

turnitin unesa1

170 Production

 Project 10

Document Details

Submission ID**trn:oid:::3618:142100657****Submission Date****Jun 8, 2026, 12:09 PM GMT+7****Download Date****Jun 8, 2026, 12:18 PM GMT+7****File Name****similarity erta_10+Layout+Article+176.pdf****File Size****1.8 MB****20 Pages****9,984 Words****59,034 Characters**

*% detected as AI

AI detection includes the possibility of false positives. Although some text in this submission is likely AI generated, scores below the 20% threshold are not surfaced because they have a higher likelihood of false positives.

Caution: Review required.

It is essential to understand the limitations of AI detection before making decisions about a student's work. We encourage you to learn more about Turnitin's AI detection capabilities before using the tool.

Disclaimer

Our AI writing assessment is designed to help educators identify text that might be prepared by a generative AI tool. Our AI writing assessment may not always be accurate (i.e., our AI models may produce either false positive results or false negative results), so it should not be used as the sole basis for adverse actions against a student. It takes further scrutiny and human judgment in conjunction with an organization's application of its specific academic policies to determine whether any academic misconduct has occurred.

Modern Seminary Education Management to Support SDG 4: A Case Study of Seminari Petrus Van Diepen, Southwest Papua

Immanuel Tenau*, Erny Roesminingsih, Karwanto

Universitas Negeri Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jocsis.2.2.170>

Sections Info

Article history:

Submitted: May 21, 2026

Final Revised: June 3, 2026

Accepted: June 8, 2026

First Available Online: June 26, 2026

Publication Date: June 27, 2026

Keywords:

Catholic Boarding School;

Character Formation;

Educational Leadership;

Educational Management;

Modern Seminary.

ABSTRACT

Objective: To analyzes the situational leadership styles of boarding school principals in improving school achievement at Senior High School Katolik Villanova and Senior High School Katolik Santo Arnoldus Janssen. **Method:** A qualitative multi-site study was employed. Data were collected through in-depth interviews, participatory observation, and documentation, and analyzed using an interactive model involving data reduction, data display, and conclusion drawing. Data validity was ensured through triangulation. **Results:** The findings reveal that principals applied flexible situational leadership styles directing, coaching, supporting, and delegating according to teachers' and staff members' readiness. Leadership extended beyond academic management by integrating character formation, discipline, faith development, and community life, resulting in improved academic and non-academic achievement, teacher professionalism, and a collaborative school climate. **Novelty:** Proposing a spiritually oriented situational leadership model that integrates faith formation, moral exemplarity, and pastoral practices into educational leadership. The model contributes to SDG 4 (Quality Education) by promoting holistic and character-based education and supports SDG 16 (Peace, Justice and Strong Institutions) through ethical leadership and values-based educational governance in Catholic boarding schools.

INTRODUCTION

Education plays an important role in shaping the quality of human resources who are faithful, possess strong character, are intellectually capable, and demonstrate leadership abilities (Johar et al., 2020; Makahenggang & Sihotang, 2025). In the tradition of the Catholic Church, a seminary is generally known as a special educational institution for priesthood candidates or male students who are prepared to undergo integrated spiritual, intellectual, and disciplinary formation (Canoy et al., 2023; Levchenko, 2026; Oakley, 2017). The seminary education system is usually exclusive in nature and more oriented toward forming future leaders of the Catholic Church through an orderly and disciplined boarding school life (Schuth, 2016; Simonds et al., 2017; Spesia, 2016).

However, the development of the modern era and the needs of society require Catholic educational institutions to become more open to social dynamics, cultural diversity, and inclusive educational needs (Gaus, 2021; Gourlay, 2025; Koukounaras-Liagkis, 2014; Sullivan, 2013). Modern education emphasizes not only academic aspects but also character formation, tolerance, spirituality, and the ability to live harmoniously within a pluralistic society (Baidhaw, 2013; Mashoedi et al., 2025; Suryani & Muslim, 2024). In this context, several seminaries have begun developing a more open educational model without abandoning the identity and fundamental values of Catholic education.

Seminari Petrus Van Diepen in Sorong Regency, Southwest Papua, is one of the Catholic educational institutions that possesses unique characteristics compared to seminaries in

general. While seminaries are usually intended exclusively for male students and priesthood candidates, Seminari Petrus Van Diepen provides educational access to female students and also accepts students from various religious backgrounds. This policy demonstrates a transformation in the management of modern seminary education that is more inclusive and responsive to societal needs.

The presence of female students and students from different religions within the seminary environment has become an interesting phenomenon in Catholic education, particularly in Southwest Papua, which is known for its pluralistic society in terms of ethnicity, culture, and religion. This condition indicates that the seminary functions not only as a center for the formation of future priests but also as a general educational institution that instills values of discipline, character, leadership, tolerance, and spirituality in all students regardless of gender or religious background.

In its implementation, the educational management system in a modern seminary requires effective management in order to maintain its Catholic identity while simultaneously creating an inclusive and harmonious educational environment (Calian, 2002; Franchi, 2024; Schreiber, 2026). Educational management is not only related to curriculum and school administration but also includes dormitory formation, strengthening moral values, student mentoring, and the development of social relationships among diverse members of the school community (Arsyad et al., 2024; Ma, 2024; Tull et al., 2023). Seminary leaders, school principals, teachers, and formators play important roles in creating a school culture that respects diversity while remaining grounded in Christian values (Cragger, 2025; Durham, 2016; Shula, 2026).

In addition, Southwest Papua, as a region facing educational challenges such as limited access to education, the need for youth character formation, and socio-cultural changes, requires an educational model capable of developing human resources holistically. The presence of Seminari Petrus Van Diepen with an educational model that is open to women and followers of other religions represents one form of the Catholic Church's contribution to supporting humane, inclusive, and character-oriented education for the younger generation.

The transformation of modern seminary education is closely aligned with the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), which emphasizes inclusive, equitable, and high-quality education that promotes lifelong learning opportunities for all. Contemporary educational institutions are expected not only to strengthen academic achievement but also to cultivate character, ethical leadership, social responsibility, and respect for diversity. In addition, the development of inclusive educational environments that welcome students from different genders, cultures, and religious backgrounds reflects the principles of SDG 16 (Peace, Justice and Strong Institutions) by fostering tolerance, mutual respect, and values-based educational governance. Therefore, modern seminary education has the potential to contribute to sustainable educational development by integrating academic excellence, spiritual formation, and inclusive institutional management.

Based on the description above, research on the Management of Modern Seminary Education at Seminari Petrus Van Diepen in Sorong Regency, Southwest Papua, is important to conduct in order to understand how the educational management system is implemented within an inclusive seminary institution, how student formation is carried out in diversity, and how this institution maintains the identity of Catholic education amid openness to the wider community.

LITERATURE REVIEW

The concept of educational management

The word management originates from the Latin words *manus*, meaning “hand,” and *agere*, meaning “to do” or “to move” (Bashori et al., 2022; Wren & Bedeian, 2023). These words later developed into the Italian term *maneggiare*, meaning “to control” or “to handle,” then evolved into the French word *management*, and finally into the English word *management*, which refers to administration or organization. Meanwhile, the word education comes from the Latin *educare*, meaning “to guide,” “to nurture,” or “to develop,” and from *educere*, meaning “to lead out” or “to develop the potential within a person” (Bahroni, 2018; Groome, 2021). Thus, education is understood as a process of guiding and developing human potential toward maturity (Meher et al., 2025; Ogunlade, 2025). Therefore, educational management can be understood as the process of organizing, managing, guiding, and directing all educational resources systematically in order to achieve educational goals effectively and efficiently.

According to George R. Terry, management is a process consisting of planning, organizing, actuating, and controlling in order to achieve predetermined goals (Ahiruddin, 2025). This opinion indicates that the success of an educational institution is greatly influenced by its ability to manage the organization systematically and purposefully.

In the context of education, educational management functions to regulate all school activities so that they operate effectively, including the management of curriculum, educators, students, facilities and infrastructure, finance, and public relations. Through effective educational management, educational institutions are able to create high-quality education and support the character formation of students.

The concept of modern seminary

A seminary is a Catholic educational institution traditionally established to prepare priesthood candidates through intellectual, spiritual, moral, and pastoral education. However, contemporary developments require seminaries to adapt to modern educational needs without abandoning their Catholic identity.

A modern seminary is a boarding educational institution that integrates formal education with character formation, spirituality, discipline, and leadership development. The modern seminary education system does not only focus on spiritual formation but also on the development of students’ academic abilities, social skills, and life skills (Jeynes, 2012; Wang et al., 2023).

In modern seminaries, dormitory life becomes an essential part of character formation. Through communal living, students are trained to live with discipline, independence, responsibility, and a spirit of service. This formation system becomes a distinctive characteristic of Catholic seminary education.

Seminary educational management

Seminary educational management is the process of managing all seminary educational activities in a planned and integrated manner in order to achieve the goals of student formation. This management includes academic affairs, dormitory formation, spiritual life, discipline, and character development.

Educational management is the process of developing collaborative work activities among groups of people to achieve predetermined educational goals. In the seminary context, educational management is carried out through cooperation among seminary leaders, principals, teachers, dormitory supervisors, and educational staff.

Modern seminary educational management emphasizes the integration of formal education with student formation throughout dormitory life. Students not only acquire knowledge but are also formed in prayer life, discipline, responsibility, and leadership.

Catholic boarding schools

A Catholic boarding school is an educational institution that integrates academic education with dormitory life based on Christian values. The boarding school system enables students to receive holistic formation twenty-four hours a day through the guidance of teachers and supervisors.

The strength of Catholic boarding schools lies in the character formation of students through discipline, spiritual formation, responsibility development, and the practice of communal living. Catholic education aims to form the whole person through the development of intellectual, moral, social, and spiritual aspects (Melé, 2011).

In dormitory life, students are accustomed to living in an orderly manner through daily schedules that include studying, communal prayer, collective work, sports, and social service. This formation pattern helps students develop disciplined and independent character.

Inclusive education in modern seminaries

Inclusive education is an educational system that provides opportunities for all students regardless of gender, religion, ethnicity, or social background. In the context of modern seminaries, inclusive education is reflected in the openness of educational institutions to female students and students from other religions without eliminating the Catholic identity of the institution.

Seminari Petrus Van Diepen is one of the seminary educational institutions that provides educational access to the general public, including women and non-Catholic students. This

educational model demonstrates a transformation of seminary education that is more open and adaptive to the needs of modern society.

Inclusive education aims to provide equal learning opportunities for all students by respecting diversity and human rights. Therefore, inclusive education in modern seminaries can become a means of fostering tolerance, cooperation, and harmonious social life within a multicultural society.

RESEARCH METHOD

This study employed a qualitative approach with a case study research design. The qualitative approach was chosen because the study aimed to gain an in-depth understanding of the educational management process of a modern seminary at Seminari Petrus Van Diepen. Through this approach, the researcher was able to obtain a comprehensive description of the educational management system, student formation, and the dynamics of boarding school life within the context of inclusive Catholic education.

The informants in this study consisted of students, the foundation chairperson, the rector, dormitory supervisors, the principal, homeroom teachers, teachers, the school committee, and parents. The participants were determined through purposive sampling techniques. This technique enabled the researcher to specifically select participants considered most relevant and capable of providing in-depth insights related to the research problem. The researcher identified research subjects who possessed broad understanding, experience, and perspectives regarding leadership in boarding schools.

Data collection in this study was conducted through observation carried out systematically on the phenomena of modern seminary education at Seminari Petrus Van Diepen. The researcher was directly involved in the daily activities of students, teachers, and supervisors, which served as data sources. Interviews were also used as a technique to obtain in-depth information through direct interaction with informants. Furthermore, document analysis became the final method used to analyze and interpret data in the form of written documents, images, and monumental works, particularly documents related to modern seminary education.

RESULTS AND DISCUSSION

The results of the study on modern seminary educational management at Seminari Petrus Van Diepen indicate that the institution implements a Catholic boarding school education system integrating academic education, spiritual formation, character building, and leadership development for students. The educational model applied is not only open to male students as priesthood candidates but also accepts female students and students from various religious backgrounds.

Results

Planning of modern seminary educational management

The findings show that educational management planning at Seminari Petrus Van Diepen is carried out systematically, purposefully, and integratively through the preparation of various educational programs covering academic affairs, dormitory formation, spiritual formation, as well as character and leadership development for students. This planning serves as the primary foundation for the implementation of all educational activities within the seminary environment.

The planning process is conducted through coordination meetings involving seminary leaders, the principal, teachers, educational staff, and dormitory supervisors at the beginning of the academic year. Through these forums, all parties collaboratively formulate work programs, determine educational goals, establish formation strategies, and evaluate students' needs in accordance with the vision and mission of the seminary institution. The involvement of various educational elements reflects a participatory and collaborative management pattern in decision-making.

In its implementation, the educational programs at Seminari Petrus Van Diepen are designed by integrating the national curriculum, character education, and Catholic spiritual formation in a balanced manner. This integration is reflected in the combination of classroom academic activities with various non-academic formation activities that support students' holistic development. In addition to participating in formal learning processes, students are also required to take part in communal prayers, daily worship, recollections, community service, social service, spiritual guidance, and discipline formation in daily dormitory life.

The educational planning implemented is not only oriented toward academic achievement but also emphasizes character formation, discipline, responsibility, independence, and leadership spirit among students. Thus, the educational process in the seminary is directed toward forming individuals who possess balance in intellectual, spiritual, moral, and social aspects.

Based on these findings, it can be understood that a structured and well-organized educational management planning system contributes significantly to creating an orderly, conducive educational environment that supports the holistic development of students. Careful planning also helps all school components perform their duties and responsibilities effectively in accordance with the goals of modern seminary education.

Organization of seminary education

The findings indicate that educational organization at Seminari Petrus Van Diepen is carried out through a clear division of duties, authority, and responsibilities among all educational elements within the seminary institution. This organizational structure is designed to support the smooth implementation of educational programs, character formation, and dormitory life in an integrated and sustainable manner.

Within the seminary educational organizational structure, seminary leaders hold primary responsibility for spiritual formation, strengthening the institution's vision and mission, and

determining educational policy directions. Seminary leaders also ensure that all educational activities continue to operate in accordance with Catholic values and the objectives of student character formation.

Meanwhile, the principal is responsible for managing academic and educational administrative affairs, including preparing learning programs, managing teaching staff, and implementing the national curriculum within the school environment. Teachers are primarily responsible for carrying out classroom learning processes, guiding students in academic activities, and instilling values of discipline and responsibility throughout the educational process.

On the other hand, dormitory supervisors play an important role in accompanying students during their dormitory life. This guidance includes discipline supervision, daily life mentoring, character formation, the cultivation of independence, and strengthening students' moral and spiritual values.

The findings further reveal that cooperation among educational elements at Seminari Petrus Van Diepen functions well and harmoniously. Coordination conducted routinely through meetings and daily communication helps all educational components resolve various student-related issues, whether related to academics, dormitory life, or character formation. Therefore, the organizational system implemented effectively supports the implementation of educational programs in a directed manner.

Implementation of modern seminary education

The implementation of education at Seminari Petrus Van Diepen is carried out through the integration of academic activities, dormitory life, and spiritual formation within a unified educational system. Education is not solely focused on academic achievement but is also directed toward character formation, discipline, spirituality, and students' social abilities. The findings indicate that students follow structured and disciplined daily schedules beginning with morning prayer, classroom learning activities, extracurricular activities, dormitory formation, evening study sessions, and communal evening prayers. All these activities are designed to form orderly living habits, responsibility, independence, and strong moral values.

The boarding school system implemented has a positive influence on students' character development. Communal life within the dormitory environment helps students learn independence, mutual respect, cooperation, discipline, and obedience to rules applied in daily life. Intensive interaction among students, teachers, and dormitory supervisors also strengthens the ongoing process of character formation and spiritual guidance.

Furthermore, the findings reveal that Seminari Petrus Van Diepen implements an inclusive educational system by accepting female students and non-Catholic students. Despite their diverse backgrounds, all students continue to follow school regulations, character formation programs, and dormitory life systems fairly and equally. This condition reflects openness, tolerance, and respect for diversity within the seminary educational environment.

Thus, Seminari Petrus Van Diepen functions not only as a place for forming priesthood candidates but also as a general seminary-based educational institution instilling values of discipline, tolerance, leadership, responsibility, and spirituality comprehensively among all students.

Educational supervision and evaluation

The findings indicate that educational supervision at Seminari Petrus Van Diepen is conducted intensively and continuously by seminary leaders, the principal, teachers, and dormitory supervisors. This supervision includes monitoring teaching and learning activities, dormitory life, student discipline, character development, and daily spiritual activities.

In practice, supervision is carried out not only in academic aspects but also in students' behavior, attitudes, responsibilities, and moral development during their time in the seminary environment. The boarding school system allows supervision to be conducted more comprehensively because students remain within the formation environment for twenty-four hours a day.

Educational evaluation is conducted periodically through evaluation meetings, student progress reports, academic assessments, and non-academic assessments covering discipline, character, participation, and students' spiritual life. Through these evaluations, the school can identify students' development while also recognizing various obstacles arising within the educational and formation processes.

The findings indicate that intensive supervision and evaluation systems positively impact the improvement of discipline and educational quality within the seminary environment. Continuous mentoring helps students develop responsibility, improve behavior, and maximize their personal potential.

Thus, educational supervision and evaluation at Seminari Petrus Van Diepen become essential components in maintaining the quality of modern seminary education oriented toward integrated academic, spiritual, character, and social development of students.

The impact of modern seminary educational management

The findings indicate that the modern seminary educational management at Seminari Petrus Van Diepen has positive impacts on students, including:

- a. Improved student discipline
- b. The formation of responsible and independent character
- c. The development of students' spiritual life
- d. Increased interreligious tolerance
- e. The development of leadership abilities and social cooperation
- f. Improved academic and non-academic achievement among students

The integrated educational system combining academics, dormitory life, and spiritual formation helps students develop intellectually, morally, socially, and spiritually.

Discussion

Modern seminary educational management

The findings indicate that educational management at Seminari Petrus Van Diepen has properly implemented the functions of educational management, namely planning, organizing, implementation, and supervision. These findings align with George R. Terry's management theory, which states that organizational success is determined by the effective implementation of management functions.

Educational planning conducted collaboratively helps the school formulate educational programs aligned with students' needs and institutional goals. Clear organizational structures also support cooperation among educational elements in carrying out their respective responsibilities.

Boarding education and character formation

The boarding school education system implemented at Seminari Petrus Van Diepen has proven effective in shaping students' character. Dormitory life helps students learn discipline, independence, responsibility, and communal living.

These findings are consistent with Thomas Groome's view that Catholic education aims to form the whole person through intellectual, moral, social, and spiritual development. Character formation in the seminary is achieved through daily life habits, the example set by supervisors, and continuous spiritual guidance.

Inclusive education in modern seminaries

One important finding in this study is the openness of Seminari Petrus Van Diepen toward female students and students from other religions. This condition demonstrates the transformation of modern seminary education into a more inclusive and open institution without abandoning its Catholic identity.

The inclusive education implemented helps students learn to live within diversity while fostering tolerance and respect for differences. These findings correspond with the concept of inclusive education emphasizing equal learning opportunities for all students without discrimination.

The impact of educational management on educational quality

Effective educational management positively impacts the improvement of educational quality at Seminari Petrus Van Diepen. This is reflected in increased student discipline, the development of leadership character, improved spiritual life, and enhanced academic and non-academic achievements.

Therefore, modern seminary educational management at Seminari Petrus Van Diepen can serve as a model for developing Catholic education relevant to the needs of modern society, particularly in Southwest Papua, which has a culturally and religiously diverse society.

Research implications

Theoretical implications

The findings regarding modern seminary educational management at Seminari Petrus Van Diepen contribute to the development of educational management theory, particularly within the context of seminary education and inclusive Catholic boarding schools. This study demonstrates that educational management functions such as planning, organizing, implementation, and supervision play important roles in supporting the success of modern seminary education.

These findings reinforce George R. Terry's management theory emphasizing the importance of systematically implementing management functions to achieve organizational goals. In the context of seminary education, these management functions are applied not only to academic administration but also to spiritual formation, life discipline, and character development.

Furthermore, this study strengthens Thomas Groome's concept of Catholic education, which aims to form the whole person through intellectual, moral, social, and spiritual development. The findings show that the boarding school system in modern seminaries effectively supports holistic character formation, discipline, responsibility, and leadership development among students.

This study also contributes conceptual novelty regarding inclusive education within modern seminary institutions. Traditionally, seminaries have been associated with education exclusively for male priesthood candidates. However, this study demonstrates that modern seminaries can develop into more open educational institutions accommodating women and students from different religious backgrounds without losing their Catholic identity. Thus, this study broadens understanding of adaptive modern seminary education models within pluralistic and multicultural societies.

Practical implications

- a. This study can serve as evaluation material and a reference for developing modern seminary educational management systems to become more effective in integrating academic education, spiritual formation, and character development. Seminary leaders and principals need to continue strengthening coordination, supervision, and holistic student guidance in school and dormitory life.
- b. This study demonstrates that teachers and dormitory supervisors play essential roles in shaping students' character, discipline, and spiritual life. Therefore, teachers and supervisors need to improve the quality of mentoring, exemplary conduct, and communication with students to ensure optimal educational processes.
- c. The modern seminary educational system provides opportunities for students to develop not only academically but also in character, spirituality, leadership, and social life. Boarding school life helps students learn discipline, independence, responsibility, and appreciation for diversity.
- d. This study can serve as a reference for developing more inclusive, humane, and relevant seminary and Catholic boarding school educational models responsive to modern societal

needs. The educational model at Seminari Petrus Van Diepen may become an example for developing Catholic education in Southwest Papua and other regions of Indonesia.

- e. This study illustrates that character- and spirituality-based boarding schools contribute positively to forming disciplined, tolerant, and ethical young generations. Therefore, the government may support the development of boarding school education and character education as part of improving national educational quality.
- f. This study may serve as a reference for future research related to seminary educational management, Catholic education, inclusive education, and boarding schools. Future researchers may further develop studies focusing on leadership, school culture, character formation, or the effectiveness of modern seminary education in improving students' educational quality.

From the perspective of the Sustainable Development Goals (SDGs), the findings contribute directly to SDG 4 (Quality Education) by demonstrating that effective educational management in modern seminaries can foster holistic student development through the integration of academic learning, character education, spiritual formation, leadership development, and inclusive educational practices. The implementation of collaborative management, boarding school education, and values-based mentoring supports the creation of high-quality learning environments that prepare students not only academically but also ethically and socially. Furthermore, the seminary's openness to students from diverse religious and gender backgrounds reflects the principles of inclusive education and mutual respect, while its emphasis on ethical leadership and responsible citizenship also supports SDG 16 (Peace, Justice and Strong Institutions) by strengthening values-based educational governance and promoting peaceful coexistence within culturally diverse communities.

CONCLUSION

Fundamental Finding: Modern seminary educational management at Seminari Petrus Van Diepen plays an important role in integrating academic education, spiritual formation, character building, and student leadership development. The management functions of planning, organizing, implementation, supervision, and evaluation are carried out systematically through collaboration among seminary leaders, the principal, teachers, formators, and dormitory supervisors. **Implication:** The findings imply that modern seminary education should be managed through a holistic educational model that integrates classroom learning, dormitory life, spiritual formation, social service, and leadership development. The management practices implemented at Seminari Petrus Van Diepen demonstrate that this integrated approach effectively strengthens students' discipline, independence, responsibility, tolerance, and communal living competencies. Furthermore, the institution's openness to female students and learners from diverse religious backgrounds illustrates how faith-based education can promote inclusiveness while preserving its core Catholic values. These findings contribute to SDG 4 (Quality Education) by supporting holistic, inclusive, and values-based education that fosters students' academic, personal, and leadership development. In addition, the model aligns with SDG 16 (Peace, Justice and Strong Institutions) by cultivating ethical leadership, mutual respect, and

institutional practices that encourage peaceful coexistence and responsible citizenship.

Limitation: This study is limited to Seminari Petrus Van Diepen as a single case study. Therefore, the findings may not fully represent the management practices of other seminaries or Catholic boarding schools with different institutional, cultural, and religious contexts.

Future Research: Future research is recommended to examine modern seminary educational management in broader contexts and compare it with other seminaries or Catholic boarding schools in different regions. Further studies may also explore inclusive seminary education, especially its impact on students' character formation, spirituality, leadership development, and academic and non-academic achievement.

AUTHOR CONTRIBUTIONS

Immanuel Tenau contributed to the conceptualization of the study, research design, data collection, data analysis, interpretation of findings, and drafting of the manuscript. **Erny Roesminingsih** contributed to supervision, methodological validation, critical review, and revision of the manuscript. **Karwanto** contributed to research supervision, validation of findings, manuscript review, and final approval of the submitted version. All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work.

CONFLICT OF INTEREST STATEMENT

The authors state that no financial or personal conflicts of interest exist that may have affected the content or findings of this research.

STATEMENT ON THE USE OF AI OR DIGITAL TOOLS IN WRITING

The authors declare that no artificial intelligence (AI) tools or other digital writing assistants were used in the preparation, analysis, or writing of this manuscript. All stages of the research process, including data analysis, interpretation, and manuscript writing, were conducted solely by the authors. The authors take full responsibility for the originality, accuracy, and integrity of the content presented in this article.

REFERENCES

- Ahiruddin, A. (2025). Research of Management and Supervision: analysis in Counseling. *Journal of Leadership, Organization, Vision, and Administration*, 1(1), 37–45. <https://doi.org/10.63203/lova.v1i1.424>
- Arsyad, N. M., Sa'diyah, M., & Wafa, M. C. A. (2024). Dormitory management in islamic boarding school educational institutions. *At Turots: Jurnal Pendidikan Islam*, 629–638. <https://doi.org/10.51468/jpi.v6i2.706>
- Bahroni, I. (2018). *Introduction to Integrated Education: Description on the nature of integrated education*. Unida Gontor Press.
- Baidhawry, Z. (2013). Building harmony and peace through multiculturalist theology-based religious education: An alternative for contemporary Indonesia. In *Peace education and religious plurality* (pp. 1–16). Routledge.
- Bashori, B., Komariah, N., Nurlailisna, N., Habibi, S., & Istikomah, I. (2022). Conflict management of Islamic Education Institutions in Indonesia: A literature review. *Jurnal Pendidikan Progresif*, 12(2), 487–499. <https://doi.org/10.23960/jpp.v12.i2.202208>
- Calian, C. S. (2002). *The ideal seminary: Pursuing excellence in theological education*. Westminster

John Knox Press.

- Canoy, M., Salinas, R. K., Genobesa, E. R., & Selgas, J. (2023). Towards the altar: An in-depth exploration of seminarians' aspiration towards priestly vocation. *Millah: Journal of Religious Studies*, 641–672. <https://doi.org/10.20885/millah.vol22.iss2.art13>
- Crager, S. (2025). *Vision to Reality: How Principals' Leadership Styles Shape a Culture of Faith and Academic Excellence in Christian Schools*. Northwest Nazarene University.
- Durham, D. (2016). *Keeping schools Catholic: Discipleship as paradigm for administrators, teachers, staff and students*. Loyola University Chicago.
- Franchi, L. (2024). *Shared mission: Religious education in the Catholic Tradition* (Vol. 2). CUA Press. <https://doi.org/10.1353/book.112428>
- Gaus, R. (2021). Global (Citizenship) Education as inclusive and diversity learning in Religious Education. *Journal of Religious Education*, 69(2), 179–192. <https://doi.org/10.1007/s40839-021-00142-w>
- Gourlay, T. V. (2025). Catholic education, institutional identity, and the reality of cultural pluralism. *International Studies in Catholic Education*, 17(2), 254–263. <https://doi.org/10.1080/19422539.2025.2518073>
- Groome, T. H. (2021). *What makes education Catholic: Spiritual foundations*. Orbis Books.
- Jeynes, W. H. (2012). The need for changes in the nature of Christian seminary education. *Christian Higher Education*, 11(2), 69–80. <https://doi.org/10.1080/15363759.2012.624452>
- Johar, S. S., Lestari, L., & Awada, N. (2020). The art of leadership qualities in human governance of human capital. *Journal of Management Practices, Humanities and Social Sciences*, 4(1), 12–15. <https://doi.org/10.33152/jmphss-4.1.3>
- Koukounaras-Liagkis, M. (2014). Religion and religious diversity within education in a social pedagogical context in times of crisis: can religious education contribute to community cohesion? *International Journal of Social Pedagogy*, 4(1). <https://doi.org/10.14324/111.444.ijsp.2015.v4.1.007>
- Levchenko, N. (2026). *Formation for Pastoral Ministries: A Practical Approach for Preparing Future Catholic Priests*. The Catholic University of America.
- Ma, Q. (2024). Research on the relationship between dormitory culture construction and student management in vocational colleges. *Journal of Modern Education and Culture*, 1(2). <https://doi.org/10.70767/jmec.v1i2.264>
- Makahenggang, M., & Sihotang, H. (2025). The Role of Christian Religious Education and family interaction in shaping a culture of quality in leadership character development. *International Perspectives in Christian Education and Philosophy*, 2(4), 26–32. <https://doi.org/10.61132/ipcep.v2i4.438>
- Mashoedi, M., Munif, M., & Suhermanto, S. (2025). Managing character education in pluralistic schools: A model of internalization of interfaith values. *Journal of Educational Management Research*, 4(2), 792–803. <https://doi.org/10.61987/jemr.v4i2.1059>
- Meher, V., Bariha, K., Sahu, T., & Meher, S. (2025). Relevance of emotional maturity in educational setting: A critical analysis. *I-Manager's Journal on Educational Psychology (JPSY)*, 19(1). <https://doi.org/10.26634/jpsy.19.1.21574>
- Melé, D. (2011). Catholic social teaching. In *Handbook of spirituality and business* (pp. 118–128). Springer.
- Oakley, D. (2017). Seminary education and formation: The challenges and some ideas about future developments. *International Studies in Catholic Education*, 9(2), 223–235. <https://doi.org/10.1080/19422539.2017.1360613>
- Ogunlade, O. (2025). The seven elements of maturology symbol: A novel metaphoric

- framework for understanding human development. *International Journal*, 13(1), 39–46. <https://doi.org/10.11648/j.ijp.20251301.14>
- Schreiber, E. (2026). *A Triadic Methodology of Moving Toward a "Perfect Moral Union" in Catholic Education A Trinitarian Vision for a Collaborative Relationship Among Schools-Families-Church in the Holistic Formation of Children*. St. Thomas University.
- Schuth, K. (2016). *Seminary formation: Recent history-current circumstances-new directions*. Liturgical Press.
- Shula, M. (2026). Servant leadership in action: Fostering school culture and community engagement in South African Catholic schools. *International Studies in Catholic Education*, 18(1), 142–159. <https://doi.org/10.1080/19422539.2025.2589439>
- Simonds SJ, T. A., Brock, B. L., Cook, T. J., & Engel, M. (2017). Seminarian perspectives on Catholic schools and the new evangelization. *Journal of Catholic Education*, 20(2), 98–108. <https://doi.org/10.15365/joce.2002042017>
- Spesia, D. D. (2016). Forming Catholic School Principals as leaders of the new evangelization. *Journal of Catholic Education*, 20(1), n1. <https://doi.org/10.15365/joce.2001112016>
- Sullivan, J. (2013). *Catholic education: Distinctive and inclusive*. Springer Science & Business Media.
- Suryani, A., & Muslim, A. B. (2024). Religious tolerance, intellectual humility, and democratic education. In *Embracing diversity: Preparing future teachers to foster religious tolerance* (pp. 13–34). Springer. https://doi.org/10.1007/978-981-97-1616-6_2
- Tull, A., Hirt, J. B., & Saunders, S. (2023). *Becoming socialized in student affairs administration: A guide for new professionals and their supervisors*. Taylor & Francis.
- Wang, D. C., Reed, A., Greggo, S., Bowersox, L., Drennan, A., Strawn, B., King, P. E., Porter, S. L., & Hill, P. C. (2023). Spiritual formation in theological education: A multi-case exploration on seminaries and student development. *Christian Education Journal*, 20(1), 65–86. <https://doi.org/10.1177/07398913231177722>
- Wren, D. A., & Bedeian, A. G. (2023). *The evolution of management thought*. John Wiley & Sons.

***Immanuel Tenau (Corresponding Author)**

Doctoral Program of Science Education, Faculty of Mathematics and Natural Sciences, Universitas Negeri Surabaya
Jl. Ketintang, Ketintang, Gayungan District, Surabaya City, East Java 60231
Email: immanuel.201006@mhs.unesa.ac.id

Erny Roesminingsih

Doctoral Program of Science Education, Faculty of Mathematics and Natural Sciences, Universitas Negeri Surabaya
Jl. Ketintang, Ketintang, Gayungan District, Surabaya City, East Java 60231
Email: ernyroesminingsih@unesa.ac.id

Karwanto

Doctoral Program of Science Education, Faculty of Mathematics and Natural Sciences, Universitas Negeri Surabaya
Jl. Ketintang, Ketintang, Gayungan District, Surabaya City, East Java 60231
Email: karwanto@unesa.ac.id
