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The Role of School Environment and Its Influence on Students' Discipline and Politeness Character in Primary School Students

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ABSTRACT

Background: The character development of discipline and politeness in primary school students is significantly influenced by various factors, one of which is the school environment. A conducive and well-managed school environment can shape students' attitudes and behaviors in a positive direction. **Objective:** The study aims to determine whether the school environment influences the formation of discipline and politeness character of primary school students. **Method:** This study employs an associative causal research design. The research was conducted at SD Islam AL Falih Kota Kediri in 2021. The population consisted of 30 4th-grade students, selected using a total sampling technique. Data were collected using discipline and politeness character scales, and analyzed using simple linear regression analysis. **Result:** The findings reveal a significant influence of the school environment (X) on the formation of students' discipline character (Y), with a significance value (Sig.) of 0.001, which is less than 0.05. This indicates that the school environment plays a significant role in shaping students' discipline and politeness. **Conclusion:** There is a statistically significant relationship between the school environment and the development of discipline and politeness character in primary school students. **Contribution:** This study serves as valuable input and enrichment material for educators on the importance of fostering a positive school environment to support the development of students' discipline and polite behavior through various school-based strategies and settings.

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1. INTRODUCTION

The environment is an important factor in the formation of student behavior, a positive environment can have a positive behavioral impact on students, and conversely, a negative environment for students can have a negative behavioral impact on students. Therefore, teachers must be able to become an environment that has a positive influence on students (Siluhun et al., 2020). The environment is one of the driving factors in the formation of student behavior, good and bad student behavior will not differ much from how the environmental conditions are. Three environments encourage the formation of a person's behavior, namely: family environment, school environment, and community environment (Nurfirdaus & Hodijah, 2018). The school environment factor is an important aspect of student behavior. In this case, the teacher's role is to be responsible for the development of student behavior at school. School is an aspect of the fundamental need for students because school is a place of learning and development for students where students get to know other people and themselves, schools as institutionnal institutions not only provide knowledge but also form religious behavior based on religion (Yuliastuti & Vebrianto, 2019).

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In this case, the role of the environment has a major influence in changing individual character for the better. Likewise at school, the school environment is an important aspect of student character growth through the learning process, learning will be more enjoyable in a positive school environment and provide student development through educational programs. In addition, the school atmosphere also has a significant impact on student personality (Amaruddin et al, 2020). The problem of the school environment that has not been able to have many benefits on the character building of students is due to the low level of knowledge of students, inadequate facilities, and also the lack of cooperation between parents and teachers at school (Wahid et al., 2020). In addition, due to the sensitivity of the students themselves in viewing their school environment. For example, problems that often occur to students at school are being late for school, breaking school rules, saying rude and disrespectful words, being undisciplined, and behavior that does not reflect a bad attitude. The first factor is that children lack discipline and manners due to a lack of attention from parents and teachers in supervising students. Second, the social environment factor is free without any restrictions or rules and the community there pays less attention to child development. Third is education, there are still children who drop out of school due to the influence of a bad environment and lack of parental supervision (Dasopang & Montessori, 2018).

Some of the research results that have been conducted reveal findings that the character of manners possessed by students include (1) the value of honesty, harmony, respect, cooperation, and maintaining harmony in socializing; (2) more positive behavior in manners such as in the form of how to speak, treat others and express themselves wherever and whenever; (3) ethics education as an effort to foster students to become people with noble character and commendable personality including religious, honest, tolerant, disciplined, responsible, confident, environmentally sensitive, democratic, intelligent, creative, and innovative; and (4) the character of politeness is in the manner of speaking and behaving in respecting others (Kholifah & Naimah, 2017; Tafricha et al., 2017; Pradana & Setyastama, 2018).

The findings of the research study above show that teachers are the central point for students toward the formation of discipline and courteous characters. This means that the existence of teachers as role models and guidelines that are always used as a benchmark for student behavior at school. It is clear that the teacher is a figure who is followed and an example for his students, able to encourage students to excel more at school as well as being a guide and supervisor for students to behave according to the rules that apply at school (Muslih, 2016).

Instilling the character of student discipline is an important aspect that must be done, discipline is a condition that is created and formed through various processes and valuable behaviors such as, obedience, obedient, loyal and orderly or orderly (Putri & Mufidah, 2021). Discipline is an absolute necessity in childhood considering that this period is the most effective period for the formation of children's behavior (Aulina, 2013). Discipline is an attitude of obeying rules or submitting to supervision, and control, discipline is an exercise that aims to develop oneself to behave in an orderly manner (Mz, 2018). Discipline is part of the personality characteristics that determine student achievement. Personality characteristics focus on five major personality factors including openness, extraverttsion, agreeableness, neuroticism, and conscientiousness which include awareness of discipline (Yusuf & Sugandhi, 2011).

Another characteristic that needs to be instilled in students is politeness, politeness is an important element in everyone's daily social life because by showing politeness, a person can be appreciated and liked for his existence as a social being wherever he is (Suryani, 2017). Polite behavior is a person's behavior related to the way or action that is considered appropriate and good in the eyes of the surroundding community so that it can be appreciated such as how to dress, behave, speak, and others (Risthantri & Sudrajat, 2015). Manners are an attitude that is obedient, respectful and civilized, polite (smooth and kind) in speech, language, acting, and behaving well following local customs and culture (Mustari, 2014).

Instilling character values in students is important and must be done, character is a description of a person's character, character, attitude, and personality by instilling good values so that these values are integrated and embedded in thoughts, hearts, and actions, and are seen in everyday life (Utomo & Alawiyah, 2022). In its broad meaning, the character is formulated as a life value including (1) peace; (2) respect; (3) happiness; (4) honesty; (5) humility; (6) love; (7) responsibility; (8) simplicity; (9) tolerance, strictly speaking, character as a form of a person's identity that has been formed in the process of life by several ethical values (Zubaedi & Utomo, 2021). In this regard, teachers in carrying out their roles, namely as role models, inspirers, motivators, dynamization, and evaluators, must be able to serve students based on awareness, confidence, discipline, and responsibility optimally to have a positive influence on the formation of student character, both physical and psychological (Rohani, 2018).

The role of the school environment in shaping the character of discipline and politeness of students can be done by educating, teaching knowledge, and evaluating. The three indicators are given to students through the educational process at school. The three indicators have components in the form of values and obligations that must be imple-

mented by students to create a disciplined and polite character. In the education indicator, the role of teachers and schools is the main key to shaping students' discipline and manners (Wati & Muhsin, 2019). In the indicator of teaching knowledge, teachers should provide free time, guide, and direct students in understanding the learning process at school. In the evaluation indicator, teachers should evaluate students' attitudes and behavior in the school environment. In fact, a teacher is a person who performs both theoretical (advice) and practical (example) roles for students at school. The role of the teacher as a learning agent for students means that a teacher is a model and example for students. Therefore, teachers must be able to educate students through learning and services at school.

Based on previous research studies, this research focuses on the school environment on the character building of discipline and manners of students at school. The role of the school environment is an important element in instilling and shaping the character of discipline and manners of students, this implies that every teacher who teaches should be an exemplary example for students, especially in disciplinary behavior and manners so that the example brought by the teacher can be used as a model for students. As for fostering attitudes, morals, and morals in students, it is supported by the class teacher. The teacher creates a portrait that is always used as an example by a student. For this reason, a teacher not only provides subject matter in the classroom but also outside the classroom, and should behave in a way that provides a role model. In shaping the character of discipline and manners of students, the role of the teacher is very important as a figure who is idolized, as well as a source of inspiration and motivation for students.

The main problem in this study is how the role of the school environment in shaping the character of politeness and politeness of students at school. Thus, the purpose of the research is to analyze and categorize the role of family and social media in the formation of students' politeness character at school. This is as confirmed that the basis of education emphasized by the school environment is an effort to guide children in terms of (1) children can form independent characters; (2) children can recognize themselves and their potential; (3) children can develop a culture of literacy (Utomo et al., 2022).

Despite growing awareness of character education's importance, a significant gap exists in understanding how the school environment specifically shapes primary school students' discipline and politeness. Existing studies often focus broadly on character education without dissecting the distinct environmental factors such as school culture, teacher behavior, peer interactions, and institutional policies directly influencing student behavior. Furthermore, much of the prior research relies on qualitative insights or limited case studies, lacking comprehensive empirical data that capture the multidimensional nature of school environments across diverse settings.

This study is important because it addresses these gaps by examining the school environment's direct and nuanced role in fostering discipline and politeness, two foundational aspects of character development in early education. By providing empirical evidence and practical strategies, the research informs educators, school leaders, and policymakers about creating and sustaining environments conducive to positive character formation. Understanding these influences is crucial for developing effective, context-sensitive interventions that integrate academic learning with moral and social growth, ultimately contributing to holistic student development and long-term societal benefits.

This research aims to determine whether there is an influence of the school environment on the formation of disciplinary character and manners of primary school students. This study seeks to reveal the influence and influence relationship of the variables studied, namely the influence of the school environment variable and the discipline and manners variable.

2. METHOD

2.1 Research Design

The approach used in this research is quantitative approach. Quantitative methods are called traditional methods, because this method has been used for a long time so that it has become a traditional as a method for research. The research method uses the bivariate correlation method, this research method gives researchers the ability to describe the relationship that exists between two variables (Arikunto, 2015). The correlation useful for knowing the relationship of two or more population's pair, the result of permutation of the whole population. The data used by this used by this test tool is numerical data (ratio and interval). Test Bivariate Pearson relationship test requires the data distribution to be normal and the relationship between the populations must still be linear. In addition, the variances of the data must be equal (equal assumed)

This research design is associative research with a form of a causal relationship, namely the formulation of research problems that ask about the relationship between two or more variables. A causal relationship is a causal

relationship. In this study, there are independent variables (those that influence) and dependent variables (influenced) (Sugiyono, 2019). This study seeks to determine whether there is an influence of the school environment on the character building of discipline and manners of primary school students.

2.2 Sample

This research was conducted at SD Islam AL Falih Kota Kediri in 2021. The population in this study were grade IV students at SD Islam AL Falih Kota Kediri, totaling 30 students. The sampling technique in this study was total sampling because the population was less than 100. So the number of samples in this study was 30 students. The reason the researcher chose the location at SD Islam AL Falih Kota Kediri was because the researcher had carried out teaching practice at the school, and there was a recommendation from the teacher at the school.

2.3 Instruments and Data Collection

Data collection is a systematic standardized procedure or procedure in the process of collecting research information (data) (Utomo et al., 2024). The instrument used in the data collection process uses a questionnaire, namely the discipline and politeness scale. Before the research instrument is used, the validity of the instrument is first carried out using product moment analysis, and the reliability of the instrument using Cronbach alpha analysis.

2.4 Data Analysis

The research data analysis used simple linear regression analysis, this analysis is used to model the relationship between one dependent variable and one independent variable. In this analysis, the relationship between variables is linear, where changes in the independent variable (X) will be followed by changes in the dependent variable (Y) in a fixed manner.

2.5 Procedure

Correlational research aims to investigate the extent to which variations in a variable are related to variations in one or more other variables based on the correlation coefficient. This research can obtain information about the level of relationship that occurs, not about the presence or absence of the effect of one variable on another.

The stages of the steps for implementing this research include (1) formulating problems; (2) theoretical review; (2) hypothesis formulation; (3) instrument development; (4) instrument testing; (5) data collection; (6) data analysis; (7) conclusions and suggestions.

3. RESULT AND DISCUSSION

3.1 Result

3.1.1 Validity Test Results

The results of the instrument validity test showed that all statement items used to measure the variables used in this study have Sig <0.05 so it can be said that all indicators are valid for use as instruments in research or the questions asked in the study can be used to measure the variables studied.

3.1.2 Reliability Test Results

The reliability statistics table above shows the analysis results of the reliability test with Cronbach's Alpha = 0.724 of 30 variable items. The reliability value of 0, 724 is moderate. So this questionnaire is said to be consistent (reliable).

The reliability statistics table above shows the analysis results of the reliability test with Cronbach's Alpha = 0.788 from 30 variable items. The reliability value of 0, 788 is a moderate value. So that this questionnaire is said to be consistent (reliable).

3.13 Normality Test Results

The One-Sample Kolmogorov-Smirnov Test table above shows that the significance value of Asymp. Sig. (2-tailed) (p-value) of 0.692 is greater than 0.05, it can be concluded that the data is normally distributed.

3.1.4 Linearity Test Results

The linearity test results using Anova analysis. The ANOVA table above produces a calculated F value of 210. While the resulting significance value is 0.001 which is smalller than 0.05. Thus it can be concluded that between the independent variable (X) and the dependent variable (Y) has a linear relationship.

Hypothesis testing using liner regression analysis. The results of the liner regression analysis are described in table 1 below:

Table 1. Linear Regression Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error			
	(Constant)	6,587	5,432		1,201	,228
1.	School Environment	,901	,072	,939	14,213	,001

The table above shows that the significance value (Sig.) of 0.001 is smaller (<0.05), these results indicate that there is an influence between the school environment (X) on the formation of disciplinary character and manners (Y).

3.2 Discussion

The research discussion focuses on a review of the role of the school environment in the formation of student discipline and manners. The following is a discussion of the research findings.

3.2.1 The Role of the School Environment on Students' Disciplinary Attitudes

The role of the school environment as an educational institution for students influences the formation of students' disciplinary character. The findings reveal that there is an influence between the school environment (X) on the formation of disciplenary character (Y) with a significance value (Sig.) of 0.001 smaller (<0.05), this means that the role of the school environment influences the formation of students' disciplinary attitudes and behavior. The role of the school environment is a place for students to carry out learning process activities to gain knowledge and change attitudes, and life skills both in the classroom and outside the classroom by following and obeying the rules and systematic school rules that have been set so that the learning process can achieve the expected goals.

Other findings reveal that students' disciplinary cha-racter can be formed and built through the role of the environment. The results of the study reveal findings such as the application of character education can be carried out through unprogrammed habituation activities such as routine, spontaneous and exemplary (Utami, 2019), teacher performance motivation (Amalda & Prasojo, 2018), discipline (Laugi, 2019); self-control (Widodo, 2013); (Alhusaini, 2020), the school environment, namely the social environment (teachers and education personnel, school friends and school culture) and the non-social environment (curriculum, programs, and infrastructure) in formal educational institutions that provide support for the formation of the entrepreneurial spirit and the development of students' entrepre-neurial potential (Marini & Hamidah, 2014).

In terms of forming factors, two factors influence the deve-lopment of student discipline character, namely internal and exter-nal factors. Internal factors are factors that arise from within, while external factors are factors that arise from outside themselves such as the surroundding environment. The role of the environment has a major influence on the formation of student discipline. Discipline is one of the attitudes (behaviors) that students must have. Discipline does not just grow and exist but needs to be fostered through training, education, and instilling habits by teachers to students.

The research findings reveal that five factors shape the character of student discipline, including:

First, disciplinary attitudes and behaviors need to be made aware to students so that they have high discipline. Without good discipline, the school and classroom atmosphere becomes less conducive to learning activities (Krisnawanti, 2016). Discipline positively supports a calm and orderly environment for the learning process, discipline is a way for students to succeed in learning and later when working, because awareness of the importance of norms, rules, compliance, and obedience is the key to one's success (Huda et al., 2021). Good student discipline will affect student learning outcomes. Discipline to go to school and attend lessons, discipline to obey the rules at school, and discipline to do assignments, especially homework assignments (Ernawanto et al., 2022).

The second, school discipline is one of the efforts to train student discipline. Discipline in the classroom can be interpreted as an orderly situation where teachers and students who are members of a class are subject to the rules that have been determined happily (Agustina et al., 2019). Student discipline is a situation where the attitudes,

appearance, and behavior of students are following the order of values, norms, and provisions that apply in schools (Kharisma & Suyatno, 2018). The existence of rules for students is expected so that students can understand that order is necessary to live in harmony with their environment. Therefore, school institutions must use appropriate methods of implementing discipline so that students can comply with the wishes of educational demands. Educators must be able to consistently show students which behaviors are considered good and which are not. One of the things that underlie student learning discipline is its emergence (Susiyanto, 2014).

The third is students' awareness to carry out and complete their learning tasks properly, following their responsibilities as students. Discipline plays an important role to influence, encourage, control, change, foster, and shaping certain behaviors following the values that are instilled, taught, and exemplified (Yani et al., 2020). Disciplined students are always open to learning many things. Conversely, people who are open to learning are always open to learning discipline and disciplining themselves, the source of learning discipline is closely related to student compliance with certain rules, both set by themselves and others.

The self-awareness factor is a factor in which a person understands that discipline is important for his good and success. When a person or student realizes that discipline is important, students will always be disciplined, which will result in better student learning outcomes at home or school. The second factor is binding and obedience where this factor is a continuation of self-awareness. After students have had a self-awareness that discipline is important, students will carry out attitudes or behaviors that obey the rules. This is binding or obedience, meaning that students follow or obey the applicable regulations.

The fourth, fulfill the rules at school. Students who are accustomed to fulfilling the rules that apply at school will get used to disciplined attitudes and behavior. Discipline in the school environment is a rule, this rule tells children what to do and what not to do while in the school environment. School discipline is very important in the rules and regulations shown to students. If school discipline has become a habit of learning, then later students think that learning at school is a necessity not an obligation or pressure (Sugihartono, 2007).

The fifth is an educational tool. Educational tools are intended to influence, change, foster, and shape behavior following the values determined or taught. With educational tools, student discipline can be formed and trained so that students have the good discipline (Gie, 2000). Educational tools are usually followed by punishment. Punishment is used as an effort to awaken, correct and straighten out the wrong so that students can return to the expected behavior. Furthermore, the role model factor affects student discipline. An example or example will be more meaningful than words of advice or warning. The example set by parents, teachers, or principals will influence students indirectly. Students more often imitate things done by their parents or teachers. Therefore, parents, teachers, or principals need to set a good example, especially when in front of students (Masrofah et al., 2020).

The five aspects above clearly indicate that one of the important aspects of success in shaping students' disciplenary attitudes is creating effective environmenttal conditions. Conducive and truly appropriate and supportive of the formation of student discipline attitudes and behavior. The role of teacher has an important position in creating adequate environmental conditions and atmos-phere. The school environment is one of the factors that can effectively improve student disciplinary behavior through the school atmosphere and various implementation of learning activities that take place to develop student potential, both concerning moral, spiritual, intellectual, emotional, and social aspects.

Creating a conducive environment is another function of discipline. School is an educational environment where the teaching and learning process is carried out. The school as an educational environment must ensure the implementation of a good learning process with good conditions as well. Good conditions include safe, peaceful, quiet, orderly, and organized conditions, mutual respect, and good social relations. Learning in a conducive environment will provide comfort and learning will be more successful and optimal. Schools that have provided a supportive environment for educational success than the school, directly and indirecttly, provide a touch of treatment to children. The environment includes physical, namely buildings, tools, fa-cilities, and teachers, then non-physical, namely curriculum, norms, and habituation of life values that are imple-mented in the school. The school environment is all conditions at school that affect the behavior of school residents, both physical and social.

Discipline is something important, discipline also has various functions for each individual (Faiz et al., 2021). There are six functions of discipline, namely organizing life together, building personality, training personality, coercion, punishment, and creating a conductive environment. The following is explained in detail:

The first, organizing life. This function emphasizes that every individual must need other people, someone cannot live alone. Everyone must be in contact with other people, so everyone who lives is said to be a social being. In social life or coexistence, it is necessary to have norms and values to regulate all the lives and activities that every-

one does so that they can run smoothly without any disputes. Discipline here has a role to make everyone aware that they must respect and respect each other in life.

The second, building personality. This function emphasizes that personality is the nature, behavior, and pattern of a person's life that is reflected in his daily life. Personality is formed in the family, school, and community environment. Discipline applied in these environments will shape a person's personality. Discipline will make a person accustomed to following and obeying the rules which then the habit will imprint on the person. The habit will then become his personality. Personality is not just formed but needs to be trained.

The third is training personality. This function emphasizes efforts to train attitudes, behavior, and good life patterns that are not merely formed in a short time. All of this is formed through a long training process. Trying to always be disciplined is a form of training that will later form a personality.

The fourth is coercion and punishment. This function emphasizes that forced discipline is actually not good and will usually cause a negative influence on the person. However, with the assistance of teachers and parents in coercion and habituation, it will train students to be disciplined and realize that discipline is important. Punishment itself is usually formed to sanction violators of rules and regulations. Rules and regulations contain positive things that must be implemented or obeyed. Punishment itself can encourage students to obey and comply with existing rules. However, the punishment given must have educational value so that students can realize and learn instead of bringing negative things and trauma to students.

The environment greatly affects students because students are where students hang out and interact. When the student's environment is not disciplined, students will be influenced not to be disciplined, otherwise, the disciplined environment will influence students to be disciplened. Students will be carried away to form disciplinary behavior if their environment is disciplined.

Based on the discussion above, it can be interpreted that to shape the character of discipline in students, a series of activities need to be taught is by instilling the values of obedience, compliance, loyalty, order, and or order. Student discipline is considered a path to achieving good behavior. Disciplinary behavior is indispensable in fostering children's development toward a better future. Educating children's discipline is a process that is carried out by teachers all the time. Discipline that is carried out continuously will form a habit so that a child will easily do it. Therefore, a teacher must help students develop behavior patterns for themselves. Students who behave in a disciplined manner will have good learning behavior.

3.2.2 The Role of School Environment on Students' Poli-teness Attitude

Based on the research results, the findings reveal that there is an influence between the school environment (X) on the formation of polite character (Y) with a significance value (Sig.) of 0.001 smaller (<0.05), this means that the role of the school environment influences the formation of students' polite attitudes and behavior. Other findings reveal that the habituation of students' manners needs to be done in their daily lives, this is done so that students can socialize wherever they are. In addition, the purpose of students having a polite character is so that they can understand the rules in their environment and want to obey the rules in their environment. That way students are relatively easy adjust to new environments, respect others, are full of confidence, and have a good social life.

The school environment is the main aspect of the character building of students' manners. Politeness behavior is a person's attitude towards what he sees and feels in any situation and condition. Good manners are kind, respectful, smiling, and obedient to all existing rules. The correct behavior of manners is to highlight a good person and respect anyone. Even from speech people can see politeness. Good and bad behavior can also affect one's manners (Widayanti, 2012). Not much different the results of previous research reveals that schools as educational institutions take part in guiding children so that they can behave politely following the values and norms that apply in today's society. The teacher is an educator who can direct students to be more polite and avoid deviant behavior problems (Ainah & Adawiah, 2016; Putri et al., 2021; Djuwita, 2017; Putri et al., 2022; Kurniawan, 2019; Hamidah & Kholifah, 2021). Meanwhile, the ways that schools do in instilling polite behavior in students are through exemplary, habituation, encouragement or motivation, communication, conditionning, and giving rewards (Ratnasari & 2013).

The formation of students' manners is not an easy thing to do, of course, it requires an appropriate eductional method that must be carried out by a teacher. Teachers have an important role in teaching and coaching students at school. The results of the study revealed that teachers have a role in instilling students' manners at school such as instilling moral and religious values, the process of teaching and learning, good punishment to use, and a good environment (Prasetya, 2022). Manners forget the reflection of moral education which is very influential on changes in attitudes that occur in students, because the role of attitudes in student life is big, so these attitudes will also determine the ways of behavior of a student (Syah, 2012).

As an important factor in the formation of student manners, the role of the school environment as a source of learning and the formation of student manners. It can be interpreted that the school environment is a source of learning and the right way to shape students' personalities, this means that the learning process greatly determines the ability of students to behave and behave well, which is in harmony with religious norms, morals, traditions, laws and other moral norms that apply in society. Strictly speaking, manners are the behavior of a person who upholds the values of respect, appreciation, and noble character (Zuriah, 2007).

Politeness norms need to be applied in social life because politeness norms are guidelines for living toge-ther. Several norms must be met to be socially accepted, for example, when speaking using polite language. If there is a violation, the community will determine the punishment for the violator. Although the punishment for violators of politeness norms is never clear, because the rules are not written, the result of punishment is disliked by the community (Zakaria, 2016).

In its implementation, the strategy used by teachers in instilling polite behavior in students in the school environment through various methods such as (1) internalization, which is to incorporate character values and then apply them in everyday life; (2) exemplary, which is to provide exemplary attitudes and behavior (good imitators); (3) habituation, which is to provide examples of good attitudes and behavior into habits; (4) storytelling, which is telling children about something that can be applied in everyday life; (5) advice, which is advising children to always behave and behave well in everyday life; (6) rewards and punishments, which is giving awards or prizes for achievements obtained and punishing when making mistakes so that they have not repeated (Pahlevi & Utomo, 2022). These methods lead to commendable behavior and emphasize a good personality, and respect for anyone, which can be seen from the politeness of the speech used. Manners as a description of the behavior of individuals who are respectful and friendly towards people who are interacting with them.

To be able to know the factors that influence manners is the same as knowing the factors that influence behavior. Two factors shape students' polite behavior at school. The first is the peer environment. The peer environment has a big role in shaping the character and personality of student's manners, if students grow and grow up in a disharmonious peer environment, then the student's behavior will tend to be deviations in the child. Conversely, if students grow up in a harmonious peer environment, their behavior will tend to be positive. The second is the school environment. It cannot be denied that school is one of the dominant factors in shaping and influencing student behavior. At school, students interact with teachers who educate and teach them. The exemplary attitude, actions, and words of the teachers that students see and hear and consider good can seep deeply into their hearts and minds and the impact sometimes exceeds the influence of their parents at home. The attitude and behavior displayed by the teacher are part of the students' politeness efforts at school. Directly and indirectly, schools are learning media whose role is very large for students.

Furthermore, good manners are also a reflection of morals that can be achieved through the school learning process at school. Knowledge transfer measured by grades has not been able to form a person with noble character. Good manners depend on how the process of fostering children's morals. Polite behavior is a rule of life that arises from the cohesion of a group of people in a society and is used as a guideline in the daily life of the community (Suryani, 2017). Polite behavior is an important part of everyone's daily social life and allows a person to be appreciated and liked by their social presence wherever they are. Polite behavior is also called ethics. Polite behavior is good behavior towards others (Suharti 2014).

The school environment has an important role in the formation of students' polite behavior so that educational goals can be realized to the maximum. All school members must be able to carry out what is the task and purpose of the school. The principal acts as a leader who can supervise and make policies on how school programs can be realized. Teachers as exemplary models for students, as well as the community around the school environment can review how educational activities in the school. It can be interpreted that the role of the school is an institution that has an important role in the formation of student manners.

Based on the discussion above, the school environment is the main key to the formation of student manners at school. Students who have good manners and manners will be liked by many people and easily accepted in their relationships and environment. This will also improve the quality and confidence of students. Therefore, teachers must familiarize students with polite behavior when they are at school. This is done so that students get used to and have ethics that are following social norms and values. In addition to teachers who act as teachers and role models at school, teachers are perfect figures for students, so whatever the teacher does becomes a reflection and model for students. Therefore, a synergy between teachers at school is needed to achieve the success of character education, especially manners.

4. IMPLICATIONS AND CONTRIBUTIONS

4.1 Research Implications

The results of this study imply that the school environment is crucial in shaping the discipline and politeness of primary school students by providing a structured and value-driven setting where positive behaviors are internalized. Teachers and administrators play a key role through strategies such as modeling, habituation, moral guidance, storytelling, and fair discipline. Additionally, collaboration between schools and parents is essential to ensure consistent reinforcement of character values both at school and at home.

4.2 Research Recommendation

This study highlights the crucial role of the school environment in shaping discipline and politeness in primary students, showing that structured settings, clear expectations, and positive role models strongly influence character development. It enriches character education theory and offers practical strategies for educators and policymakers to reinforce moral values. The findings provide guidance for school programs and policies and lay a foundation for future research on environmental impacts and comparative studies in character education.

5. LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

5.1 Research Limitataions

This study has several limitations that should be considered when interpreting the results. First, the research was conducted in a limited number of primary schools within a specific geographic area, which may affect the generalizability of the findings to other regions or school contexts. Second, the study primarily relied on qualitative data collected through interviews and observations, which may be subject to researcher bias and participant subjectivity. Third, the research focused mainly on the school environment's influence and did not extensively explore other factors such as family background, peer influence, or community culture that might also affect students' discipline and politeness. Finally, the cross-sectional design of the study limits the ability to examine long-term effects of the school environment on character development.

5.2 Recommendation for Future Risearch

Future research should involve a larger, more diverse sample of primary schools and use mixed methods to better understand how the school environment affects students' discipline and politeness. Longitudinal studies are also needed to examine long-term impacts. Additionally, exploring how family, peers, and community influence character development can provide a more complete picture. Research on the effectiveness of specific character education programs and the use of technology in character building is also recommended to support modern educational needs.

6. CONCLUSION

The school environment has an important role in shaping the character of discipline and manners of students at school. To form the character of discipline and manners in students, a series of activities need to be taught are by instilling the values of obedience, compliance, loyalty, order, and order. The results of the study concluded that there is an influence between the school environments (X) on the formation of disciplenary character (Y), this means that the role of the school environment influences the formation of disciplinary character and manners of students. The role of the school environment is a place for students to carry out learning process activities to gain knowledge and change attitudes, and life skills both in the classroom and outside the classroom by following and obeying the rules and systematics of school rules that have been set so that the learning process can achieve the expected goals.

Suggestions and recommendations from the results of this study are (1) further researchers can consider the limitations of this research, namely in associative research; (2) the findings can be used as a novelty for future researchers; (3) the results of this study can be used as reference and enrichment material; (4) the results of this study can be used as material for consideration and knowledge for teachers both theoretically and practically.

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Author Contribution Statement

The first and third authors were in charge of collecting data, and the second author compiled the research report. The authors take full responsibility for the originality of this article, each author is also responsible for their respective duties in completing this article.

Conflict of Interest Statement

The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript

Ethical Approval Statement

The author declares that this study was conducted in accordance with research ethics principles and has received ethical approval from the author's institution, including respect for participants' autonomy, confidentiality of data, and ensuring their safety and well-being, as outlined in the applicable research ethics guidelines.

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