



The Influence of School Environment on Children's Character Formation in PKN Subjects

Sukma Utami¹, Andi Nuraeni²

^{1,2,3} Faculty of Teacher Training,
Muhammadiyah University of
Makassar, Makassar – Indonesia,
Email: utami.sukma7979@gmail.com¹,
andi.nuraeni77@yahoo.com²

*Corresponding Author Email:
utami.sukma7979@gmail.com

Received: June 18, 2025

Revised: June 28, 2025

Accepted: June 30, 2025

Abstract

The school environment is a place or container for children to be guided in all aspects, morals, knowledge, and skills are very important things to be fostered in the school environment. This study aims to determine the factors in the school environment that can shape children's character, especially in the subject of PKN. This study uses the Qualitative Descriptive method by selecting class V SDN 77 Kanaeng Takalar Regency as a sample and 2 informants who are considered to have knowledge and information about the problem. Data collected using instruments in the form of: Observation and Documentation, as well as in-depth interviews with informants. The data was analyzed qualitatively. The results of this study show quite good results in the Influence of the School Environment on the Formation of Children's Character by interviewing informants seen from the aspects of the influence of educators, students, canteens, classrooms and playgrounds, while educators and students both have positive and negative influences on the formation of children's character.

Keyword: School Environment, Student Character, Civics Lessons, Elementary School Students.

1. Introduction

Education is a process that cannot be separated from personal life and national and state life, thus the quality of the individual and the nation and state in general education is determined by the quality of the education process (Kharisma & Pirmana, 2013; Madani, 2019), so that the subject of PPKn is a field of study that discusses or emphasizes the understanding and appreciation of Pancasila and the 1945 Constitution (Sunarso, 2024). Thus, PPKn education is the embodiment of the goals of national education in other words that PPKn lessons in general provide content for the achievement of national education (Ma'arif et al., 2020). Education is the process of bringing humans from what they are to how they should be (Pring, 2016). What is the objective condition of the child, the state of the child with all its potential, abilities, traits and habits. While how it should be is a condition that is expected to occur in the child, in the form of changes in behavior in the aspects of creativity, feeling, will and work that are based on and contain the values that are adopted. Changes in children's behavior due to the development of the era and technology have been discussed a lot before (Druin, 2002), the behavior of students in this era of globalization is getting worse due to increasingly free and uncontrolled associations (Bandura, 2001), the increasing number of criminal acts and crimes committed by school-age children (Hidayati, 2023; Sari & Akhwani, 2021), due to the increasingly blurred moral norms so that education is needed that can be used as a container for the formation of student character (Tight, 2021).

School is a place where the teaching and learning process occurs which of course occurs in the school environment itself, good activities and habits greatly influence the character of children, especially if the habits are carried out routinely (Rahmawati & Utomo, 2024). In formal education in the school environment, these habits will shape the character, nature and potential of students to become people who are faithful, pious, have noble morals, are healthy, creative, independent and become democratic and responsible citizens (Arif, 2022; Biantoro, 2019; Jakandar et al., 2025). Factors that have a significant influence on the formation of a child's character are the environment in which a person grows and is raised in the norms of family, friends, social groups (Azis et al., 2024; Eccles & Roeser, 2015). A child has enough time to be in the school environment or outside of school with school friends (Zajac & Hartup, 1997).

The influence of the school environment has a negative impact on the development of students when a teacher does not know the character of each of his students (Berkowitz & Grych, 2000; Tubbs & Garner, 2008), in addition, the influence of friends also greatly influences in finding one's own identity. In this case, a teacher must be able to know the character of each student in order to fulfill the talents and interests in the child (Abbasiani et al., 2023). So a teacher must interact with his students in order to control the naughtiness of his students between friends. Meanwhile, efforts to overcome the negative impacts of friends are to be smart in controlling oneself so as not to fall into juvenile delinquency. In the PPKn subject, there are many materials about morals that can be instilled in our students. Children who are in the school environment when we teach them PPKn subjects, of course we can instill in them how they can filter themselves so as not to fall into things that can harm students.



2. The Art of Research

a. School environment

The definition of school environment is a vehicle for educational activities and processes to take place. In schools, educational activities, learning and training are held (Leiringer & Cardellino, 2011). Schools are facilities that are deliberately designed to carry out education, as stated that due to the progress of the times, families can no longer meet all the needs and aspirations of the younger generation for science and technology (Leiringer & Cardellino, 2011; Moore & Lackney, 1993). Meanwhile, according to Dörnyei & Muir (2019) state that the school environment includes the conditions and nature of this world which in certain ways influence our behavior, growth, development or lift processes. And by some experts, the school environment is interpreted as all components or parts contained in the school, where all components and all parts influence and support the process of achieving educational goals in the school (Bonell et al., 2013).

b. Character Building Concept

According to Ajzen (2005) character is a collection of values that lead to a system, which underlies the thoughts, attitudes, and behaviors displayed. Meanwhile, Kusmawati et al (2022) understands that the term character has two meanings about character. First, it shows how a person behaves. If someone behaves dishonestly, of course that person manifests bad behavior. 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 (Helzer et al., 2023). Rowe (1994) states the main factors in influencing character and moral development: heredity, childhood experiences, modeling by adults, older, important and adolescents, peer influence, physical and social environment.

c. The Role of Schools in the Formation of Student Character

Schools are responsible not only for producing students who excel in science and technology, but also in identity, character and personality (Saryanto et al., 2023). In this case, it is relevant and contextual not only in countries that are experiencing a character crisis like Indonesia, but also in developed countries (Azada-Palacios, 2022; Bagnall, 2015). Schools are essentially not just places where schools are not just places where teachers convey knowledge of various subjects. The essence of PPKn is: Awareness as a citizen (civic literacy), Social and cultural communication of citizenship (civic engagement), Ability to participate as a citizen (civic skill and participation), civic reasoning (civic knowledge), Responsible civic participation (civic participation and civic responsibility) (Hajri, 2023; Suyahman, 2018).

The role of schools as institutions that help the family environment is to educate, teach, foster, and expand the behavior of students brought from their families and absolutely the formation of mindsets, intelligence and a child's personal character. The role of the school environment in shaping student character is found in the abilities and personalities of teachers, the influence of peers, classrooms and canteens. Therefore, this study formulates a research hypothesis (see Figure 1) that there is a significant influence between the school environment and the formation of children's character in Civics subjects.

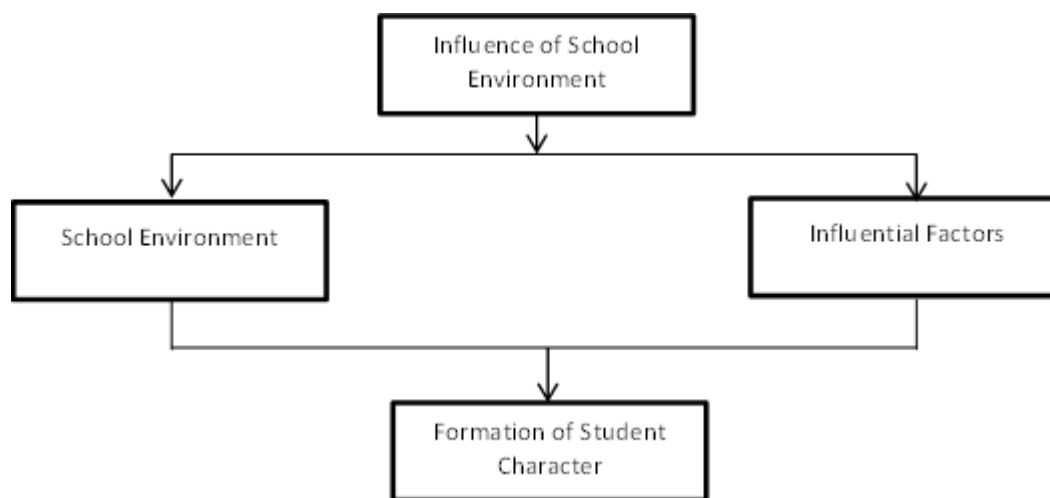


Figure 1. Research Framework Chart

3. Method

This type of research is qualitative research, namely a research method used to research the natural conditions of objects and the results of the study emphasize the meaning which is a reasoning process that starts from individuals to general groups. This research is located at SDN No. 77 Kanaeng, Galesong Selatan District, Takalar Regency and the research data

comes from primary data obtained from informants through interviews and observations of the principal, class teachers, students and canteen owners, in addition secondary data is obtained through literature studies, references, documents and observations obtained from the research location. The population is fifth grade elementary school students with a sample size of 23 students. The researcher used 3 data collection techniques through observation, interviews and documentation, then the data analysis technique used a data triangulation model (Rofiah & Bungin, 2021).

4. Result

a. School Profile

SDN No. 77 Kanaeng is a Public Elementary School located in Bontokanang Village, South Galesong District, Takalar Regency, South Sulawesi Province. This school has a National School Identification Number (NPSN) of 40301591. The status of this school is public, and the form of education is Elementary School (SD). Some of the school profiles that were successfully collected by the research team in 2018 include:

Table 1. Profile of SDN No. 77 Kanaeng School

No	Information	Gender		Total
		Man	Woman	
1.	Student Total	82	75	157
2.	Grade level			
	• Grade I	10	14	24
	• Grade II	13	9	22
	• Grade III	21	7	28
	• Grade IV	9	15	24
	• Grade V	11	13	24
	• Grade VI	14	21	35
3.	Teachers and Staff			
	• Headmaster	1	-	1
	• Homeroom Teacher	-	8	8
	• Subject Teacher	-	2	2
	• Admin staff	1	1	2
4.	Classroom and Library			
	• Classroom	-	-	6
	• Headmaster Office	-	-	1
	• Library	-	-	1
	• Student Toilets	-	-	3
	• Teacher Toilets	-	-	2
	• Teacher Classroom	-	-	1
	• Official Residence	-	-	2
	• Canteen Stand	-	-	2

b. The Influence of School Environment on Children's Character Formation

1) School Environment

To determine the influence of the school environment on the formation of children's character, researchers used a research instrument through interview techniques by asking several questions about the school environment which will be presented in table 2.

Table 2. Summary of Interview Results on the Influence of the School Environment

No	Questions	Respondents Answers	Conclusions
1.	How do teachers shape the character of their students?	"...to build the character of my students in grade 1, I give concrete examples to them, real examples that they can clearly apply in their daily lives, for example at 07.00 I am already at school before my students are at school, always dressed neatly, throw	Not only does he provide a good example, but he also emphasizes on providing moral education that can be carried out by fifth grade students in general, because they find it easier to understand something if they see a concrete example, therefore he first gives an example that his students can see in themselves.



-
- trash in its place, invite them to pray, speak politely to their friends, their parents, do not dirty the classroom, of course things like this seem small but if I get them used to it, it will definitely become their habit too..." (Source: Mrs. NH as Homeroom Teacher V, Wednesday, May 30, 2018 at 09.30 in the classroom V)
2. How do teachers respond by giving violent treatment to children who do not want to listen to what their teachers say? Can giving harsh treatment change the character of these students?
- ".....As an educator, of course I really do not accept it when teachers use violence on the grounds of wanting to change the behavior of their students, there are stages that we must go through as a teacher to shape the character of our students, although using violence is the last option because the character of each child is different, I do not arbitrarily pinch or hit but I instill in my heart that hopefully by pinching this child will be able to change, after for example I give such harsh treatment to my students, I slowly approach my students more to find out what the child's character really is, so that they can better understand why I did that to them, so the child should not be immediately released, but observe, study, and understand them...." (Source: Mrs. NH as Homeroom Teacher V, Wednesday, May 30, 2018 at 09.30 in the classroom V)
3. How to insert moral values in forming students' character during learning activities?
- "..... if I were a child, I never forget to include religious values, I always tell my students how to be smart, but the most important thing I value is their attitude, so I say that if something is said by the teacher, it must be listened to even though the teacher is not a mother, as long as the teacher is still being reprimanded and cared for by the teacher, it is a sign that the teacher still wants to see us well..." (Source Mrs. NH as
- The violent treatment and slightly harsh words by the teacher are not arbitrarily given to students. Moral instillation must be done early on, even before the child is born into this world, therefore in the lower grades a teacher should indeed provide concrete examples to their students, because at their age, real examples can be accepted by children who are still in elementary school, they are not yet able to reach abstract things.
- In carrying out their duties as teachers, they must be able to instill moral values in their students to shape their students' character and personality.

Class V Teacher, Wednesday
30 May 2018 at 09.30 in class
V)

4. The influence of educators in shaping the character of their students at SDN No. 77 Kanaeng?
- "..... in the environment of SDN No. 77 Kanaeng, I as the principal invite educators to always maintain their discipline as educators, why must they be disciplined because they are exemplary examples or role models for students in this school environment, the influence of character formation that they want to form must of course be formed first in these educators, therefore, I as the principal always try to provide a good example for my fellow teachers and students, because I am a leader and responsible for the environment..." (Source: Mr. A – Headmaster, Saturday, June 2, 2018 at 10:00 in the Headmaster office)
- A teacher puts in a great deal of effort to shape the character of their students, instill moral values in students and implement habits that can become habits in the daily lives of students. Educators in the school environment try to implement a school culture that is in line with the rules or regulations of their school so that their goal of creating a quality generation of the nation can be achieved.
-

2) The Influence of Socialization between Teachers, Students and Peers.

To gain a good understanding of character formation in children, the researcher conducted an in-depth study of children's characters towards teachers, fellow friends, how their characters are when receiving lessons, how their characters are when buying snacks in the school canteen, everything related to the school environment. The results of observations of students when interacting directly with teachers are polite, respecting teachers and listening to explanations given by teachers. While for relationships with peers, several cases were found of mocking their own friends, hitting friends, throwing objects such as pens, pencils, erasers and many more. But there are also those who are friendly and cooperate and maintain solidarity with their friends. And the worst case is a fight between classmates as in the results of interviews with informants as follows:

"Adit is annoyed with Ahmad because he said that Ahmad always taunts his younger brother with harsh words, he said that my mother always calls him with harsh words which are really unpleasant for us to hear, so Adit immediately pushed Ahmad, Ahmad didn't accept it and pushed Adit back until finally Inayah reported it, so I immediately rushed into the classroom and approached them to take them to the office to solve their problem. I reconciled them and I worked together to clean the classroom today. My goal is for them to return by working together to clean the classroom, I also advised Ahmad not to say any more harsh words to Adit or his other friends, not only Ahmad, Adit was also wrong because he immediately pushed his friend, that's why I advised him next time to report directly to the teacher, especially to me because I am their homeroom teacher..." (Source Mrs. NH as Class V Teacher, Wednesday 30 May 2018 at 09.30 in class V)

Although educators often punish, it does not deter students who often say rude words. In fact, the most frequent cases that trigger fights are because students often mock their own friends with rude words.

3) Influence of Classrooms, Canteens and School Fields

The classrooms are neatly arranged, each class has a banner that contains sentences to build children's character, be it about prayer guidelines, how to perform ablution properly, and many more pearls of wisdom that are deliberately installed in each classroom to be read individually by the children, prioritized within the children to build their character. Furthermore, the school canteen sells school support equipment and many students behave honestly when buying in the canteen. The school field is widely used for sports activities and playgrounds during recess.



4) Factors that Influence the Formation of Student Character

- Supporting Factors

Supporting factors for character formation are found in efforts to instill morals, implement and practice small positive habits such as discipline, respect, honor, and honesty. The results of an interview with Mr. A illustrate this, as follows:

“...the character of the students is certainly the educator, if the educator has a big enough role here to form the students and does not accommodate these students with moral values, why are they in the school environment, because it is appropriate and proper that the school is the most appropriate environment to foster the future generations of our nation, even though the facilities are adequate, if not supported by professional educators, the formation of the desired character, belief and trust will not happen....” (Source: Mr. A - Headmaster, Saturday, June 2, 2018 at 10:00 in the Headmaster office).

It is only right that the main supporting factor in the character building process of students in schools is the educators and other supporting factors are the students themselves, those who have received guidance, direction that is not just knowledge delivered 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 to be better without awareness from within themselves.

- Inhibiting Factors

In line with the efforts made by educators to shape the character of students, of course there will be obstacles that will be encountered, including the process of acceptance or delivery to educate students who are usually not immediately accepted by the students, it takes time to shape the character of students who have different natures, therefore patience is needed in coaching and direction to educate students.

5. Discussion

The school environment plays a crucial role in shaping children's character, especially through civics subjects that teach national, moral, and social values. At SDN 77 Kanaeng, factors such as teacher teaching methods, school culture, and educational facilities and infrastructure can influence the internalization of character values in students. For example, an interactive learning approach based on Pancasila values can strengthen students' understanding of responsibility, tolerance, and national spirit. In addition, social interactions between school members, including teacher role models and school policies that support character strengthening, also determine the success of student personality formation. Thus, identifying dominant factors in the school environment will help determine the optimal strategy in creating an educational ecosystem that supports character development.

Furthermore, this study also highlights the importance of the role of civics teachers in instilling character values through a contextual approach and real examples in everyday life. Teachers not only act as teachers, but also as role models who practice values such as honesty, discipline, and respect. In addition, support from school policies, such as habituation programs (eg flag ceremonies, mutual cooperation activities, or citizenship projects), can strengthen the formation of student character. The findings of this study are expected to be the basis for the development of a more effective PKN learning model, so that it not only improves students' cognitive knowledge, but also forms a generation with strong character and noble morals in accordance with the values of Pancasila.

6. Conclusion

Educators greatly influence the process of character formation of students in schools because their existence can be an example for children and parents both who accommodate children direct and foster for the future, not only in science but more character and character to form a more religious personality. the character of students interacting with teachers or educators is very good, some students interact with each other have a polite attitude but some students also sometimes do not respect their friends and do not have good communication with each other, when receiving lessons some students pay attention some do not, there are several things that cause this to happen, from the educators themselves when teaching and from situations that are not supportive such as approaching noon and when the class starts to feel hot.

This study has several limitations, including the scope of the study which only focused on SDN 77 Kanaeng, Takalar Regency, so that the findings may not be fully generalized to other schools with different characteristics. In addition, this study relies more on qualitative data such as observations and interviews, which although in-depth, are susceptible to respondent subjectivity. External factors such as the influence of the family and community environment are also not the main focus, even though they can influence the formation of student character. Finally, the limited research time may not be enough to see the long-term impact of school environmental factors on children's character development.

The results of this study can be a reference for teachers, principals, and policy makers at SDN 77 Kanaeng to design more effective PKN learning strategies in shaping student character. Schools can optimize supporting factors such as interactive learning methods, habituation of Pancasila values in daily activities, and increasing teacher role models. In addition, the findings of this study can encourage the development of character-based school programs, such as citizenship projects or

collaboration with parents and the community, in order to create a consistent environment in instilling moral and national values.

Acknowledgments

-

References

1. Abbasiani, M., Safarnavadeh, M., Shafiee, N., & Mehdizadeh, A. H. (2023). Developing a Model for Identifying the Talents in Elementary schools: A Case study of Schools in Tehran. *Iranian Evolutionary Educational Psychology Journal*, 5(1), 259-273.
2. Ajzen, I. (2005). *Attitudes, personality and behaviour*. McGraw-hill education (UK).
3. Arif, M. (2022). Character Education Innovation in Forming Millennial Generation Personality. *Didaktika Religia*, 10(1), 75-99.
4. Azada-Palacios, R. A. (2022). Hybridity and national identity in post-colonial schools. *Educational Philosophy and Theory*, 54(9), 1431-1441.
5. Azis, A., Utami, S., Cronin, L., & Al Sanie, A. H. (2024). The Influence of the School Environment on the Formation of Children's Character. *Journal of Basic Education Research*, 5(1), 16-21.
6. Bagnall, N. (2015). *Global identity in multicultural and international educational contexts: Student identity formation in international schools*. Routledge.
7. Bandura, A. (2001). The changing face of psychology at the dawning of a globalization era. *Canadian psychology/Psychologie canadienne*, 42(1), 12.
8. Berkowitz, M. W., & Grych, J. H. (2000). Early character development and education. *Early Education and Development*, 11(1), 55-72.
9. Biantoro, O. F. (2019). Urgency of Islamic religious education teachers in character building for students in junior high schools. *Al-Hayat: Journal of Islamic Education*, 3(2), 178-199.
10. Bonell, C., Jamal, F., Harden, A., Wells, H., Parry, W., Fletcher, A., ... & Moore, L. (2013). Systematic review of the effects of schools and school environment interventions on health: evidence mapping and synthesis. *Public Health Research*, 1(1), 1-320.
11. Dörnyei, Z., & Muir, C. (2019). Creating a motivating classroom environment. *Second handbook of English language teaching*, 719-736.
12. Druin, A. (2002). The role of children in the design of new technology. *Behaviour and information technology*, 21(1), 1-25.
13. Eccles, J. S., & Roeser, R. W. (2015). School and community influences on human development. In *Developmental science* (pp. 645-728). Psychology Press.
14. Hajri, P. (2023). The Essence of Building National Integration Values Through Civility Education Courses of PPKN. *Eduexsos Jurnal Pendidikan Sosial & Ekonomi*, 12(2).
15. Hidayati, A. (2023, December). Legal Protection of Victims of Sexual Violence and Bullying on Students at Schools in the Era of Globalization. In *MIC 2023: Proceedings of the 3rd Multidisciplinary International Conference, MIC 2023, 28 October 2023, Jakarta, Indonesia* (p. 344). European Alliance for Innovation.
16. Helzer, E. G., Cohen, T. R., & Kim, Y. (2023). The character lens: A person-centered perspective on moral recognition and ethical decision-making. *Journal of Business Ethics*, 182(2), 483-500.
17. Jakandar, L. I. E., Pantiwati, Y., Sunaryo, H., & Fikriah, A. (2025). Integration of Religious Values in Character Education: Building the Morals of the Golden Generation. *Al-Hayat: Journal of Islamic Education*, 9(1), 124-141.
18. Kharisma, B., & Pirmana, V. (2013). The role of government on education quality and its provision: The case of public junior secondary school among provinces in Indonesia. *European Journal of social sciences*, 37(2), 259-270.
19. Kusmawati, W. E., Ghojaji, A. D., Eramansyah, M. G., Putri, R. E., Istianah, S., Asbari, M., & PURWANTO, A. (2022). Pancasila based character education to form good and smart citizens. *Journal of Community Service and Engagement*, 2(4), 11-18.
20. Leiringer, R., & Cardellino, P. (2011). Schools for the twenty-first century: School design and educational transformation. *British Educational Research Journal*, 37(6), 915-934.
21. Ma'arif, M., Nuryana, Z., & Saidi, I. A. (2020). Character Education in the New Paradigm of Pancasila Citizenship Education. *Universal Journal of Educational Research*, 8(12), 6893-6901.
22. Madani, R. A. (2019). Analysis of educational quality, a goal of education for all policy. *Higher Education Studies*, 9(1), 100-109.



23. Moore, G. T., & Lackney, J. A. (1993). School design: Crisis, educational performance and design applications. *Children's Environments*, 99-112.
24. Pring, R. (2016). Putting persons back into education. In *Learning to be Human: The Educational Legacy of John MacMurray* (pp. 95-108). Routledge.
25. Rahmawati, N. R., & Utomo, P. (2024). The Role of School Environment and Its Influence on Students' Discipline and Politeness Character in Primary School Students. *Indonesian Journal of Character Education Studies*, 1(2), 64-76.
26. Rofiah, C., & Bungin, B. (2021). Qualitative methods: Simple research with triangulation theory design. *Develop*, 5(1), 18-28.
27. Rowe, D. C. (1994). *The limits of family influence: Genes, experience, and behavior*. Guilford Press.
28. Sari, V. K., & Akhwani, A. (2021, April). Implementation of character education based on anti-corruption values through extracurricular and habituation in elementary school. In *International Conference on Elementary Education* (Vol. 3, No. 1, pp. 153-162).
29. Saryanto, S., Retnaningsih, R., Nofirman, N., Muhammadiyah, M. U., & Yuniwati, I. (2023). Analysis The Role of School Culture in Shaping The Personality and Character of Students. *Mudir: Jurnal Manajemen Pendidikan*, 5(2), 477-482.
30. Sunarso, S., Hidayah, Y., Firmansyah, A., & Arpanudin, I. (2024). Content analysis of Pancasila and Civic Education curriculum at the junior high school level in Indonesia: Philosophical perspectives in affirming civic identity. *Jurnal Civics: Media Kajian Kewarganegaraan*, 21(1), 98-106.
31. Suyahman, S. (2018, August). Multicultural Education of Strengthening in Global Era Through Pancasila and Civics Educations (PPKN) Learning for Yunior High School Students Kartasura District. In *PROCEEDING ICTESS (Internasional Conference on Technology, Education and Social Sciences)*.
32. Tight, M. (2021). Globalization and internationalization as frameworks for higher education research. *Research Papers in Education*, 36(1), 52-74.
33. Tubbs, J. E., & Garner, M. (2008). The impact of school climate on school outcomes. *Journal of college teaching and learning*, 5(9), 17.
34. Zajac, R. J., & Hartup, W. W. (1997). Friends as coworkers: Research review and classroom implications. *The Elementary School Journal*, 98(1), 3-13