



The Influence of School Environment on Student Character in Class VI of 96 Buton State Elementary School, Buton Regency

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ABSTRACT

The problem in this study is the influence of the school environment on the character of grade VI students of Elementary School 96 Buton. This study aims to determine the influence of the school environment on the character of grade VI students of Elementary School 96 Buton. The data collection instrument is in the form of a questionnaire. The sampling technique in this study is the saturated sampling technique with a sample size of 21 students. The results obtained in this study are that there is a significant relationship of 0.704 and the influence of the school environment on the character of students at Elementary School 96 Buton is in the high category with a correlation interpretation of 0.60-0.799. This is indicated by the results of the product moment calculation, which is 0.704. While through the t test, the t table is obtained at a significance level of 5% = 1.729, this means that the calculated $t > t$ table with an accumulated value of 6.722 > 1.729. Thus, the results of the study are significant between the school environment and student character.

Keywords: School Environment, Student Character

1. Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious potential, self-control, noble morals, and the skills they need (Cucu Sutianah, 2021). And education can also mean life experiences that can foster interest in learning and teach knowledge that is already known (Eunike Manullang, 2023).

Education can also be explained as the process of moving humans from what they are to what they should be. How is the objective condition of the child, the condition of all the potential, abilities, traits and habits of the child. While "should" is a condition that is expected to occur in the child in the form of changes in behavior, creativity, feelings, desires, and works that are based on and contain the values they adhere to (Ika Mayanti, 2020). And according to Rinja Efendi & Asih Ria Ningsih, 2022 Education is a process of changing behavior, adding knowledge and life experience so that students become more mature in thinking and attitudes.

Educational institutions are places that are structured and trusted in preparing students who have character with efforts to develop all components of potential in students (Kristine Sitorus, 2023). The desired character that must be in students is religious, honest, tolerant, disciplined, hard working, creative, independent, democratic, curious, national spirit, love for the country, appreciate achievement, care for the environment, and be responsible. However, in fact there are educational institutions that have not succeeded in shaping students' character. This is evidenced by students who are lazy to worship, lie, are not disciplined, are impolite, and do not care about the environment (Vebri Jaya Paulus & Eva Pasaribu & Sukardo Sitohang, 2023).

In the era of globalization, when social interactions are increasingly free and uncontrolled, school-age students are increasingly committing delinquency and crime, moral norms are increasingly blurred, and student behavior is getting worse, so education is needed as a means of education. The container for forming student character is also a means of education. Formal forums focus on education (Yuannisah Aini Nasution, 2020). School-age character education needs to be designed and managed consciously so that the learning process is also a process of developing good attitudes and behavior. Efforts to support the implementation of character education can be done through in-house and extracurricular activities. School is a place where the teaching and learning process takes place, and of course the teaching and learning process takes place in the school environment itself (Prapti Octavia Ningsih & Darsinah & Ernawati, 2023). Good activities and habits have a big influence on a student's character, especially if these habits are developed routinely (Hikmawati & Muh. Yahya & Elpisah, 2022). In formal educational institutions such as schools, these habits will shape the character, temperament, and potential of students, making them loyal, pious, moral, creative, independent, democratic, and responsible citizens (Wildan Pratama Siahaan, 2017). Factors that have a significant influence on character formation are the family environment, school environment, and community environment. Character building in the school environment is very much needed, because a student has enough time to be in the school environment or outside the school environment with his friends who are in the same school.

The school environment is a space in a formal educational institution that regularly implements guidance programs, developing its potential optimally, both in terms of intellectual, moral, and social aspects that support the achievement of educational goals (Novemi & Waddi Fatimah & A. Alfiani Damayanti, 2023). The school environment at least has a mission to create a school culture that is fun, creative, fair, and dedicated to achieving the vision, producing quality graduates and having a pious, honest, creative character, and capable of leading (Endang Permata Sari Turnip & Minar Lumbantobing & Esti Marlina Sirait, 2022). The school environment is not only education that is taught but also moral and ethical values in behavior (Indah Pakaya & Posumah H.J & Dengo S, 2021).

The school environment can also be interpreted as a second educational realm for students. In the school environment, students are guided in all aspects, both knowledge, skills, instilling moral values, religion and love for the homeland and nation (Huznul Solehudin Azmi & Nana Suryana, 2023). Character is defined as a firm and special quality that is built in a person's life that determines their response without being influenced by existing conditions (Musbikin Imam, 2021: 4).

Student character is an identity possessed by an individual, which is obtained through education, both formal and non-formal education. Where through that students are expected to have good character, honesty, noble character, care about the environment, and have a high sense of tolerance towards others (Didi Susanto & Nurmiati, 2023). Character or noble morals are very important in students' lives. With a noble or positive character, students will be formed who are virtuous, religious, independent, love peace and have a character of love for the homeland and nation so that students have harmonious relationships between students and their parents, other students, students with teachers, and students with the surrounding environment (Sri Lestari, 2020). In efforts to form character in schools, it cannot be separated from a teacher. Teachers must have teaching abilities, namely pedagogical, personal, social, and professional abilities. If teachers have these four abilities, they are likely to be able to form positive characters for students (Siska Apriani Rambe, 2017).

Based on the results of initial observations that researchers conducted in January 2024 in class VI at SD Negeri 96 Buton, there were several students who behaved less characterfully. At the school, there were several students who behaved negatively such as lying, being dishonest, lacking discipline, liking to disturb their friends, littering, not paying attention when the teacher was giving lessons in front of the class, not doing assignments that had been given by their teacher and there were still some students who were impolite to the teacher such as talking to friends when the teacher was explaining the lesson in front of the class.

2. Methods

The type of research used in this study is a correlational research type with a quantitative approach that is statistical in nature to test the hypothesis. Quantitative research method is a study that emphasizes the measurement and analysis of cause and effect between variable threats, not the process. Population according to I Ketut Swarjana (2022) is "all people or cases or objects, where the results of the study will be generalized". The population in this study were all sixth grade students of Elementary School 96 Buton. While the sample according to Hidayat Aziz A. (2021) Sample is "part of the population to be studied or part of the number of characteristics possessed by the population".

The sampling technique in this study is the saturated sampling technique. The saturated sampling technique is a sampling determination technique when all members of the population are used as samples. This is often used when the population is relatively small, less than 30 people or researchers who want to make generalizations with small errors (Sugiyono, 2017 in Vebri Jaya Paulus, 2023). So the researcher took the research sample from the entire population, namely 21 sixth grade students from Buton 96 State Elementary School.

The researcher used a research instrument in the form of a questionnaire containing questions consisting of variables x and y, each variable consisting of 20 items of statements or questions. The questionnaire was given to students to be filled in and then used as data in the study to determine the effect of the school environment on student character. Analysis of the questionnaire distribution data was carried out to determine whether the school environment had an effect on student character at Kekas VI SDN 96 Buton. Data analysis techniques are one way to analyze research data. This quantitative study uses statistical formulas to manage its data, both with validity tests, reliability tests and to test hypotheses using the t-test with the help of the Statistical Package for the Social Sciences (SPSS) version 22 program.

3. Findings and Discussions

3.1 Findings

Validity Test

In this study, in testing the validity, the researcher used a measuring instrument in the form of a computer program, namely IBM SPSS version 22. The complete validity test can be seen in the following table:

Table 1. School Environment Validity Test

Item Test No.	Validity		
	Rxy	r kritis	Conclusion
1	0,64	0,45	Valid

2	0,46	0,45	Valid
3	0,51	0,45	Valid
4	0,72	0,45	Valid
5	0,57	0,45	Valid
6	0,71	0,45	Valid
7	0,48	0,45	Valid
8	0,62	0,45	Valid
9	0,46	0,45	Valid
10	0,51	0,45	Valid
11	0,62	0,45	Valid
12	0,64	0,45	Valid
13	0,81	0,45	Valid
14	0,82	0,45	Valid
15	0,61	0,45	Valid
16	0,74	0,45	Valid
17	0,68	0,45	Valid
18	0,81	0,45	Valid
19	0,83	0,45	Valid
20	0,73	0,45	Valid

The results of the validity test of variable X in the table above show that r Calculate is greater than R Table (0.45) for 20 items for each variable, so all questions on the school environment questionnaire show their validity so that the questionnaire is suitable for use.

Table 2. Student Character Validity Test

Item Test No.	Validity		Conclusion
	Rxy	r kritis	
1	0,69	0,45	Valid
2	0,72	0,45	Valid
3	0,75	0,45	Valid
4	0,71	0,45	Valid
5	0,61	0,45	Valid
6	0,68	0,45	Valid
7	0,76	0,45	Valid
8	0,76	0,45	Valid
9	0,82	0,45	Valid
10	0,71	0,45	Valid
11	0,77	0,45	Valid
12	0,46	0,45	Valid
13	0,48	0,45	Valid
14	0,72	0,45	Valid
15	0,47	0,45	Valid
16	0,72	0,45	Valid
17	0,59	0,45	Valid
18	0,74	0,45	Valid
19	0,49	0,45	Valid
20	0,51	0,45	Valid

The results of the validity test of the Y variable in the table above show that r Calculate is greater than R Table (0.45) for 20 items for each variable, so all the student character questionnaire questions show their validity so that the questionnaire is suitable for use.

Reliability Test

The results of the reliability test for each variable can be presented as follows:

Table 3. School Environment Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.753	21

Based on the table above, it is known that the results of the reliability test of the school environment questionnaire questions show that all Cronbach Alpha coefficient values are highly reliable with a Cronbach Alpha School Environment result of 0.753, reliable so it can be used.

Table 4. Student Character Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.757	21

Based on the table above, it is known that the results of the reliability test of the Student Character questionnaire questions show that all Cronbach Alpha coefficient values are highly reliable with the Cronbach Alpha Student Character results being 0.757, reliable so they can be used.

Hypothesis Testing

Hypothesis testing in this study using the t-test can be seen below:

Table 5. T-Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.716	7.655		1.269	.220
X	.795	.118	.839	6.722	.000

a. Dependent Variable: y

The results of the t-test analysis also show that there is a significant influence between the school environment variable (X) and the student character variable (Y). This is evidenced by the results of the t-test calculation = 6.722. At a significance level of 5% or $\alpha = 0.05$. The use of a significance level of $\alpha = 0.05$ or 5% means it has an accuracy level of 95%. Furthermore, $dk = n - 2 = 19$, from the list of percentile values for the t distribution, the t-table value is obtained = 1.729 because the t-count value > t-table value, namely $6.722 > 1.729$ so that H_0 is rejected and H_a is accepted, which means that there is an influence of the school environment on the character of students in class VI of Elementary School 96 Buton, Buton Regency.

3.2 Discussions

This study uses a correlational research type with a quantitative approach. There are two variables in this study, namely the school environment (X) which is included in the independent variable or free variable and the student character variable (Y) which is included in the dependent variable or bound. To obtain data on the school environment and student character, the researcher used a

questionnaire of 20 questions or statements for each variable, then distributed to 21 respondents, namely grade VI students of SD Negeri 96 Buton, Buton Regency. Based on the validity test on the school environment (variable x) and student character (variable y) shows that all (20) question items have a validity coefficient of more than 0.45, then the instrument is declared valid so that it can be used as a research measuring tool. And based on the reliability test, it shows that the questionnaire on the school environment and student character variables is reliable, which can be seen from the results of the Cronbach Alpha value, namely $0.75 > 0.60$.

From the results of the t-test analysis, it is also known that there is a significant influence between the school environment variable (X) and the student character variable (Y). This is proven by the results of the t-test calculation = 6.722. At a significance level of 5% or $\alpha = 0.05$. The use of a significance level of $\alpha = 0.05$ or 5% means having an accuracy level of 95%. Furthermore, $dk = n - 2 = 19$, from the list of percentile values for the t distribution, the t-table value is obtained = 1.729 because the t-count value > t-table value, namely $6.722 > 1.729$ so that H_0 is rejected and H_a is accepted, which means that there is an influence of the school environment on the character of students in class VI of SD Negeri 96 Buton, Buton Regency.

4. Conclusion

Based on the results of data analysis and discussion that have been conducted, this study concludes that there is a significant influence between the school environment on the character of students at SD Negeri 96 Buton. Hypothesis testing using the t test shows that the calculated t value is greater than the t table at a significance level of 5%, namely the calculated t of 6.722 while the t table is 1.729. These results indicate that H_a is accepted, which means that there is a real influence of the school environment on the formation of student character. From the results of this analysis, it can be concluded that the school environment plays an important role in the development of student character, especially in class VI of SD Negeri 96 Buton, Buton Regency. Factors in the school environment such as culture, interaction between students, and teaching approaches applied by teachers, all contribute to the formation of student character. With a calculated t that is significantly higher than the t table, this confirms that the influence of the school environment on student character is strong and cannot be ignored. This conclusion emphasizes the importance of paying more attention to managing the school environment as one of the strategies in developing student character. Appropriate interventions in creating a positive and supportive school environment can have a significant impact on students' behavior and attitudes, so that good character formation can be achieved more effectively. This study provides a basis for educators and school administrators to strengthen the educational environment that supports positive character formation in students.

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