Influence of Social Environment on Student's Behaviour

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Abstract
The interest in the study of social environment stems from a major belief that 'Social environment consists of the sum total of a society's beliefs, customs, practices and behaviors.' However, researcher and reformer from many countries have suggested that social environment is an important aspect on student's behavior. The challenges of the coming century are too complex. The influence of social environment will produce problematic society. This article suggests a significant social learning theory based on Islamic and west perspective and effect of social environment on student behavior.
Keyword: Influence, Social Environment, Student's Behaviour.

Introduction

The environment plays a very important role in one's personal growth. A healthy environment creates a perfect individual while the environment is a less healthy environment will produce problematic society. Over the past three decades, students' discipline and behavioural problems often occur. Hoffman, Hutchinson and Reiss (2009) conclude that positive social environment has been linked to enhancing students' behavior, academic achievement, and motivation. It also has a positive impact on the formation of students' attitudes and behaviors in many key areas like making decisions, equality and justice, caring, sensitivity, and discipline of a student.

Hence, the environment is a contributing factor to students' delinquency such as loitering, playing truant, bullying, skipping, and more. Adolescent stage is a transition stage from childhood to adulthood. Their emotions and minds will easily change according to the environment. The existence of internet cafe and various entertainment centres and others that provide a variety of products that can promote illicit social ills.

It gives positive impact on formation of students' behaviour in developing essential soft skills like making decisions, love for social justice and equality as well as nurturing caring nature, sensitivity and shaping the discipline. Human behaviours and shaped based on what

they observe in the surrounding environment. Therefore, bad and problematic behaviours are the outcomes of negative environment (Abd Murad, 2012; Ahmad Firdaus, 2016).

In recent years, there has been an increasing amount of literature on social environment. Problematic habits and behaviours are formed as the result of what a person or an individual leaves from his environment. The changes in behaviour, may evolve according to the environment. Environment can serve as a powerful tool to shape the behavioural learning processes of an individual(Aldridge, Mcchesney, & Afari, 2017).

Ironically speaking, humans create an environment system and learn from it which also includes negative elements that shape the youngsters behaviours. This is due to the immature state of their thinking faculty and lack of life experience. Both of these elements trigger behavioural problems. Therefore these physiological attributes of these children, teenagers and young adults are making them vulnerable to the negative effects of media and environment (Sabitha & Mahmood, 1995).

In addition, most student misconduct is due to hanging out. A student who likes to hang out is vulnerable to environmental influences and leads to various misconduct such as smoking, drug abuse, steal and so on. "165,000 criminal cases recorded in 2005, about 14,000 criminal cases were conducted involving students. In another study found that social environment factors became the major contributor to student behaviour (Newcomb & Felix-Ortiz, 1992).

The theories presented suggest that if students are too vulnerable to factors that risk their inclination to become delinquent is high (Turner et al., 2009; Aldridge et al., 2017). This behavioral problem is found in a risky social environment and school atmosphere that often interacts with other factors affecting deviant behaviour (Farrel & Flannery 2005). Other studies have shown consistent findings of the relationship between the rate of drug intake and the increased risk involved in misconduct among students (Kandel & Yamaguchi 2002; Ismail, Ghazalli, Ibrahim, 2015; Rosser et al 2005; Fergusson, Boden & Horwood 2006).

From a personal point of view, as developed by the Maturation theory of substance use theory by Haley & Baryza (1990) concludes that material retrieval in childhood is a result of stress or misery in their environment, leading to using material to control his behavior (Wolfe & Mash 2006). The environmental and socio-demographic environment as above has confirmed that most detainees who are trained have low levels of education, have no fixed and unemployed jobs (Rafidah, 2007).

Social Learning Theory Based on Islamic Perspective

The formation of a person's personality is also influenced by the various influences that exist in the human environment as described in the Qur'an Surah al-Shams, verses 8 to 10 which means:

> *So He inspired him (the path of) evil and his taqwa, it was lucky to purify him*
> *(soul), and surely losers who ruin it.*

Based on the paragraphs, it is understood that the process of human personality formation is influenced by environmental elements. The influence of this environment depends on the taqwa of an individual whether to choose the good and the bad. However, people are given the sense to choose which path to follow. The influences of this path of goodness and fate are in fact the influences that exist from the environment in one's life. The Messenger of Allah also described the importance of the element of the social environment to the process of the

formation of one's personality. He explains the importance of a person to be concerned with who he or she interacts with in his daily life because the association will affect his personality.
Ibnu khaldun
Islamic intellectuals over the last decade also explained that a good environment is necessary to produce good morals and good morals should be born of itself based on their observations on environmental factors that may affect the habits of human life (Ibn Khaldun, 2002). In addition, Hassan (1987) argues that the environment can affect the appreciation of one's moral values. According to him, appreciation of moral values is the final stage of the social convergence process formed through social learning that incorporates the fundamentals of social learning such as stimulus, reactions, reinforcement, compliance, identification, modeling and imitation. This process further requires the existence of external motivational factors such as encouragement and internal and external threats such as self-satisfaction and desire to be seen right (Ibn Khaldun, 1672).

In addition, Imam al-Ghazali also emphasized the social learning factor. Among the things he encourages is socializing with righteous people as one of three methods to form a noble character in one's self. This is because humans themselves have the nature of imitating the nature of which one acquires the good and the bad nature of the environment of others. (M. Umaruddin 2003). Every human being also varies based on the surroundings. Anyone who finds himself in the environment and education that helps him in goodness, he is more likely to be a good and vice versa.

Social Learning Theory Based On West Perspective
Over the next four decades, western scholars emphasized that the role of the environment in the personal formation of an individual. The social learning theory of bandura has stated that an act of behavior is the result of interaction between the three factors - human, environment and human habits. Bandura (1977) argues that although there are interactions between these three factors, it cannot act independently. One of these three might be something more influential than others at a certain time to produce something.

Next, human beings will shape feelings, values and behavior through observation of what their community members do. Bandura (1997) also considers that children and teenagers learn a lot through imitation. Adolescent behavior is the result of child care experience. Therefore, most teen behavior is in line with the needs of parents and the community. Behavioral mismanagement is also the result of poor parenting and socialization process. The changes in society then result in changes in perceptions of society. Based on teenage learning through this imitation, adolescents will experience social problems in which they are trapped by negative imitation elements such as smoking, taking drugs and other negative cultures.

Besides, Bruner (1960) with 'findings learning theory' argues, in normal circumstances humans are able to learn by way of self-discovery among the various stimuli around them. So indirectly, students can achieve 'intellectualism' through their own thoughts. People around them only serve as viewers as well as make suggestions without trying to manipulate and influence the behavior of a student.

The Effect of Social Environment on Student Behavior
Social environment factors can influence and become a source of learning in the process of formulating on behavior through various patterns of social learning (Azhar, 2006). This is because humans naturally mimic, whether imitating in a positive or negative direction (M.

Umaruddin, 2003). The environment can affect the appreciation of the individual's moral values. Appreciation of moral values is the final stage of the social convergence process formed through social learning that incorporates elements of social learning fundamental elements such as stimulus, reaction, affirmation, compliance, identification, modeling and impersonation. The environment has an important role in the formation of individual identity and behavior. This role involves significant individuals such as parents, family members, peers, teachers and mass media. It has a strong influence in the formation of each individual's identity (Zakaria, et al., 2012).

Parental Influence

Student development is greatly influenced by its surroundings and the most important environment for students is the family (Azizi Yahaya, 2010). The family is a lesson personality builder and behavior of a person since childhood and greatly influences one's behavior, attitudes and thoughts into adulthood (Hoffman, 1996). As hadith of Prophet Muhammad s.a.w., narrated by the Imam Muslim which means:

> *"There is no baby born unless born in a state of purity, then both parents will make it either as a Yahudi, Nasrani or Majusi".*

This hadith clearly proves that parental influence is a major effect in the formation of children's identity. Parents also play a role in shaping their children with religious instruction as a whole. Forming positive attitudes in children is the responsibility of parents. Sofiah Samsudin and Mohd Fuad (2005) emphasize that parents have responsibilities and play an important role in the process of developing their children's character and abilities since in the mother's womb through special prayers, emotional preservation, special worship such as, *akikah* and circumcision, good name, breastfeeding, and stimulation from the environment.

Parents should educate children by way of living, disciplining children from childhood, providing the necessary facilities and resources, helping children build goals, motivating and others (Ali Hassan, 2004). However, the School is also a strong socialization agent for children, but can't match the influence of Parents (Johari, 2007). Understanding the character and behavior of children is a vital roles of parents. Therefore, the appropriate educational guide and knowledge should be learned, so that the children receive proper guidance and education (Mahyuddin, 2009).

Parents are also encouraged to work with the school to implement a mental, spiritual, emotional and physical development program for their children (Azhar, 2006). In addition, parents should also monitor and regulate the academic activities of their children (Zakaria, 2012) as it will contribute to socio-emotional development (Bronfenbrenner, 1979; Vygotsky, 1978) and influence the academic achievement of children (Epstein, 1986; Sternberg, et al., 1992). In addition, parents play a role in dealing with social misconduct among students as they have a strong influence in contributing to the development of students' morals (Asmah and Zulekha, 2004).

The weaknesses of parents in discipline their children can be seen as one of factors that affect the student's behaviour. In line with the Jacobvits, et. al., (1996), Vuchinich, (1992) stating that students who behaved negatively were the consequences of inconsistencies, inconsistencies or inconsistent discipline controls during childhood. The lack of parenting skills and family management also contribute to this moral problems of students. The difficulty faced by the students are usually the continuation effect of the problems that arise during childhood (Block, et al., 1988; Caspi et al., 1995; Fergusson, et al 1996; Fergusson, et al., 1996; Moffitt, 1993). So that conflicts and psychological pressures faced by the students

cause them not to see the family is a healthy and happy environment and fun to them (Mahmood Nazar, 1993).

The lack of effective communication and affection in the family also plays an important role in the formation of student personality. Sigurdsson et. al., (1996) and Sokol-Katz et. al., (1997) emphasizes that the development of negative personalities and problematic behaviors arises from failure in family ties. The study of the Ministry of Education Malaysia (1993) proved that the highest contributor to the deviancy and anti-social behavior and most of the problematic students have a background in the problematic family (Dishion et al., 1991; Rutter, 1985; Vuchinich, 1992).

The Influence of Peer
Friends also have a strong influence on the process of character formation and behavior of schoolchildren (Che Noraini, 2005). This peer group has a role in social activities and informal agencies that provide an experience feeling that can't be obtained from families as well as schools. Teenagers are likely more comfortable to express and share their problems with friend rather than parents. Students usually choose peers who have the same behavior, attitude and identity similar to them (Akers, Jones & Coyle, 1998; Hogue & Steinberg, 1995).

School serves as a medium for transition from interaction in family circle holding towards establishing roles as an adult. This situation shows that peer influence is important for the development of children, especially the development of intellect, personality, emotion and social. Interaction between peers will drive the intellectual development and its potential to an optimistic level (Zakaria et al., 2012). Peer peers are also the strongest source of change in student values and attitudes, while family influences are diminished (Azizi Yahaya et al., 2000).

However, lots of discussions else on the negative influences in the building of student character, because peers are the closest group in student life. Reasonable consideration should be examined so that positive contribution can be given to the formation of character and character among them (Azhar, 2006).

The Influence of School and Teacher
As an agent of transformation, teachers and school are responsible to expand the individual potential in a comprehensive and integrated manner. This is because in order to create a harmonious and intellectual, emotional, and physical person based on belief and obedience to Allah s.w.t. (Zakaria, et. al., 2012).

Besides, teachers and schools are also the most important influences in the development of students in terms of their physical, intellectual, emotional and social aspects. The conducive school climate and equipped with teaching and learning facilities will help the student's cognitive, effective and psychomotor development (Zakaria, et al., 2012).

The Holt study (1970) reveals the attitude and teaching of teachers in the classroom as a source of failure to develop their potential. Holt criticized the educational system in the school as being less able to meet the learning and developmental potential of individual students. While according to Willms (1992), schools with committed and satisfied teachers find that these teachers will work hard without feeling tired. Brookover, et. al., (1979) also emphasizes that school goals will be achieved if using appropriate educational strategies in teaching and school climate can further enhance student academic achievement.

The influence of Mass Media

Mass media includes printed media, electronic media and the internet (cyber media) are said to have a strong effect on student life. Electronic media such as television and video lots of violence programming. Normally students like to watch television and are indirectly affected by antagonistic characters in the show they watch (Zaleha, 2010).

According to Abdullah Sulong (in Noradilah et al., 2017), various social and cultural facilities are channeled through television, VCDs, magazines, story books, radio, mobile phones, internet, and so on. The mass media is not only an information channel for entertainment and knowledge, but also a variety of social, cultural, personality development and empowerment of individuals, whether positive or negative. Nontherless, the negative influence of the mass media comprising the print media and the electronic media is actually indirectly affecting on behavior of the community and as a source that causes youth morality and deterioration. According to Karl Eri Rosengren (1985) the influence and impact of media can be seen from small scale (individual) and wide scale (society) as well as fast or slow the spread of certain influences.

Hiebert and Reuss (1985) point out that an experiment conducted by the National Mental Health Institute in Maryland found that school-ageing fighters in school were among those who watched the terrorist program. According to Bandura (1985), children and students are involved in the actions and behaviors they watch in aggressive films. Loges & Ball-Rokeach, (1993) and McQuail, (1998) state that the mass media is a powerful system that not only controls the source of information on every individual, group, social organization and society that is generally dependent on the media to meet its goals and wants them. In fact, the mass media also can cause changes in user's thoughts, attitudes and behavior.

Conclusion

In conclusion, the result of past studies says that social environment factors, especially parents, peers, teachers, and mass media play an important role in the development and formation of an individual's self. This clearly shows that the family is a fundamental element in the development of positive personality and conducive system accordance to Quranic and Sunnah terms. At the same time, children are represented from doing negative behaviors that can contribute to various forms of problems to themselves, families, communities and countries.

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