

## The Impact of the School Environment on the Personality of Class XI IPS Students at SMA Pusaka 1 Jakarta

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### Abstract

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Personality refers to the unique set of traits and qualities that distinguish one individual from another. Every person possesses a unique personality that is capable of adjusting and engaging with the surrounding environment. An individual's personality is shaped by the impact of their familial, communal, and educational surroundings. One benefit is that a conducive school environment can facilitate the attainment of educational objectives and have a favourable impact on student growth. The objective of this study was to assess the impact of the school environment on the personality traits of Class XI IPS students at SMA Pusaka 1 Jakarta. This research methodology employs a quantitative approach by utilising a questionnaire. The study focused on the population of class XI IPS students, consisting of 128 respondents. The data analysis in this study reveals strong results, as evidenced by the simple linear regression equation:  $Y = 4.775 + 0.609X$ . The Pearson Product Moment correlation coefficient of 0.707 indicates a significant and robust association between variable X (school environment) and variable Y (personality). The study found that the school environment has a significant impact on students' personalities, accounting for 49.9% of the variation observed. The remaining 50.1% is attributed to other factors that were not investigated in this research. This is supported by the results of hypothesis testing, which indicate that the calculated t-value (11.209) is greater than the critical t-value (1.657) at a significance level of 5%. From this, it can be inferred that variable X (school environment) has a substantial impact on variable Y (student personality).

**Keywords:** environment, school environment, student personality, social studies

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## INTRODUCTION

Education is an essential requirement for all individuals as it serves as a means to develop intelligence, foster creativity, and cultivate positive character traits in students, who are the future generation with strong moral values. Education is a cultural endeavour that seeks to enhance and preserve human dignity over the course of a lifetime. It begins with students acquiring knowledge and skills within the family setting, and then progresses to what is commonly known as the second home - the school. The school serves as a crucial educational institution that plays a vital role in imparting ethics, morals, character, and instilling a sense of prioritising public interests over personal interests. Education serves as a benchmark for every nation, as it plays a crucial role in promoting welfare and developing high-quality human resources.

As per the Law of the Republic of Indonesia Number 20 of 2003 regarding the National Education System Article 3:

"National education functions to develop abilities and shape the character of a dignified national civilization in order to make the nation's life more intelligent, with the aim of further developing the potential possessed by students to become human

beings who believe, are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens”.

Education is a deliberate and organised endeavour aimed at enhancing students' abilities and competencies through the process of learning. Education plays a pivotal role in shaping individuals and their character, ultimately determining the type of people that will be cultivated and fostering the development of mature personalities.

Personality is an innate attribute of humans that encompasses both positive and negative aspects. In social interactions, an individual's personality is often used as a basis for evaluating and forming opinions about them. An individual with a commendable personality will adeptly assess both the outward appearance and viewpoints of others. Conversely, if someone possesses a negative personality, their evaluation will also be unfavourable. Therefore, it is crucial to cultivate and exhibit a positive personality. Personality refers to an individual's mental state, encompassing distinctive traits that distinguish their personality from others, including their emotions and behaviour towards others.

An individual's personality undergoes progressive development through a gradual and enduring process that persists until the end of their life. The family environment is the primary influence on the development of an individual's personality. During the initial stages of learning and socialisation, the family environment serves as the primary setting where individuals are introduced to education and social interactions. In this context, the father, mother, and older siblings act as influential figures and role models. During his childhood, he will emulate the habits and behaviours of his family environment. Nevertheless, parents are unable to completely mould students' personalities as they entrust the learning process to teachers and schools without having a comprehensive understanding of their child's development.

Rahayu (2016) found that the social environment and school environment have a significant influence of 26.35% on the personality of students in class X and XI at MA. Nurul Mujtahidin Mlarak accounts for 26.35% of the total, while the remaining 73.65% is attributable to other factors. It is a well-established fact that the social environment has a significant impact on students' personalities, and this also holds true for the school environment. Character, sociability, and responsibility are influential components of personality in this study. Nevertheless, the social environment of students exerts an impact on their personality by means of their engagement in societal activities, media consumption, interactions with peers, and the prevailing lifestyle of society. Moreover, the school environment exerts an impact on students' behaviour. The school environment has a significant impact on various aspects of education, including the curriculum, teaching methods, peer interactions, student-teacher relationships, school conditions, and facilities.

Humans possess the capacity to exercise self-control in diverse circumstances and undergo personal growth, owing to the immense power of their creator. Education plays a crucial role in shaping students' personalities. It will consistently undergo positive advancements to enhance the quality of human resources. Additionally, the effectiveness of education is also influenced by the surrounding environment.

The environment plays a crucial role in shaping an individual's personality, particularly for students. The family environment holds the greatest significance, followed by the school environment, as it contributes to the development of one's character. Establishing a conducive school environment fosters the growth of students into virtuous individuals, while cultivating a comfortable learning atmosphere instills discipline in both academic pursuits and daily routines. The school environment is inherently social, as it facilitates interaction and communication among various individuals, including students,

teachers, education staff, principals, and others. In addition, a detrimental effect will occur if the school environment is unfavourable for the individuals associated with the educational institution.

Based on research and initial observations conducted at SMA Pusaka 1 Jakarta, it has been observed that some students still exhibit immature personalities as a result of their transitional adolescence. Additionally, there are students who lack proper etiquette towards teachers and staff, both in terms of their language and behaviour. During the teacher's explanation, some students were observed eating in class and using inappropriate language during communication. Adolescents are anticipated to possess a commendable and sophisticated character, enabling them to be advantageous to both themselves and others. Based on the given description, researchers are intrigued and motivated to conduct a study titled *The Impact of the School Environment on the Personality of Class XI IPS Students at SMA Pusaka 1 Jakarta*.

## METHODS

This study employs quantitative methodologies through the administration of questionnaires. The target population for this research consists of students enrolled at SMA Pusaka 1 Jakarta. The research employed a purposive sampling technique, specifically selecting only class XI IPS students as the sample, with a sample size of 128 individuals. The data was processed using SPSS version 29. The following are the research tools:

**Table 1.** Research Instruments

Variabel	Indikator		Sumber
Kepribadian	1	Kepercayaan diri	(Slameto, 2015)
	2	Tanggung jawab	
	3	Saling menghargai	
	4	Kompetitif	
Lingkungan Sekolah	1	Guru dan tenaga kependidikan	(Marini & Hamidah, 2014)
	2	Teman-teman sekolah	
	3	Kurikulum	
	4	Sarana dan prasarana	

Prior to disseminating the research questionnaire to participants, it is imperative to conduct a pilot study to determine if the items developed satisfy the criteria for inclusion in the questionnaire. Prior to surveying research subjects, respondents who are not part of the research study are interviewed. Subsequently, the questionnaire undergoes rigorous assessment to determine its validity and reliability. If it meets the criteria of being accurate and trustworthy, it is then disseminated to the intended respondents. Data analysis employs classical analysis, as well as simple linear regression, to perform hypothesis testing.

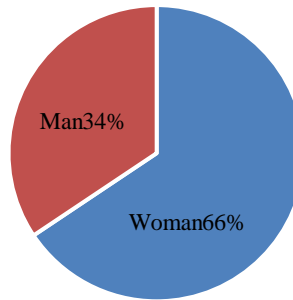
## RESULTS & DISCUSSION

### *Result*

#### 1. Description of Respondent Characteristics

##### a. Respondents Based on Gender

Based on the data recapitulation, it can be seen that the percentage of male gender is 44 students with a percentage of 34% while female gender is 84 students with a percentage of 66%.

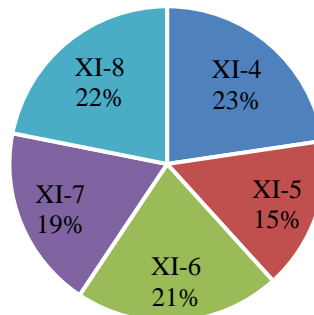


Source: Processed by researchers

**Figure 1** Graph Frequency Based on Type Sex

b. Respondents Based on Class

Based on the data recapitulation, it can be seen that the percentage of respondents for each social studies class is XI-4 at 22.66%, XI-5 at 15.63%, XI-6 at 21.09%, XI-7 at 18.75% , XI-8 amounted to 21.88%.



Source: Processed by researchers

**Figure 2** Graph Frequency by Class

2. Classic assumption test

a. Data Normality Test

**Table 2.** One-Sample Kolmogorov-Smirnov Test

One- Sample Kolmogorov-Smirnov Test			Unstandardized Residual
N			128
Normal Parameters <sup>a, b</sup>	Mean		,0000000
	Std . Deviation		1.12203303
Most Extreme Differences	Absolute		,052
	Positive		,037
	Negative		-,052
Test Statistics			,052
Asymp . Sig . (2-tailed) <sup>c</sup>			,200 <sup>d</sup>
Monte Carlo Sig . (2-tailed) <sup>e</sup>	Sig .		,529
	99% Confidence Interval	Lower Bound	,516
		Upper Bound	,542

Source: Processed by researchers

The normality test table , the results of the calculation of the *One Sample Kolmogorov-Smirnov* data normality test *Test* that the significance

value ( *Asym Sig* ) of  $0.200 > 0.05$  means it can conclude the residual sample normally distributed.

b. Homogeneity Test

**Table 3** *Tests of Homogeneity of Variances*

Tests of Homogeneity of Variances					
		Levene Statistics	df1	df2	Sig .
PERSONALITY	Based on Mean	1,257	32	63	,217
	Based on Median	,662	32	63	,898
	Based on Median and with adjusted df	,662	32	28,947	,872
	Based on trimmed mean	1,202	32	63	,262

*Source:* Processed by researchers

Based on the homogeneity test table above, the homogeneity test calculation can be seen from the *Based On Mean data* which shows 0.217, indicating that the *sig .*  $> 0.05$ , it is concluded that the data sample is homogeneous, meaning the sample comes from the same population.

3. Simple Linear Regression Test

**Table 4** *Simple Linear Regression*

		Coefficients <sup>a</sup>			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std . Error	Beta	t
1	( Constant )	4,775	,975		4,896
	SCHOOL ENVIRONMENT	,667	,059	,707	11,209

*Source:* Processed by researchers

From the table above, it shows that the value of  $a=4.775$  and the value of  $b=0.609$ , a simple regression equation can be created as below :

$$Y = 4.775 + 0.667X$$

Based on the regression equation above, the personality value is 4.775 when the school environment is 0 (zero), and the constant value is 0.667. This states that if the school environment (X) increases by one value unit, the student's personality will increase by 0.667.

4. Correlation Coefficient Test

**Table 5** *Correlation Coefficient*

		Correlations	
		SCHOOL ENVIRONMENT	PERSONALITY
SCHOOL ENVIRONMENT	Pearson Correlation	1	,707 **
	Sig. (2-tailed)		<.001
	N	128	128
PERSONALITY	Pearson Correlation	,707 **	1
	Sig. (2-tailed)	<.001	
	N	128	128

*Source:* Processed by researchers

Based on the table above, a decision can be made to show significance  $< 0.05$ , then the school environment variable has a correlation with personality, and the coefficient interval is 0.707. By looking at the interpretation table, the strong correlation coefficient is located in the correlation value range of 0.60-0.799.

**Table 6** *Interpretation Coefficient Correlation*

Coefficient Intervention	Relationship Level
0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Enough
0.60-0.799	Strong
0.80-1,000	Very strong

Source : (Supriadi, 2021)

#### 5. Coefficient of Determination Test

**Table 7** *Coefficient Determination*

Model Summary <sup>b</sup>				
Model	R	R Square	Adjusted R Square	Std . Error of the Estimate
1	,707 <sup>a</sup>	,499	,495	1.12648

Source: Processed by researchers

Based on the table, it can be concluded that there is an influence of the school environment (X) on personality (Y) of 49.9% and the remaining 50.1% is influenced by other factors.

#### 6. Hypothesis testing

**Table 8.** *Hypothesis*

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std . Error	Beta	
1	(Constant)	4,775	,975		4,896
	SCHOOL ENVIRONMENT	,667	,059	,707	11,209

Source: Processed by researchers

Conduct a hypothesis test analysis by comparing the calculated t-value ( $t_{\text{hitung}}$ ) with the critical t-value ( $t_{\text{tabel}}$ ). Determine the critical t-value using the formula  $dk = n - 2$  and a significance level of 5%. Given that  $dk = 128 - 2 = 126$  and a significance level of 5%, the critical value  $t_{\text{tabel}}$  is 1.657. According to the criterion, if the calculated value  $t_{\text{hitung}}$  is greater than the critical value  $t_{\text{tabel}}$ , it can be concluded that there is a significant influence between variable X and variable Y. If the value of  $t_{\text{hitung}}$  is less than the value of  $t_{\text{tabel}}$ , it can be concluded that there is no significant influence between variable Y. However, based on the t test results in the table above, it is observed that  $t_{\text{hitung}}$  is greater than  $t_{\text{tabel}}$  ( $1.209 > 1.657$ ), therefore, the null hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_a$ ) is accepted. There is a correlation between the school environment and the personality of class XI IPS students at SMA Pusaka 1 Jakarta.

### **Discussion**

The analysis conducted indicates a correlation between the school environment and the personality of class XI IPS students at SMA Pusaka 1 Jakarta. To facilitate the research process, data was collected using a questionnaire. The equation  $Y = 4.775 + 0.667X$  was used to obtain the results of a simple linear regression test. The correlation coefficient was 0.707, indicating a strong correlation relationship. The coefficient of determination, which stands at 49.9%, indicates a significant impact of the school environment on students' personalities. The remaining 50.1% is attributed to other factors. In hypothesis testing, it is established that the calculated t-value (11.209) is greater than the critical t-value (1.657). Therefore, we can conclude that the null hypothesis ( $H_0$ ) is rejected in favour of the alternative hypothesis ( $H_a$ ). It can be inferred that there is a correlation between the school environment and the personality of class XI IPS students at SMA Pusaka 1 Jakarta.

Sari confirmed that the school environment encompasses the physical, social, and academic components that surround learning activities and significantly contribute to achieving school goals. The school environment is influenced by three interconnected aspects: social, physical, and academic. The school's physical environment encompasses laboratories, classrooms, libraries, equipment, learning media, and a conducive school atmosphere. A conducive school environment can enhance students' learning experience at school (Sari, 2019). The school environment can influence the development of students' personalities. Personality refers to the psychological and physical characteristics that determine a person's behaviour. It also determines how a person adapts to their surroundings in a distinct manner compared to others (Jaenudin & Marliani, 2017).

The findings of this study align with previous research conducted by Arsyiah (2014) on the impact of the school environment on student personality at Madrasah Tsanawiyah Nurul Yaqin, Benteng District, Selayar Regency, as well as with the research conducted by Rahayu (2016) on the influence of the social and school environment on the personality of Class X and XI students at MA Nurul Mujtahidin Mlarak Ponorogo. According to these two studies, the research findings indicate that the school environment has a notable impact on students' personalities.

### **CONCLUSION**

The analysis of the data from this research indicates that the school environment has an impact on the personality of class XI IPS students at SMA Pusaka 1 Jakarta. Researchers propose that educational institutions, such as schools, prioritise the consideration of students' personality traits and provide support to those who lack self-assurance. Teenagers in class XI require guidance from adult figures at school, including teachers, staff, and other educational personnel. In order to prepare students for their future, it is important for them to develop strong and positive personalities.

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