

The Influence of Social Media and the Surrounding Natural Environment as Learning Resources on the Formation of Student Discipline Character

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ABSTRACT

This study aims to analyze: 1) the effect of social media on the development of students' discipline character at SD Kecil Mario, Tondong Tallasa District, 2) the influence of the surrounding natural environment on the formation of students' discipline character, 3) the simultaneous effect of social media and the surrounding natural environment on students' discipline character, and 4) the dominant variable affecting the formation of students' discipline character. Using a quantitative approach, data were collected through a questionnaire from 86 students using a saturated sampling technique. Data were analyzed using multiple regression, t-test, and F-test with SPSS 26. The results show that both social media and the natural environment significantly influence students' discipline character, with the natural environment.

INTRODUCTION

Indonesia faces significant challenges posed by globalization, which is expected to reach its peak by 2020. This challenge represents a significant test for the nation, one that must be prepared for starting today. The key to succeeding in this challenge lies in the development of capable and culturally grounded human resources (Danugroho & Fadilla, 2024). Therefore, the quality of individuals must be nurtured from an early stage. In recent times, values have undergone rapid and unpredictable changes due to advancements in technology, information, and globalization. These changes have led to a noticeable shift in values and morals, impacting the individual, societal, and national life (Turiel, 2002). Such changes may be attributed to various factors, such as the fading of national cultural values and the shifting of life values from their original structure, leading to the diminishing sense of national identity. Many students are beginning to forget their national character, opting to imitate foreign cultures perceived as modern. For example, adopting Western-style clothing, practicing individualistic behaviors, and mimicking behaviors from other cultures are actions that are increasingly seen as inappropriate in Indonesia (Mustari, 2023).

Teachers play an essential role in strengthening character education for their students. A teacher must model the behaviors and values they wish to instill, as students tend to imitate their teachers (Budiyono & Harmawati, 2017). The example set by teachers helps students in applying character values. A teacher, by nature, is someone whose words and actions are trusted and followed by students. The teacher must act as a role model, not just in words but in deeds. In this context, a teacher's role extends beyond just imparting knowledge; they are guides to shaping character. Amid the increasing violence among teenagers and society, the use of inappropriate language by students, a lack of respect for parents and teachers, a diminished sense of individual and collective responsibility, a culture of dishonesty, and rising violence in society, character education has become a priority. This situation significantly impacts societal attitudes, including those of students, creating a collective responsibility to uphold good values and prevent the spread of harmful ones. In essence, strengthening character education aims to create students who are balanced in academic knowledge, behavior, and skills, all essential to navigating the demands of Industry 4.0 and Society 5.0. By reinforcing character education, the goal is to produce students who not only excel academically but also demonstrate quality character (Setiawan et al., 2023).

The rapid advancement of social media has transformed the way people communicate, interact, and perceive the world. Social media platforms such as YouTube, Facebook, Instagram, and Twitter have become integral parts of daily life (Syahraini et al., 2024). They serve as tools for communication, information dissemination, and entertainment. Recent studies have highlighted both the positive and negative impacts of social media on individuals, particularly on young people. On one hand, social media fosters global connectivity, enabling instant communication across vast distances. On the other hand, the uncontrolled nature of online interactions has led to concerns about the negative impact of

social media on behavior, such as the promotion of unrealistic beauty standards, cyberbullying, and the spread of misinformation (Sheldon et al., 2019).

In educational contexts, social media has been explored as a potential tool for enhancing learning experiences. Research by Junco et al (2013) has shown that social media can increase student engagement and provide opportunities for collaborative learning. However, the potential for distraction and the exposure to inappropriate content remains a concern. The influence of social media on character development, especially regarding discipline and ethics, has not been fully explored in terms of how it contributes to the shaping of students' character in primary education (Althof & Berkowitz*, 2006). The surrounding natural environment also plays a crucial role in shaping students' character. Research has shown that engaging with the environment can foster a sense of responsibility, empathy, and respect for nature. Environmental education has long been advocated for its role in promoting sustainable development and environmental stewardship. However, its impact on shaping character traits such as discipline has been underexplored, particularly in primary school settings. In contrast, traditional classroom settings often fail to fully incorporate the surrounding environment into the learning process, relying instead on conventional teaching methods such as lectures and textbook-based lessons (Agustin & Rianingrum, 2019).

Studies have shown that the lack of integration between social media, the natural environment, and character development in educational settings is a significant gap in existing research. While much attention has been paid to the individual impacts of social media and environmental education, there is limited research on how these two factors simultaneously influence the formation of character traits, particularly discipline, in students. This research gap presents an opportunity to explore the combined influence of both social media and the natural environment on character formation in primary school students (Syahraini et al., 2024).

While the impact of social media and the natural environment on character development has been widely discussed, few studies have examined their simultaneous effects on the development of specific character traits such as discipline. Existing studies have tended to treat social media and environmental influences as separate entities, failing to consider how they interact and jointly contribute to shaping a student's character. Moreover, although some research has focused on the role of teachers and school environments in promoting character education, there has been limited exploration of the broader influences outside the classroom, such as the virtual space of social media and the physical environment surrounding the school.

This research gap is particularly notable in the context of primary education, where the development of character traits like discipline is essential for academic success and personal growth. Despite the acknowledgment that both social media and the natural environment influence student behavior, there has been little empirical investigation into their combined effect on the discipline of young learners. Additionally, research has not sufficiently identified which of

these factors—social media or the natural environment—has a more dominant influence on the formation of discipline in students.

This study aims to fill the gap in existing literature by investigating the combined influence of social media and the natural environment on the formation of discipline in primary school students. Specifically, the research will examine the individual and simultaneous effects of social media and the surrounding natural environment on students' discipline at SD Kecil Mario in Tondong Tallasa District. The primary objective is to understand how both factors contribute to shaping students' discipline and to identify which factor plays a more dominant role in this process. The research lies in its dual focus on social media and the natural environment as co-factors influencing character development in young learners. While previous studies have explored these factors separately, this research will integrate them into a single framework, allowing for a more comprehensive understanding of how these influences shape the character of students. The contribution of this study is twofold: first, it will provide new insights into the impact of social media and the natural environment on discipline, and second, it will inform educators about the most effective ways to leverage these factors in character education. The findings are expected to offer practical implications for improving teaching strategies, curriculum design, and school policies aimed at fostering well-rounded, disciplined students prepared for the challenges of the 21st century. By examining these elements in tandem, the study will contribute to a deeper understanding of character education in primary schools and provide a basis for future research on how to best integrate social media and environmental education into the curriculum to foster disciplined, responsible, and well-rounded students.

LITERATURE REVIEW

Social Media

Social media, derived from the combination of "media" (a communication tool) and "social" (human interaction contributing to society), is a digital platform that allows users to interact, share, and create content freely through multimedia such as text, images, and videos (Jati, 2017). It has transformed traditional one-way communication into a dialogic, many-to-many exchange, enabling users to connect globally (Ellison et al., 2010). In education, social media serves as a powerful tool to enhance student engagement and collaboration. It enables students to participate in discussions, share ideas, and access educational resources, thus promoting active learning and providing opportunities for independent study (Junco et al., 2013). However, the integration of social media in education is not without challenges. Distractions, privacy concerns, and the digital divide, where unequal access to technology limits participation, need to be addressed to optimize its potential (Tsetsi & Rains, 2017). Despite these challenges, social media has proven effective in fostering a more inclusive and collaborative learning environment by motivating students and offering them more access to learning materials beyond the classroom (Boyd & Ellison, 2008). Therefore, educators must strategically use social media to balance engagement with discipline and ensure it enhances rather than distracts from the learning process.

H1: There is an influence of Social Media on the formation of student discipline character at Mario Small Elementary School, Tondong Tallasa Subdistrict.

Environmental Learning

The concept of "environment" refers to the natural phenomena surrounding us, where interactions occur between biotic (living) and abiotic (non-living) factors. These interactions provide stimuli for individuals, to which they respond by exhibiting behavioral changes. In the context of education, the natural environment can be a significant learning resource. Utilizing the immediate environment around a school, such as gardens, rivers, or fields, allows students to engage directly with their surroundings, deepening their understanding through hands-on experiences (Ramadhan & Albaekani, 2021). This type of learning environment fosters the development of essential character traits, including discipline, creativity, and self-confidence, by enabling students to explore, experiment, and express themselves.

According to Zyaputra (2021), natural learning environments form a holistic space where the interplay of living and non-living elements impacts the well-being and continuity of life. This relationship within the ecosystem can significantly influence students' learning outcomes. For example, observing the effects of sunlight on plant growth directly in nature rather than through theoretical lessons enhances their understanding and application of concepts.

The role of the environment extends beyond the classroom to include three primary educational centers: the family, school, and society. The family serves as the first social environment, where children initially learn behavioral norms. In school, the environment plays a crucial role in shaping cognitive, emotional, and social development, emphasizing the importance of a conducive atmosphere for learning. A well-designed school environment, both physical and social, supports discipline and fosters a harmonious learning space (Yesil & Aras, 2024).

Moreover, the community or societal environment also influences individual behavior, offering an extended network of social interactions that further refine character traits, such as respect, responsibility, and collaboration. Educational activities within the community, such as environmental conservation or community service, contribute significantly to shaping students' sense of social responsibility and discipline. In sum, the natural environment, when strategically incorporated into the learning process, offers rich, real-world learning opportunities that foster students' character development. By engaging students with the environment, both inside and outside the classroom, educators can enhance the formation of disciplined, responsible individuals who understand the importance of preserving their surroundings.

H2: There is an influence of the surrounding natural environment on the formation of student discipline character at Mario Small Elementary School, Tondong Tallasa Subdistrict.

Learning Resources

Learning resources play an essential role in the educational process, as they help shape how students gain knowledge, skills, and attitudes. According to Tabun et al (2022) learning is a process of progress in an individual, involving changes in perception, information acquisition, viewpoints, behavior, abilities, and inclinations. It is a dynamic cycle designed to provide students with insights or information that leads to behavioral changes. Learning involves any action that can alter an individual's behavior, including reading, observing, listening, and mimicking. One of the most crucial learning resources is the surrounding environment, particularly the natural environment around schools, which is often an underutilized yet powerful tool for learning (Ahmadi, 2013; Sudjana, 2016)

Learning resources, as defined by Aprilia et al.,(2018) are all resources that can be used to support the learning process, whether directly or indirectly, and include elements outside the student, such as the environment. The environment offers an economic, practical, and flexible learning resource that can aid in achieving the learning objectives, especially when it comes to understanding environmental preservation and sustainable development. As the access to information grows, learning resources are no longer limited to traditional materials like textbooks. They now include a vast array of digital media, internet tools, and technologies (Sudjana, 2019).

The function of learning resources is multifaceted. Budiono (2016) identified key functions, including: improving learning productivity by speeding up learning processes, providing opportunities for individualized learning, reinforcing scientific and systematic learning foundations, and enabling immediate learning through real-world experiences. These functions are particularly important in creating an effective and engaging learning environment. By utilizing the natural environment as a learning resource, teachers can reduce the burden of traditional teaching methods, such as lectures, and offer students a chance to explore through direct observation and hands-on activities, leading to deeper engagement and understanding.

One significant advantage of using the environment as a learning resource is its ability to offer direct and meaningful learning experiences. Activities such as field observations and environmental projects help students connect theory with practice, reinforcing their understanding of scientific concepts while cultivating an appreciation for nature and sustainability. Renzulli et al (2021) highlighted, the environment provides real-world learning opportunities that enrich students' knowledge, promote critical thinking, and increase enthusiasm for learning.

Furthermore, learning in the natural environment encourages students to interact with their surroundings and understand the importance of environmental stewardship. In the case of SD Kecil Mario in Tondong Tallasa, resources such as gardens, rivers, and fields can be utilized to explore subjects like environmental preservation and sustainable development. By incorporating such experiences, students can engage in meaningful learning activities that not only improve their academic performance but also nurture a sense of

responsibility towards the environment. The environment surrounding a school is a valuable resource for learning. By integrating it into the curriculum, teachers can offer students authentic, hands-on experiences that enhance their understanding and foster a deep connection with their natural surroundings. This approach not only makes learning more engaging and effective but also instills crucial life values such as environmental awareness and sustainability, which are essential for students' growth and the future of our planet.

Character Education

Character education is the process of embedding moral values and shaping students' behaviors to align with societal norms and ethical standards. The term "character," derived from the Greek word meaning "to mark," emphasizes instilling positive values that guide actions and behaviors (Tabun et al., 2022). Character education integrates cognitive (knowledge), emotional (feeling), and behavioral (action) components. Without these three elements, character education is unlikely to be effective. It aims to develop intelligence, personality, and noble morals, as outlined in the Indonesian National Education System Law (SISDIKNAS) of 2003.

Primary schools provide a strategic environment for character education. Students at this stage are highly receptive to values such as discipline, honesty, responsibility, and care for others and the environment (Berkowitz & Bier, 2016). Activities like maintaining cleanliness, participating in community service, and engaging in environmental conservation help students internalize these values through real-world application.

Using the natural environment as a learning resource enhances character education. For example, students at SD Mario, Kecamatan Tondong Tallasa, benefit from learning in gardens, rivers, and fields, fostering a connection with nature and an appreciation for sustainable development (Darmojo, 2019). Experiential learning activities help students understand moral principles, not just as rules, but as values they actively practice. Effective character education shapes individuals into ethical, responsible, and resilient citizens. By integrating moral values into daily learning, schools play a critical role in developing students' personal and social competence, preparing them to contribute positively to society.

Discipline in Primary Education

Discipline refers to the ability to adhere to rules and regulations in a structured and responsible manner. According to the Ministry of National Education, discipline signifies orderly behavior and compliance with established laws and norms. Asy Mas'udi defines it as the awareness to perform tasks responsibly and systematically without external coercion. Similarly, Tutuk (2015) explains that discipline is an attitude of willingly following regulations to create order, peace, and mutual respect. Rooted in the English word "disciple," discipline involves learning under guidance, fostering obedience and self-control. Discipline is a lifelong process, beginning in the family and extending into the school environment. It serves as a tool to shape behavior and foster

responsibility. Tu'u (2015) categorizes discipline into adherence to rules, self-awareness of its benefits, and its role as an educational tool to guide and correct behavior. Discipline is fundamental in education for fostering success. Tu'u (2013) highlights its benefits in creating a conducive learning environment, instilling order, and ensuring students achieve their potential. A disciplined environment promotes focus, reduces disruptions, and aligns students' behavior with societal expectations.

Hurlock (Esti, 2023) identifies three approaches: permissive discipline, which allows freedom without much regulation; democratic discipline, emphasizing reasoning, discussion, and rewards over punishments; and authoritarian discipline, enforcing strict rules with punishments and rewards. Among these, democratic methods are more effective in fostering understanding and long-term adherence to positive behaviors. In primary education, discipline lays the foundation for lifelong habits, ensuring students grow into responsible, ethical individuals capable of contributing positively to society.

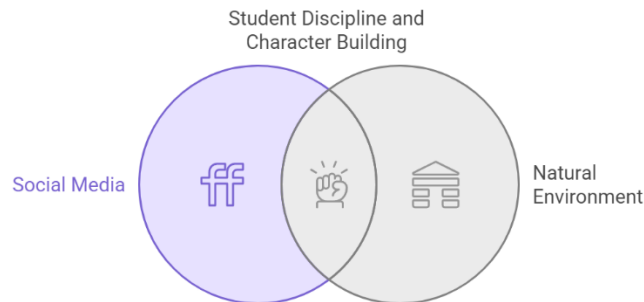


Figure 1. Conceptual Framework

METHODOLOGY

This study was conducted at SD Negeri Kecil Mario in Tondong Tallasa District, Pangkep Regency, South Sulawesi Province, over two months. Using a quantitative ex post facto approach, the research seeks to identify the causal relationships between media social use and environmental factors in shaping students' disciplinary character. The design incorporates variables of social media (X1), environmental surroundings (X2), and student character formation (Y), measured on a Likert scale. The population consisted of 86 students, with total sampling employed due to the manageable population size. Data collection methods included questionnaires, observations, and literature review, analyzing primary and secondary sources. The validity and reliability of instruments were tested using SPSS 26, employing Cronbach's alpha (>0.6) and correlation techniques. Data analysis utilized descriptive statistics, regression analysis, and classic assumption tests, including normality, multicollinearity, and heteroskedasticity tests, to ensure robust results. Hypotheses were tested using t tests (partial effects), F tests (simultaneous effects), and dominance testing to identify the most significant variable, with findings interpreted through coefficients and significance values. The methodology adheres to rigorous standards to ensure data reliability and meaningful insights into the influence of social media and the environment on students' character development.

RESEARCH RESULT

Simultaneously Test

Table 1. Significance of Media Social (X1) and Environmental Factors (X2) on Character Discipline (Y)

Predictor	Sig. (p-value)	Significance
Media Social (X1)	0.000	Significant
Environmental Factors (X2)	0.000	Significant

Simultaneously shows that there is a significant influence between the independent variables (X) simultaneously on the dependent variable (Y) which can be seen in the table above, namely with a sig value. test F of 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, namely consisting of; Social Media (X1) and the Surrounding Natural Environment (X2) together have an effect on student discipline character building at Mario Small Elementary School, Tondong Tallasa District.

Partial Test (t-test) Results

Table 2. Partial Test (t-test) Results

Variable	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t-value	Sig. (p-value)
Constant	7.057	1.982	-	3.560	0.001
Media Social (X1)	0.331	0.097	0.302	3.411	0.001
Environmental Factors (X2)	0.525	0.093	0.501	5.663	0.000

Partial test is a test to determine the effect of each independent variable on the independent variable. The decision-making criteria can be done by comparing the probability value or sig. with the significance level of 0.05. If the probability value ≥ 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is not significant. Conversely, if the probability value < 0.05 , the effect between the independent variable (X) on the dependent variable (Y) is significant.

The following conclusions can be drawn from the table above:

- a. The probability value of X1 is 0.001. This value is smaller than 0.05 or the value of t count $5.663 > t$ table 2.634 ($n-1 = 85$ alpha 5%) so it can be concluded that the variable Social Media (X1) has a positive and significant effect on the variable Student discipline character formation in Mario Small Elementary School, Tondong Tallasa District.
- b. The probability value of X2 is 0.002. This value is smaller than 0.05 or the calculated t value is $3.303 > t$ table 2.634 ($n-1 = 85$ alpha 5%) so it can be concluded that the variable surrounding natural environment (X2) has a

positive and significant effect on the variable of student discipline character formation in Mario Small Elementary School, Tondong Tallasa District.

Coefficient of Determination (R²) Test Results

Table 3. Coefficient of Determination (R²) Test Results

Model	R	R Square (R ²)	Adjusted Square	R Std. Error of the Estimate	Durbin-Watson
1	0.688	0.474	0.461	1.77313	2.129

The coefficient of determination (R-square) is a value (proportion) that measures how much the ability of the independent variables (X) used in the regression equation, in explaining the variation in the dependent variable. The coefficient of determination ranges from 0 to 1.

From the table above, it is known that the coefficient of determination (R-square) value is 0.474 This value can explain that X1 and X2 are able to influence Social Studies Learning Motivation simultaneously or together by 47.4%, on the formation of student discipline character in Mario Small Elementary School, Tondong Tallasa District..and the remaining 52.6% is influenced by other factors outside the regression model used.

Table 4. Dominant Variable Based on Standardized Coefficients (Beta)

Model	Unstandardized Coefficients (B)	Std. Error	Standardized Coefficients (Beta)	t	Sig.
Constant	7.057	1.982		3.560	0.001
Media Social (X1)	0.331	0.097	0.302	3.411	0.001
Environmental Factors (X2)	0.525	0.093	0.501	5.663	0.000

Unstandardized Coefficients Beta value of Social Media (X1) 0.331 and Natural Environment (X2) 0.525. Of the two X Variables, the highest Beta coefficient variable is the Natural Environment variable around Unstandardized Coefficients Beta with a value of 0.525. Thus, the most dominant variable influencing the variable of student discipline character formation in Mario Small Elementary School, Tondong Tallasa District is the Natural Environment.

DISCUSSION

The Influence of Social Media on the Development of Students' Discipline Character

The research results indicate that Social Media (X1) positively and significantly impacts the development of students' discipline character at SD Kecil Mario, Kecamatan Tondong Tallasa. With a probability value of 0.001 (< 0.05) and a t-value of 3.411 > t-table 2.634, it is concluded that constructive use of social media contributes substantially to improving students' discipline character.

According to Annisa, Damanik, and Khalidaziyah (2023), social media plays a crucial role in students' lives, serving not only as a communication tool but also as a platform for education, branding, and marketing. The primary functions and benefits of social media include:

- a. Communication: Social media facilitates global communication without geographical or temporal constraints, enabling students to connect more widely.
- b. Branding and Self-Expression: Students use social media to express themselves and build a positive image within their social environment.
- c. Learning Platform: Social media serves as a source of information, allowing students to access educational content, either directly through platforms or collaborative online learning.
- d. Business Opportunities: Social media provides a platform for students to start small businesses, fostering entrepreneurial skills from an early age.

While social media offers significant positive impacts, unregulated use may lead to negative effects. Therefore, proper guidance and supervision are essential to maximize its benefits in shaping students' discipline character (Annisa et al., 2023). In conclusion, social media is an effective tool to support the development of students' discipline character when used wisely, enhancing communication, education, and personal development.

The Influence of the Surrounding Natural Environment on the Development of Students' Discipline Character

The findings reveal that the natural environment (X2) has a significant and positive impact on developing students' discipline character at SD Kecil Mario, Kecamatan Tondong Tallasa. With a probability value of 0.002 (<0.05) and a t-value of 3.303 $>$ t-table 2.634, it can be concluded that leveraging the natural environment effectively contributes to shaping discipline among students.

This aligns with research by Luh Aryani et al (2013) which highlights that utilizing the surrounding environment in the learning process enhances students' science process skills and academic achievements. Their study, employing a quasi-experimental design with MANOVA analysis, confirmed that students taught using their surrounding environment exhibited superior skills and knowledge compared to those using conventional methods ($F=43.662$; $p<0.05$).

Similarly, Harahap (2023) assert that human behavior is largely social and learned through environmental and social interactions. Education, beginning from an individual's initial interaction with their community, shapes cognitive and behavioral skills essential for societal development. Environmental factors provide a foundation for fostering creativity and personal growth through experiential learning.

Supporting this, Efridawati Harahap (2023) emphasized that the social environment plays a pivotal role in shaping students' learning characters. Her findings, derived from library research methods, underline the importance of integrating social and natural surroundings in educational frameworks to nurture discipline, collaboration, and adaptive behavior among learners. In conclusion, incorporating natural and social environmental elements into the

learning process enhances not only academic achievements but also the discipline character of students, making education more meaningful and contextually relevant.

The Effect of Social Media and the Surrounding Natural Environment on Student Discipline Character Building at Mario Small Elementary School, Tondong Tallasa District

The F test is 0.000 at a significant level of 0.05. This value is smaller than 0.05 which indicates that all independent variables, namely consisting of; Social Media (X1) and the Natural Environment (X2) together have an effect on the formation of student discipline character at Mario Small Elementary School, Tondong Tallasa District. This research is in line with the theory that in addition to social media, school and community environmental factors can also affect the development of children's imagination. The task of the school is to develop the potential knowledge and skills of children, form noble morals, build high solidarity with others, and develop the faith and piety of children to become religious and charitable people Putra et al (2022). Next is the community environment. The community environment also plays a role in the development of children's behavior and personality in imagination. In social life, children associate with peers and younger people or even with parents. Through this association, children learn about how other people behave, children observe different behaviors in their peers, and children can learn about events in society that are positive or negative according to their beliefs (Family & Society).

This is in line with the results of research Hafsah (2018) that the effect of social media on motivation is their learning attitude. The results showed that there was a significant influence. This is evident from the results of the regression equation test $\hat{Y} = 15.14 + 0.78X$ if Social Media and Learning Motivation are measured by the instruments used in this study, then each increase of one unit of Social Media usage score (X) will be followed by a decrease in Learning Motivation score of 0.78 with a constant 15.14.

Variables that Dominantly Affect the Formation of Student Discipline Character at Mario Small Elementary School, Tondong Tallasa District

Unstandardized Coefficients Beta value of Social Media (X1) 0.331 and Natural Environment (X2) 0.525. Of the two X Variables, the highest Beta coefficient variable is the Unstandardized Coefficients Beta Natural Environment variable with a value of 0.525. Thus, the most dominant variable influencing the variable of student discipline character formation in Mario Small Elementary School, Tondong Tallasa District is the Natural Environment.

In line with Radar Banyumas 2023, the concept of nature-based learning is often known as forest school, where the teaching and learning process is not limited to conventional classrooms or buildings, but is carried out outdoors without uniforms. Learning activities actively occur in nature, making it a dynamic learning object. In addition, the advantages of nature school are very diverse, making it an attractive option for children's development. One of the most important advantages of learning in nature is the direct involvement with nature and the surrounding environment. Children learn in the midst of nature,

feeling the weather, observing flora and fauna, and experiencing the various elements of nature. This not only broadens their understanding of the world, but also fosters a sense of responsibility towards nature and care for the environment. Next, the advantage of nature school is that it can provide space for children's creativity and imagination to develop naturally. They can learn in a freer way, explore new ideas, and find unique ways to solve problems. Liberation from the confines of a traditional classroom gives them the freedom to explore their interests and talents in greater depth. Not only does it enhance imagination and creativity, another advantage of nature school is to develop children's social skills. Learning in nature often involves group work and more social interaction. Children learn to cooperate, communicate and solve problems together. This builds strong social skills and prepares them for the real world full of diverse relationships and social dynamics. Nature schools encourage the development of independence and a sense of responsibility. Children often have the responsibility of taking care of plants, animals or the environment around them. With this advantage of nature school, it teaches them the importance of taking care of things and gives them a sense of ownership over their actions. The next advantage of learning in nature lies in the flexibility of the curriculum. Nature learning tends to have a more flexible curriculum that can be tailored to the needs and interests of the students. This allows teachers to design learning experiences that are more creative and relevant to children's daily lives. Interacting with nature can provide physical and mental health benefits. Physical activities that occur in nature can improve physical health, while the presence of nature itself is associated with reduced stress levels and improved mental well-being. So it is very natural when the results of research on learning in nature are more dominant on student discipline in school.

CONCLUSIONS AND RECOMMENDATIONS

This study aims to understand the influence of social media and the surrounding natural environment on the formation of students' disciplinary character at Mario Small Elementary School, Tondong Tallasa District. Based on the data analysis conducted, it was found that social media has a significant influence in the formation of students' disciplinary character. Social media, which has now become an integral part of students' lives, serves as a means of communication, a source of information, and a space to build self-identity. In addition, the results also show that the surrounding natural environment makes a significant positive contribution to the formation of students' disciplinary character. An environment rich in natural resources allows students to learn through direct experience, observe real phenomena, and understand the values of sustainability. The findings of this study confirm that the natural environment variable has the most dominant influence compared to social media in shaping students' disciplinary character.

This research makes an important contribution to the world of education, especially in understanding the role of social media and the natural environment in shaping student character. The findings enrich the literature on environment-based education and show how social media can be strategically utilized to

support learning. The research also provides practical insights for educators and education policy makers in designing a more adaptive and contextualized curriculum. By integrating the use of social media as an educational tool and maximizing the potential of the surrounding environment as a learning resource, educators can create a more relevant and meaningful learning experience for students. The originality of this research lies in the combination of two variables that are rarely studied together in the context of character building, especially in areas with limited access to education such as Tondong Tallasa.

However, this study has some limitations that need to be considered. Firstly, this study was conducted on a relatively small population, namely Mario Small Primary School students, so the results cannot be widely generalized. Secondly, this study only used quantitative methods, which may not fully describe the complexity of the relationship between social media, natural environment, and student character formation. Third, other variables that may influence character formation, such as family factors or local culture, were not included in the analysis. Therefore, further research needs to involve a larger population, a mixed methods approach, and additional variables to provide a more comprehensive understanding.

Future research agenda could focus on a more in-depth exploration of how the interaction between social media and the natural environment affects different aspects of students' development, such as emotional intelligence, creativity and social skills. In addition, further research could examine the effectiveness of environment-based education programs that utilize social media as a learning support tool. By expanding the scope of the study to different cultural contexts and regions, researchers can gain richer and more relevant insights to be applied in national and international education policies. This research is expected to serve as a foundation for the development of a holistic, contextual and sustainable approach to education to produce a generation that is not only academically intelligent but also has a strong character and is adaptive to the challenges of the times..

ADVANCED RESEARCH

Every research has its limitations, and this study is no exception. While it successfully examines the influence of social media and the natural environment on the formation of students' discipline character in a specific setting, certain limitations need to be addressed for a more comprehensive understanding. Firstly, the study is conducted in a localized context, focusing solely on Sekolah Dasar Kecil Mario in Kecamatan Tondong Tallasa. While this provides valuable insights into the specific community, the results cannot be generalized across broader populations or different socio-cultural contexts.

Secondly, the study employs a quantitative approach, which, while rigorous, does not capture the qualitative nuances of how students perceive and interact with social media and their environment. The interplay of emotions, values, and subjective experiences remains unexplored. Additionally, external factors such as familial upbringing, peer influence, and cultural norms, which could significantly affect character formation, were not included as variables in

this research. These exclusions limit the holistic view of the factors shaping students' discipline.

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