

Analysis Of The Impact Of The School Social Environment On The Behavior Of Grade Iv Students At SDN 4 Gondang

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Abstract

The school social environment is one of the factors that influences the formation of student behavior, especially at the elementary school level, which represents a critical period for social development. Based on initial observations at SD Negeri 4 Gondang, various student behaviors were identified, such as a lack of discipline, the use of harsh language, and teasing among peers. This study aims to analyze the school social environment factors affecting the behavior of fourth-grade students, as well as the behaviors that emerge from peer interactions. This research employs a qualitative approach with a case study design. The research subjects consisted of 22 fourth-grade students and their homeroom teacher. Data were collected through observation, interviews, and documentation, then analyzed using the Miles and Huberman model through data condensation, data display, and conclusion drawing, with validity testing carried out through source, technique, and time triangulation. The findings indicate that the school social environment factors influencing student behavior include teacher-student relationships, peer interactions, school culture and regulations, teacher role modeling, as well as the influence of the family and community environment. Behaviors arising from peer interaction encompass positive behaviors, such as cooperation, politeness, and responsibility, as well as negative behaviors, such as the use of harsh language, teasing, and quarrels. The teacher plays a crucial role in minimizing negative behaviors through providing advice, positive reinforcement, and collaboration with parents. Thus, the school social environment has a significant impact on student behavior formation, necessitating synergy between the school and parents in creating a conducive environment for student character development.

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1. INTRODUCTION

The educational environment plays a crucial role in developing superior human resources. It serves not only as a means of imparting knowledge, but also plays a role in shaping students' character, attitudes, and behavior. Especially at the elementary school level, the process of character formation is crucial because children are in the early stages of development and are easily influenced by their surroundings.

A student's living environment, particularly the community, significantly influences the development of a child's behavior. The community environment encompasses social interactions, norms, habits, and values that develop in everyday life. Students who grow up in a positive environment, such as one that upholds the values of education, discipline, and ethics, generally exhibit good behavior. Conversely, a less supportive environment can negatively impact a student's

behavioral development [1]. In reality, not all students grow up in an ideal community environment. Some environments are less conducive to child development, such as promiscuity, weak social supervision, low awareness of the importance of education, and habits inconsistent with educational values. These conditions can impact student behavior at school, leading to decreased discipline, low motivation to learn, and even the emergence of deviant behavior.

The development of technology and social media has also expanded the influence of the community environment on students. Social interactions now occur not only in person but also through digital media, which often conveys various values and cultures that do not always align with educational norms. Schools, as formal educational institutions, have a responsibility to shape student behavior. However, this role cannot function optimally without support from the community. Therefore, good collaboration between schools, families, and the community is necessary to create an environment conducive to student development [2].

Personality is the integration of the human heart, mind, and desires that give rise to behavior. Personality is dynamic, not static or fixed without change. Education is a conscious and planned process aimed at developing the potential of students comprehensively. The school environment itself plays a crucial role in supporting the success of students' learning process. This environment encompasses not only physical conditions, such as the availability of facilities and infrastructure, but also the academic atmosphere created by the teaching and learning process and extracurricular activities [3]. The school environment is a unified space within a formal educational institution that influences the formation of attitudes and the development of students' potential. Within the school environment, various elements such as social interactions, school culture, and educational symbols play a role in shaping students' character [4]. Education focuses not only on the transfer of knowledge but also on shaping individual attitudes and behaviors through interactions with their social environment.

The school environment is a crucial factor in shaping student behavior, particularly in elementary school. At this stage, students are in a developmental period that is highly sensitive to environmental influences, including social, emotional, and moral influences [5]. The school social environment encompasses various aspects, such as interactions between students and teachers, peer relationships, and the culture and rules that apply within the school. These interactions indirectly shape students' habits, attitudes, and ways of thinking in their daily lives [6]. A conducive, harmonious, and supportive environment will encourage positive behaviors such as discipline, responsibility, cooperation, and mutual respect. However, not all school environments are able to provide optimal positive influences [7].

Based on initial observations at SD Negeri 4 Gondang, several undisciplined behaviors were found, such as students removing their uniforms while on school grounds. Furthermore, some students frequently used offensive language when communicating with their peers. This use of profanity occurred both during recess and during learning activities. This was supported by the finding of mocking students' parents, which often sparked conflict between students. These actions demonstrate a low level of respect for others and a lack of understanding of communication ethics [8].

Based on this background, the problem addressed in this study can be explicitly formulated as follows: (1) what specific factors within the school's social environment influence the behavior of fourth-grade students at SDN 4 Gondang, and (2) how does interaction with peers give rise to the positive and negative behaviors observed among these students. These two questions guide the analysis presented in the following sections.

Based on this phenomenon, this study aims to analyze the school's social environmental factors that influence the behavior of fourth-grade students at SDN 4 Gondang in the 2025/2026 academic year, as well as to analyze in-depth student behavior arising from interactions with peers. The results are expected to provide theoretical and practical contributions to the development of character education in elementary schools.

2. METHOD

This research employed a qualitative approach with a case study design. Qualitative research is used to holistically understand the phenomena experienced by research subjects within a natural context [9], [10]. The case study approach was chosen to comprehensively examine the school's social environmental factors that influence the behavior of fourth-grade students at SDN 4 Gondang.

The research was conducted at SDN 4 Gondang, Gangga District, North Lombok Regency, for ten days from June 6 to June 15, 2026. Informants in this study were selected using two complementary techniques. First, total sampling was applied to determine the general subjects of observation: all 22 fourth-grade students and their homeroom teacher, Mrs. Nursimawati, S.Pd., were included as observation subjects because the entire class, not a sample of it, needed to be observed to capture the full range of everyday social interactions and behavior the study sought to describe. Second, purposive sampling was applied to select the informants for in-depth, semi-structured interviews: the homeroom teacher was selected because she has the most direct and continuous insight into the class's social dynamics, while four student representatives, Abizar, Fatin, Jesika, and Nanda, were purposively selected to represent a range of the behaviors identified during observation, specifically two students who exemplified predominantly positive peer-influenced behavior and two who had been directly involved in the negative behaviors noted, such as teasing or the use of harsh language, so that the interview data would reflect both ends of the behavioral spectrum found in the class rather than only its typical members. The selection of fourth grade as the research setting was based on the consideration that students at that age (9-10 years) are in a period of active social development, so they are greatly influenced by the surrounding environment.

Data were collected through three main techniques: observation, interviews, and documentation. Participatory observation was conducted directly inside and outside the classroom to observe interactions between students, students and teachers, and daily behavior [11]. Structured and semi-structured interviews were conducted with the fourth-grade teacher and several student representatives to gather in-depth information regarding the impact of the social environment on behavior. Documentation in the form of photos of activities, school regulations, and violation records served as supplementary data.

The collected data were analyzed using the interactive model of Miles, Huberman, and Saldana [12], which consists of three stages: data condensation (selecting and focusing relevant data), data presentation (systematically arranging data in the form of narrative text), and concluding. Data validity testing was conducted through source triangulation, technical triangulation, and time triangulation to ensure the validity of the findings.

3. RESULTS AND DISCUSSION

Research result

Based on the results of observations and interviews during the ten-day research (June 6–15, 2026), the social environment at SD Negeri 4 Gondang shows quite complex dynamics. This social environment includes interactions between students and teachers, interactions between students, school culture, and the implementation of rules and regulations. Mrs. Nursimawati, S.Pd as the homeroom teacher, said: "The social environment in this school is quite dynamic. The fourth-grade children have begun to show different characters. All of this affects how they interact with each other and how their behavior is formed.

Several factors of the school's social environment that influence student behavior were found to be as follows:

- 1) Teacher-Student Relationships. A positive and warm relationship between teachers and students has been shown to increase student motivation, discipline, and engagement. Class teachers have a friendly approach, often greeting with a smile, and gently reprimanding students. This is in line

with the statement of Abizar, a student: "My relationship with the teacher and my friends in class is very good. We help each other and respect each other."

- 2) Interaction between Students (Peers). Peers are the primary reference for students. Fourth-grade students form friendship groups that influence their behavior. Fatin said: "My friends influence my behavior. If my friends are diligent, I am diligent. If my friends like to joke around, I join in the jokes." [13].
- 3) School Culture and Rules. Consistent implementation of rules, such as arriving on time and wearing neat uniforms, fosters disciplined student behavior. Jesika stated, "The rules at school are very strict and have a significant impact on student behavior." [14].
- 4) Teacher Role Model. Students tend to imitate their teachers' behavior. Classroom teachers who consistently model good behavior, such as greeting and speaking gently, are well-received by students, who then practice these behaviors in their daily lives [15].

Regarding behavior that emerges from peer interactions, two categories of behavior were found:

- 1) Positive Behavior: This is evident in their cooperation and mutual assistance in studying and group assignments. Students also demonstrate politeness and responsibility, such as taking part in class duties and maintaining cleanliness. Nanda expressed this: "I learned from my friends to be polite. We respect each other, don't use rude language, and always say thank you when we help."
- 2) Negative Behavior: Students still use foul language when joking or arguing. Teasing a friend's physical appearance or academic abilities also triggers arguments [16]. Class teachers reported that teasing and taunting still occur frequently, but are quickly addressed through reprimands and advice.

The role of teachers is crucial in addressing this negative behavior. Teachers provide persuasive advice, provide positive reinforcement (praise) when students behave well, and proactively involve parents in guiding students who exhibit worrying behavior.

Discussion

The results of the study indicate that the school's social environment has a significant influence on the behavior of fourth-grade students at SD Negeri 4 Gondang. Factors such as teacher-student relationships, interactions between students, school culture and regulations, and teacher role models collectively shape students' daily behavior. This finding is highly relevant to the Social Learning Theory proposed by Albert Bandura [17]. Bandura stated that individuals learn from their environment through observation and imitation. In this context, students actively imitate the behavior of their teachers and peers [18]. Teacher role models serve as a positive stimulus, while the behavior of peers who use harsh language is often imitated by other students, confirming the strong influence of modeling in elementary school.

Comparing these findings with previous research reveals both convergence and some points of difference worth noting. The finding on teacher-student relationships is consistent with Lubaba and Alfiasnyah [6], who similarly found that a teacher's figure strongly shapes student behavior in the school environment; however, whereas Lubaba and Alfiasnyah [6] examined the teacher's influence in general terms, the present study additionally shows the specific mechanism through which this occurs at SDN 4 Gondang, namely a friendly, warmly toned approach that students explicitly identified as fostering mutual respect. Regarding school culture and rules, this study's finding that consistent rule enforcement fosters discipline aligns with both Kusuma [14] and Rahmadani [19], who described school culture and habituation as central to shaping student discipline; the present study extends this by showing, through Jesika's account, that the effect is perceived by students themselves as "significant," suggesting the disciplinary effect of school culture is not only observable externally but also consciously recognized by the students subjected to it. The finding on peer influence similarly reinforces Wulandari [13], who identified peer environment as a strong determinant of elementary students' social attitudes; this study adds a more specific dimension by showing that this peer influence

operates bidirectionally, students reported adopting both diligence and joking behavior depending on which peer they were with, rather than peer influence pushing behavior in a single consistent direction.

On the other hand, the research findings also align with Urie Bronfenbrenner's Ecological Theory of Human Development [20]. Student interactions within the school microsystem (teachers, peers) collaborate with influences from the mesosystem (parental involvement). When the school microsystem provides a supportive environment—such as through fair rules and conducive peer interactions—positive behaviors predominantly emerge. Conversely, when there are gaps in supervision or negative influences from the exosystem and external environment, behaviors such as teasing and fighting manifest in the classroom [1], [21].

The role of teachers in providing positive reinforcement has proven crucial. Teachers focus not on physical punishment, but rather on character development and persuasive reprimands. This finding supports research by Nurfirdaus and Sutisna [7] and Noor Hidayah et al. [8], which asserts that teacher leadership in the classroom determines the direction of students' social interactions. Synergy between the school (teachers) and the family environment (parents) is key to correcting negative behavior and instilling positive character traits sustainably [22], [23].

4. CONCLUSION

Based on the analysis of the research results, it can be concluded that the school social environment has a very significant impact on the formation of the behavior of fourth-grade students at SD Negeri 4 Gondang. The main social environmental factors that influence this behavior include the quality of the relationship between teachers and students, the intensity and quality of peer interactions, the firmness of the implementation of school culture and rules, and the role model of teacher figures in the classroom. Behaviors that emerge from peer interactions are divided into two, namely positive behaviors (cooperation, mutual assistance, politeness, and responsibility) and negative behaviors (use of harsh language, teasing, and minor quarrels).

The influence of the school environment does not exist in isolation, but is closely related to teacher intervention and the family environment. Teachers play a central role in minimizing negative behavior through persuasive approaches, counseling, positive reinforcement, and intensive communication with parents. Strong synergy between all elements of the microsystem (school, teachers, and family) is essential to creating a conducive and supportive social environment for students' moral and character development.

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