

THE ROLE OF THE SCHOOL ENVIRONMENT IN CHARACTER FORMATION THE DISCIPLINE CLASS 10 STUDENTS OF SMA IT BOARDING SCHOOL AL-JAOHAR

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Abstract

This study aims to describe the role of the school environment in the formation of the discipline character of class X students of SMA IT BOARDING SCHOOL AL-JAOHAR therefore the importance of strengthening the character of discipline, because many undisciplined behavior occurs in the school environment, such as not wearing uniforms, not attending Monday ceremonies, arriving late, wearing accessories at school, littering, and others. The purpose of this study is to explore the school's efforts in forming the discipline character of class X students. This type of research is descriptive qualitative. Data collection methods used include observation, interviews. Activities in data analysis include data reduction, data presentation and conclusions. The study was conducted at SMA IT BOARDING SCHOOL AL-JAOHAR in class X. Based on the results of the study, the school's efforts in forming the discipline of class X students in SMA IT BOARDING SCHOOL AL-JAOHAR have had a good discipline character, the type of discipline in maintaining cleanliness. Thus there are still students who are not disciplined, but the majority of class X students are able to be disciplined and carry out their obligations as students well.

Keywords: School environment, Discipline, Students.

A. INTRODUCTION

Character formation in the school environment is crucial because children spend a significant amount of time at school and with friends outside of it (Nasution, 2020). Each student's character development is influenced by two factors: internal and external. Internal factors are influences originating from within the student, while external factors include the family environment, school environment, and even the community environment, which influence the process of personality development. The environment is the most fundamental aspect of human life, naturally shaping human attitudes (Lestari, 2021).

The school environment plays a crucial role in shaping students' social behavior, enabling optimal achievement of educational goals (Agustina et al., 2025). Although the school environment ranks second to the family environment in influencing student character formation, not all aspects of education can be handled by the family, particularly in the areas of knowledge and skills. In addition to providing academic education, schools also teach

moral and ethical values in behavior. Schools, as learning environments, are expected to instill and develop positive values and assist students in building strong character (Shoumi & Yuris, 2024). Character education plays a crucial role in addressing the identity crisis currently facing Indonesia. To achieve this goal, teachers play a crucial role in fostering student discipline in schools.

Student self-discipline aims to help students develop an understanding of themselves, address and prevent disciplinary problems, and create a safe, comfortable, and enjoyable learning environment. This aims to ensure students comply with applicable regulations (Susi, 2020). The implementation of disciplinary character education is an important aspect in the current educational context. According to Irsan & Rijal (2020), strengthening character education within the family, school, and community is crucial in the current era, due to numerous incidents indicating a moral crisis among children, adolescents, and parents.

In facing these challenges, character education plays a key role in shaping individuals with strong moral values and a disciplined attitude. Character education must be emphasized from an early age, both within the family, school, and society as a whole. Discipline is a key element in character formation that needs to be considered and developed. Discipline is crucial because it helps foster other positive character traits in individuals. This is necessary because currently, deviant behavior that does not align with societal norms of discipline is prevalent. Research by Putra et al. (2022) states that undisciplined behavior is often seen at various school levels, including high schools. Examples include late attendance, non-compliance with school uniform regulations, late submission of assignments, and other behaviors that deviate from school norms.

Sri Hartini (2017) also identified undisciplined behavior in the school environment, such as non-compliance with uniform use, late arrival to school, littering, vandalism on school walls, and truancy. Undisciplined behavior in schools indicates a problem in the development of disciplined character in students. The emergence of this behavior indicates that character education provided in schools has not had a significant positive influence on changes in daily student behavior. Although students realize that their behavior is inappropriate, they may not yet have the skills to change these habits (Hasibuan, 2022). Based on the results of observations conducted by researchers at SMA IT BOARDING SCHOOL AL-JAOHAR. Researchers found problems in the form of a lack of character formation of discipline in students, such as there are still students who are late, students do not use attributes that have been determined by the school, and students still litter. The study seeks to uncover the role of the school environment in shaping the character of discipline in students at SMA IT BOARDING SCHOOL AL-JAOHAR. However, if we look at the existing reality, we still see many cases where the formation of student character, especially the formation of disciplined character, has not been sufficiently developed in schools. The purpose of this study is to explore the school's efforts in forming the disciplined character of class X students. This makes the researcher interested in exploring and researching in depth the role of schools in forming the disciplined character of students and the obstacles encountered in forming the disciplined character of students.

Learning discipline is a crucial condition that determines a student's success in their learning process (Lase A, 2016). Discipline is central to education; without it, there will be no

agreement between teachers and students, resulting in less than optimal achievement, especially in learning. The following are expert opinions on discipline.

- Discipline is the effort to control oneself and the mental attitude of an individual or community in developing obedience and adherence to rules and regulations based on the drive and awareness that arise from within.
- Discipline is an aspect of life that must be present in society. Therefore, it should receive significant attention from all parties, both inside and outside of school.
- Learning discipline is essential for every student. With learning discipline, educational goals will be more easily achieved.

Based on several expert opinions regarding the definition of discipline above, it can be concluded that learning discipline is a series of behaviors of a person that show obedience and compliance with the rules, regulations and norms of life that apply because they are driven by awareness from within themselves to carry out the desired learning goals.

B. LITERATURE REVIEW

Developmental Ecology Theory

Developmental ecology theory explains that individual behavior and development are shaped through continuous interactions between individuals and the environment in which they live. Bronfenbrenner emphasized that schools are one of the closest environments that have a direct influence on the formation of attitudes, habits, and character of students (Bronfenbrenner, 1979). In the context of education, the school environment is not only understood as a place of academic learning, but also as a social system that shapes student behavior through rules, culture, relationships, and daily experiences. This theory is relevant because students' disciplined character does not develop separately from their social context, but rather develops through interactions with teachers, peers, rules, and the school climate. Thus, the formation of disciplined character can be understood as the result of students' adaptation process to a consistent and educational school environment. Indicators of Developmental Ecology Theory:

- The school environment as the closest system
- Student-teacher interactions
- Student-peer interactions
- School culture and climate
- School rules and social structure

Social Learning Theory

Social learning theory explains that individuals learn behavior through the process of observing, imitating, and internalizing the actions of others who are considered important or influential. Bandura emphasized that behavior is not only shaped by punishment and rewards, but also by role models seen directly in the social environment (Bandura, 1986). In the school environment, teachers are the main models whose behavior is observed by students, so teacher discipline in arriving on time, dressing neatly, and obeying the rules will have a strong influence on the formation of student discipline. This theory is very relevant because many disciplinary behaviors in schools are formed not only through instructions, but also through concrete examples that students see and repeat in their daily lives. Therefore, role

models and habits are two important elements in forming a disciplined character through the social learning process. Indicators of Social Learning Theory:

- Observation of models
- Imitation of behavior
- Teacher role models
- Reinforcement of positive behavior
- Habituation through social interaction

Character Education Theory

Character education theory positions schools as strategic spaces for instilling moral values and forming good habits that are carried out consciously and consistently. Lickona explains that good character is not only related to knowledge of values, but also includes moral feelings and moral actions in everyday life (Lickona, 1991). In the context of discipline, students are not enough to just know the school rules, but also need to have the awareness, will, and habit to carry them out responsibly. This theory is relevant because the formation of a disciplined character is essentially a process of value education carried out through habituation, supervision, enforcement of rules, and reinforcement of good attitudes. Thus, student discipline is not only the result of external control, but also the internalization of character values that are systematically built by the school environment. Character Education Theory Indicators:

- Moral knowing
- Moral feeling
- Moral action
- Internalization of discipline values
- Habitualization of positive behavior

C. RESEARCH METHODOLOGY

This study utilizes a descriptive qualitative method, which aims to investigate the natural conditions of the object. The researcher serves as the primary instrument in this study, using triangulation as the primary approach. Data analysis is inductive, emphasizing understanding meaning rather than generalization (Sugiyono, 2020). The results of the study are described in detail to facilitate understanding by others. The purpose of this study is to provide an overview, describe, and interpret the observed conditions (Bogdan, in Sugiyono 2020). Data collected comes from observations, interviews, and documentation. Interviews are conducted by asking a series of pre-prepared questions, which are then reviewed in more depth one by one (Listiya, 2017). The collected data will be analyzed in the form of words or sentences, with the analysis outlining the situation that has been studied and presented in descriptive form. Data collection methods in this study include observation, interviews, and documentation collection. The instruments used include observation references and interview guidelines related to the formation of disciplined character by teachers, students, and the environment, along with the factors that influence it. Data analysis is carried out using data reduction techniques, data presentation, and drawing conclusions. To validate the data, triangulation methods including time triangulation were used. The research was

conducted at SMA IT BOARDING SCHOOL AL-JAOHAR in February 2026. The research subjects included , and 10th grade students at SMA IT BOARDING SCHOOL AL-JAOHAR.

D. RESULT AND DISCUSSION

Based on interviews with teachers and tenth-grade students at SMA IT BOARDING SCHOOL AL-JAOHAR, the study found that developing a disciplined character doesn't happen quickly or instantly. It requires a long process to instill these habits in students. Therefore, all parties within the school environment must actively participate in instilling this disciplined character.

The formation of discipline character in schools is done by carrying out habituation activities regularly and consistently. The results of the study on the formation of discipline character in class X at SMA IT BOARDING SCHOOL AL-JAOHAR through habituation activities such as: Ceremony every Monday, students maintain school cleanliness, students come to school on time, students are disciplined and dress politely, students do class duty every morning, every time the lesson starts reading a prayer first, this is in accordance with the explanation that reveals that the habituation of routine activities is an activity carried out continuously and consistently by students. If there are students who violate the rules at school there is a punishment system for male students who violate the most severe school rules, namely having their hair forcibly shaved by the teacher and there are also other light punishments, for example, students who do not attend the ceremony on Monday are punished such as standing in the middle of the field until recess. A program like this is being implemented at SMA IT BOARDING SCHOOL AL-JAOHAR but there are still many students who have not obeyed the rules and regulations at school and the role of teachers is very important to guide students in discipline.

School programs and rules must be consistently implemented to achieve predetermined goals. One of these values in character education is introducing, understanding, and internalizing efforts to create a good school environment. Consistently implementing good habits can shape students' character in terms of discipline, thus helping them become productive, independent, and responsible. The role of teachers in providing examples or good actions related to the formation of student discipline is expected to be imitated and become an example for students. This is what makes teachers must participate in every student activity at school to be able to identify students' bad behavior at school so that teachers can correct what is right and what is wrong.

From the observation results, it was found that schools play a role in shaping students' disciplined character by involving the school environment and teachers as role models for students, carrying out good habituation activities continuously to shape students' disciplined character, and giving punishment to students who violate school rules. From the results of data analysis obtained through data collection techniques, it is seen that schools have taken steps to shape student discipline in line with their respective roles, so that they can achieve the expected core achievements.

Example

The exemplary behavior demonstrated by teachers should serve as an example for their

students. This role model is crucial because students tend to imitate their teachers' behavior. For example, teachers who always arrive at school on time before 6:30 a.m. and wear their uniforms according to the established schedule. Furthermore, teachers' active participation in overseeing the implementation of habituation activities and assisting students throughout the habituation process is also crucial.

The image of a teacher as a role model has a significant influence on the development of students' disciplined character. As Hasbullah (2019) points out, positive role models demonstrated by teachers can influence the formation of students' character, which is reflected in their daily good behavior. This idea aligns with Cahyaningrum's (2017) view that role models are a crucial element in changing lifestyle behaviors, as well as in preparing and shaping children's moral, spiritual, and social aspects.

Habituation

The habituation activities here aim to get students accustomed to carrying out activities in an orderly, proper, and regular manner, such as participating in flag ceremonies every Monday, literacy activities on Tuesdays, speaking Javanese on Wednesdays, and other activities. This is done to form students' habits of routinely obeying school rules every day. Habituation programs and rules in schools need to be carried out continuously so that the program's objectives can be achieved. The core focus of character education is to introduce, understand, and internalize efforts to create a quality life in everyday life. By implementing these habits consistently, students' character can be formed in the values of discipline to help them achieve greater productivity, independence, and responsibility.

Imposition of Sanctions

For example, when students arrive late to school, the school will impose sanctions on students who are late according to the time limit determined by the school. Providing consequences when students violate school rules has the goal of providing an understanding to students that violating rules does not symbolize discipline and can have a negative impact on them. By providing this sanction, it is hoped that students can clearly understand which actions are good and which are not. The character of discipline is important for students to have because the character of discipline can describe their characteristics. Discipline can be said to be a process in education such as students being able to apply the character of discipline during the learning process. Learning discipline is a very important condition and determines the success of a student in their learning process (Mulyawati, 2019).

Discipline is essential for everyone, everywhere, and at all times. Students must also be disciplined in adhering to school rules, being obedient in their studies, completing assignments, and studying at home to achieve their learning goals. Here are some expert opinions on the importance of discipline.

- With discipline born of self-awareness, students succeed in their studies. Conversely, students who frequently violate school regulations will generally be hampered in optimizing their potential and achieving their goals.
- Without good discipline, the school and classroom atmosphere becomes less conducive to learning.
- Parents always hope that at school, their children will be accustomed to norms, life values, and discipline. This way, their children can become organized, orderly, and

disciplined individuals.

Discipline is a path for students to succeed in their studies and future careers. Awareness of the importance of norms, rules, obedience, and compliance is a prerequisite for success. Another similar opinion is that the importance of discipline is as follows:

- Provide support for the development of non-deviant behavior.
- Help students understand and adapt to environmental demands.
- Serve as a means of addressing the demands students wish to make on their environment.
- Balance individual desires with those of others.
- Prevent students from engaging in activities prohibited by the school.
- Encourage students to engage in good and righteous behavior.
- Students learn to live with good, positive, and beneficial habits for themselves and their environment.
- Good habits lead to peace of mind and the environment.

Based on the expert opinions above regarding the importance of discipline, it can be concluded that discipline is crucial and necessary for every student. The various benefits of discipline for students are readily apparent, particularly as conscious discipline fosters attitudes, behaviors, and a well-organized lifestyle that will lead to student success in learning.

Condition of Buildings, Educational Facilities and Infrastructure

Facilities and infrastructure are elements that are very necessary in the teaching and learning process, this is because its function as a tool used to facilitate the process of these activities. Viewed from the general understanding of facilities is something that is used as a tool in achieving goals and objectives (media), while infrastructure is everything that is the main support for the implementation of a process, effort or activity. SMA IT BOARDING SCHOOL AL-JAOHAR has a fairly good building which is currently still in the stage of constructing new buildings. The learning process in the morning is one of the added values in the learning process supported by the location of the school which has a rural geography far from the hustle and bustle of the crowd so that it adds comfort in the continuity of the learning process. The buildings/facilities that complement the learning process include:

- Library
- Computer Laboratory
- Prayer Room
- Sports Field
- Classroom Conditions

The learning environment is an environment that can support student learning activities, whether at home, at school, or in other learning locations, to achieve optimal results. In general, schools are places for learning and teaching. Schools are formal educational institutions that systematically implement guidance, teaching, and training programs to help students develop their potential, including moral, spiritual, intellectual, emotional, and social aspects. Schools are facilities specifically designed to implement education. The school environment plays an important role in the development of student learning. This environment includes the physical condition of the school, existing learning facilities and

infrastructure, learning resources, and learning media. The school environment also includes the academic environment, namely the atmosphere and implementation of teaching and learning activities and various extracurricular activities.

Based on the definition above, it can be concluded that the school environment is all conditions that exist in formal educational institutions that systematically implement guidance, teaching, and training programs in order to help students develop their potential. Learning discipline is a series of behaviors of a person that demonstrate obedience and compliance with the rules, rules and norms of life that apply because they are driven by an awareness from within themselves to carry out the desired learning goals. Student discipline in learning is determined by several supporting components. Among the many components that support student discipline in learning, one of them is the school environment.

There are several factors that influence students' learning discipline. These factors are psychological factors, such as interest, motivation, talent, concentration, and cognitive abilities. Physiological factors, which include hearing, vision, physical fitness, malnutrition, lack of sleep and illness. Non-social factors, such as air conditions, time, place and equipment and media used for learning. Social factors, consisting of the family environment, school environment, and community environment. The school environment is the second educational environment after the family environment. Education in the school environment has a significant influence on students' learning discipline. In the school environment, students are educated to become intelligent, skilled and well-behaved citizens.

E. CONCLUSION

Based on the research results and discussions above, it can be concluded that schools play an important role in shaping students' disciplined character through habituation activities, providing examples, and imposing sanctions. These results indicate that most of the tenth grade students of SMA IT BOARDING SCHOOL AL-JAOHAR have demonstrated the appropriate level of discipline in terms of being on time, dressing appropriately, and disposing of trash in its place. Although some students have not yet reached the optimal level of discipline, most of the tenth grade students can demonstrate a good level of discipline and fulfill their obligations as students optimally. This shows that schools have an important role in shaping students' disciplined character.

Internal inhibiting factors include students' self-awareness, while external factors include a lack of parental attention, which makes it difficult for teachers to develop discipline in their students. To address this, teachers employ solutions such as setting an example, fostering habits, providing positive advice, and imposing sanctions.

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