



The Influence of School Environment on Students' Respectful Attitudes

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Receive: 17/01/2023

Accepted: 17/02/2023

Published: 01/03/2023

Abstrak

Penelitian ini bertujuan mengidentifikasi faktor-faktor yang memengaruhi sikap hormat peserta didik serta bagaimana lingkungan sosial sekolah berperan dalam memengaruhi sikap tersebut. Dalam lingkungan sekolah, peran lingkungan sosial sangat penting dalam membentuk perilaku peserta didik. Penelitian ini menggunakan metode kualitatif pendekatan deskriptif dengan subjek penelitian tiga peserta didik di SMP Kuncup Melati Semarang. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Hasil analisis menunjukkan bahwa faktor-faktor internal dan eksternal berperan dalam membentuk sikap hormat. Faktor internal melibatkan pengalaman hidup dan kepribadian, sedangkan faktor eksternal melibatkan lingkungan sosial sekolah dan pengaruh teknologi. Lingkungan sosial sekolah memainkan peran penting dalam membentuk sikap hormat peserta didik, interaksi dengan guru, staf, dan teman sebaya menciptakan norma perilaku dan sikap dalam lingkungan sekolah. Faktor internal dan eksternal seperti pengalaman hidup, kepribadian, lingkungan sekolah, dan teknologi juga memengaruhi sikap hormat peserta didik. Untuk meningkatkan sikap hormat peserta didik, penting untuk memperhatikan faktor-faktor ini dan menciptakan lingkungan belajar yang positif dan inklusif.

Kata Kunci: Lingkungan, Sikap Hormat, Peserta didik

The Influence of School Environment on Students' Respectful Attitudes

Abstract

This study aims to identify the factors influencing students' attitudes of respect and how the school's social environment plays a role in shaping these attitudes. Within the school environment, the role of the social environment is crucial in forming students' behaviors. This research utilizes a qualitative method with a descriptive approach, with three students from SMP Kuncup Melati Semarang as the research subjects. Data collection techniques include observation, interviews, and documentation. The results of the analysis indicate that both internal and external factors contribute to the formation of respectful attitudes. Internal factors involve life experiences and personality, while external factors encompass the school's social environment and technological influences. The school's social environment plays a significant role in shaping students' respectful attitudes; interactions with teachers, staff, and peers establish behavioral norms and attitudes within the school setting. Internal and external factors such as life experiences, personality, school environment, and technology also influence students' attitudes of respect. To enhance students' attitudes of respect, it is essential to consider these factors and create a positive and inclusive learning environment.

Keywords: Environment, Respect, Learners

Pendahuluan

The school's environment plays a key role in achieving learning objectives. Pradiptya (2020) states that the role of the social environment in schools has a significant influence on motivating students to achieve learning goals. The social environment within the school affects the behavior of all members, especially students, and teachers, who have a crucial role in the learning process (Susanti, 2019). What is crucial in the world of education is the teacher's increased attention to the behavior of students, the imparting of positive moral knowledge, and the cultivation of a respectful attitude towards them.

A study by HS et al (2022) has stated that the school's social environment plays a role in shaping a child's personality. The school serves as a continuation and complement to family education in shaping the personality of students. Life at school acts as a bridge that connects students to real-life experiences within the community in the future.

Respectful attitude is an expression or behavior that reflects honor, appreciation, and recognition towards others. Milkiawati (2010) has revealed in her study that respect can manifest as a sincere feeling, encompassing appreciation, dedication, courteous behavior, and mutual respect between individuals or others. A study has also asserted that respectful attitude is highly important for students. Fatchurrohman (2022) emphasizes that when discussing students, the significance of respect is closely related to social and emotional aspects, involving thoughts, attitudes, and behaviors that impact their lives. Respectful attitude can be practiced by demonstrating politeness and providing responses filled with kindness, both through actions and expressions.

SMP Kuncup Melati Semarang is one of the institutions that provides formal education with the vision to produce intelligent, morally upright and characterful young people for the nation. According to the researcher's observations, SMP Kuncup Melati Semarang is a school that welcomes students from diverse backgrounds, including differences in ethnicity, race and religion. In addition, the researcher

found that students tended to show a lack of respect towards teachers and peers. There were instances where some students expressed anger towards teachers by using inappropriate language, while others refused to accept teachers' reprimands when they made mistakes.

Overall, the majority of students at SMP Kuncup Melati Semarang showed unfavorable behavior, especially a noticeable lack of respect within the school's social environment. Therefore, the study investigates to identify the factors that influence students' respectful behavior and how the school's social environment contributes to shaping such behavior. It is hoped that this identification will lead to a positive change in students' behaviors and attitudes, which will ultimately benefit their learning experience.

Metode

This study employed a qualitative method. The type of qualitative research approach used was a descriptive approach. The research sample was taken from SMP Kuncup Melati Semarang, where three students were the subjects of this study. The data collection techniques mainly used in this research were participant observation, interviews, and documentation. The data collection instruments consisted of the human instrument, which was the researcher herself, interview guidelines, and observation sheets. Data validity testing for this study was based on two criteria: credibility test and confirmability test. The data was analysed through data condensation, data display, and drawing and verification conclusions (Miles, Huberman, & Saldaña, 2014).

Result and Discussion

As mentioned before, the first research question encompassed the factors that influence students' respectful attitudes and how the environment affects students' respectful attitudes. Based on the data obtained, the environment is made up of two main categories, namely internal and external factors. Factors that influence respectful behaviors can be varied and complex, as they involve different aspects of learners' individual lives.

1) Internal Factors

Internal factors can influence learners' respectful attitudes because these factors are internal to individuals and shape their mindsets, values and attitudes towards others. These internal factors interact and influence each other to shape learners' respectful attitudes. Therefore, a holistic and comprehensive approach to supporting the development of positive respect in learners involves understanding and paying attention to these internal factors. In this study, the researcher limited two categories of internal factors as follows:

a) Life Experience

Learners' interactions with others in personal experiences can shape their respectful attitudes.

"Teachers always advise us, when we meet teachers outside the classroom we are greeted, we respect them, and sometimes when we meet elementary school teachers, we are always told to obey the teacher"

This statement shows that teachers always give advice and teach about the importance of respecting others to learners. Learners are reminded to always respect teachers when interacting with them outside the classroom. Even when meeting teachers from their previous school (elementary school), they are also always reminded to obey and respect them. This result was also found in a study conducted by Abdullah (2019). Abdullah (2019) has stated that positive interactions, such as experiences of feeling valued and respected can increase learners' respectful attitudes towards that person. However, negative interactions, such as demeaning experiences, can affect learners' respect.

b) Personality

The results of the interviews conducted by the researcher are outlined below. Learners who showed positive personalities, such as politeness, empathy, and independence, tend to be more able to appreciate others more easily (Suwartini, 2017). Learners'

personalities played a role in shaping learners' respectful attitudes at school through role modeling, effective communication, self-awareness, and teaching ethical values.

"...if the class is quiet, but sometimes it is noisy again. ...noise is usually reprimanded by the teacher, telling us to be quiet, ...while saying sit quietly and pay attention."

The statement describes a situation in the classroom where learners sometimes behaved noisily and were not quiet when they were supposed to be learning. The teacher then reprimanded them to be quiet and paid better attention to the lesson. It can be interpreted that there is a problem with learners' behavior that is not always quiet and focused when in class. Teachers tried to control the situation and created a more conducive learning environment so that students could learn well. This result was in line with what Zerkowitz & Cole (2016) found in their study, stating that teachers and school staff who display respect will be good role models for learners, and empathic communication and teaching ethical values also shape their respect.

2) External Factors

External factors can influence respectful attitudes in learners because these factors come from the environment around the individual and have a significant impact on the way the individual interacts with others. These external factors interact with internal factors in shaping learners' respectful attitudes. It is important to understand these external environmental influences as they can act as reminders and encouragement to practice respect in everyday life. By creating an environment that supports respect, it can help learners develop good attitudes towards others and create a positive and inclusive learning environment.

a) Environment

The social environment at home and school has an impact on learners' social and emotional experiences. The child felt more comfortable and connected to

friends and teachers at school than at home. In the school environment, there was the presence of many friends and more intense social interaction. At home, learners felt that communication with parents (mother and father) was infrequent, perhaps due to the busy lives of each family member. This might affect the quality of relationships and interactions at home. It was also possible that, because of the more relaxed atmosphere at home, social interactions were more casual and less structured. Different social environments can affect learners' social and emotional satisfaction. According to Bronfenbrenner (2004) in his Ecological Systems Theory, individuals exist in different environments, ranging from microsystems (such as family and school) to macrosystems (society and culture) (Bronfenbrenner, 2004). Experiences and interactions, within each of this environment, influence and shape individual development. In this case, the school environment with more structured interactions and more social interactions seems to provide more positive social experiences for learners than the home environment.

b) Technology

"...if you play cellphone, watch YouTube, ...tiktok too, sometimes imitate trending sayings like *Ga Bahaya Tah* and *Chuaks*."

(Respondent 1)

Respondent 1's statement indicates that learners' behavior in playing mobile phones and accessing digital content includes Youtube and TikTok. Learners tended to imitate or follow popular trends, including imitating viral speech or speech styles on social media such as *Ga Bahaya Tah* or *Chuaks*. Tarsono (2018) stated that humans learn by observing and imitating the behavior of others. In the context of the respondent's statement, students learn by observing what was currently trending on platforms like YouTube and TikTok. Whereas this

theory explains why these trends spread among students. They view these actions as a way to blend in with their peers or become a part of the popular culture on social media. Exposure to disrespectful content or negative behavior on social media can influence how students interact with and show respect to others (Uhs & Greenfield, 2011). This phenomenon reflects how the influence of the digital environment can shape their daily behavior.

"...their reaction is just silent, looking like that... whatever, it's up to them"

(Respondent 1)

Respondent 1's statement indicates that they also felt that this behavior did not receive attention from teachers or parents at home. Ahmadi (2008) emphasizes how humans attribute meaning to actions and situations through social interactions. In this context, students feel that their behavior did not receive a response or make "meaning" provided by teachers or parents. As a result, it could affect students' perceptions of how their behavior was evaluated and led to indifference or reluctance to improve their behavior.

"...their reaction is not scolding, if something is wrong, they just advise like, 'You should't do that... it should be like this to be correct,' but that's it, they never scold."

(Respondent 2)

Statement from Respondent 2 describes how the students respond to corrections or reprimands given by their parents. They reported that parents do not comment and provide advice.

"They scold, if it's not right, they say, 'What are you watching?... How could you be like that?... What do you mean, following it so closely?'"

(Respondent 3)

"Respondent 3's statement describes how the parents of the students react to the behavior or words that the students

imitate from the frequent shows they watch. In this context, the students stated that their parents respond by scolding or reminding them. Additionally, the parents also seemed to provide comments in the form of questions that expressed their astonishment at the similarity between the students' behavior and what they watched.". According to Samdin (2020)., students' indifference or reluctance to improve their behavior can be associated with a low motivation to change. If they feel that the lack of response or attention from teachers or parents diminishes the value or consequences of behavior change, they may also not be motivated to improve it. This reflects a shift in the dynamics of social interaction that can arise from the use of technology and social media. Physical interaction and direct communication with teachers without it have become more limited, possibly because students are more interested in using their phones or gadgets.

Conclusion

In order to understand and enhance students' attitudes of respect, this study has identified factors influencing these attitudes, originating from both internal and external sources. In this study, these factors are narrowed down into two main categories: internal and external factors. Internal factors refer to elements within students that shape their mindset, values, and attitudes towards others. This involves life experiences and the students' personalities. Life experiences, including interactions with teachers, can provide valuable lessons about the importance of respecting others. Positive personality traits, such as politeness, empathy, and independence, help students appreciate others. Teachers play a crucial role in shaping these aspects by setting examples, effective communication, and teaching ethics. External factors involve elements from the students' surrounding environment that influence how they interact with others. In this study, two main aspects of

external factors are highlighted: the environment and technology. The social environment at home and school affects students' social and emotional experiences, with a more structured school environment providing a more positive social experience. Technology, especially social media and digital content, also plays a role in shaping students' attitudes and behaviors, with students tending to mimic popular trends on social media. The responses of teachers and parents to students' behavior in the digital environment also play a crucial role in shaping their attitudes of respect.

Additionally, this research highlights the significant role of teachers and parents in shaping students' attitudes of respect. Their responses to students' behavior, both at school and at home, have a profound impact on how students understand and practice respect. To create a better educational environment, it is essential for teachers, parents, and educational institutions to pay attention to and take appropriate actions to support the development of positive attitudes of respect in students. Awareness of the internal and external factors influencing attitudes of respect is the first step in this effort and can help create a more inclusive and positive learning environment for the future.

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