



The Influence of the Learning Environment in Student Character Building

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ABSTRACT. This research aims to get information, review and analyze about the influence of learning environment in the formation of student character, research is done using quantitative methods analyzed with descriptive and inference analysis, research is done on teachers in Junior High School (Junior High School) State in Jatisampurna, Bekasi City, West Java. From the results of the study found that there is a positive and significant influence between the family environment on the formation of student character, there is a positive and significant influence between the school environment on the formation of student character, and there is a positive and significant influence between the community environment (social) on the formation of student character. Thus, the improvement of the quality and character of students can be carried out by the implementation of a conducive and quality learning environment. Students who live, get along and interact in a good learning environment will also form good self-quality that will directly affect students in acting and have a good impact in the formation of the character of the student, thus resulting in students of character.

Keywords: *Family Environment, School, Community, Character Formation of Students.*

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INTRODUCTION

The character formation in students demonstrates success in the learning process within the school. The success of the learning process in the school, influenced by many factors (Juhji, 2017; Mahmudah, 2018; Bardin, 2019; Syaepudin, & Juhji, 2020; Muafikoh, et al., 2019), one of which is the good learning environment (Marwan, et al., 2013), the good learning environment is seen from comfort and conducive circumstances in the implementation of the learning process, making it easier for students to concentrate on following the learning process. By preparing a good environment for learning in school, it has a positive impact on the implementation of the learning process. The environment can be interpreted as everything that is outside the child (Manullang, 2017; Ikhsan, et al., 2017). Ginanjar (2017) and Gunadi (2017), the environment covers climate, residence, customs, knowledge, education and nature. It can be said that the environment is everything that is visible and contained in life that is always developing. Purwanto (2007) mentions the environment is divided into three parts, namely: external or physical environment, internal environment, and social environment.

Related to the meaning of learning, Usman (2001) and Juhji (2018) revealed that learning is a process of changing behavior in individuals thanks to the interaction between individuals and individuals with their environment. Hilgard and Bower quoted Purwanto, (2008) suggested that

learning to have a relationship with a change in one's behavior, caused by repeated experiences in his life. James O. Whittaker in Djamarah, (2008) reveals learning as a process of behavior produced through training and experience to obtain a change in behavior as a result of interaction with his environment.

Sartain says that the environment includes conditions and nature that in certain ways affect behavior and development (Hasbullah, 2006). The learning environment becomes three, namely family environment, school environment, and community environment (social students) (Slameto, 2010; Shah, 2011). While Suryabrata (2006), suggested that the learning environment is divided into two, namely non-social environment and social environment. The social environment consists of the school environment, student social environment (community), and family environment, a nonsocial environment more to supporting learning process environment, such as physical learning building (school building), residence and location (house), learning tools, learning resources, weather conditions, lighting or lighting, and learning time (Shah, 2011; Marini, et al., 2014; Hayutika, & Subowo, 2016).

The improvement of the quality of the learning environment provides a good change to the character formation of students aimed at getting high student learning outcomes in school. The learning environment is an environment that overshadows the educational process (Suwarso, 2006). The student learning environment affects the student's learning outcomes (Slameto, 2010), the good environment will give a change in a student's attitude and behavior in carrying out an activity, including learning activities in the school, students who participate in activities in a quality learning environment will shape the character of the student according to the learning environment. Sujanto (1986) said human personal development is influenced by the human self itself and its environment.

Mariyana (2010) argues that the learning environment is a reflection of high expectations for the success of all students. Therefore, in this study researchers wanted to examine and analyze the role of student learning environment on the character formation of students in schools, specifically this study aims to: 1) analyze the influence of family environment on student character formation, 2) analyze the influence of school environment on student character formation, and 3) analyze the influence of community environment (social) on student character formation.

METHOD

Determination of research methods and their use in the process in accordance with research studies is intended to make it easier for researchers to achieve research objectives for which truth can be accounted for. A scientific research will be effective and can be accounted for the truth if the research process uses methods that are in accordance with the study of the research, the main way used to achieve a goal (Surakhmad, 1983).

Quantitative approach is used in this study, research uses correlational descriptive analysis method to analyze the focus of the problem. Correlation research is used because what is studied is the influence of the learning environment on the character formation of students. Correlational research is used to obtain no relationship between two or more variables in the study (Arikunto, 1993). The analysis used in the study is expected to be able to get answers to the hypothesis presented in the study.

In this study, researchers used the research site at Jatisampurna State Junior High School, Bekasi City, West Java, to obtain the desired data then the research population is jatisampurna junior high school teachers as many as 79 teachers, so that the entire research population is used as a research sample.

The data collected in the study used questionnaire questionnaire techniques (likert scale). Questionnaire questionnaire technique using likert scale to obtain data from teachers on variables

that are being studied, namely learning environment variables through family environment (X_1) school environment (X_2), community environment (X_3), and student character formation variable (Y).

Once the polls are collected and re-examined, researchers determine the tools and ways to process the data. Determining the tools and ways of processing data as a step in determining the data presented has the meaning to be able to answer the problematic in the research. With the missed problematika research and hypothesis evidence, researchers can draw conclusions on the problematics of the research studied. Analysis of data in quantitative research as activities carried out as well as collected research data. Correlation analysis techniques, simple linear regression is used in research to determine the effect of one free variable on a single variable bound in the study.

RESULT

This research resulted in three stages in implementing religious culture, namely through the stages of planning, implementing and evaluating (Mulyasa, 2013). The implementation stages follow the theory of educational implementation, namely planing, implementation and evaluation. Madrasah Aliyah Darul Falah cerme Bondowoso does planning by 1. Formulating a vision and mission 2) Planning for a madrasah cultural program 3) planning for career development for teachers and

Descriptive Research

Descriptive analysis is used in studies to determine the stages of learning environment factors towards student character formation, the stages of learning environment factors can be shown in Table 1.

Table 1 Descriptive Research Variables

Factors	N	Average	Std. Deviation	Interpretation
Family Environment	79	6.56	3.35	13.98
School Environment	79	6.78	3,77	14.49
Community Environment	79	6.85	3,95	15.37
Student Character Building	79	1.20	3,45	16.92

From Table 1 it can be noted that overall the learning environment has a simple stage score, this can be seen in the family environment factors that have an average score of 3.35, for the school environment factor has an average score of 3.77, for the community environmental factor has an average score of 3.95, and for the character formation of students has an average score of 3.45. From this data shows that the student learning environment has quite good stage scores, as well as the formation of characters that have a fairly good category. Thus it can be said that there is a positive response from respondents to the learning environment and the character formation of students.

Regression Analysis

The Influence of the Family Environment on Student Character Building

To know the effect between family environments on student character formation can be done using regression and correlation analysis. From the calculation of simple regression analysis on the data of family environment variables against the formation of student characters obtained regression direction b of $= 0.934$ and constant of $9,574$. Thus the form of both relationships (X_1 with Y) can be described with the regression equation $\hat{Y} = 9.574 + 0.934X_1$. The similarities of family regression to student character formation can be seen in Table 2.

Table 2 Family Regression Equations toward Student Character Formation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9.574	8.902		1.075	.286
Family environment	.934	.088	.772	10.652	.000

a. Dependent Variable: Student Character Building

Before use for predictive purposes, regression equations must qualify for a mean test (significance) and a linear test. To find out the degree of meaning and linearity of the regression equation, an F test was conducted with $F\text{-count} > F\text{-table}$ (0.01). From the calculation is known the value of F-count is 113,468 while the F-table value on the $\alpha = 0.05$ of 4.04 on the $\alpha = 0.01$ of 7.19. These results suggest that $F\text{-count} > F\text{-table}$ so that it can be stated that the coefficient of the direction of Y regression over X_1 is very significant or very meaningful at the level of significance, thus the equation $\hat{Y} = 9.574 + 0.934X_1$. It can be used to explain the positive and significant relationship between the family environment and the character formation of students.

To find linear regression equations can be done through linear regression line equations. The assessment criteria is $F\text{-count} < F\text{-table}$. From the calculation result obtained a value of F-calculation 3.56 with a level of significance $= 0.000 < p = 0.05$, this indicates that the value of F-count $< F\text{-table}$ thus models linear regression equations. The value of t-count is obtained at 10.58 while from the student "t" distribution table with $\alpha = 0.05$ obtained t-table price index of 1.68. Because t-count is greater than t-table ($10.58 > 1.68$) means the correlation coefficient between the family environments to the formation of student character is very significant. Thus the hypothesis that there is a very significant positive relationship between the family environments to the formation of student character is proven. Thus, it can be concluded that the higher the quality of the family environment, the better the character formation of students. Furthermore, there was an analysis of the coefficient of determination, the coefficient of determining the influence between the family environments on the formation of student character of 0.596. This means the 59.6% variation that occurs in student character formation can be influenced by the family environment and can be explained through the regression of $\hat{Y} = 9.574 + 0.934X_1$. In other words, the family environment contributed 59.6% to the increase in student character formation.

The Influence of the School Environment on Student Character Building

To know the influence between school environments on student character formation can be done using regression and correlation analysis. From the calculation of simple regression analysis on the school environment variable data on the formation of student character obtained regression direction b of $= 1,106$ and constant of 21,676. Thus the form of both relationships (X_2 to Y) can be described with the regression equation $\hat{Y} = 21,676 + 1,106X_2$. The school environment regression equation to student character formation can be seen in Table 3.

Table 3 School Environment Regression Equations toward Student Character Formation

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21.676	4.881		4.441	.000
School environments	1.106	.043	.947	25.854	.000

a. Dependent Variable: Student Character Building

Before use for predictive purposes, regression equations must qualify for a mean test (significance) and a linear test. To find out the degree of meaning and linearity of the regression equation, an F test was conducted with $F\text{-count} > F\text{-table}$ (0.01). From the calculation is known the F-count value is 268,411 while the F-table value on the $\alpha = 0.05$ of 4.04 on $\alpha = 0.01$ of 7.19. These results suggest that $F\text{-count} > F\text{-table}$ so that it can be stated that the coefficient of Y regression direction over X_2 is very significant or very meaningful at the level of significance, thus the equation $\hat{Y} = 21,676 + 1,106X_2$. It can be used to explain the positive and significant relationship between the school environment and the character formation of students.

To find linear regression equations can be done through linear regression line equations. The assessment criteria is $F\text{-count} < F\text{-table}$. From the calculation result obtained a value of F-count 2.43 with a level of significance $= 0.000 < p = 0.05$, this indicates that the value of $F\text{-count} < F\text{-table}$ thus models linear regression equations. The value of t-count is obtained at 25.70 while from the student "t" distribution table with $\alpha = 0.05$ obtained t-table price index of 1.68. Because t-count is greater than t-table ($25.70 > 1.68$) means the correlation between school environments to student character formation is very significant. Thus the hypothesis that there is a very significant positive relationship between the school environments to the character formation of students is proven. Thus, it can be concluded that the higher the quality of the school environment, the better the character formation of students in the school. Furthermore, there was an analysis of the coefficient of determination, the coefficient of determining the influence between the school environments on the formation of student character of 0.897. This means the 89.7% variation that occurs in student character formation can be influenced by the school environment and can be explained through regression $\hat{Y} = 21,676 + 1,106X_2$. In other words, the school environment contributed 89.7% to the increase in the character formation of students in the school.

The Influence of the Community on Student Character Building

To know the influence between the community environments on the character formation of students can be done using regression and correlation analysis. From the calculation of simple regression analysis on the data of community environmental variables towards the formation of student characters obtained the direction of regression b of $= 1,009$ and constant of 15,928. Thus the form of both relationships (X_3 with Y) can be described with the regression equation $\hat{Y} = 15,928 + 1,009X_3$. The similarities of community regression to student character formation can be seen in Table 4.

Table 4 Community Regression Equations toward Student Character Building

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	15.928	6.000		2.655	.000
Community Environment	1.009	.050	.916	20.070	.000

a. Dependent Variable: Student Character Building

Before use for predictive purposes, regression equations must qualify for a mean test (significance) and a linear test. To find out the degree of meaning and linearity of the regression equation, an F test was conducted with $F\text{-count} > F\text{-table}$ (0.01). From the calculation result is known the F-count value of 102,818 while the F-table value on the $\alpha = 0.05$ of 4.04 on $\alpha = 0.01$ of 7.19. These results suggest that $F\text{-count} > F\text{-table}$ so that it can be stated that the coefficient of Y regression direction over X_3 is very significant or very meaningful at the level of significance, thus the equation $\hat{Y} = 15.928 + 1.009X_3$ can be used to explain the relationship between the community environment to the formation of positive and significant student character.

To find linear regression equations can be done through linear regression line equations. The assessment criteria is $F\text{-count} < F\text{-table}$. From the calculation result obtained a value of $F\text{-count}$ 1,189 with a level of significance $= 0.000 < p = 0.05$, this indicates that the value of $F\text{-count} < F\text{-table}$ thus models linear regression equations. The value of $t\text{-count}$ was obtained at 8,942 while from the student distribution label "t" with $\alpha = 0.05$ obtained $t\text{-table}$ price index of 1.68. Because $t\text{-count}$ is greater than $t\text{-table}$ ($8.94 > 1.68$) means the correlation between the community environment to the formation of student character is very significant. Thus the hypothesis that there is a very significant positive relationship between the community environments to the formation of student character is proven. Thus, it can be concluded that the higher the quality of the community environment, the better the character formation of students. Furthermore, there was an analysis of the coefficient of determination, the coefficient of determining the influence between the community environments on the formation of student character of 0.513. This means the 51.3% variation that occurs in student character formation can be influenced by the community environment and can be explained through regression $\hat{Y} = 15,928 + 1,009X_3$. In other words, the community environment contributed 51.3% to the increase in student character formation.

DISCUSSION

From the results of the study shows there is an increase in the character formation of students if the student learning environment is in good condition, the student learning environment is not only a school environment, but the family environment and community environment, the learning environment can have a good and positive impact in the effort to establish the character of the student, students in a quality learning environment then the student will form a good student character also according to the learning environment.

The character formation of students can be done in a school environment, the school environment has a greater role in the effort to establish the character of the student, as an educational care, the school not only teaches about science and skills but also shapes the characteristics of a student. The school environment as a character shaper of students is very closely as an educational and learning process (Suparno, 2018). The environment includes both material and stimulus that occurs inside and outside individuals of a psychological, socio-cultural and physiological nature (Dalyono, 2012). The school is a formal educational institution that has learning process activities in order to develop the self-quality of students so as to optimally increase the potential in themselves, both moral, spiritual, intellectual, emotional, social and physical aspects of motoric students during the learning process (Sugandi, 2011). This research is in line with research conducted by Suparno (2018) which says the social environment, learning environment, positively affects the character of students. School is one of the effective rides in internalizing character education towards students (Wibowo, 2012).

The family environment plays a big role in the development of students' primary education (Gunarso, 1985). Family is the main source of education for children in the field of education (Hulukati, & Hulukati, 2015; Chulsum, 2017; Munif, 2018; Darling, et al., 2020). The family environment is the foundation of educational development for their children. The family environment provides education for the child so that the child or student will receive influence from the family (Slameto, 2010). The family has a great influence on the development of the child's personality (Siswoyo, 2007). The character in the student is preceded by an education in a good family environments, the improvement of a student's character will be created starting from the family environment. The role of parents in the family is as a guide, teacher, and a good example for their children (Davis-Kean, 2005; Tirtarahardja, 2008; Hyoscyamina, 2011; Aamotsmo, & Bugge, 2014; Widiyanto, 2015; Sutriyanti, 2016).

In educating children families have a leading role in parenting, both in the norms and ethics that apply in the community (Effendi, et al, 1995). Exemplary parents in daily life become educational rides for students the example of parents will shape students (children) as social and religious beings who will be able to create conditions to develop initiative and creativity of the child. Children's habits are largely shaped by family education (Highest, 1961; Setiardi, & Mubarak, 2017; Li, & Qiu, 2018; Imroatus, et al., 2020).

In addition, in this study it was also found that the community environment has a role in the efforts to establish the character of students. According to Subianto (2013) the successful planting of aesthetic and ethical values towards the formation of student character is strongly influenced by the community environment. The character formation of students is influenced by various associations that students have with peers that occur in the community (Susanto, & Aman, 2016; Kurniawan, & Sudrajat, 2017; Suparno, 2018; Desiani, 2020). The quality of the student's character will depend on the quality of the existing community environment, students have good and positive character if students get along and live social interactions with people (society and peers) have good social. In addition in the social environment have educational institutions and good learning resources (Sukmadinata, 2004; Hasibuan, et al., 2018; Rosad, A. (2019).

Yusuf and Nurihsan (2008) stated that one of the factors that influence the formation of one's character is the influence of the environment (family environment, cultural environment, and school environment). The same was revealed by Hulukati and Hulukati (2015), Tamara (2016), Saputro and Talan (2017), Siahaan (2017), Anisah (2017). The results of their study state that character formation is influenced by the environment. The good socio-social environment provides a variety of conveniences and has positive association with students, so that it will shape the quality of students who are affected by the good social environment. Students as a student will always learn from their environment, in daily life through various activities and associations that occur in the community, reflection of the student's self-quality, whether or not the student is a reflection of the quality of association and the community environment that houses the student.

CONCLUSION

A conducive environment is needed in order to create the character of students so that they will be able to make a positive impact on learning activities in the school. Poor learning environment will interfere with and adversely affect the character formation of students this can provide a change in student attitudes and behavior kea rah negative, in the absence of a good learning environment will play a very role in creating the character formation of students.

The learning environment, either directly or indirectly, has an impact on students' processes and behaviors. Providing a learning environment for students should be a top priority, which is the determining factor in the success in building students' behavioral abilities. Students who have a quality learning environment will form qualified students as well students will be affected by the association and interaction that occurs in the student's learning environment. There is a positive learning environment and have comfort and peace and good social conditions provide experience and knowledge and insight for students in attitudes and form student personalities that determine the quality of students' efforts to achieve high learning outcomes.

In order to produce good student character, a good learning environment is needed, in producing quality learning skills, various efforts and real actions from various parties including community leaders and educational institutions to improve and improve the quality of the student learning environment, this can be done by providing changes and improvements to the association and education of students. Good cooperation between educational institutions, parents of students and the community can give positive value to efforts to improve the quality of positive learning environment and conducive to students.

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