The Influence of Environment on Students' Character

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Article Info	Abstract
	This research aims to analyze the influence of the environment on student character formation. The approach used is a quantitative method with an instrument in the form of a questionnaire which includes an assessment of the family, school and community environment. The research results showed that all indicators in the questionnaire were valid and reliable, with Cronbach's Alpha values above 0.90. The regression model shows a very strong relationship between the independent variables (family and school environment) and the dependent variable (student character), with an R of 0.976 and an R Square of 0.952. These findings confirm that the environment has a significant role in shaping students' character, so that interventions in the family, school and community environments are very important to support the development of students' positive character.

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1. INTRODUCTION

Education not only plays a role in students' intellectual development, but also in the formation of positive character. In an effort to create a young generation with integrity, empathy, responsibility and high moral ethics, the formation of student character is an aspect that cannot be ignored in the education system. Good character in students is an important provision in facing life's challenges, especially in the midst of rapid social change and the increasingly strong influence of globalization.

In the current era, the school environment is the main key in motivating students to actively go to school, learning will be more enjoyable in a positive school environment and provide development in education in this country (Asari, 2019) Apart from that, the environment also has a big impact towards changing human moral traits for the better (Fadhilaturrahmi, 2018). Not only that, the school atmosphere also has a significant impact on children's personalities (Tamara, 2016).

One factor that plays a significant role in forming students' character is their environment. According to (Bronfenbrenner, 1979), the ecological theory of human development shows that the environment has a direct or indirect influence on individual development, including aspects of character. The environment that influences student character can be categorized into several types, such as family, school and community environments. These three environments play different, but interrelated roles in shaping students' moral values, ethics and behavior.

According to (Nurdin, 2023) The family environment is the first environment that shapes a child's character. In the family, children learn various social values and norms that will become the basis for their behavior. The role of parents in providing positive examples, guiding, and providing attention and affection greatly influences the development of children's character. For example, families that value honesty, discipline, and empathy will tend to foster similar characteristics in their children.

The school environment also has a big role in forming student character. School is not only a place for students to gain knowledge, but also an arena for developing their social attitudes and character. Teachers as educators have a role in directing student behavior, both through teaching moral values and examples given inside and outside the classroom. School policies, interactions with peers, and character development programs at school also shape students' attitudes and behavior.

Apart from that, the community environment which includes the wider social environment, such as neighbors, communities, media and places of worship, also plays a role in forming students' character. The community environment provides diverse social experiences and enriches students' understanding of social norms and values that exist in society. The influence of peers in the play environment or community, as well as exposure to mass media and social media, also has an impact on the character that develops in students, both positive and negative.

However, currently various challenges in forming student character are becoming increasingly complex. The influence of globalization, technological developments, and social media often have a negative impact on students' character development, such as consumer behavior, individualism, and lack of empathy. Exposure to less educational media, lack of supervision from parents, and unhealthy social environments often lead to deviant behavior. This is where the role of a conducive environment becomes very important in directing students to have good character.

2. RESEARCH METHOD

ResearchPlace

This research was conducted at SMAN 3 Sampit, which is located on Jl. Mt. Kerinci No.2, Mentawa Baru Hulu, District. Mentawa Baru Ketapang, East Kotawaringin Regency, Central Kalimantan 74312

Research Design

This research uses a quantitative design with a survey approach. Data was collected through a questionnaire which included an assessment of three main variables: family environment, school environment, and student character. This research is descriptive and analytical, aiming to identify relationships between environmental variables with the formation of student character. This research uses design quantitative with a survey approach. Data was collected through a questionnaire which included an assessment of three main variables: family environment, school environment, and student character. This research is descriptive and analytical, aiming to identify the relationship between environmental variables and student character formation. (Creswell, 2002)

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Research Population and Sample

Population

According to Ridwan in Buchari Alma (2015: 10) Population is the totality of characteristics or units of measurement results that are the object of research.

The population in this study were all students at SMAN 3 Sampit, which is located on Jl. Mt. Kerinci No.2, Mentawa Baru Hulu, East Kotawaringin Regency, Central Kalimantan. This population includes one class of students who are considered to have relevant characteristics for analysis based on the variable which exists.

Sample

The research sample was selected based on the population by considering Inclusion criteria: Students who are willing to participate and meet the requirements to answer the questionnaire. Technique sampling: using *random sampling* to ensure a representative sample.

The sampling technique used in this research uses random sampling techniques. *Random sampling* is a sampling technique with certain considerations in mind. Reason use This random sampling technique is suitable for use in quantitative research, or research that does not carry out generalizations according to (Sugiyono, 2016)

The number of respondents in this study was 16 students

Operational Definition

A. Family Environment
  a. This variable includes the role of parents in instilling moral values, providing positive examples, attention and affection for children.
  b. Indicators: respect for honesty, discipline and empathy.

B. School environment
  a. Focuses on student interactions in the school environment, the role of teachers as mentors, school policies, and character development programs.
  b. Indicators: discipline at school, learning activities, and social interaction.

C. Student Character
  a. Refers to students' traits, attitudes and behavior which are influenced by the surrounding environment.
  b. Indicators: empathy, responsibility, integrity and moral ethics.

Data Collection Techniques

1. Questionnaire
  1) The main instrument is a questionnaire with questions designed based on the indicators of each variable.
  2) Respondents are students at SMAN 3 Sampit.
  3) The questions consist of a structured assessment scale to measure environmental variables and student character.

2. Field Survey
  1) The researcher made initial observations at the school to obtain permission and understand the context of the research environment.

Research Instrument

Validity Test

Validity test is a test that functions to see whether a measuring instrument is valid or invalid. The measuring instruments referred to here are the questions in the questionnaire. A questionnaire is said to be valid if the questions in the questionnaire can reveal something that is measured by the question naire (Janna,2021) The validity test was carried out to determine the extent to which this research instrument was able to measure the variables in question. Pearson correlation results are used to determine the relationship between each indicator (P1 to P5) and the variable being measured. Using Pearson correlation to test the extent to which each indicator in the questionnaire isvalid in measuring the variable inquestion.

The validity test results in the correlation table show that each indicator (P1, P2, P3, P4, and P5) has a significant correlation value (Sig. $= 0.000 < 0.01$) with a value of *Pearson Correlation* ranged from 0.647 to 1.000. This shows that all indicators have a very strong relationship with the variables being measured. Thus, each indicator in this instrument is declared valid. In Tables 1 (family environment), 2 (school environment) and 3 (characteristics), all questions (P1, P2, P3, P4 and P5) are declared valid because they have a significant correlation at the 0.01 significance level.

Table 4. Reliability Test X1 (Family Environment)

Cronbach's Alpha	N of Items
,979	5

X2 (School Environment)

Cronbach's Alpha	N of Items
,940	5

Y (Characteristics)

Cronbach's Alpha	N of Items
,963	5

The results of the reliability test show that the Cronbach's Alpha value for all variables is above 0.90, namely: Family environment: 0.979. School environment: 0.940. Student character: 0.963 This shows that the research instrument has a very good level of reliability.

Data Analysis Techniques

In conducting this research, researchers analyzed environmental influences that can shape the characteristics of students, starting from the family environment, school to society.

Table of Normality Test Results

One-Sample Kolmogorov-Smirnov Test

		Environment	Family	Character
N		16	16	16
Normal Parameters(a, b)	Mean	22,25	21,13	21,25
	Std. Deviation	2,910	2,754	3,317
Most Extreme Differences	Absolute	,328	,284	,234
	Positive	,280	,284	,147
	Negative	-,328	-,170	-,234
Kolmogorov-Smirnov Z		1,311	1,134	,936
Asymp. Sig. (2-tailed)		,064	,153	,345

Based on the results of the Kolmogorov-Smirnov test, the data distribution for the three variables (Environment, Family, and Character) is normally distributed because the p-value for all of them is greater than 0.05 (p-value > 0,05).

Table of Regression Test Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	,976(a)	,952	,945	,781	1,950

The regression model has a very strong relationship between the independent variables (Family and Environment) and the dependent variable (Character), with an R value of 0.976. This model is also able to explain 95.2% of the variation in *Character*, with an error value of 0.781. In addition, no autocorrelation problems were found in this model (Durbin-Watson = 1.950). Therefore, this model can be considered good for explaining the influence of the independent variable on the dependent variable

3. RESEARCH RESULTS AND DISCUSSION
Study

This research aims to analyze the influence of the environment on the formation of student character at SMAN 3 Sampit. Data was collected using a questionnaire and analyzed through validity, reliability, normality and regression tests. With the results obtained:

1. Normality Test

   Based on the Kolmogorov-Smirnov test, the data distribution for the family environment, school environment and student character variables is normal with a p-value of each greater than 0.05: Family environment: 0.064. School environment: 0.153. Student character: 0.345

2. Regression   Test

   The regression model shows a very strong relationship between the independent variables (family environment and school environment) and the dependent variable (student character): R value: 0.976 (very strong relationship). R Square value: 0.952 (95.2% of the variation in student character can be explained by family and school environmental variables)

   There are no autocorrelation problems in the model, as indicated by the Durbin-Watson value of 1.950.

Discussion

1. Influence of Family Environment The research results show that the family environment has a significant influence on the formation of students' character. The role of parents in providing attention, affection, and modeling moral values foundation early in shaping student attitudes and behavior. This is in line with theory (Bronfenbrenner, 1979) which states that the family environment is the closest environment that plays an important role in individual development.

2. Influence of the School Environment The school environment, including interactions with teachers and peers, also has a big influence in shaping student character. Teachers are not only educators, but also role models who can direct students to develop social attitudes and positive values. Apart from that, character development programs at schools also strengthen the influence of this environment.

3. The Role of the Community Environment The community environment also has a contribution in providing broader social experiences for students. Exposure to social norms, community values, and interactions with peers outside of school enrich students' character formation.

4. Significance of Regression Models The R Square value of 0.952 indicates that the combination of family and school environments together is able to explain most of the variation in student character. This emphasizes the importance of synergy between family, school and community in creating an environment that supports positive character development.

5. Consistency of Research Instruments With a high Cronbach's Alpha value, it can be concluded that the research instrument has good internal consistency. These results strengthen the validity and reliability of the data obtained, so that this research is reliable.

   This proves that the family, school and community environments have a significant role in forming student character. Collaboration between these three elements is very important to create an environment that is conducive to the development of positive student character. This research recommends a character strengthening program that involves family, school and community simultaneously to maximize the results of student character formation

4. CONCLUSION

This research proves that the family, school and community environment have a significant influence on the formation of student character. The family environment acts as the initial foundation in instilling moral values and social norms, while the school environment provides space for students to develop character through social interaction and formal learning. The community environment complements this process by providing broader social experiences.

The regression model shows that the family and school environment together are able to explain 95.2% of the variation in student character. Therefore, collaboration between families, schools and communities is very necessary to create an environment that is conducive to the

development of student character. This research recommends a character strengthening program that involves these three environmental elements to maximize results.

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