result is 0.3804, then rooted to produce a standard deviation of 0.6169. This shows that the average score of respondents is very high, approaching 4.5, and the data distribution is small, so that the majority of respondents gave consistent and tended to be very good assessments. Based on the results of the questionnaire processing, it appears that respondents gave a very positive assessment of the Christian Religious Education (PAK) lecture. The smallest percentage is in the strongly disagree category at 0%, followed by disagree with 2 responses (0.24%). Furthermore, the neutral category appeared with 51 responses (6.00%). In the agree category, 368 responses (43.29%) were recorded, and the largest percentage was in the strongly agree category, with 429 responses (50.47%). Combined, more than 93% of the responses indicated positive acceptance. The average score obtained was 4.44 with a standard deviation of 0.6169, confirming that students have a very positive tendency towards the Catholic Religious Education course (Neal, 2024). Quantitatively, the average score of 4.44 indicates that students tended to choose the "strongly agree" category. This indicates that they truly felt the benefits of PAK in strengthening integrity, instilling morality, and enhancing spiritual attitudes

4. CONCLUSION

Study This confirm that Education Religion Christian own influence significantly in shaping the integrity and morality of students of the Faculty of Mathematics and Natural Sciences, HKBP Nommensen University, Pematangsiantar, in the 2024/2025 Academic Year, with a contribution of 47.9%. This finding has important practical implications for various parties. For universities, the research results emphasize the need to strengthen academic policies that ensure that Catholic Religious Education courses continue to have a strategic place in the curriculum, as well as provide support institutional for program coaching character based mark Christian faith. For lecturers of Christian Religious Education, this finding is the basis for the approach pedagogical Which dialogic, reflective, And applicable need Keep going developed so that students not only understand the concept of faith but are able to apply it in ethical decision-making in a professional context. For students, the results of this study emphasize the importance of active involvement in the PAK learning process as means internalization mark moral And strengthening integrity personal.

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