The Influence of the School Environment on the Formation of Children's Character

Abdul Azis¹, Sukma Utami¹, Lyn Cronin², Ahmad H.Al Sanie³

¹Elementary School 77 Kanaeng, South Galesong District, Takalar Regency, Sulawesi Selatan, Indonesia
²University of Wollongong, Wollongong, Australia
³College of Basic Education, Sulaymaniyah, Irak

ABSTRACT

Purpose of the study: This study investigates the influence of the school environment on the formation of children's character within the context of Civics subjects at South Galesong District, Takalar Regency. By employing a descriptive qualitative research design, the study examines the interplay of various factors educators, students, canteens, classrooms, and playing fields in shaping character development. Two informants, selected for their knowledge and insights, contribute valuable perspectives to the research.

Methodology: The research design is descriptive and qualitative. The sample comprises class V students, and the study involves two informants who possess relevant knowledge regarding the influence of the school environment on character formation. Data collection methods include observation, documentation, and in-depth interviews. Qualitative analysis is applied to the collected data.

Main Findings: The study reveals nuanced insights into the Influence of the School Environment on the Formation of Children's Character. Interviews with informants highlight both positive and negative influences. Educators play a crucial role, impacting character development through their teaching methods and interactions. Similarly, students' behavior and peer dynamics significantly contribute to character formation. Surprisingly, even seemingly mundane aspects such as canteens and playing fields influence children's values and attitudes.

Novelty/Originality of this study: This research contributes novel insights by emphasizing the pivotal role of the school environment in character formation. By providing practical recommendations, it aims to empower elementary school 77 Kanaeng and other educational institutions to cultivate resilient, compassionate, and morally grounded individuals—the bedrock of a thriving Indonesian society.

Corresponding Author:
Sukma Utami,
Elementary School 77 Kanaeng,
Bontokanang, Kec. Galesong Selatan, Kab. Takalar Prov. Sulawesi Selatan, 92254, Indonesia
Email: sukmauu10@gmail.com

1. INTRODUCTION

Education is a process that cannot be separated from personal life as well as national and state life, thus the quality of the individual as well as the nation and the state in general is determined by the quality of the educational process, so that Civics subjects are a field of study that discusses or focuses on understanding and appreciation of Pancasila and the 1945 Constitution. Thus, PPKn education is an embodiment of the goals of

national education, in other words, PPKn lessons in general provide content for the achievement of national education.

Education is the process of bringing humans from what they are to what they should be [1]-[4]. What is the child's objective condition, the child's condition with all its potential, abilities, traits and habits. Meanwhile, what should be is a condition that is expected to occur in children, in the form of changes in behavior in the aspects of creativity, taste, intention and work that are based on and contain the values they adhere to. Children's behavior in this era of globalization is getting worse due to increasingly free and uncontrolled social interactions, the increasing number of criminal acts and crimes committed by school age children, due to increasingly blurred moral norms so that education is needed which can be used as a forum for building students' character and as a means of formal education. which focuses on education. Character education at school age needs to be consciously designed and managed in such a way that in the learning process there is also a process of forming good attitudes and behavior [5]-[9]. As an effort to support the implementation of character education, it can be done by means of both intracurricular and extracurricular learning activities [10]-[13]. School is a place where the teaching and learning process takes place which of course occurs within the school environment itself, good activities and habits have a big influence on a child's character, especially if these habits are carried out regularly. In formal education in the school environment, these habits will shape the character, character and potential of students to become people who are faithful, devout, have noble character, are healthy, creative, independent and become democratic and responsible citizens.

Improving the quality of education is the responsibility of all parties involved in education, especially elementary school teachers, who are the spearhead of basic education [14], [15]. Elementary teachers are the people who play the most role in creating quality human resources who can compete in the era of technological development [16]-[18]. The success of developing the quality of education is influenced by several factors, including the students themselves, subjects, parents and teachers. At the very least, teachers must master and be skilled in teaching the material. Factors that have quite a big influence on the formation of a child's character are the environment in which a person grows and is raised within the norms of family, friends and social groups. A child has quite a lot of time to be in the school environment or outside of school with his school friends.

The government has now established character education known as K13 education (2013 curriculum), therefore, the government as well as educators and government agencies should be role models or role models for children to build their morals and character, but the facts are that in the field it does not live up to expectations, where there are still teachers or educators who are indifferent to their students without realizing that they are an example or role model for children. School culture is a set of values that underlie behavior, traditions, daily habits and symbols practiced by school principals, educators/teachers, student education/administrative officers, and the community around the school [19]-[22]. School culture is the characteristic, character or character, and image of the school in the wider community. Therefore, good habits in the school environment will greatly influence the process of forming a child's character. Without good habits in the school environment, the process of forming a child's character will be difficult, because it only focuses on the students themselves, requiring full participation [23]-[25]. Also from other school parties such as principals, teachers, school operators, school staff, all parties in the school environment must all parties in the school environment must provide and carry out good habits according to the behavior and character required of them. Our own students, to shape the students' character based on our own concepts in the school environment itself.

The influence of the school environment has a negative impact on student development when a teacher does not know the character of each student, apart from that, the influence of friends also greatly influences the search for one's own identity. In this case, a teacher must be able to know the character of each student in order to fulfill the child's talents and interests. So a teacher must interact with his students in order to control his students' misbehavior between friends. Meanwhile, the effort to overcome the negative impact of friends is to be smart in controlling yourself so you don't fall into juvenile delinquency. In Civics subjects there is a lot of material about morals that can be instilled in our students. For children who are in the school environment when we teach them Civics subjects, of course we can instill in them how they can filter themselves so as not to fall into things that can be detrimental to themselves.

This study investigates the influence of the school environment on the formation of children's character within the context of Civics subjects at South Galesong District, Takalar Regency. By employing a descriptive qualitative research design, the study examines the interplay of various factors educators, students, canteens, classrooms, and playing fields in shaping character development. Two informants, selected for their knowledge and insights, contribute valuable perspectives to the research.

2. RESEARCH METHOD

This type of research is qualitative research, namely a research method used to examine the condition of natural objects such as The opposite is experimentation, where the researcher is the key experimenter with

inductive data analysis and more emphasis on research results meaning rather than generalization, namely the reasoning process that departs from the individual towards the general group.

Population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then conclusions drawn (Sugiono, 2012). The population in this study were all fifth grade students at Elementary school 77 Kanaeng, South Galesong District, Takalar Regency, totaling 23 people . The sample is a portion of the population who provide information or data needed in the research. The experimental unit in this research consists of 1 class, namely class V students at Elementary school 77 Kanaeng, South Galesong subdistrict, Takalar district, totaling 23 students. Thus, the research sample is class V students of Elementary school 77 Kanaeng, South Galesong sub-district, Takalar regency.

Qualitative research, researchers collect data based on observations of natural situations, as they are without being influenced or manipulated. Researchers who start or enter the field are in direct contact with the situations and people they investigate. Therefore, researchers must be involved directly in the field to obtain results from interviews which can be documented in a written manner or from recordings or in video form. According to Kaelan (2012) Data analysis techniques are the process of systematically searching and compiling data obtained from interviews, field notes and documentation by organizing data into categories, describing it, choosing what is important and making conclusions to make it easier for yourself and yourself. others. Meanwhile, talking about the process of qualitative research data analysis, it is carried out before entering the field, during the field and after completion. Before the researcher enters the research object area, the researcher first prepares preliminary study data or secondary data to determine the focus of the research. Then, while in the field, the researcher must analyze each person interviewed and be able to draw conclusions. If the data is not yet valid, then the researcher can develop questions to a certain stage, so that data is obtained that is considered credible. Time also often affects the credibility of data. Data collected using interview techniques in the morning when the source is still fresh and not having many problems will provide more valid data and therefore more credible.

Based on the results of the interview with Mr. B, the researcher can conclude that, apart from educators and students in the school environment having a positive influence on the process of forming children's character, educators and students can also be an obstacle process for students to develop for the better. The hypothesis result of this research is that there is a significant influence between the school environment and the formation of children's character in Civics subjects at Elementary school 77 Kanaeng. The students who are in the Elementary school 77 Kanaeng, especially in class V, when they interact directly with their teachers, have a polite attitude and respect their teachers. This was seen when the researcher observed how class V students behaved politely when they received lessons from their teacher by listening to the explanation given by the teacher. Of course, something like this is one of the character formations to make students in the Elementary school 77 Kanaeng got better.

Interacting directly with the teacher, the students in class V can be said that the students do have a polite attitude and respect their teacher, but what about the disposition or character of the students interacting with other students? Based on the results of the researcher's observations, many things were discovered, and there were also cases involving one student and another student. Starting from making fun of one's friends, hitting friends, throwing objects at friends such as pens, pencils, erasers and many more. But there are also those who are friends and work together and maintain solidarity with their friends. The most serious case found by researchers in class V was a case of fighting between students. This case occurred in class V itself and Mrs. Nurhaeda Husain as the class V teacher herself followed up on the students' fights.

3. RESULTS AND DISCUSSION

In line with the efforts made by educators to shape the character of students, of course there will be obstacles that will also be encountered, including the acceptance or delivery process to develop students which usually will not be immediately accepted by the students, it takes time to form Students have different characters, therefore patience is needed in coaching and directing to educate students in the school environment of Elementary school Kanaeng, apart from that, not all educators care about the students at Elementary school 77 Kanaeng, sometimes some educators also arrive late and when they enter the classroom to give lessons, they only lecture and give assignments without knowing whether their students understand or not. Regarding the statement that the researcher expressed, the researcher wanted received a direct statement from the principal of Elementary school 77 Kanaeng.

Supporting factors that can have a big influence on the character formation of students at Elementary school 77 are educators and students. Based on the results of the researcher's observations, those who really try to shape the character of the students here are the educators, the educators at Elementary school 77 Kanaeng always strives to provide moral cultivation to their students. Starting from implementing small habits such as discipline, valuing, respecting and acting honestly, it is taught at Elementary school 77 Kanaeng, which is

appropriate to live in a school environment which is a forum for forming students' morals. The following are the results of the interview with the principal, Mr. A, on Friday, at 09.00 am in the principal's office "...the character of the students is of course educators, if they have a big enough role here to form students, they don't accommodate these students with moral values, why are they in the school environment, because it is fitting and proper that the school is an environment which is very appropriate for developing future generations of our nation, even though the facilities are adequate, if it is not supported by professional educators, the formation of the desired character, confidence and belief will not happen..." It is appropriate that the main supporting factors in the process of character building of students in schools are educators and other supporting factors are the students themselves, those who have received guidance, direction that is not just knowledge conveyed by educators, of course the students. This must be filtered, because no matter how strong the habits and rules applied in the school environment will not be able to shape the character of students for the better without awareness within each of them, well, school is not only a place for students to receive knowledge [26]-[31]. Knowledge alone, but the process of character formation with self-awareness is a very important supporting factor in shaping their behavior, disposition and character [32]-[35].

This research contributes novel insights by emphasizing the pivotal role of the school environment in character formation. By examining both positive and negative influences, it sheds light on previously unexplored dimensions. Additionally, the inclusion of seemingly trivial aspects provides a fresh perspective on character development. This research has limitations, including: The study focuses on class V students and involves only two informants. While their insights are valuable, a larger and more diverse sample could enhance the study's robustness. Context-Specific Findings: The research is limited to the South Galesong District, which may limit the generalizability of findings to other regions or educational contexts. Qualitative Approach: Although qualitative analysis provides rich insights, it lacks the statistical rigor associated with quantitative methods. Researchers should interpret findings cautiously. By providing practical recommendations, this study aims to empower elementary schools, including 77 Kanaeng, and other educational institutions to cultivate resilient, compassionate, and morally grounded individuals—the bedrock of a thriving Indonesian society.

4. CONCLUSION

Educators wield significant influence over the development of children's character at SDN No. 77 Kanaeng. As teaching staff, they serve as models and examples for students, akin to second parents who guide and nurture children for their future. Beyond imparting scientific knowledge, educators play a crucial role in shaping a more religious and morally grounded personality. At SDN No. 77 Kanaeng, all teachers strive to be positive influences, serving as role models for their students during the character development process. While most students exhibit respectful behavior and polite interactions with their teachers, some occasionally fail to show the same courtesy to their peers. The classroom environment also plays a role: the arrangement of the six classrooms influences the character of the children.

Additionally, the school canteen significantly impacts the students. Interviews with the canteen owner reveal that some children at SDN No. 77 Kanaeng demonstrate honesty, while others do not. Furthermore, the school's playing field serves not only as a recreational space but also as an area for sports lessons. Its ample size makes it ideal for play during break times.

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