

The Influence of The School Environment on Character Form Students in PKN Lessons

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Abstract: This study aims to examine the influence of the school environment on the formation of children's character in citizenship education subjects at SDN N0.14 Pajo. Where the school environment is a place or place for children to be guided in all aspects, morals, knowledge, and skills. These things are seen as very important to be fostered by students in the school environment. This type of research is descriptive qualitative research by selecting class V as a sample and 2 informants who are considered to have knowledge and information about the problems studied, namely the Effect of School Environment on the Character Building of students at SDN N0.14 Pajo. Data collection uses descriptive qualitative research methods in the form of: Observation and Documentation, as well as in-depth interviews with informants. In this study, the researchers got quite good results, where the results showed that the influence of the school environment on the formation of children's character, by interviewing informants who were seen from the aspect of the influence of educators, students, canteens, classrooms and playing fields. Meanwhile, educators and students both have a greater positive influence on their presentation compared to the slightly negative influence that exists on the formation of student character.

Abstrak: Penelitian ini bertujuan untuk mengkaji Pengaruh Lingkungan Sekolah Terhadap Pembentukan Karakter Anak pada mata pelajaran pendidikan Kewarganegaraan di SDN N0.14 Pajo. Dimana lingkungan sekolah merupakan tempat atau wadah bagi anak-anak untuk dibimbing dalam segala aspek, ahlak ilmu, dan keterampilan. Hal-hal tersebut di pandang sangat penting untuk dibina pada peserta didik dalam lingkungan sekolah. Jenis penelitian ini adalah Penelitian Kualitatif deskriptif dengan memilih kelas V sebagai sampel dan 2 informan yang dianggap memiliki pengetahuan dan informasi mengenai permasalahan yang diteliti yakni Pengaruh Lingkungan Sekolah Terhadap Pembentukan Karakter siswa di SDN N0.14 Pajo. Pengumpulan data menggunakan metode penelitian deskriptif kualitatif berupa: Observasi dan Dokumentasi, serta wawancara secara mendalam terhadap informan. Dalam penelitian tersebut peneliti mendapatkan hasil yang cukup baik, dimana hasil penelitian menunjukkan bahwa Pengaruh Lingkungan Sekolah Terhadap Pembentukan Karakter Anak, dengan mewawancarai informan yang dilihat dari aspek pengaruh pendidik, murid, kantin, ruang kelas dan lapangan bermain. Adapun pendidik dan murid sama-sama memiliki pengaruh positif lebih besar presentasinya di bandingkan sedikit pengaruh negatif yang ada terhadap pembentukan karakter siswa.



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INTRODUCTION

Education is a process that cannot be separated from personal life as well as the life of the nation and state, thus the quality of the individual as well as the nation and state, but in general education is determined by the quality of the basic education process. Education is also a process of bringing people from what they are to how they should be. What is the objective condition of the child, the condition of the child with all the potential, abilities, traits and habits. While how it 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, initiative and work that are based on and contain the values adopted.

The behavior of children in this era of globalization is getting worse due to increasingly free and uncontrolled relationships, the increasing number of criminal acts and crimes committed by school-age children, due to the blurring of moral norms. So that education is needed that can be used as a forum for the formation of student character and as a means of formal education. which focuses on character education at school age need 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. As an effort to support the implementation of character education, it can be done by means of learning activities both intracurricular and extracurricular.

Schools are places where the teaching and learning process takes place which of course occurs in the school environment itself, good activities and habits greatly affect the character of children, especially those habits that are carried out regularly. In formal education in a habitual school environment. These habits will shape the character, character and potential of students to become human beings who believe, are pious, moral, noble, healthy, creative, independent and become a democratic and responsible citizen. Improving the quality of education is the responsibility of all parties involved in education, especially for elementary school teachers who are the spearhead in basic education.

Elementary school teachers are considered the most instrumental in creating quality human resources so that students can compete in the world era development technology. The success of the development of the quality of education is influenced by a number of factors, among others, the students themselves, subjects, parents, and teachers, at least the teacher must master and be skilled in teaching the material. Factors that have a big enough influence towards the formation of children's character is an environment in which a person grows and is raised in the norms of family, friends, social groups a child has enough time to be in environment school or being out of school with schoolmates.

The school environment consists of two words, namely, environment and school. According to the Big Indonesian Dictionary, the environment is an area (area and so on) which includes "The notion of the school environment is a vehicle for educational activities and processes in progress. In schools, educational activities, learning and training are held. Schools are facilities that are deliberately designed to do education, as stated that due to the advancement of the family era it is no longer possible to meet all the needs and aspirations of the younger generation towards science and technology. According to Zakiyah Darajat (2018: 63) "The environment is all something that is visible and exists in the ever-evolving realm of life. It is all that exists, whether human or man-made, or movable or immovable nature. According to Hafi Ansari (2012: 90) the environment is everything that is around children in the form of objects, events, and community conditions, especially those that can have a strong influence on children, namely the environment where the process of education in progress and where children hang out everyday". Meanwhile, according to Slameto (2013: 64) school environmental factors that affect learning include teaching methods, curriculum, teacher-student relationships, and student-student relationships. Teaching method is a way or path that must be passed in teaching. Teaching methods can influence child learning. Teachers' teaching methods that are not good will affect child-

ren's learning that is not good as well. So that children can learn well, then the teaching method must be cultivated that appropriate, efficient and effective as possible. The curriculum is defined as a number of activities provided to children. Most of these activities are presenting learning materials so that children receive, master and develop the learning materials. A bad curriculum will have a bad effect on learning. The relationship between teachers and students, the teaching and learning process occurs between teachers and children. This process is influenced by the relation in the process. Teacher's relationship with children good, makes children will like the teacher, will also like the subjects he gives so that child trying study well. Teachers who do not interact with children well teaching and learning process was not smooth. The relationship between students and students, children who have unpleasant characteristics, low self-esteem or experiencing mental stress will be exiled in their group. If this is getting worse, it will result in disruption of learning. The child will be lazy to go to school for various reasons. If this happens, the student needs guidance and counseling. Creating good relationships between children will have a positive influence on children's learning.

Rahmawati (2014: 15), states that the function and role of the school as an institution that helps the family environment, the school is tasked with educating and teaching and improving the behavior of students brought from their families, on the other hand also has a function in developing intelligence, mind, and knowledge. knowledge. The more advanced the community, the more important the role of schools in preparing the younger generation before entering into the community development process. Therefore, schools as educational centers are able to carry out educational functions optimally. Broadly speaking, the school environment is very influential on a learning process for students.

According to Simon Philips 2018 (Fatchul Mu'in: 160), character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors displayed. While Winnie (Fatchul Mu'in: 160) understands that the term

character has two definition about character. First it shows how a person behaves. If somebody behaved dishonest of course that person manifest bad attitude. Second, the term character is closely related to personality. A person can only be called a person of character if his behavior is in accordance with moral rules.

The most important element in the formation of character is the mind. because the mind, in which there are all programs formed from his life experiences, is the forerunner of everything, (Rhonda Byrne, 2007: 17). This program then forms a belief system that can eventually shape his mindset that can influence his behavior. Naturally, from birth until the age of three, or maybe until about five years, a child's reasoning ability has not yet grown so that the subconscious mind is still open and accepts any information and stimulus that is entered into it, without any selection, starting from parents and family environment, (Gratvatar: 2014). we can see when they learn to walk and fall, they will get up again, fall again, get up again until finally they can walk like us. However, once they enter school, they experience a lot of changes about their self-concept. The first social environment known to individuals from birth is the family. Mother, father, and other family members constitute a social environment that directly relate to individuals. Intensive socialization experienced by individuals in progress in the family, the introduction of values, norms and habits for first received from the family. and civic responsibility).

Citizenship education is based on Law Number 20 of 2003 concerning national education, especially in Article 3 which states that "national education functions in order to develop a dignified national character and civilization in the context of educating the nation's life and aims to develop the potential of students to become human beings who believe. and be pious to The One Almighty God, moral noble, creative, independent, and become a democratic and responsible citizen. So, civic education can develop the spirit of nationalism and love for the homeland and is also tasked with developing young citizens to become Indonesian citizens who are responsible for themselves and the social

environment of the community. (Wahab & Sapriya, 2011 : Winataputra, 2012).

Characteristics of Citizenship Education in Indonesia is based on Pancasila. Article 3 of Law Number 20 of 2003 concerning the National Education System that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing potential students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens. Civics is a very relevant subject to realize the functions and goals of national education. in the 2013 curriculum for Citizenship Education aims to develop students into Indonesian people who have a sense of nationality and love for the homeland, which is imbued with the values of Pancasila and the 1945 Constitution. improvement subjects from Citizenship Education (PKn) subjects which were originally known in the 2006 Curriculum. The improvements were made on the basis of considerations among them Pancasila as the basis of the state and the nation's view of life is played and interpreted as the core entity that is the source of life reference and the criteria for success in achieving the level of competence and organization of the entire scope of Pancasila and Citizenship Education subjects. The substance and soul of the Constitution of the Republic of Indonesia 1945, the values and spirit of Bhinneka Tunggal Ika, and the commitment of the Unitary State of the Republic of Indonesia to be placed as an integral part of Pancasila and Citizenship Education which is a psychological-pedagogical vehicle for development. citizen Indonesia with Pancasila character. This change was based on a number of inputs for improving Civics learning to become Civics that surfaced in the last five years, including: substantially, Civics seemed to be more dominantly charged with state administration so that the value and moral content of Pancasila does not get a proportional accentuation; Methodologically, there is a tendency of learning that prioritizes the development of the domain of attitude (affective), the domain of knowledge (cognitive), the development of the domain of skills (psychomotor) has not been developed optimally and intact (coherent).

nitive), the development of the domain of skills (psychomotor) has not been developed optimally and intact (coherent).

The purpose of civic education is to provide an understanding of true and legal knowledge and understanding of Pancasila, laying down and forming patterns in accordance with Pancasila and the characteristics and character of Indonesia. The subject of 'citizenship education' is a subject that is changing its name very quickly because it is subject to political change, but ironically, the name changes many times, but in general the approach and delivery method is mostly unchanged.

Learning Objectives Civic education Displays a character that reflects personal and social appreciation, understanding, and practice of Pancasila values and morals; have a constitutional commitment that is supported by the attitude of positive understanding whole about Constitution 1945 Constitution of the Republic of Indonesia; think critically, rationally, and creatively and have the spirit of nationalism and love for the homeland which is imbued with the values of Pancasila, the Constitution of the Republic of Indonesia Indonesia In 1945, the spirit of Bhinneka Tunggal Ika, and the commitment of the State Unity Republic of Indonesia, and participate actively, intelligently, and responsibly as a member of the community, the nation's buds, and citizens in accordance with their dignity as creatures created by God Almighty who live together in various socio-cultural arrangements.

According to Mulyasa (2017: 134-135) states that the purpose of civic education subjects is to develop abilities such as thinking critically, rationally and creatively in responding to citizenship issues, participating actively and responsibly, acting intelligently in all activities in society in the nation and state, develop positively and democratically, and interact with other nations in the world directly with utilization of information and communication technology.

In this study, the author tries to discuss the influence of the school environment on the formation of student character in citizenship education subjects at elementary school number 14 Pajo, Dompu regency, West Nusa

Tenggara. The learning process of civic education about character building in the school environment is not in accordance with what is expected.

RESEARCH METHODS

This research uses descriptive qualitative method. In this quantitative research method, the individual being studied is placed as a research subject and tries to understand the subject, both individuals and institutions as a whole (Bodgan and Taylor: 1993). The research was carried out in June 2022, in Elementary School number 14 Pajo, Pajo District, Dompu Regency-West Nusa Tenggara. Information on the Effect of the School Environment on the Character Building of Students in Educational Subjects Inner Citizenship addressing this change was obtained through in-depth interviews (independent interview) with several students and educators as informants. In-depth interviews were conducted by first preparing an interview guide containing questions developed by the researcher while in the field. Document study of related cases, including information obtained from both the mass media and observers who have conducted similar case studies before. Data obtained analyzed by using three activity lines, namely reducing data, testing data, and then drawing conclusions. The three paths are carried out with a process that occurs continuously and conducted before, during, and after the research process in the field.

RESULTS AND DISCUSSION

In the school environment, of course the main priority is the educator, even though the facilities are adequate but if the educator does not implement and provide good and positive behavior, it will certainly have a huge impact on the state of the school environment. Based on the observations of researchers, the number of educators who are at SDN No. 14 Pajo that is 10 people. Because each class consists of 1 homeroom teacher and 1 assistant teacher. Good student character will be formed if the school environment can apply a good school culture too, because students are certainly more imitating or imitating what the educators do. Therefore, the researchers interviewed fifth grade teacher respondents

as the sample in this study with the aim of knowing how the teacher shapes the character of his students (students) in the Elementary School Environment. No.14 Pajo.

Based on the results of an interview with Ms. SI as the homeroom teacher for Class V, on Wednesday 15 June 2022 at 09.30 WITA in the Class V room, she said that To build the character of the students in class V, I give an example that is "concretely with real examples. For example, at 07.00 I was at school before the students were in school, always dressed neatly, took out the trash in its place, asked them to pray, said politely to their friends, their parents, did not pollute the classroom, the school environment and even at home. Of course things like this will become their habit too.

According to the Class V teacher, Mrs. SI, that not only does it provide a good example, but it emphasizes more on providing moral inculcation that can be conducted by fifth graders in general, because they are easier to understand something when they see a concrete example, therefore he first gives an example that his students can see in himself alone. How do teachers respond by giving violent treatment to children who don't want to? hearing what their teacher said, could giving harsh treatment change the character of the student?

The following are the results of an interview with Mrs. Sri Indarti as the homeroom teacher for class V. On Wednesday, June 15, 2022 at 10.30 WITA in the fifth grade room I (SI) gave such harsh treatment to the students, and after that I slowly approached them to find out what the character of these students really was. Then I explain or provide an understanding of the goals and actions that I give so that in the future students can be more understand and distinguish between good and bad deeds.

Based on the results of these interviews, it can be concluded that the violent treatment given by the teacher was not arbitrarily given to students. Moral inculcation must be done early on, even before the child is born into this world. Therefore, at the primary education level, a teacher should set a good example-concrete on students, because students at elementary school age do not fully understand and understand things that are abstract.

Character formation in the State Elementary School No. 14 Pajo cannot be separated when educators give Civics subjects, because these subjects teach a lot of things about the rules, values and norms that apply in society. country Indonesia, which can shape the character, morals and character of students so that they can apply them in the social life in the future. As a fifth grade teacher, how to teach and apply moral values to shape students' character during learning in progress?. The following are the results of an interview with Mrs. SI as the homeroom teacher for class V on the day, June 15, 2022, at 11.00 WITA in the fifth grade room.

I (SI) as an educator never forgets to apply and teach religious values, morals and good character. I always remind and provide advice and education to students so that later they become useful people for families, communities and for the homeland and nation. Based on the results of interviews with fifth grade teachers, researchers can conclude that they really do their job as a teacher by always inserting moral values. to their students to shape the character and character of their students.

The following is the principal's response to the role and influence of educators (teachers) to shape the character of students in SDN No. 14 Pajo. According to the results of the interview with Mr. S as the Principal of SDN No. 14 Pajo on Saturday, June 16, 2022 10.00 in the principal's office said that: In the State Elementary School No. 14 This Pajo, as the principal, always motivates and invites educators to always maintain discipline, obey the rules and their behavior as educators. why do these things often iapply, because educators are role models or role models for students in SDN No. 14 Pajo's. The influence of character formation that they want to form must of course be formed first from the educators so that if they want to apply to students there is no overlap and responsibility.

Based on the results of interviews with the fifth grade teacher as the sample in this study and also Mr. S. As the principal, the researcher can conclude that it is a great effort for a teacher to shape the character of their students, instill moral values in students and apply habits can be used as habits in

everyday life for students, educators who are in the SDN No. 14 Pajo tries to implement a school culture that is in line with the rules or regulations of their school so that their goal of making a quality generation of the nation can be achieved.

Students are also one of the main supporting factors in the school environment because the purpose of the school is about teaching children to become children who are able to advance the nation. The school is an institution that is designed to teach students under the supervision of the teacher, based on the observations of the researchers the number of students in SDN No. 14 Pajo class V are 24 people. Because what we want to see here is the formation of character in children, so the researchers here will explore how the character of children towards teachers, fellow friends, how their character when receive lessons, what their character is when they eat snacks in the school canteen, everything related to the school environment. Here, those who assess the character of the children are of course the educators and of course the character will be strengthened again by the researchers through their observations.

The character of the student interacts with the teacher. The students who are in the SDN No. 14 Pajo, especially in class V when they interact directly with their teachers have a polite attitude and respect their teachers. This can be seen when the researcher observes how Class V students are polite when they receive lessons from their teachers by listening to the explanations given by the teacher, of course, things like this are one of the character building to make students who are in the SDN No. 14 Pajo just got better.

Characters of students interact with fellow students. Interact with teachers directly existing students in the classroom. It can be said that the students do have a polite attitude and respect their teacher- sbut how about the character or character of students interacting with other students. Based on the results of the researchers' observations, there were many things that were found, and there were also cases involving one student with other students. Starting from mocking your own friends, hitting friends, pelting friends with objects such as pens, pencils, erasers and many more.

But there are also those who are friendly and cooperate and maintain cohesiveness with their friends. The most severe case found by researchers in class V was a case of fights between students, this case occurred in the fifth grade room itself and SI's mother as the fifth grade teacher herself who followed up the fights of her students. The following are the results of an interview with Ms. SI as the homeroom teacher for class V on June 18, 2022 at 10.15 WITA in the Class V room.

"Adit and Ahmad are fifth graders at State Elementary School 14 Pajo. One day, a fight broke out between the two students. Adit was upset with his friend's actions. Karana Ahmad always mocked Adit with harsh words. With this incident Adit pushed his friend so that there was a fight between Ahmad and Adit. Hearing reports from his other friends, I directly rushed into the classroom and approached and separated them (Adit and Ahmad). Then I called Adit and Ahmad to the office to give punishment in the form of the same as cleaning the classroom, day and school yard. So that they both do not repeat the wrong actions. Likewise with the others."

The results of the researchers' observations are that many students often issue harsh words that are not appropriate to be heard and said by students, not only in the classroom V only. Even though it's true educators often punish but this does not create a deterrent effect for students who often speak harshly. Whereas the cases that most often trigger fights are because students often mock their own friends with harsh words. by students, not only in the classroom V only. Even though it's true educators often punish but this does not create a deterrent effect for students who often speak harshly. Whereas the cases that most often trigger fights are because students often mock their own friends with harsh words.

The character of the student at the time of receiving the lesson. Based on the observations of researchers, the character of students when receiving lessons there are those who pay attention and some do not, many students often tell stories to the back when the teacher is also explaining in front of the class but if they are caught not paying attention the teacher reprimands and even punishes when they have been

reprimanded many times but do not listen. The researcher interviewed several students in class V, which researchers often noticed that these students did not pay much attention when the teacher was giving lessons in front of the class.

The following are the results of interviews with students named Fahri and Rian on Wednesday, June 6, 2018 at 08.30 WITA in the classroom:

Fa : I'm bored sis, I usually write while I'm at work.." Ri : I'm usually sleepy, Sis, so it looks like I want to sleep

Based on the results of the interviews above, it can be concluded that sometimes what actually changes the character of the students when they receive lessons is the situation and conditions, for example maybe before noon sometimes most people sometimes feel sleepy, not only situations and conditions but teacher too here's the way to teach if you only lecture in front of the class will change the child's attitude to not pay attention especially if the child is sitting in the behind. Factors Affecting Character Formation of Learners in the School Environment SDN No. 14 Pajo.

In terms of research activities, there are several factors that appear in the influence of the school environment on the formation of children's character at SDN No. 14 Pajo, factors that divided into two groups, namely supporting factors and inhibiting factors. Supporting factors that can have a major influence on the formation of the character of students at SDN No. 14 Pajo are educators and students.

Based on the observations of the researchers, who are really trying to shape the character of the students here are educators, educators who are at SDN No. 14 Pajo always strive to provide moral instillation to their students. Starting from applying small habits such as discipline, respect, respect, and being honest, taught at SDN No. 14 environment which is a place to form moral learners.

The following are the results of an interview with the principal of the school, Mr. S, on the day of June 20, 2022 at 09.00 WITA in the principal's office.

"Those who foster and teach the character of students are of course educators, if educators have a big enough role here the deck to form students does not accommodate these students with moral values, why are they in the school environment, because it is proper and proper school is a very appropriate environment for nurturing the nation's generations we are in the future, even though the facilities are adequate, if not supported by educators who professional then the formation of the desired character, believe and believe now will occur...."

It is proper that the main supporting factors of the process of forming the character of students in schools are educators and other supporting factors, namely the students themselves, those who have received guidance, direction that is not Pajo which of course it is proper to be in the school just knowledge conveyed by educators, of course these students must filter it, 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 from within themselves, well, school is not only a place for students to receive knowledge, but the process of character building with awareness in themselves is a very major supporting factor. pattern to form behavior, their character and character.

In line with the efforts made by educators to shape the character of the students, of course there will be obstacles-which will also found, among others, is the process of receiving or delivery to foster students who normally would not direct-accepted by the student, it takes time to shape the character of students who have different characters, therefore patience is needed in coaching and directing to educate students who are in the SDN No. school environment. 14 Pajo, besides that, not all educators care about students at SDN No. 14 Pajo sometimes some educators also come late and when enter the classroom to give lessons, only lecture and give assignments without knowing whether the students understand or not. Regarding the statement that the researcher expresses, the researcher wants to get a statement direct from the principal of SDN No. 14 Pajo.

The following are the results of an interview with the principal of the school, Mr. S, on June 21, 2022 at 10.00 WITA in the room principal. In a deck business, of course, obstacles or obstacles must exist, as well as in a school environment, it is true what you say, and as a school principal I will not dispute the statement that you said earlier, coaching, directing, it will not direct accepted by all students, some accept and some do not direct accept, they have different characters and the efforts made must be in various ways, regarding educator what my sister said, there are indeed some who have these qualities, but as a school principal, as a leader I always invite them to stay professional as teachers, in formal and informal meetings, together with my teacher friends, I still emphasize discipline, even though sometimes I have to be forced to reprimand them director calling the teacher concerned to speak so as not to repeat the indifferent attitude towards the student.

Based on the results of the interview with Mr. S, the researcher can conclude that, apart from the existing educators and students, in the neighborhood school has a positive effect on the formation process the character of children, educators and students can also be an inhibiting process for students to develop for the better. The results of the hypothesis from this study are that there is a significant influence between the school environment and the formation of children's character in civic education subjects at SD No. 14 Pajo.

CONCLUSION

The influence of the school environment on the formation of children's character in Civics subjects: Educators, greatly influences the process of character formation the best at SDN No. 14 Pajo educators as teaching staff are models or examples for children and second parents who accommodate students to direct and foster for the future, not only in science knowledge but more to character and character to form a more personality religious, in SDN No. 14 Pajo all teachers try to be good influences that can be used as role models by their students for the process of developing the character of their students.

Character of students interacting with teachers or educators really good, some students interact with each other have a polite attitude but some students also sometimes don't appreciate it friends and do not have good communication with each other, when receiving lessons some students noticesome also don't, there are several things that cause this to happen, from the educators themselves at the time of teaching and from unfavorable conditions such as near noon.

Factor-factor which influence formation the character of supporter and factor inhibitor. Factor supporters are those who can have a major influence on formation character of students at SDN No. 14 Pajo are educators and students. Based on the results of the researchers' observations, the very trying to shape the character of students here are educators, educators who are at SDN No. 14 Pajo always strives to provide moral instillation to their students. However, in an effort to build the character of students, there are also inhibiting factors, namely the process of receiving or delivering for students build students who normally wouldn't direct accepted by the student, it takes time to form the character of students who have different characters, therefore patience is needed in coaching and directing to educate students who are in the SD No. 14 Pajo school environment.

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