

The Influence of School Environment on Students' Social Behavior at SMA Negeri 1 Bone Bolango

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Abstract

This study aimed to examine the influence of the school environment on students' social behavior at SMA Negeri 1 Bone Bolango. This research employed a quantitative approach with a correlational design. The study involved 79 students as respondents. Data were collected using questionnaires and analyzed through descriptive statistics, simple linear regression, correlation analysis, coefficient of determination, and t-test using IBM SPSS Statistics 21. The findings showed that the school environment was categorized as very good, with a mean score of 4.21, while students' social behavior was categorized as good, with a mean score of 3.95. The regression analysis produced the equation $\hat{Y} = 18.636 + 0.707X$, indicating a positive relationship between the school environment and students' social behavior. The t-test results revealed that the school environment had a positive and significant effect on students' social behavior ($t = 7.362, p < 0.05$). In addition, the correlation coefficient was 0.643, indicating a strong relationship between the variables. The coefficient of determination (R^2) was 0.413, meaning that 41.3% of the variation in students' social behavior was explained by the school environment, while 58.7% was influenced by other factors. Therefore, a positive school environment significantly contributes to the development of students' social behavior.

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1. INTRODUCTION

Education plays a crucial role in developing students' intellectual, emotional, and social competencies (Lamusu et al., 2025). In addition to academic achievement, schools are expected to foster positive social behavior among students. Social behavior refers to an individual's ability to interact, cooperate, communicate, and maintain harmonious relationships with others. Positive social behavior is essential for creating a conducive learning environment and supporting students' personal and social development. Students' social behavior is influenced by various internal and external factors. Internal factors include personality, motivation, and individual characteristics, whereas external factors involve family, community, and school environments (Aura et al., 2023). Among these factors, the school environment is considered one of the most influential because students spend a substantial portion of their time in school interacting with teachers, peers, and educational facilities. The school environment consists of physical and social dimensions. The physical dimension includes classrooms, school facilities, learning resources, and the overall condition of the school. Meanwhile, the social dimension encompasses interactions among students, relationships between teachers and students, school norms, and the general school climate. A supportive school environment can encourage students to develop positive attitudes, social responsibility, cooperation, and respect for others.

Previous studies have demonstrated the importance of the school environment in shaping students' behavior. Khasanah et al., (2025) found that a positive school environment significantly contributed to students' character development and behavioral improvement. Similarly, Tirmidzi et al., (2024) reported that supportive school conditions enhanced students' social interaction and communication skills. These findings suggest that school environmental factors play an important role in students' social development. Furthermore, Palangda & Watung, (2023) revealed that a conducive school climate positively affected students' social competence and interpersonal relationships. In line with this finding, Wachid et al., (2025) concluded that positive teacher-student relationships significantly improved students' social adjustment in school. Likewise, Renaldo et al., (2025) reported that school environmental conditions were associated with students' social responsibility and cooperative behavior. Research conducted by Multihakiki *et al.*, (2024) indicated that school climate had a significant effect on students' attitudes and social engagement. Similarly, Rafiq et al., (2022) found that educational environments characterized by positive social interactions promoted students' social awareness and collaborative skills. These studies collectively emphasize the importance of the school environment in influencing various aspects of students' social development.

Although previous studies have examined the relationship between the school environment and student development, most of them focused on character education, social competence, learning motivation, discipline, and academic achievement. Limited attention has been given to investigating students' social behavior as a comprehensive construct consisting of social interaction, politeness, social concern, cooperation, and social responsibility, particularly among senior high school students. Moreover, empirical studies examining the influence of the school environment on students' social behavior in Bone Bolango Regency remain limited. Consequently, there is a need for further research to provide empirical evidence regarding the relationship between these variables within the local educational context.

The novelty of this study lies in its focus on examining the influence of the school environment on students' social behavior at SMA Negeri 1 Bone Bolango. Unlike previous studies that primarily investigated character development, learning outcomes, or social competence, this study specifically analyzes students' social behavior as the dependent variable. In addition, the study provides evidence from a local context that has received relatively limited attention in previous research. Based on the background, previous studies, and identified research gap, this study addresses the question of whether the school environment significantly influences students' social behavior at SMA Negeri 1 Bone Bolango. Therefore, the objective of this study is to analyze the influence of the school environment on students' social behavior at SMA Negeri 1 Bone Bolango. The hypothesis proposed is that the school environment has a positive and significant influence on students' social behavior.

2. RESEARCH METHODS

This study employed a quantitative approach with a correlational research design to examine the influence of the school environment on students' social behavior at SMA Negeri 1 Bone Bolango. Quantitative research is appropriate for testing hypotheses and examining relationships between measurable variables using statistical procedures (Sugiyono, 2021). The study was conducted at SMA Negeri 1 Bone, Bone Bolango Regency, from June to August 2025 and continued from January to March 2026. The population consisted of all students of SMA Negeri 1 Bone, totaling 378 students distributed across grades X, XI, and XII. The sample size was determined using the Taro Yamane formula with a 10% margin of error, resulting in 79 respondents. The sample was

selected using proportional random sampling to ensure that each grade level was proportionally represented in the study. The research involved two variables, namely the school environment as the independent variable (X) and students' social behavior as the dependent variable (Y). The school environment variable consisted of two indicators: physical school environment and social school environment. Meanwhile, students' social behavior was measured through five indicators, namely social interaction, politeness and manners, social concern, cooperation and mutual assistance, and social responsibility. The operational definitions of the research variables are presented in Table 1.

Table 1. Operational Definition of Variable

Variable	Indicators
School Environment (X)	Physical School Environment; Social School Environment.
Students' Social Behavior (Y)	Social Interaction; Politeness and Manners; Social Concern; Cooperation and Mutual Assistance; Social Responsibility.

Data were collected using a structured questionnaire based on a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). Documentation techniques were also employed to obtain supporting information regarding the research setting and student data. The questionnaire items were developed according to the indicators of each variable and distributed directly to the respondents. Before data collection, the research instrument was tested for validity and reliability. Validity testing was conducted using the Pearson Product Moment correlation technique. An item was considered valid when the calculated correlation coefficient exceeded the critical value of the correlation table. Reliability testing was performed using Cronbach's Alpha coefficient, where a value greater than 0.60 indicated that the instrument was reliable and suitable for research purposes. The research was conducted through several stages. First, the researcher identified the research problem through preliminary observations at SMA Negeri 1 Bone Bolango. Second, relevant literature was reviewed to establish the theoretical framework and formulate the research hypothesis. Third, the research instrument was developed and tested for validity and reliability. Fourth, data were collected from the selected respondents through questionnaires. Finally, the collected data were processed and analyzed to test the proposed hypothesis and draw conclusions.

Data analysis was performed using IBM SPSS Statistics version 21. Descriptive statistics were used to describe the characteristics of each variable through mean, standard deviation, minimum score, and maximum score. Prior to hypothesis testing, a normality test was conducted using the Kolmogorov–Smirnov test. Data were considered normally distributed when the significance value exceeded 0.05. Hypothesis testing was conducted using simple linear regression analysis to determine the influence of the school environment on students' social behavior. Pearson correlation analysis was employed to determine the strength of the relationship between variables, while the coefficient of determination (R^2) was used to measure the contribution of the school environment to students' social behavior. Furthermore, a t-test was conducted at a significance level of 0.05 to determine the significance of the regression coefficient.

3. RESULTS AND DISCUSSION

3.1. Research Results

To provide an overview of the research variables, descriptive statistical analysis was conducted. The results of the descriptive analysis for the school environment and students' social behavior variables are presented in Table 2.

Table 2. Descriptive Statistics of Research Variables

Variable	Mean	Category
School Environment (X)	4.21	Very Good
Students' Social Behavior (Y)	3.95	Good

Based on Table 2, the school environment variable obtained a mean score of 4.21, indicating that the school environment at SMA Negeri 1 Bone Bolango was perceived as very good by students. Meanwhile, students' social behavior obtained a mean score of 3.95, which falls into the good category. These findings indicate that the respondents generally experienced a positive school environment and demonstrated favorable social behavior. Before conducting hypothesis testing, the validity and reliability of the research instruments were examined. The results showed that all questionnaire items were valid because the calculated correlation coefficients exceeded the critical value ($r_{table} = 0.444$). Furthermore, Cronbach's Alpha values of 0.937 for the school environment variable and 0.963 for students' social behavior indicated that the instruments were highly reliable.

A normality test was subsequently conducted using the Kolmogorov–Smirnov test. The results are presented in Table 3.

Table 3. Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		79
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	8,49115932
Most Extreme Differences	Absolute	,086
	Positive	,056
	Negative	-,086
Kolmogorov-Smirnov Z		,761
Asymp. Sig. (2-tailed)		,608

a. Test distribution is Normal.

b. Calculated from data.

As shown in Table 3, the significance value was 0.608, which is greater than 0.05. Therefore, the data were normally distributed and met the assumptions required for regression analysis. To examine the influence of the school environment on students' social behavior, simple linear regression analysis was performed. The results are presented in Table 4.

Table 4. Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig
	B	Std. Error			
1					
Constant	18.636	8.114	-	2.297	0.024
School Environment (X)	0.707	0.096	0.643	7.362	0.000

Based on Table 4, the regression equation can be expressed as:

$$\hat{Y} = 18.636 + 0.707X$$

The positive regression coefficient indicates that improvements in the school environment are associated with increases in students' social behavior. The t-test produced a value of 7.362 with a significance level of 0.000, which is lower than 0.05. Therefore, the hypothesis stating that the school environment has a positive and significant influence on students' social behavior was accepted. The strength of the relationship between the variables and the contribution of the independent variable were further examined using correlation and determination analyses. The results are presented in Table 5.

Table 5. Correlation and Coefficient of Determination Results

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.643	0.413	0.405	8.546

Table 5 shows that the correlation coefficient between the school environment and students' social behavior was 0.643, indicating a strong positive relationship. Furthermore, the coefficient of determination (R^2) was 0.413, meaning that 41.3% of the variation in students' social behavior could be explained by the school environment, while the remaining 58.7% was influenced by other factors not examined in this study

3.2. Discussion

The findings of this study indicate that the school environment has a positive and significant influence on students' social behavior at SMA Negeri 1 Bone Bolango. The regression analysis revealed a positive coefficient ($\beta = 0.707$), while the t-test result showed a significance value of 0.000, indicating that the proposed hypothesis was accepted. These findings suggest that improvements in the school environment contribute to the enhancement of students' social behavior. The results support the view that the school environment plays an important role in shaping students' social development. A conducive school environment provides opportunities for students to interact positively with teachers and peers, develop social responsibility, and practice cooperative behaviors. According to social learning theory, students learn social behavior through observation, interaction, and reinforcement within their surrounding environment. Therefore, a positive school environment can facilitate the development of desirable social behaviors.

The findings of this study are consistent with the research conducted by Wu et al., (2022) who found that a supportive school environment significantly contributed to the development of positive student behavior. Similarly, Sethi & Jain, (2026) reported that a conducive school climate enhanced students' social interactions and communication skills. These studies indicate that environmental factors within schools play a significant role in promoting students' social development. Furthermore, the results are in line with the findings of Suhendar et al., (2023), who concluded that positive relationships among students and teachers improved students' social competence and interpersonal skills. Likewise, Khasanah et al., (2025) found that a positive school climate encouraged students to demonstrate greater responsibility, cooperation, and social awareness. The consistency between the present findings and previous studies strengthens the argument that the school environment is an important determinant of students' social behavior.

The descriptive analysis revealed that the school environment was categorized as very good, while students' social behavior was categorized as good. This finding suggests that the favorable physical and social conditions within the school contribute

to the formation of positive student behavior. The high score obtained by the social school environment indicator indicates that interpersonal relationships within the school play a substantial role in encouraging positive social interactions among students. The coefficient of determination showed that the school environment explained 41.3% of the variance in students' social behavior. Although this contribution can be considered substantial, 58.7% of the variance was influenced by other factors not examined in this study. These factors may include family environment, peer groups, personality characteristics, social media exposure, and community influences. Therefore, future studies are encouraged to investigate these variables to provide a more comprehensive understanding of students' social behavior.

The findings of this study have important implications for educational practice. School administrators and teachers should continue to foster a positive physical and social environment by promoting supportive teacher–student relationships, encouraging cooperative learning activities, and maintaining school facilities that facilitate positive interactions among students. Such efforts may contribute to the development of students who are socially responsible, cooperative, and respectful of others.

4. CONCLUSION

The present study concludes that the school environment has a positive and significant influence on students' social behavior at SMA Negeri 1 Bone Bolango. A supportive school environment, including both physical and social aspects, contributes to the development of positive social behavior among students. The findings indicate that a conducive learning environment encourages students to demonstrate better social interaction, cooperation, social responsibility, and concern for others. Therefore, maintaining and improving the quality of the school environment is essential for fostering students' social development. These findings also highlight the importance of schools creating positive educational settings that support not only academic achievement but also students' social growth.

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