



THE INFLUENCE OF THE SCHOOL ENVIRONMENT AND FAMILY ENVIRONMENT ON CHARACTER-FORMING STUDENTS IN SIPALA STATE 1 SD MAKASSAR CITY

Mulyadi¹, Erwin Nurdiansyah²

¹Islamic Education Management Research Program, Makassar Islamic University, Indonesia

²Elementary Education Research Program, Makassar Islamic University, Indonesia

¹mulyadi.dty@uim-makassar.ac.id

²erwinnurdiansyah.dty@uim-makassar.ac.id

ABSTRACT

The problem with this idea is that some students behave with less character and morality. At the school, some students are still lazy to worship, lie, are not disciplined, lack interest in reading, and do not care about the environment. In addition, students are also less polite to teachers and other staff, both in their words and behavior, such as eating when the teacher explains the lesson and others. The formulation of the problem studied in this study is, how is the influence of the school environment and family environment on the formation of students' character at SD Negeri Sipala 1 Makassar City? This study aims to determine whether the school environment and family environment influence students' character formation at SD Negeri Sipala 1 Makassar City simultaneously or partially. The population studied in this study were all students of class V, totaling 65 students, with a sample of 25 students of class VB. Data collection is done using observation, questionnaires, or questionnaires and documentation. The data analysis technique used is descriptive percentage analysis and multiple regression analysis. The results of the multiple regression analysis in this study are the simultaneous influence of the school environment and family environment on students' character formation at SD Negeri Sipala 1 Makassar City, namely 0.185 with a percentage coefficient of determination of 0.0342. This means that character formation is influenced by 3.42% by the school and family environments and 96.58% by other factors. Suggestions for this research are to increase the attention of parents and schools to create a comfortable atmosphere, away from the noise, and to continually motivate students to develop students to support the creation of appropriate learning behavior.

Keywords: Character Building, Family Environment, School Environment



INTRODUCTIONS

National Education is based on Pancasila and the 1945 Constitution of the Republic of Indonesia, rooted in religious values, Indonesian national culture, and responsiveness to the demands of changing times. One of the things emphasized in the purpose of national education is to improve the quality of human resources. By Law Number 20 of 2003 concerning the National Education System, Article 3 Of the national education aims to develop abilities and form a noble national character and civilization to educate the nation, aiming to create the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and to be a democratic and responsible citizen. From this question, it can be said that education is one of the most important things for humans to prepare for the future.

To realize the vision and mission of national education, an essential reference is needed by each organizer and the academic unit, including criteria and criteria for minimizing various aspects related to the implementation of education. The vital concern is a national standard of education intended to spur managers, organizers, and education units to improve performance in providing quality educational services. It is the school environment that plays a vital role in education. The educational process is not only to prepare students to be able to live in today's society but also to be prepared to live in a society to come, which is getting more and more difficult. Understanding some of the possible circumstances of the community in the future as well as the role of factors of globalization, the development of science and technology, as well as the increasingly dense and rapid flow of communication, future Indonesians need to be directed to the provision of skills that are very necessary to adjust to these future circumstances. There are so many challenges and problems in education to face in the future that the quality of education must be improved so that humans can meet all future demands.



Educational institutions are forums that are planned to be trusted to prepare students who have character with the efforts of all components to develop the potential of students. The feeling students are expected to have expressed in the book *Coaches and Development of national character education*, published by the Ministry of Education. There are eighteen characters: religious, honest, tolerant, disciplined, hard work, creative, independent, democratic, curiosity, national spirit, love of the homeland, respect for achievements, friendly/communicative, peace-loving, fond of reading, environmental care, social care, and responsibility. Factors that considerably influence character building are the family environment, school environment, and community environment. Character building in the school environment is indispensable because a child has enough time to be in or outside the school environment with schoolmates.

The school environment is a unity of space in formal educational institutions that systematically carry out guidance, teaching, or training programs to help students to be able to develop their potential optimally regarding moral-spiritual, intellectual, emotional, social, and physical aspects of their motor. As with the family environment, so is the case with schools. The influence of the environment on the character of the learners in the school is quite significant because the school is the social environment second only to the family that the learner will know. The school environment has factors that can affect the formation of students' character, including what needs to be considered, the maturity of students, the physical condition of students, school life, educators, staff, curriculum, and methods used in teaching.

In a school environment, learners are subjects and objects that require guidance from others to direct their potential and direction toward character maturity. With the continuous formation of character, it is hoped that it can form students who are after and have a charitable nature. Building character in schools cannot be separated from the name educator, and an educator must have educational competencies, namely pedagogical, personal, social, and



professional competencies. If the educator masters these four competencies, he will likely form a good character for his students.

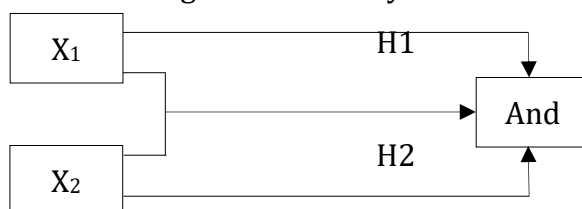
Based on preliminary observations in April 2021 at SD Negeri Sipala 1 Makassar City, some students are still in the school. Some students are still lazy to worship, lie, are not disciplined, have less interest in reading, and care less about the environment. In addition, students are also less polite to the teacher and other staff regarding their words and behaviors, such as when the teacher explains the lesson and others. Based on the above exposure, this research is fundamental because, through this study, we can find out whether there is an influence of school environment and family environment on the formation of students' character. Both students and other parties, in this case, the school and family, can make various efforts to foster and increase interest in learners' learning. To find out whether there is an influence of the school environment and family environment on the formation of the character of students, the researchers are interested in conducting research with the title "The Influence of the School Environment and the Lingkungan Keluarga terhadap Character Formation of Students at SD Negeri Sipala 1 Makassar City".

Based on the background of the problem, the problems can be formulated as follows: 1) What is the description of the school environment of SD Negeri Sipala 1 Makassar City?; 2) What is the picture of the family environment of SD Negeri Sipala 1 Makassar City?; 3) What is the picture of the character building of students at SD Negeri Sipala 1 Makassar City?; 4) Is there an Influence of the School Environment on the Character Building of Students at SD Negeri Sipala 1 Makassar City?; 5) Is there an Influence of the Family Environment on the Character Building of Students at SD Negeri Sipala 1 Makassar City?; 6) Is there an Influence of the School Environment and Family Environment on the Formation of Student Character at SD Negeri Sipala 1 Makassar City?



The author's research type is a quantitative approach with ex-post facto types of research and chole rational methods. The system used in the study is quantitative. The research location is located at SD Negeri Sipala 1 Jln. Katimbang, Biringkanaya District, Makassar City. Theariabel V that the study will study is divided into three variables, namely two independent variables and one dependent variable. As for the variables in this study, namely: 1) Independent (free) variables. The free variables are School Environment (X1) and Family environment (X2); 2) Dependent variables (bound). In this case, the bound variable is character formation(Y).

The designs in this study are:



Information:

X1: School environment

X2: Family environment

Y: Character building

H3

This study's operational definition of variables is 1) L school environment. A school environment is a place for students to learn together with their peers in a directed manner to receive knowledge transfer from teachers which includes the surrounding conditions of the school atmosphere, the relationship between students and their peers, the relationship between students and with teachers and with school staff, the quality of teachers and teaching methods, the state of the building, the school community, the order, school facilities, and infrastructure school; 2) Family Environment. The family environment is everything in the form of materials and stimuli inside or outside the individual that have physiological, psychological, and socio-cultural characteristics that can affect the child's behavior, growth, and development; 3) Character Building. Character is an innate n attitude or habitat characteristic of each individual.

The population is a generalization area consisting of objects/subjects with specific qualities and characteristics set by the researcher to be studied, and then conclusions are drawn. This study's target population was all SD



Negeri Sipala 1 Makassar class V students, totaling 65 students.

Table 1. Population Circumstances

No	Object	Gender		Population
		L	P	
1	IN A	15	18	33
2	In B	16	16	32
	Sum	32	33	65

The sampling technique in this study uses proportional sampling, which is a way of collecting samples by paying attention to the proportion of sub-sub-populations. Determination of the number of pieces in this study using Krejcie and Morgan, namely:

$$n = \frac{X^2 \cdot N \cdot P(1 - P)}{d^2 N - 1 + X^2 P(1 - P)}$$

Description: n = number of samples; N = the multiplicity of the population; d2 = error rate; X2= 3,841; P = proportion in population = 0.5.

Based on this formula, the number of samples taken was 50 students from a total population of 65. Representatives from each class of proportional figs then determined the selection. A summary result was obtained, as shown in Table 2.

Table 2. Sample Summary of Class V students of SD Negeri Sipala 1

No	Class	Number of Learners
1	Vain	25
2	Vb	25
	Total	50

The samples for the trial were taken from a selection of 25 students, namely in the VB class, as summarized by the following trial samples.

Table 3. Summary of Class VB Trial Samples of SD Negeri Sipala 1

Class	Gender		Number of Learners
	L	P	
Vb	10	15	25



Based on Table 3, the trial sample used was 25 students in this study's VB class of SD Negeri Sipala 1 Makassar City. There are several data collection techniques: observation, questionnaires, and documentaries. Here's an explanation of the three data collection techniques. Data analysis is the process of systematically finding and compiling data obtained from questionnaires and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important and which will be studied, and making conclusions so that they are easily understood by yourself and others.

A. Descriptive Statistical Analysis

Descriptive analysis helps describe the magnitude of the level of variables (dependent and independent variables) in a study. Descriptive statistics is a method to explain the research results carried out in simple popular statistics so that everyone better understands the research results.

B. Inferential Statistical Analysis

The inferential analysis is a statistical technique used to analyze sample data, and the results are applied to the population. Hypothesis testing in this research uses a t-test, F-test, and coefficient of determination. Still, before testing the hypothesis, an assumption test is first needed as a requirement to test the hypothesis. The required assumption tests are: 1) Requirements, 2) Linearity Test, 3) Homogeneity Test, 4) Hypothesis Testing.

RESULTS AND DISCUSSION

A. Research Results

1. Descriptive si Descriptive Statistical Test Results
 - a. Description of School Environment (X1)



Table 4. Descriptive school environment statistics

Statistics		
Lingkungan Sekolah		
N	Valid	25
	Missing	2
Mean		55.12
Std. Error of Mean		.313
Median		55.00
Mode		55
Std. Deviation		1.563
Variance		2.443
Range		7
Minimum		50
Maximum		57
Sum		1378

Sumber: IBM SPSS Statistics version 25

Based on Table 4, it can be seen that the mean average of the results of the student's school environment questionnaire is 55.12 out of the ideal score of 60 that students in the excellent category may achieve. This result shows the distribution of the influence of the school environment on the formation of the character of VB class students at SD Negeri Sipala 1 Makassar City spread with a minimum score of 50 to a maximum score of 57 with a range or range of 7. Mode 55 and a median of 55.00 with an overall score or sum of 1378. Furthermore, it is displayed in the form of a questionnaire category in Table 5.

Table 5. Categories of Associations

Lingkungan Sekolah			
Interval	Frequency	Percent	Category
60-58	-	-	Excellent
57-55	19	76%	Good
54-52	5	20%	Enough
51-49	1	4%	Less
48-46	-	-	Very Lacking



Total 25 100%

Furthermore, it is presented in the frequency table of the results of the school environment questionnaire, as follows in Table 6:

Table 6. Frequency of school environment questionnaire results

Lingkungan Sekolah		Frequency	Percent
Valid	50	1	3.7
	53	2	7.4
	54	3	11.1
	55	8	29.6
	56	7	25.9
	57	4	14.8
Total		25	92.6
Missing	System	2	7.4
Total		27	100.0

Sumber: IBM SPSS Statistics version 25

The table shows the results of the school environment questionnaire for VB class students at SD Negeri Sipala 1 Makassar City. One student got a total score of 50, with a percentage of 3.7%. Two students earned a total score of 53, at 7.4%. Three students got a total score of 54, with a ratio of 11.1%. Eight students got a total score of 55, with a balance of 29.6%. Seven students earned a total score of 56 with a percentage of 25.9%, and four students got a total score of 57 with a ratio of 14.8%. To make it look clearer then the data can be presented in the form of the following histogram:

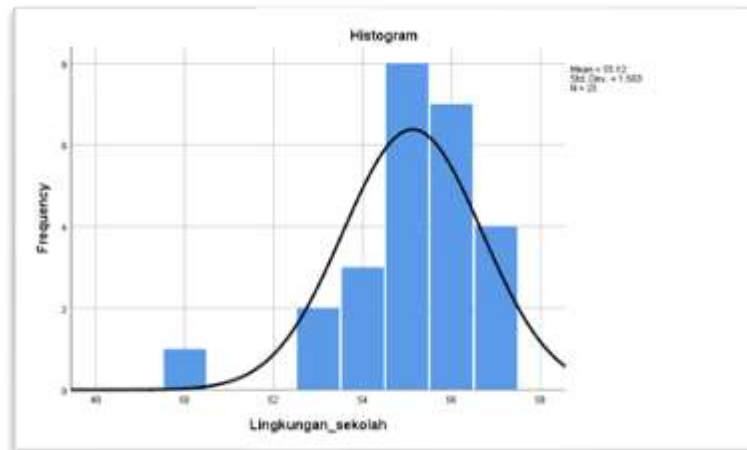


Figure 1. Histogram questionnaire of the school environment

Based on Figure 1 of the histogram, the category of each value can be known. One student who got a total score of 50 included in the less category, two students who earned a total score of 53 formed in the excellent class, three students who got a total score of 54 including the suitable type, eight students who got a total score of 55 included in the outstanding category, seven students who earned a total score of 56 formed in the excellent class and 4 students who earned a total score of 57 belongs to the type of good.

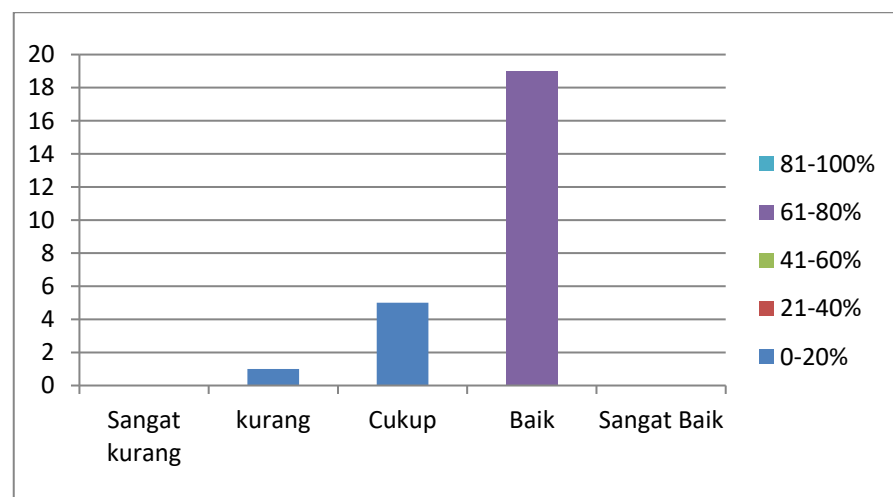


Figure 2. Diagram of the categories of school environment questionnaire results



b. Description of Family Environment (X2)

Table 7. Descriptive family environment statistics

Statistics		
Lingkungan Keluarga		
N	Valid	25
	Missing	2
Mean		53.56
Std. Error of Mean		.469
Median		53.00
Mode		53a
Std. Deviation		2.347
Variance		5.507
Range		7
Minimum		50
Maximum		57
Sum		1339

Sumber: IBM SPSS Statistics version 25

Based on Table 4.5, it can be seen that the mean or average of the results of the student's family environment questionnaire is 53.56 out of the ideal score of 60 that students in the good category may achieve Mode 53, and the median is 53.00 with an overall score or sum of 1339. Furthermore, it is shown in the form of a questionnaire category in Table 4.5:

Table 8. Categories of Associations

Lingkungan Keluarga			
Interval	Frequency	Percent	Category
60-58	-	-	Excellent
57-55	10	40%	Good
54-52	9	36%	Enough
51-49	6	24%	Less
48-46	-	-	Very Lacking
Total	25	100%	



Furthermore, it is presented in the frequency table of the results of the family environment questionnaire, as follows in Table 9.

Table 9. Frequency of family environment questionnaire results

Lingkungan Keluarga			
		Frequency	Percent
Valid	50	3	11.1
	51	3	11.1
	52	3	11.1
	53	4	14.8
	54	2	7.4
	55	3	11.1
	56	4	14.8
	57	3	11.1
	Total	25	92.6
Missing	System	2	7.4
Total		27	100.0

Sumber: IBM SPSS Statistics version 25

Based on the results of the questionnaire contained in table 9, it can be known that three students got a total score of 50 with a percentage of 11.1%, three students earned a total score of 51 with a rate of 11.1%, three students got a total score of 52 with a ratio of 11.1%, four students who got a total score of 53 with a percentage of 14.8%, two students who earn a total score of 54 with a rate of 7.4%, three students who get a total score of 55 with a percentage of 11.1%, four students who earn a total score of 56 with a rate of 14.8% and three students who get a total score of 57 with a percentage of 11.1%. To make it look more precise, then the data can be presented in the form of the following histogram.

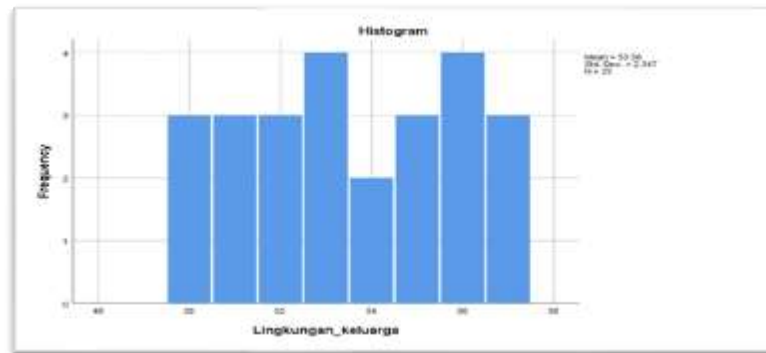


Figure 3. Histogram of family environment questionnaire results

Sumber: IBM SPSS Statistics version 25

Based on Figure 3 histography of the results of the questionnaire, it can be seen that three students who got a total score of 50 included the less category, three students who earned a total score of 51 including the less class, three students who got a total score of 52 including the excellent type, four students who got a total score of 53 included the good category, two students who earned a total score of 54 had a suitable class, three students who got a total score of 55 belonged to the excellent category, 4 students who got a total score of 56 included in the good category and three students who earned a total score of 57 belonged to the excellent class.

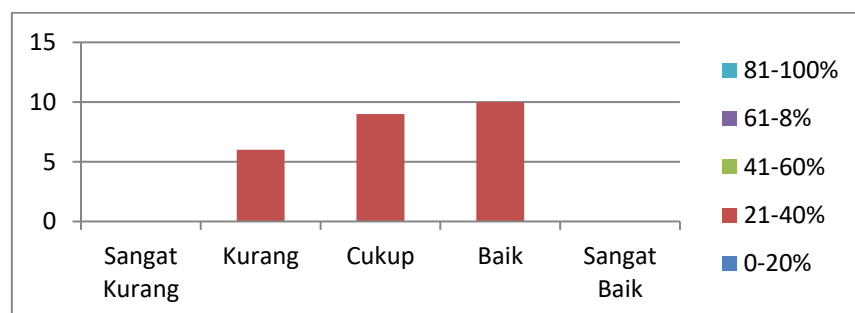


Figure 4. Category diagram of family environment questionnaire results



c. Description of the character-building results of SD Negeri Sipala 1
Makassar city

Table 10. Descriptive character-building statistics

Statistics		
Pembentukan Karakter		
N	Valid	25
	Missing	2
Mean		53.92
Std. Error Of Mean		.321
Median		54.00
Mode		54
Std. Deviation		1.605
Variance		2.577
Range		6
Minimum		51
Maximum		57
Sum		1348

Sumber: IBM SPSS Statistics version 25

Based on Table 10, it can be seen that the mean or average of the results the learner's character-building questionnaire was 53.92 out of an ideal score of 60 which may be achieved by students in the excellent category. This result shows the distribution of character building of VB class students at SD Negeri Sipala 1 Makassar City spread with a minimum score of 51 to a maximum score of 57 with a range or range of 6. Mode 54 and the median is 54.00 with an overall score or sum of 1348. Furthermore, it is shown in the form of a questionnaire category in Table 11.

Table 11. Categories of Cycling

Pembentukan Karakter			
interval	Frequency	Percent	Category
60-58	-	-	Excellent
57-55	9	36%	Good
54-52	14	56%	Enough
51-49	2	8%	Less
48-46	-	-	Very Lacking



Total 25 100%

Furthermore, it is presented in the frequency table of the results of the school environment questionnaire, as follows in Table 12.

Table 12. Frequency of character formation questionnaire results

Pembentukan Karakter			
		Frequency	Percent
Valid	51	2	7.4
	52	4	14.8
	53	2	7.4
	54	8	29.6
	55	5	18.5
	56	3	11.1
	57	1	3.7
	Total	25	92.6
Missing	System	2	7.4
	Total	27	100.0

Sumber: IBM SPSS Statistics version 25

Based on the results of the questionnaire contained in Table 12, it can be seen that two students got a total score of 51 with a percentage of 7.4%, four students earned a total score of 52 with a rate of 14.8%, two students who got a total score of 53 with a percentage of 7.4%, 8 students who got a total score of 54 with a rate of 29.6%, 5 students who got a total score of 55 with a percentage of 18.5%, three students who earned a total score of 56 with a rate of 11.1% and one student who got a total score of 57 with a percentage of 3.7%. To make it look more precise, then the data can be presented in the form of the following histogram.

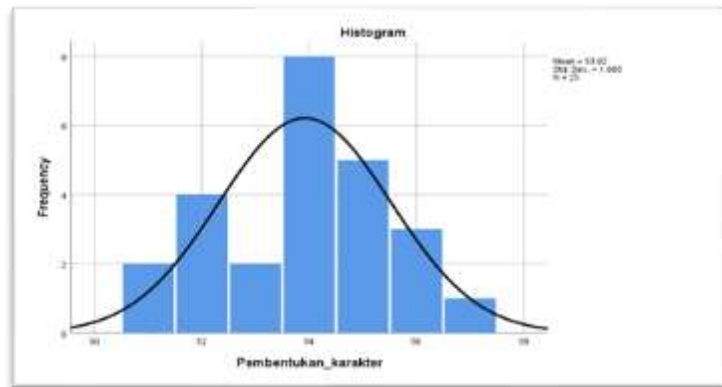


Figure 5. Histogram of character formation questionnaire results

Sumber: IBM SPSS Statistics version 25

Based on Figure 5 histography of the results of the questionnaire, it can be seen that two students who got a total score of 51 included in the less category, four students who earned a total score of 52 including the cukup type, two students who got a total score of 53 formed in the excellent category, eight students who got a total score of 54 included the sufficient class, five students who earned a total score of 55 including the superb type, three students who got a total score of 56 belonged to the excellent category and one student who got a total score of 57 belonged to the suitable class.

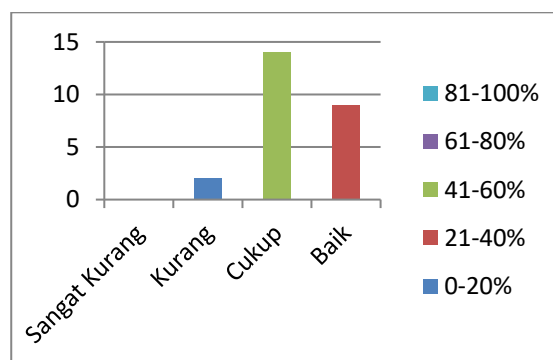


Figure 6. Character formation questionnaire result category diagram

2. Description of Inferential Statistical Test Results

a. Prerequisite

1) Linearity Test

The basis of decision-making in the linearity test can be carried



out in two ways, namely:

- a) Comparing the Significance Value (Sig.) with 0.05: 1) If the deviation value is from Linearity Sig. > 0.05, then there is a significant linear relationship between independent and dependent variables; 2) If the Deviation from Linearity Sig. Value < 0.05 means no meaningful linear relationship exists between the independent and dependent variables.
- b) Compare the calculated F Value with Table F; If the value of F counts < F of the table, then there is a significant linear relationship between the independent and dependent variables; If the value of F counts > F of the table, then there is no significantly linear relationship between the independent and dependent variables.

Table 13. Linearity Test School Environment & character building

. ANOVA Table							
			Sum of Squares	df	Mean Square	F	Itse lf.
Character	Between	(Combined)	10,620	5	2,124	,788	,571
Building *	Groups	Linearity	1,974	1	1,974	,732	,403
School		Deviation	8,645	4	2,161	,802	,539
Environm ent		from Linearity					
Within Groups			51,220	19	2,696		
Total			61,840	24			

Based on the results of the ANOVA table above, it can be seen that the deviation value from linearity is greater than the level of 5% ($0.539 > 0.05$) then there is a significant linear relationship between the school environment variables and the character-building variables.



Table 14. Linearity Test Of Family Environment & character building

			ANOVA Table				
			Sum of Squares	df	Mean Square	F	Itself.
Character Building *	Between Groups	(Combined) Linearity	17,673,034	7	2,525,034	,972,013	,482,910
Family Environment		Deviation from Linearity	17,639	6	2,940	1,132	,386
	Within Groups		44,167	17	2,598		
	Total		61,840	24			

Based on the results of the ANOVA table above, it can be seen that the deviation value from linearity is greater than the level of 5% ($0.386 > 0.05$) then there is a significant linear relationship between family environment variables and character-building variables.

b. Hypothesis Testing

1) Initial Test (Test t)

Partial tests determine the effect of each enden (free) indep variable on the dependent (bound) variable. The use of hypotheses (t-tests) using the help of the SPSS 2 5 program by comparing the significance of each free variable to the bound variable=5%. Cfig performs the t-test as follows; If the significance value of $t < 0.05$ or the coefficient calculates significance at a level of less than 5%, then H_0 is rejected, which means that the school environment and family environment partially affect the character building of the learner; If the significance value of $t > 0.05$ or the coefficient of significance calculation at a level of more than 5%, then H_0 is accepted, which means that the school environment and family environment partially do not affect the character building of the learner.



Table 15. t Test Results

		Coefficients			T	Itself.
		Unstandardized	Standardized			
		Coefficients	Coefficients			
Model		B	Std. Error	Beta		
1	(Constant)	62.648	13.389		4.679	.000
	School Environment	-.190	.217	-.185	-.874	.391
	Family Environment	.032	.145	.047	.223	.825

a. Dependent Variables: Character Building

Sumber: IBM SPSS Statistics version 22

2) Testing the Influence and Signifikan School Environment (X1) Prestasi Belajar (Y).

From the test results of the school environment variables we obtained, count=-0.874 and sig=0.391 ($0.391 > 0.05$). So it can be concluded that the context of ngan schools does not positively and significantly influence character building ap in the VB class students of SD Negeri Sipala 1 Makassar City.

3) Testing the Influence and Signifikan Family Environment(X2) terhadap Prestasi Belajar (Y).

In the t-test results, the family environment variable obtained tcount=0.223 dan sig=0.825 ($0.825 > 0.05$) so that it can be concluded that the family environment does not me give a positive influence and significant interface character building pada students of class VB SD Negeri Sipala 1 Makassar City.



c. Simultaneous Test (F test)

The simultaneous influence test is used to find out whether independent variables together or simultaneously affect dependent variables. The rules of decision-making in the F test using SPSS are if the significance value of $F < 0.05$ or the coefficient of F calculates significance at a level of less than 5%, then H_0 is rejected, which means that the school environment and family environment partially affect the character building of the learner. If the significance value of $F > 0.05$ or the coefficient of F calculates significance at a level of more than 5%, then H_0 is accepted, which means that the school environment and family environment partially affect the character-building of the learner.

Tabel 16. Test Result F

ANOVA ^a					
	Model	Sum of Squares	Df	Mean Square	F
1	Regression	2.110	2	1.055	.389
	Residual	59.730	22	2.715	
	Total	61.840	24		

a. Dependent Variables: Character Building

b. Predictors: (Constant), Family Environment, School Environment

Sumber: IBM SPSS Statistics version 25

Based on the ANOVA Test in Table 4. 13 obtained a calculated value of 0.389 with $\text{sig} = 0.683$ ($0.683 > 0.05$) make, it can be said that the school environment and family environment did not have a positive and significant effect simultaneously or together terhadap character building of learners tolas VB SD Negeri Sipala 1.



d. Coeficest ien Determination (R2)

Table 17. Double Regresi test results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	.185 ^a	.034	-.054	1.648

a. Predictors: (Constant), Family Environment, School Environment

b. Dependent Variable: Character Shaping

Sumber: IBM SPSS Statistics version 25

After multiple regression analysis, a correlation coefficient (R) of 0.185 and a coefficient of determination (R²) of 0.034 were obtained. Sehit shows that recounts are smaller than r of the table (0.185<0.396). So it can be concluded that in the Hypothesis of the school environment (X1) and the family environment (X1), there is a sense of character building (Y) of students rejected.

B. Discussion

This section will be outlined the results found in the study. The intended outcomes are conclusions based on the collected data and data analysis. Testing will be discussed in this section is the Influence of the School Environment and Family Environment on the Character Building of Students at SD Negeri Sipala 1 Makassar City.

Based on data from students of the VB class of SD Negeri Sipala 1 Makassar City, which amounted to 25 people. The data is intended to determine the value of the questionnaire about the school environment, family environment, and the formation of students' character. From the data obtained, the scores of students in the VB class of SD Negeri Sipala 1 Makassar City are pretty satisfactory. The results of the data analysis showed that from 25 students who became research samples, a score of 0.185 was obtained ^{*r_{hitung}*}. To find out the value of testing the research hypothesis, the value is compared with the matter at ^{*r_{hitung}*} ^{*r_{tabel}*} 5%.



Kriteria tested the idea as follows:

1. If the value is greater than that, then the hypothesis is accepted.

$$r_{hitung} > r_{tabel}$$

2. If the value is smaller, then the theory is rejected $r_{hitung} < r_{tabel}$.

3. The label value used as a comparison is known using

4. looking for values that are at significant levels of 0.05 and N:25

From the analysis, results obtained a regression coefficient (R) of 0.185 so that the coefficient of determination (R^2) = 0.034225 was obtained. These results show that the school and family environment members positively influence 3.42% of terhadap character building in class VB SD Negeri Sipala 1 Kota Makassar students. In comparison, 96.58% were affected by v another label that was not studied.

Furthermore, to find out the degree of influence of the correlation, the author uses the interplay table as follows:

Table 18. Convenient Interpretation of Correlation

Interval koefisien	Relationship level
0,00-0,19	Very low
0,20-0,39	Low
0,40-0,59	Keep
0,60-0,79	Strong
0,80-1,00	Very powerful

If the correlation coefesiencies are referred to in the r-value interplay table, then rcounts=0.185. Thus, the influence of the school environment and family environment on the character formation of SD Negeri Sipala 1 Makassar City students at intervals of 0.00-0.19 is considered a correlation. Still, the correlation is very weak or very low, so The results of the processed data from the value of the influence of the school environment and family environment on the formation of the character of students with a calculator value of 0.185 lower than the r value of the product moment table, which is 0.396 ($0.185 < 0.396$).



CONCLUSION

The school environment at SD Negeri Sipala 1 Makassar City has a high score of 57 and the lowest score of 50, with a standard deviation of 1.563. For the average value of the character formation variable of 55.12. 4% of learners belonged to the less category at intervals 51-49, 20% to the excellent type at intervals 52-54, and 76% to the suitable classes at intervals 55-57. The family environment at SD Negeri Sipala 1 Kota Makassar has the highest score of 57 and the lowest score of 50, with a standard deviation of 2.347. For the average value of the character-building variable of 53.56. 24% of learners belonged to the less category at intervals 51-49, belonged to the class at intervals 52-54, and included good catechism at intervals 55-57.

Character building at SD Negeri Sipala 1 Makassar City has the highest score of 57 and the lowest score of 51, with a standard deviation of 1.605. For the average value of the character building variable of 53.92, A total of 8% of learners belonged to the less category at intervals 51-49, 56% belonged to the sufficient class at intervals 52-54, and 36% belonged to the excellent category at intervals 55-57. The school environment has no social effect on the character building of students at SD Negeri Sipala 1 Makassar City, as can be seen from the results of the t-test, the school environment variable obtained count = -0.874 and significance = 0.391 means that the importance of t is greater than the significance of the level of 5% ($0.391 > 0.05$) then H_1 is rejected. However, suppose the child is in a good school environment. In that case, it will also have a good influence on the formation of student character, and vice versa, a lousy school environment can also hurt the appearance of student character.

The family environment is everything in the form of material and stimulus inside or outside the individual that is physiological, psychological, and socio-cultural that can affect the child's behavior, growth, and development. However, the family environment did not have an initial effect on character building at SD Negeri Sipala 1 Makassar City; it was seen that in the results of the t-test, the family environment variable was obtained



calculated= 0.223 and significance = 0.825, meaning that the importance of t was more significant than the significance of the level of 5% ($0.825 > 0.05$) then H2 was rejected. There is an insignificant influence between the school environment and the family environment simultaneously or together on the character building of students at SD Negeri Sipala 1 Makassar City, as shown from the calculated value of 0.389 with significance = 0.683 so that the Significance of F is greater than the significance of the level of 5% ($0.683 > 0.05$) Then H3 is rejected. R counts 0.185 with a percentage coefficient of determination of 0.0342. This means that character building is influenced 3.42% by the school and family environments and 96.58% by other factors.

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