

THE NATURE OF SCHOOL ATMOSPHERE ASSOCIATION TO IMPROVE THE STUDENTS' PERSONALITIES IN MADRASAH IBTIDAIYAH (MI) OF KOTA LANGSA

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Abstract: The article scrutinised the nature of primary school atmosphere association to improve students' personalities in Kota Langsa. Kota Langsa has a mixed community background and is located on the eastern coast of Aceh province, which ratifies to perform Islamic Sharia area. The study informants were the people who shared daily interactions with the students, particularly in education performances and religious practices, i.e., the school teachers, parents, village prominent, and religious figures. The article employed a constant comparative method, which examined the conceptual finding of equivalences atmosphere associations. It grounded a theory to explain the phenomena of the nature and nurture of the Islamic primary school environment, when the parents' educational goals, teachers' objectives, and local figures' wisdom meet with the early process of students in their school days. The article proposed the result that confirmed the link between school atmosphere and students' personality development. Finally, the result confirmed the research objective, which described the socio-economic, facility, local figures, and teachers are the main elements to mediate developing students' personalities in Islamic primary school.

Keywords: milieu; learning condition; school atmosphere association; students' personalities.

Abstrak: Penelitian ini mengkaji terkait pengaruh lingkungan suasana belajar madrasah ibtidaiah yang berkorelasi dengan perkembangan kepribadian siswa di Kota Langsa. Dengan latar belakang masyarakat yang majemuk, kota Langsa terletak di wilayah pantai timur Provinsi Aceh yang mengaplikasikan praktik syariah Islam. Para informan penelitian ini adalah pihak yang selalu berinteraksi dalam lingkaran siswa yang berorientasi pada pendidikan dan praktik keagamaan, para informan adalah guru sekolah, orang tua, tokoh desa, dan tokoh agama. Penelitian ini menggunakan metode komparatif konstan yang meneliti temuan konseptual dari asosiasi atmosfer kesetaraan. Hal ini menjadi landasan teori untuk menjelaskan fenomena fitrah dan pengasuhan lingkungan sekolah dasar Islam, ketika tujuan pendidikan orang tua, tujuan guru, dan kearifan tokoh lokal bertemu dengan proses awal seorang siswa di masa sekolah mereka. Hasil penelitian ini menegaskan hubungan asosiasi suasana sekolah dengan pengembangan kepribadian siswa. Hasil penelitian juga menegaskan tujuan penelitian yang menggambarkan sosial ekonomi, fasilitas, tokoh pemimpin sosial, dan guru pendamping merupakan elemen utama untuk memediasi pengembangan kepribadian siswa di sekolah dasar Islam.

Kata kunci: lingkungan; kontribusi suasana belajar; dan kepribadian siswa.

INTRODUCTION

The article presented the research investigation to discover the associated factors of school nature atmosphere with local wisdom character of Kota Langsa, the region of Aceh province, which is in the implementation of Islamic Sharia, for these factors, 1) The socio-economic condition of the students' families, 2) The smartphones and internet access, 3) The role of village prominent and religious figures, 4) The teachers' feedback. The article described the local wisdom works to unite the diverse and structure the foundation of education and the community within.

The four-atmosphere factors associate both the development and strengthen the value of effort in teaching-learning characteristic of the students' personality. These factors are the formulations generated by the students' nature of environment, yet intangible with the nurture of their parents, teachers, and local society roles, such as religious figures. Bridging the four atmosphere factors, the Islamic primary schools' beneficiaries agree to layer the basic foundation, which is to enlighten the natural shield of school atmospheres, and the nurture support factors, to layer students' personality (Kember, 2015; Mucherah et al., 2018; Nurizka et al., 2020). The article projects the primary school atmosphere association with local wisdom character to improve students' personality in Kota Langsa. Without neglecting the main objective of the Islamic primary school as the public education school that works to develop society literacy, competence, and character, the article also develops the analysis of foundation on the students' intellectual, spiritual, and emotional awareness.

A host of mixed communities, Kota Langsa serves as an administrative region with two close neighbouring regions, Idi and Kualasimpang. Demographically, Kota Langsa was a capital city of the East Aceh region before the administrative proliferation of regions for having its authorities' process (N. Hanum, 2018; Iqbal & Afna, 2019). The East Aceh region was collocated into three regions, the East Aceh, which has the new capital city, Idi, Kota Langsa stay with the former city name, and Aceh Tamiang, with Kualasimpang as its capital city name. Living and working communities commute in a neighbouring circle region (N. Hanum, 2018; Iqbal & Afna, 2019). For instance, some students and their parents who live outer region of Kota Langsa, which they are commuting to every day, yet the students go to attend a school day, and their parents work as well. Moreover, the parents have different working backgrounds; some work as government employees, and some are goods merchants. These are common social phenomena of commuting community, which leads to rising the parent-children relationship issues, the parent work pressure threatened by stress and fatigue from travelling, yet, their children also are weary for enrolling a school that is remote to their home.

The social phenomena of commuting families in Kota Langsa are linear issues because travelling is derived from community spread activity within neighbouring regions. Therefore, work or education related reasons could be defined as a perspective proposing a better work and institution opportunity, obtaining desired living-learning standards and environments to serve the financial capacity and wishes (Giménez-Nadal et al., 2021; Kim & Horner, 2021). The phenomena enclosed the values within local society, socio-economic conditions, and facilities (Kersting et al., 2021; Kim & Horner, 2021). However, the consequence and effect of commuting shall be different in character since the individuals' base decision and response depend on their background and circumstance (Fromentin, 2021; Giménez-Nadal et al., 2021; Tsiotas & Polyzos, 2021). When the commuting is a consequence of freely taken decisions within the home-work-school point, the positive effect for having better opportunities, and yet, the forced condition shall cost a negative character and issues in the family (Fromentin, 2021; Giménez-Nadal et al., 2021; Kim & Horner, 2021; Tsiotas & Polyzos, 2021). In Kota Langsa, the commuting distance within the home-work-school point is inherent in the complex relationship between communal acceptance tradition in people, transportation system, norm, and personal desires work-school.

The article anticipated two research questions which constituted the associated factors of school nature atmosphere with local wisdom character of Kota Langsa, the region of Aceh province. The question is as follows: "How do the nature of primary school atmosphere association define the improvement of students' personality in Kota Langsa".

METHODS

The article projected the research investigations conducted at the two local Islamic primary schools, MIN 1 and MIN 2, of Kota Langsa, and spent ten months field works. The article described four focuses of the research, which overviewed the nature of primary school atmosphere association to improve students' personality in Kota Langsa, i.e., 1) The socio-economic condition of the students' families, 2) The smartphones and internet access, 3) The role of village prominent and religious figures, and 4) The teachers' feedback.

Participants and Procedures

The research administrated the research informants selected for the study, which were parents, religious' figures, community leader figures, of the school principals, teachers, and students from the schools. In order to simplify the process of data collection, the article projected two forms of questionnaires; the first forms are shared with the parents, religious figures, community leader figures, and teachers, and the second one was shared with the students. Then the following results

were analysed with a constant comparative method. The questionnaires were directed to answer the first research question.

Table 1. The Demography of Research Participants ($N = 100$)

Participants	N
Grade	
4 th	5
5 th	12
6 th	14
Parents Occupations	
Government employee	22
Regional Merchant	5
Plantation officer	15
Nurses	8
Doctors	5
Origin Region	
Kota Langsa	12
Peureulak	14
Idi, Aceh Timur	29
Kualasimpang	45
Others Participant	
The religious figures	4
The local village leader	4
The principles	2
The school teachers	4

The research formerly employed questioners as an instrument, formulating the open-ended question, which was designed to further the study objective by considering the informants' knowledge, feeling, and understanding (Nurizka et al., 2020; Rudasill et al., 2018). The writer applied the standardised School Climate Atmosphere (SCA) instrument directed to assess the primary school (Elezović et al., 2022; Rodríguez et al., 2022). The questioner also was designed to have an open boundary to acquire detailed and descriptive information on the study objective, were designed to assess how frequently they perceived each statement to be true of nature to the school, along with the five-point scale with anchors at 1-never, 2-rarely, 3-sometime, 4-often, and 5-very frequently (Marsden & Wright, 2010; Oosterveld et al., 2019; Richards & Hemphill, 2018; Tran et al., 2021). The in-depth interview provided a further grasp of attitude and specific perception of the research

objective (Marsden & Wright, 2010; Oosterveld et al., 2019; Richards & Hemphill, 2018; Tran et al., 2021). Therefore, the instruments capitalised the benefit to coordinate the data analysis in groups, to control the challenges introduced when the data was being discussed as substantive theory as the study finding.

The Constant Comparative Method

The study employed a constant comparative method to provide the approach to relay the nature of primary school atmosphere association with deriving the improvement of students' personality in Kota Langsa. It also examined the conceptual finding of equivalences atmosphere association. A constant comparative method analysed the nature and nurture of the Islamic primary school environment, when the parents' educational goals, teachers' objectives, and local figures' wisdom meet with the early process of students in their school days. Furthermore, these students also come from neighbouring regions of Kota Langsa. Nowadays, throughout the ministry of Religious Affairs, the Indonesian government encourages supporting the national quality standard of every Islamic primary school from regions to outer neighbouring towns. It is uncommon that these local communities still claim that the more prominent city schools are located, the better quality of their achievement should be equipped.

The article implanted a constant comparative method of a grounded theory which organised the analyses for the student's responses throughout the interview to develop cross-case propositions and cause-effect (Bianchi et al., 2021; Elezović et al., 2022; Rodríguez et al., 2022; Wilson & Lengeling, 2021). Nevertheless, the impact of commuting also raises relationship issues because some cases project that the children will feel more comfortable when they travel by their family car than a public transportation (Fromentin, 2021; Giménez-Nadal et al., 2021; Nurizka et al., 2020; Tsiotas & Polyzos, 2021). Furthermore, Romanowski et.al also suggested that nature and nurture are the primary atmospheres for children's education. In addition, Lemming and Lockwood argued that the local wisdom and culture should be a good value as a former structure of social psychology for growing up and flowering into an adolescent (Bastariantto et al., 2019; Hensher et al., 2022; Richards & Hemphill, 2018). Thus, the article advised that local culture, value, incentive, and resilience are part of the whole descriptions for the Islamic primary school nature atmosphere in an educational process that aims to improve students' personalities.

RESULT AND DISCUSSION

The article emerged to investigate the nature of primary school atmosphere association and its influenced factors of the commuting family to develop a student's personality. The article's novelty

described the commuting families' phenomena in Kota Langsa and its outer selves-neighbouring towns. Until now, the people still commute from one town to another to find a better opportunity in job and education. However, when the outbreak of SARSCOVID-19 in March 2020 followed an elevated month in 2020, Langsa also instructed them to employ travel and distance restrictions, which struck hard for these families. Particularly, those parents who are travelling merchants who cannot trade their good crossing towns as their primary profession, and their children cannot go to school either.

Table 2. Descriptive statistic for SCA survey items

Variable	Item Text	N	Weighted Mean	M	SD
<i>Domain, The socio-economic condition of the students' families</i>					
01	All students are treated the same, regardless of whether their parents are rich or poor	90	2.86	2.65	0.78
02	Boys and girls are treated equally well	82	2.84	2.79	0.87
03	The school provides instructional materials (e.g., Textbooks, handouts) that reflect the student's cultural background and identity	85	3.08		
04	Male and female students are treated equally well	80	2.86	2.75	0.78
05	The teachers and staffs of this school treat all students respectfully	50	2.70	2.54	0.75
06	The students acquire a good expose of Islamic religious tradition teaching with local wisdom	80	2.80	2.60	0.68
07	The students can practice their religious tradition with and without supervision	75	2.56	2.65	0.55
08	The students with different backgrounds and origins get along well at this school	70	3.01	2.95	0.95
09	The smartphones and internet access facility	80	2.81	2.75	0.85
<i>Domain engagement, Topic area Relationship</i>					
10	The students acknowledge their family and environmental pressure.	70	2.20	2.18	0.48
11	The students are aware of their mental state as they resemble their family and environment	68	2.85	2.75	0.85
12	Relationships are the essential element for growth and learning	90	3.81	3.21	0.90
13	The teachers understand the students' problem	80	2.08	2.05	0.85
14	The parent and school response to students' adversity	89	2.85	2.56	0.45
15	The role of village prominent and religious figures	75	2.56	2.40	0.40
16	The core of primary school learning in Islamic education	70	2.57	2.30	0.22

17	The religious teachers help to maintain local wisdom	85	2.45	2.30	0.22
<i>Domain engagement with topic area participation</i>					
18	The students regularly attend school-sponsored events, such as local dances, performances, and extracurricular activity	85	2.85	2.56	0.82
19	I have lots of chances to be part of class activities	80	2.95	2.65	0.89
20	At this school, the students talk about the importance of understanding their own feeling and the feeling of others	80	2.85	2.60	0.85
21	The early-grown branch of students' knowledge tree is better to start early at the elementary school	80	2.86	2.86	0.96
<i>Domain commuting and region</i>					
22	The students often travel inter-neighbouring towns and regions	80	2.65	2.75	0.95
23	The school in Kota Langsa is favourable to enrol	85	2.78	2.65	0.72
24	The school provide better individual attention than other inter-region	85	2.89	2.46	0.56
25	The schools' official; principles help students to develop regulations to understand and manage the feeling attention	86	2.89	2.56	0.86

Note. All items were rated on a scale 1 – 5 SCA

The result anticipated the nature of primary school atmosphere association to the nurtural and natural process. The questionnaire displayed the indicators throughout the four factors by employing an open-ended questionnaire. The students' families' domain socio-economic condition revealed means ranging from 2.86-2.65 of a five-point scale with a standard deviation form 0.78 as stated in Table I. The constant comparative method revealed one of the strong factors, i.e., the interrelationships are the essential element for growth and learning. An eigenvalue of 4.6 explained 85 per cent of the variance in perception of questionnaire result. The loading factors range from 0.49-0.90; interestingly, the relationship factors have the highest variability ($m \frac{1}{4} 3:86$; $SD \frac{1}{4} 0:70$). However, it had low commonality with the other items, such as family privileges for learning facility and financial support, and schools' selections criteria. Furthermore, this was not meant to determine whether the socio-economic condition did not have an issue within the inner nurture. The assessment of three items had a Cronbach's alpha reliability of 0.93. In addition, the interrelationship factors comprising the resource support scale had a Cronbach's alpha of 0.82. The internal consistency of scale to the smartphones and internet access was also examined, which demonstrated adequate reliability. The alpha reliability for the second item pointed out was 0.92 to project how a joined cooperation the parent and school response to students' adversity in providing facility as one of

learning, during online teaching section for Covid-19 physical distance protocol within personal own or shared used. The second factors subscale was 0.94, and project the join cooperation in 0.93. The constants analysis these scales in relation also supported of collegial role of village prominent and religious figures which indicated to implant early the core of primary school learning had an alpha of 0.93. The constants comparison analysis of the subscales related with the local wisdom the region categorised as the core on learning than another domain result. To overview focused association, the writer formularised in Table 3.

Table 3. The Means and Standard Deviations of School Atmosphere Association

No.	Item	Mean	SD	Factor 1
1.	The socio-economic condition of the students' families.	3.58	0.53	0.90
2.	The smartphones and internet access.	3.74	0.49	0.92
3.	The role of village prominent and religious figures	3.75	0.57	0.93
4.	The teachers' feedback	3.37	0.55	0.90
		Eigenvalue		4.6
		Percent of Variance		0.66

The collegial role of village prominent and religious figures related most with the both schools' principles answers that affirmed the external atmosphere to students' personal development. Eventually, the last factor, the teachers' feedback, was significantly positively related to the school atmosphere association (the feedback ($r = 0.52; 0.61$, respectively), teachers' professionalism ($r = 0.37; 0.34$, respectively), and community engagement ($r = 0.50; 0.63$, respectively). They were positively related to one another ($r = 0.46$ to 0.82). Thus, these factors were analysed, which had decisive factors with an eigen value of 2.39 that explain 80 of the variances.

The questioner discovered four points that mostly happened in personality development for the primary school students; the finding concerned the nurture of the school atmosphere.

Relationships are The Essential Element for Growth and Learning

The students mentioned that their parents are busy with their work hours. They appreciate the parent's effort; however, they also require their parent to less their work hours and give them more attention, even on weekends. Nevertheless, the merchants' or shopkeepers' parents did not have leisure days, so they only met their children at night after closing the stores. The fact troubled the first point; hopefully, the questioner also projected that parents realise to be supportive responsive in growing mutual relationships (Hasnita et al., 2021; Muliani & Noviati, 2018; Rizal et al., 2019). Despite their busy work hours, the parent always tried to manage their children's affective significance by providing warm, consistent relationships, positive experiences, perceptions, and interactions (N. Hanum, 2018;

Muhaini, 2021). The result identified the number of peer-to-peer conversations between parents, religious figures, community leader figures, teachers, and students, developing personality regardless of parental income or educational background (N. Hanum, 2018; Muhaini, 2021; Muliani & Novianti, 2018). Therefore, an engaging discussion is essential to signify students' communication competence.

The Parent and School Response to Students' Adversity.

The primary school students were usually consoled for the pressure they faced because of the facility in the questionnaire. The students presumed the pressure to deliver an excellent academic achievement. Many students are afraid to talk with their parents when they get bad scores, and they are also afraid of being bullied by their school and neighbourhood friends (Gholam, 2018; Muhaini, 2021; Nurizka et al., 2020). The pressure is becoming short of stress, which is the usual response (Leeferink et al., 2019; Marsden & Wright, 2010; Tran et al., 2021). However, when it became excessive, the stressor somehow developed into distraction and profoundly affected children's well-being (aizah et al., 2021; Richards & Hemphill, 2018). The children respond to pressure as anxiety for not delivering the proper result of learning achievement (Richards & Hemphill, 2018; Thomas & Magilvy, 2011). Instead of giving higher expectations (Leeferink et al., 2019; Poedjiastutie, 2019a), typically, every parent expects to watch their children grow and have success in life. However, they also realise that putting many pressures forces their students to more than enjoy their lives. It is not easy to get things working in valiant conditions, particularly when watching the children having a pressure that develops into stress (Gholam, 2018; Leeferink et al., 2019; Poedjiastutie, 2019a). Consequently, the learning difficulty is caused by stressors, the pressure to deliver academic achievement as the pay-back for privilege facility terminates students' learning motive and attitude (Zainuddin, 2018). The learning difficulty adversity usually happened for most of the family selected to be the research informants (Rahayu et al., 2020a; Zainuddin, 2018). The parents within the questionnaire results realise that their expectation for giving pay-back was not the main idea. However, they feel discouraged for reporting their children's poor academic (Gholam, 2018; Leeferink et al., 2019; Oosterveld et al., 2019). Academically, the school response is regulated to maintain learning development in school days. The teachers of the schools, MIN 1 and 2, tended to approach the students to gain the pressure issue, which might cause learning, social relation, and bullying. The school teachers retained that every class has their homeroom teacher to report their student's development and monitor the classroom process. The teachers' efforts work to give the whole experience of growing to these children enjoying the school without the neglected possibility of Adverse Childhood Experience (Fuadi et al., 2020a; Gholam, 2018; Rahayu et al., 2020a).

The Core of Primary School Learning

Academically or affectively, a positive fostering comes from emotion and social as a learning experience, including building trust, reinforcement, and support. These are the core of growing and helping to overcome the children's negative emotions, such as pressure for failing in class, anxiety, and self-doubt (Dědová & Baník, 2018; Fuadi et al., 2020a; Mucherah et al., 2018). Furthermore, the gain for a positive fostering comes to help the children manage themselves, which essentially influences the learning experience (Knowles & Kerkman, 2007; Rafiola et al., 2020; Rahayu et al., 2020a). For instance, teaching the children to calm themselves is not easy to perform. The processes require regulated behaviours and focus attention, which is consistently supported from the people, parents, teachers, and so on. The process laid a foundation for self-handle capability, which required being nurtured through times (Buchanan & Coulson, 2007; Iqbal et al., 2020). Managing a response is essential as overcoming responses to a negative provocateur of bullies, irritates, and insult. Besides, as responses to positive reinforcements, encouragement, and compliment, categories as distractions or supports, children can resist, be resilient, prioritise their daily tasks, set-achieve goals, and manage impulse (Buchanan & Coulson, 2007; Iqbal et al., 2020). This ability relates to the students' interpersonal skills, organises the interaction with their friends and adults in resolving conflicts, working in group tasks, contributing to a social activity, which formulates the students' personality (Berkowitz, 2020; Mucherah et al., 2018; Rudasill et al., 2018). The research questionnaire result indicated that the student who developed an early growth mindset-that is, is believed they are resilient to work their own responsibility improvement throughout the effort, trials-errors new strategies to find a solution (Fathurrochman et al., 2019; Mulyani et al., 2021; Nurizka et al., 2020). After encountering difficulty, they are less prone to grow disheartened and more willing to strive harder. Additionally, they are more motivated to act on the activity until it is completed, even if they do not realise their limit yet (Berkowitz, 2020; Mucherah et al., 2018). The teachers are usefully to facilitate them when in school days, then when at home, the parent does it, and finally, the society will take on the community. The answer of teachers in questioner expected to perform engagements which improve the performance.

The Early-Grown Branch of Students' Knowledge Tree

Analogically, a small tree grows many branches to sustain leaves and constantly grows through time, naturally requisite earth nutrient, water resource, and the nurture of human love. On the other hand, the surrounding atmosphere supports the tree to grow well. However, the children are different and capable of doing more. The research finding projected that children energetically concept their familiarity constructed on their daily experience, relationship, and communal interface (Berkowitz,

2020; Mucherah et al., 2018). As the students at the school days, they dynamically perform their learning objectives and help their parents; doing errands, sitting with their younger brother and sister, attending extracurricular activities, and so on. The researcher discovered that the parent, teacher, and religious figures work together to maintain the growing process. In addition, the psychologist introduced the concept of how the children shape their learning perspective model. The model transcript comparison of new and previous information may explain the characteristic model they take as a personal account (Berkowitz, 2020; Mucherah et al., 2018; Rudasill et al., 2018).

The process actively engages with concepts and knowledge, which shared multiple opportunities to perform the personality as a relevant characteristic. Therefore, the experience happened to infinite for comforting teaching orientations, setting tasks, watching, guiding children's efforts, and offering feedback.

The researcher projected it classified the primary association to these four items, the finding concerned about the nature of school atmosphere.

The Socio-Economic Condition of The Students' Families

The socio-economic condition relates to earning income conditions in these regions; Kota Langsa, Aceh Timur, and Kualasimpang, which describe the family's capability to school their children. The condition, for example, there some parents who live in the outer region of these areas, particularly relate with their origin regions, still urges their children to help them in supporting their job, such as framers in the rice field, the fisherman in the coastal area, and the plantation as well (Hasnita et al., 2021; Muhaini, 2021; Ulfa & Bania, 2019). Moreover, some parents also ask their children to look after their younger sister and brother at home or even at the store where their parents work. The condition happens to the parent who is a merchant, owning shops, groceries, etc. The first association had not appealed to disregard children's period to play or enjoy their own time as some children did not ask to do the following jobs above (Muhaini, 2021; Ulfa & Bania, 2019).

Relying upon the association, some parents argued the jobs are meant to train the children to adolescent being. The parents also allow the children to enjoy their time after school and on the weekdays. The parents insist that the job is also part of learning to gain personal capability, such as interpersonal skills in communication, and meeting the real-life problems as their children overview their parents working, meeting and serving consumers, and so on (Muhaini, 2021; Rizal et al., 2019; Ulfa & Bania, 2019). Furthermore, most parents have agreed that their job earnings sustain their children's education and future investment. Our finding on depth interview indicates that some parent invests in their future educations; the parent intends to send their children to a more prestigious higher institution located in Banda Aceh, Medan, even Java Island. There is some parent who has their

children enrol in Islamic Boarding Schools, which are located outer skirt of the cities and other regions also. Therefore, these phenomena naturally happened for the entire parent, yet, they are thankful for Indonesian Government programs, such as *Bantuan Operasional Sekolah* (BOS), Scholarship and so on, which effectively reduced the cost of public school. However, the parents focus on giving their children supportive facilities, i.e. books, clothes, and so on, in the end, their financial aspect and power still decide the level of education, which the parent revealed as a privilege.

The article projected three interviews, one parent, a village figure, and two students. The first one, the parent who commutes for work between these regions; *Peureulak*, and Kota Langsa, assumed their government employee occupation should help facilitate his son's education. The parent presumed the teacher would lead their children's primary school with Islamic tradition wisdom and foster their children's education. In the second interview, the village figure claimed that character-building should be prearranged a community to provide education for that parents who could not facilitate their children. He pointed out the local mosque as the centre of the activity to foster children's personality with Acehese province local wisdom. In the last interview, the student mentioned that he has no worries about commuting for school days, instead of enrolling his local primary school in *Pereulak*. Another student said it is not a matter of doing a job, keeping her younger brother while her parent is working, and doing an errand in the shop. The conditions above should support the primary school atmosphere, where the first layer of education fosters personal capability with local wisdom orientation and intention. Normally and naturally, every parent expects nothing less to facilitate their children's education; however, certain conditions put this issue on privilege matter.

Nevertheless, the parent should maintain the children's characters development with quality, sustained, and harmonious relationships. These will lead their children to feel the warm connection and overflow house atmosphere, yet it is also directly proportional to the school days. Consequently, happy children might not have complete love and privilege from their parents, instead of children who are fostered to grow as their own with the good moral teaching of accepted tradition (N. Hanum, 2018; Muhaini, 2021; Muliani & Novianti, 2018; Ulfa & Bania, 2019).

The Influence of Smartphone and Internet Access

Although it might not be suitable, for example, it is usual for some parents buying a smartphone with internet access to the primary students these days. The parents insist on the action for online school purposes only. The smartphone contents provide what users need and requirements, which should handle in supervision (Poedjiastutie, 2019b; Putri & Wijayanti, 2020a). It is the truth that SARSCOVID19 forced the school days into online learning back in March of 2020 because of the

physical distance protocols. However, the phenomena also accelerate the usage of gadgets in daily life (Fuadi et al., 2020b; Putri & Wijayanti, 2020a; Rahayu et al., 2020b). The second aspect also taunts directly for privilege trait. The finding projected that most parents provide their children with the smartphone, as their children's belonging, and even sharing-usage. The main reasons for smartphone prohibition are primarily in school to stop the penetration of pornography contents and distract the student focus in learning. The primary schools of the research setting ban smartphones before pandemic protocol; however, when the regulation changes, it becomes normal for the primary students to possess smartphones as a learning facility (Poedjiastutie, 2019b; Putri & Wijayanti, 2020a). Even though the schools still insist on limiting smartphone usage in the school area.

Regarding the regulation, it indicated that only the teacher is allowed to use the smartphone for the teaching-instructional process (Fuadi et al., 2020a; Poedjiastutie, 2019b; Rahayu et al., 2020a). The research finding discovered that students primarily use their smartphones for enjoying online games in their leisure time, after school days. The students who commute are also the ones who enjoy their leisure time on their way back home. Furthermore, addicting to smartphones and draining for credits is a negative impact. The parent, village figures, and teachers agree that smartphone games are a business that will consume more and more credits and money (Fuadi et al., 2020b; Putri & Wijayanti, 2020a; Rahayu et al., 2020b). However, from the interview, the research projected that smartphone became short of sharing religious activities for those who live in the outskirts area. The village religious figures highlighted the advantages of having connected with their fellowship relatives who are also work in preaching for society, teaching at a local mosque, and community services (Fuadi et al., 2020b; Putri & Wijayanti, 2020a; Rahayu et al., 2020b). Another example is entertainment, which is also the main attraction to smartphone users within the community. Therefore, it is a gadget that functions by demand; it is advisable to use it with parental guidance to operate as its functions.

The Role of Village Prominent and Religious Figures

The prominent and religious figures are the following beneficiaries that have the role of impact to foster the students' personality within a society in these study regions. They have a significant role for communities in regions, mostly on religious tradition. A *meunasah*, which is a praying building, is the center of community activity (Hasnita et al., 2021; Muhaini, 2021; Rizal et al., 2019). The researcher discovered that the building vibes the gravity from the inner to the outer layer of society. The building also becomes an office for village organisation and discussion. The researcher interviewed the religious figure, who also acts as the local head of the village; he said the dynamic change of era shifts the community. He continued that technology will bring both good and harm, as

knife usage for either cutting vegetables or taking life. Finally, he insists keenly to preserve the value of Acehnese local wisdom for the new generation and to start it earlier as possible at the *meunasah*, where he has an opportunity to preach within sessions of fostering the children who are in primary age school learn to recite Al Qur'an (Iqbal & Afna, 2019; Iqbal et al., 2020; Muhaini, 2021). The interview described how Islamic tradition is shared and communicated among the community orally throughout preaching sessions. The religious figures mainly target children to pass on people's memories, stories, songs, folklore, cultural beliefs, and rituals. These contents contemplate a moral value based on Islamic tradition. The preaching session takes time after evening prayer, the *magrib*, at the local *meunasah* of the village (Iqbal & Afna, 2019; Iqbal et al., 2020; Muhaini, 2021). Furthermore, the parents endorse their children to follow the session gradually. The preaching session also covers the village livelihood practices, personal traits, and customs. Nevertheless, the children presume they can have a similar preaching session on social media. The parents still believe that the actual meeting is prominent and builds social relation awareness between their children and the neighbourhood (Iqbal & Afna, 2019; Iqbal et al., 2020). Moreover, for those children who commute with their parents, attending school days in neighbouring cities, the sessions will drain more their energy. In addition, based on the interview result, one of the students assumed their fatigue from attending more activities after school days (Muhaini, 2021; Muliani & Noviati, 2018). Therefore, the core role of village prominent and religious figures is essential to initiate a building process outer shield and filter to the children, which are potentially processed as if it is started earlier.

The Teachers' Feedback.

The last association is essential to maintain the students' personality building process. The teachers supervised them in the school days, teaching-learning process, and academic achievement. Finally, the in-depth interview result projected more perspective on the personality the emotional growth. The researcher aimed at the students' emotions and empathy on their teacher feedback report (Abidah et al., 2020; Churiyah et al., 2020; Suhartini et al., 2021). The teachers' feedback on perspective on the personality as the concurrent predictors of the students' emotional and empathy as there are growing on social competence (Abidah et al., 2020; Churiyah et al., 2020; Suhartini et al., 2021). The teachers presented two explanations. First, even though the fundamentals for intellectual and socioemotional skills appear during early childhood, these skills go through further progress throughout middle and high school levels. For example, doing an errand and helping their parent after school days are the students' empathic concern traits, perspective-taking, and prosocial behaviour all show significant and prolonged increases with age and foster. The second explanation is that the transition to primary school requires accomplishing new developmental tasks (e.g., learning to study, working in a group, and starting to blend in society). It poses more demands to develop social and

cognitive capability. The teachers implied the primary school tasks are more focused on developing mutual influences between social and cognitive which is a prosocial characteristic on children at the age 8 to 10 years old (Darmaji et al., 2021; Ibad, 2018; Jooss et al., 2021). The teachers also pointed on that gender differences determine a moderate role for males and females. Naturally, either positive or negative influence for social-cognitive capabilities soles on prosocial of growing characteristics about the male and female expression to respond as they develop emotional maturity (Darmaji et al., 2021; Ibad, 2018; Jooss et al., 2021). Moreover, in nurture, the beneficiaries, in the children's personality development, the parents, religious figures, and teachers are the main input sectors to cultivate the mediational mechanism for the children's response (Darmaji et al., 2021; Wulandari & Budimansyah, 2018). Therefore, the researcher is especially interested in verifying the emphatic concern will mediate the students' response to their neighbouring area atmosphere.

They rely on the research finding, the socio-economic condition and having a smartphone with internet access signified social privilege, which determines the nurture of children. Nowadays, some studies exist to formularise documents systematically and problematise the concurrent issue. In constant contrastive analysis, the local community did not address people by this privilege; however, they presume as the provided education investment for the children facility as the result of the parent's work hours (Churiyah et al., 2020; L. Hanum et al., 2021; Wulandari & Budimansyah, 2018). Correspondingly, the wealthy parents are also part of the local community, and the community will ask them voluntarily to support another family, which leads to a diminishing society gap (Churiyah et al., 2020; Putri & Wijayanti, 2020b; Rahayu et al., 2020b). However, it is essential to remind that privilege also indicates social oppression; it should be not maintained in the Islamic community in Aceh. The community efforts increase people's awareness of, dismantle, and privilege, which befell upon educational opportunity.

Furthermore, the community supports to development of local wisdom within an adaptation model to reduce the dominant group identities (Fuadi et al., 2020a; Putri & Wijayanti, 2020a; Rahayu et al., 2020a). The children who live with social privilege somehow likely go through to perpetuate discriminatory actions or beliefs in the local society. They will be overshadowed by the shade of their parent facility, which also puts pressure to return a favour, such as outstanding achievement at their schools. Primary schools have long been understood to have a role in the first education institution of students' personality fostering. Given the focus, considering the core school curriculum should approach understandably considering examination and evaluation for sustain finding, intervening, and developing healthy growth for their students' personality. The research projected social privilege as a facility underpinning family relation practices meaningful for and to the students. The research finding similarly reinforced the importance of family context and environment understanding which

healthy personality is or not (Fuadi et al., 2020a; Oosterveld et al., 2019). The argument focuses on performing the nurture of personality in the school days; consequently, it seeks the growing process, personality capability, resilience, and care (Richards & Hemphill, 2018). Therefore, social privilege should not be put above the students' interaction; consequently, it shields the schools' atmosphere to perform positive association.

The teachers' feedback generated the interview finding that further the researcher's concern of how the primary students' personality influences association, which also affects personality. The interview results confirmed that the association of atmosphere influenced the rising prosocial behaviour. Prior studies have noted that the article's finding emerged the open-ended questioner and the in-depth interview which classified the main association for Islamic primary school atmosphere, discussed with the constant comparative method to provide an overview of a structured and rigorous approach relay the phenomena. The instruments' character capitalised on the benefit of coordinating the data analysis in groups, controlling the challenges introduced when the data was being discussed, and constructing cross-case propositions.

CONCLUSION

The article overviewed the first answer for the research question, which implicated the primary school atmosphere association in nature and nurture, which sufficiently influences the improvement of students' personalities signifies the children's development framework. The favourable implication of atmosphere indeed becomes strong support and reinforcement for the children. The harmonious relationship between parents, teachers, and society determines the core of children's personality development. The triangle fastens the relationship context, which considers the necessity one to another, for the imperfect personality of these beneficiaries. The implication of primary school atmosphere association in nature and nurture, which sufficiently influences students' personalities, signifies the children's development framework

Throughout the questionnaire result, there are four associations: 1) The socio-economic condition of the students' families; 2). The smartphones and internet access; 3) The role of village prominent and religious figures; and 4) The teachers' feedback. These four associations lead to another four implications: relationship is one of the essential elements for sustaining growth and learning, the parent and school response to students' adversity, the core of primary school learning, and the early-grown branch of the students' knowledge tree. The association of education approach is premised on the fact that the children's learning depends on the combination of instructional,

relational, and environmental factors the child experiences and the cognitive, social, and emotional process that attracts the process of growing up.

Although the local society region, Kota Langsa, Aceh Timur, Kualasimpang, and the school often compartmentalise these processes and contribute as distinct. Children's relationship treats the children as natural how to demonstrate tightly interrelated which is responsible for educators. Islamic Primary school education should empower individual children to reach their full potential. The atmosphere which is relationship-rich and attuned to students' learning and developmental needs can buffer students' stress, foster engagement, and support the development. The schools, educators, and society are the community; even those who are either rich-middle or poor will request resources and training to address the challenges in education. The community shares their resource and works together to fulfil the challenge. Therefore, by having a creative response, supportive, and inclusive engagement, the engagement relationship should sustain a sustained personality growing environment. Therefore, personality education is essential to become accustomed to the local wisdom with helping relationship systems.

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