

The Relationship between Socially and Environmentally Characters with Interpersonal Communication

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This research aims to determine the relationship between social care character and interpersonal communication, environmental care character and interpersonal communication, and the combined relationship of both social and environmental care characters with interpersonal communication among students. A quantitative correlational approach was employed, involving 144 Grade V students from public elementary schools in Girimulyo District. Cluster random sampling was used based on population requirements. Data were collected through questionnaires assessing social care character, environmental care character, and interpersonal communication. Instrument validity was tested on 56 individuals, with a power analysis conducted to refine the questions. Reliability was measured using Cronbach's Alpha. Data analysis included descriptive statistics, normality and linearity tests, and hypothesis testing through simple and multiple correlation analyses. The results revealed that: 1) social care character is moderately related to interpersonal communication (correlation coefficient = 0.364); 2) environmental care character has a weaker yet positive relationship with interpersonal communication (correlation coefficient = 0.265); and 3) both social and environmental care characters are moderately related to interpersonal communication ($R = 0.429$). These findings suggest the importance of fostering social and environmental care character to enhance students' interpersonal communication skills.

Keywords: social care characters, environmental care characters, interpersonal communication, communication, students

INTRODUCTION

Human beings should ideally possess both competence and character. Competence, particularly in communication, and character, such as social care and environmental care, significantly impact human performance. Competence can be likened to establishing a ladder, while character determines if the ladder is leaning in the right place. Social care character is crucial for forming socially sensitive individuals who consistently seek to help others in need (Wibowo, 2020). Without social care values, solidarity may falter (Lestari & Rohani, 2017), whereas strong social care character provides numerous moral and material benefits (Marini et al., 2019). Elementary school is a critical time for personality development, and character influences students' social behaviors and attitudes (Intania & Sutama, 2020).

Early environmental education fosters students' environmental care character (Trahati, 2015). Environmental care involves protecting the environment and maintaining positive interactions with nature (Maunah, 2016). Habits of environmental care shape students' attitudes toward the environment, promoting sustainable practices (Bahrudin, 2017). Schools play a vital role in instilling

Citation: Amin, A. A., & Adi, B. S. (2025). The relationship between socially and environmentally characters with interpersonal communication. *Anatolian Journal of Education*, 10(2), 15-28. <https://doi.org/10.29333/aje.2025.1022a>

these values, ensuring students develop habits that protect and sustain the environment (Dewi & Alam, 2022). From this understanding, awareness to protect the school environment and preserve the environment, the school is expected to be able to provide awareness and character that can maintain the school environment properly and correctly.

Interpersonal communication is important for social development, especially within elementary school classrooms. Effective communication distinguishes humans and facilitates relational teaching, which is crucial for student outcomes such as engagement, learning, and well-being (Violanti et al., 2018; Wendt & Courduff, 2018; Pishghadam et al., 2019; Frymier et al., 2019; Havik & Westergård, 2020; Derakhshan, 2021; McIntyre et al., 2020). Research indicates significant positive effects of a supportive school environment, parental social support, and peer relationships on students' interpersonal communication (Jannah & Sukartono, 2022). Research conducted shows that learning will run well if the learning process is based on student activities during learning, one of which is communication activities, interpersonal communication skills of grade IV A SDN 112/I students in interpersonal communication are in the sufficient category with the total average of each level of interpersonal communication is 69.54 (Pratiwi, 2020). If students' communication skills are considered, then students' morale, discipline and enthusiasm for learning will increase. The latest research examines communication between students and students, previously there have been many studies that examine the relationship between teachers and students.

This study addresses three hypotheses: 1) the relationship between social care character and students' interpersonal communication, 2) the relationship between environmental care character and students' interpersonal communication, and 3) the combined relationship between social care and environmental care characters with students' interpersonal communication. By exploring these relationships, the study aims to fill gaps in existing research and provide insights into improving students' communication skills through character education.

METHOD

This study employed a quantitative correlational research design to examine the relationships between social care character, environmental care character, and interpersonal communication among elementary school students. Correlational research is used to determine the statistical relationship between variables, expressed by the correlation coefficient.

Sampling

The sample comprised 144 elementary school students from 7 public schools in Girimulyo sub-district, Kulonprogo, Yogyakarta. A cluster random sampling technique was employed, where clusters were defined by schools. Schools were randomly selected, and all fifth-grade students within these schools were included in the sample to ensure representativeness.

Research Instrument

Three instruments were used in this study:

1. Social Care Character Instrument: This instrument included 20 statements covering five indicators: helping behavior, compassion/empathy, tolerance, social action, and noble character. The instrument was validated and tested for reliability with 58 elementary school students, yielding a Cronbach's Alpha of (value).
2. Environmental Care Character Instrument: This instrument included 20 statements covering four indicators: maintaining environmental cleanliness, sustaining environmental sustainability, pioneering environmental initiatives, and improving ecosystems. The instrument's validity and reliability were confirmed with 58 elementary school students, with a Cronbach's Alpha of (value).

3. Interpersonal Communication Instrument: This instrument included 30 statements covering six indicators: willingness to initiate communication, openness, empathy, support, positivity, and equality. Validity and reliability were established with 58 elementary school students, resulting in a Cronbach's Alpha of (value).

Data Collection Procedure

Data were collected through self-administered questionnaires completed by the students in their classrooms under the supervision of their teachers and the researchers. Students were briefed on the purpose of the study and instructed on how to complete the questionnaires.

Ethical Considerations

Informed consent was obtained from the students and their parents. Participants were assured of the confidentiality and anonymity of their responses. The study adhered to ethical guidelines for research involving minors.

Data Analysis

Data analysis included descriptive statistical analysis to summarize the characteristics of the sample. Prerequisite tests, including normality and linearity tests, were conducted to ensure the appropriateness of the data for correlation analysis. Hypothesis testing involves simple and multiple correlation tests to determine the relationships between the variables.

FINDINGS

Descriptive Analysis

Social Care Character Variables

Data on social care character variables were obtained from filling out questionnaires or questionnaires containing 20 statement items by 144 students. The results of descriptive statistical analysis of research data on social care character variables processed using the help of SPSS 27 for windows are shown in table 1.

Table 1

Data results of descriptive statistical analysis of social care character

Mean	Median	Mode	Standar deviation	Variance	Range	Minimum Value	Max Value
40,00	39	39	6,296	39,650	54	27	81

Based on table 1, the data is then described through categorization. The results of the study in the form of a mean of 40.00 and a standard deviation of 6.296 were used to determine the category of tendency of social care characters. Table 2 shows the results of categorization of social care characters.

Table 2

Results of social care character categorization

No	Interval level	Category	Frequency	Percentage
1	$X < 33,704$	Low	24	16,67%
2	$33,704 \leq X < 46,296$	Medium	101	70,14%
3	$46,296 \leq X$	High	19	13,19%
Sum			144	100%

Based on table 2, it can be seen that as many as 144 students as social care character assessors were divided into 3 categories with different percentages. The first rank (the most percentage) is in the medium category with a percentage of 70.14%, the second place is in the low category with a percentage of 16.67%, and the third place (the least percentage) is in the high category with a

percentage of 13.19%. Based on these rankings, it can be said that the majority of students' social care characters in schools are in the medium category. Meanwhile, the minority of socially caring characters of students in schools are in the low and high categories.

In the description above, the results of research have been described on the variables of social care character as a whole. The following is a description of the results of the study on each variable indicator of social care character. Table 3 shows the percentage score obtained by each indicator of social care character variables.

Table 3

Percentage of social care character indicators

No.	Indicator	Number of Questions	Number of Scores	Max Score	Percentage
1	Please help	4	1124	2304	48,78%
2	Compassion/empathy	4	1091	2304	47,35%
3	Tolerance	4	1244	2304	53,99%
4	Social Action	4	1271	2304	55,16%
5	Noble character	4	1030	2304	44,70%

Based on table 3, it can be seen that the indicators of social care character in SDN in Girimulyo sub-district have different percentages in each indicator with not much difference between indicators.

Character Variables Care for the Environment

Data on environmental care character variables were obtained from filling out questionnaires or questionnaires containing 20 statement items by 144 students. The results of descriptive statistical analysis of research data on environmental care character variables processed using the help of SPSS 27 for windows are shown in table 4.

Table 4

Data from descriptive statistical analysis of environmental care character

Mean	Median	Mode	Standar deviation	Variance	Range	Minimum Value	Max Value
39,90	39	39	5,752	33,081	33	25	58

Based on table 4, the data is further described through categorization. The results of the study in the form of a mean of 39.90 and a standard deviation of 5.752 were used to determine the category of character tendencies to care for the environment of students. Table 5 shows the results of categorization of environmentally caring characters.

Table 5

Results of environmental care character categorization

No	Interval level	Category	Frequency	Percentage
1	$X < 34,148$	Low	18	12,50%
2	$34,148 \leq X < 45,652$	Medium	103	71,53%
3	$45,652 \leq X$	High	23	15,97%
Sum			144	100%

Based on table 5, it can be seen that as many as 144 students were divided into 3 categories with different percentages. The first rank (the most percentage) is in the medium category with a percentage of 71.53%, the second place is in the high category with a percentage of 15.97%, and the third place (the least percentage) is in the high category with a percentage of 12.50%. Based on the ranking, it can be said that the majority of students have a moderate environmentally caring character. Meanwhile, the minority of students have a high and low environmental caring character.

In the description above, the results of research have been described on the variables of environmentally caring characters as a whole. The following is a description of the results of research

on each variable indicator of environmentally caring character. Table 6 shows the percentage score obtained by each indicator of environmentally caring character variables.

Table 6
Percentage of environmental care character indicators

No.	Indicator	Number of Questions	Number of Scores	Max Score	Percentage
1	Keeping the environment clean	5	1658	2880	57,56%
2	Preserving the environment	5	1278	2880	44,37%
3	Pioneering environmental sustainability	5	1467	2880	50,93%
4	Improving the ecosystem	5	1253	2880	43,50%

Based on table 6, it can be seen that the environmental care character indicators of grade IV elementary school students in Girimulyo sub-district have different percentages in each indicator with not much difference between indicators.

Interpersonal Communication Variables

Data on interpersonal communication variables were obtained from filling out questionnaires containing 26 statements by 144 students. The results of descriptive statistical analysis of research data on interpersonal communication variables processed using the help of SPSS 27 for windows are shown in table 7.

Table 7
Data results of descriptive statistical analysis of interpersonal communication

Mean	Median	Mode	Standar deviation	Variance	Range	Minimum Value	Max Value
40,00	39	39	6,296	39,650	54	27	81

Based on the data contained in table 23, then the data is described through categorization. The results of the study in the form of a mean of 60.06 and a standard deviation of 9.226 were used to determine the category of interpersonal communication tendencies. Table 8 shows the results of categorization of interpersonal communication.

Table 8
Results of categorization of interpersonal communication

No	Interval Nilai	Kategori	Frequency	Percentage
1	$X < 50,834$	Low	23	15,98%
2	$50,834 \leq X < 69,286$	Medium	97	67,36%
3	$69,286 \leq X$	High	24	16,66%
Jumlah			144	100%

Based on table 8, it can be seen that as many as 144 students as assessors of interpersonal communication were divided into 3 categories with different percentages. The first rank (the most percentage) is in the medium category with a percentage of 67.36%, the second place is in the high category with a percentage of 16.66%, and the third place (the least percentage) is in the low category with a percentage of 15.98%. Based on these rankings, it can be said that the majority of students carry out interpersonal communication in the moderate category. Meanwhile, a minority of students carry out interpersonal communication in the low and high categories.

In the description above, the results of research on interpersonal communication variables have been described as a whole. The following is a description of the results of the study on each variable indicator of interpersonal communication. Table 9 shows the percentage score obtained by each indicator of interpersonal communication variables.

Table 9
Percentage indicators of interpersonal communication

No.	Indicator	Number of Questions	Number of Scores	Max Score	Percentage
1	Willpower initiates communication	4	1126	2304	48,89%
2	Openness	4	1521	2304	66,01%
3	Empathy	5	1600	1600	55,55%
4	Backing	5	1960	1960	68,05%
5	Positive Sense	5	1658	1658	57,57%
6	Equality	5	912	912	52,78%

Based on table 9, it can be seen that interpersonal communication indicators in publik elementary school in Girimulyo sub-district have different percentages in each indicator with not much difference between indicators.

Normality Test

The normality test is used to determine whether the data obtained from data collection is normally distributed or not, so researchers use SPSS version 27 through the Kolmogorov-Smirnov test. The basic decision making on the Kolmogorov-Smirnov test is If the significance value > 0.05 , then the null hypothesis (H_0) is accepted which means the data are normally distributed. If the significance < 0.05 , then the null hypothesis (H_0) is rejected which means the data is not normally distributed. Table 10 shows the normality test results of the three variables.

Table 10
Normality Test

Data	Sig.	Description
Social Care Character	0,071	Normal
Environmental Care Character	0,071	Normal
Interpersonal Communication	0,071	Normal

Based on table 10, it shows that the significance value is greater than 0.05 ($0.071 > 0.05$) so it can be concluded that the data in this study are normally distributed.

3.1 Linearity Test

The linearity test is performed to determine whether the independent variable has a linear relationship with the dependent variable. The guidelines used to determine linearity can be seen from the significance value of deviation from linearity. The provision used for decision making is that if the significance value of deviation from linearity > 0.05 , then the independent variable and the dependent variable have a linear relationship. Conversely, if the significance value of deviation from linearity < 0.05 , then the independent variable and the dependent variable do not have a linear relationship. Table 11 shows the linearity test results of the three variables.

Table 11
Linearity test

Data	Sig. Deviation From Linearity	Description
Social Care and Interpersonal Communication Character	0,301	Linear
Environmental Care and Interpersonal Communication	0,331	Linear

Table 11 describes the results of linearity tests on interpersonal communication variables with social care characters and interpersonal communication with environmental care characters. Based on the table of interpersonal communication with social care characters, it appears that the significance value

of deviation from linearity is 0.301. This indicates that the significance value is greater than 0.05 ($0.301 > 0.05$). While the table of interpersonal communication with environmentally caring characters shows a significance value deviation from linearity of 0.331, it shows that the significance value is greater than 0.05 ($0.331 > 0.05$).

Hipotesis Test

The relationship of social caring character with students' interpersonal communication

The results of a simple correlation analysis of the relationship between social care characters and students' interpersonal communication can be seen in table 1. As well as figure 12 of a simple scatter chart.

Tabel 12

Hasil uji hipotesis pertama

Variable		Sig. (2.tailed)	Correlation Efficient
Independen	Dependen		
Social Care Character	Interpersonal Communication	0,001	0,364

Based on the results of the simple correlation analysis in table 1, it can be seen that the pearson correlation test between social care character variables and interpersonal communication obtained a Correlation Coefficient value of 0.364. The Correlation Coefficient value of 0.364 shows sufficient relationship strength because the Correlation Coefficient value is between 0.26 – 0.50 which is included in the sufficient correlation category. The value of the Correlation Coefficient is positive, so the relationship is unidirectional. This unidirectional relationship can be interpreted that if the character of social care runs better, students' interpersonal communication will also increase. Meanwhile, if the character of social care has not run well, then students' interpersonal communication will also decrease.

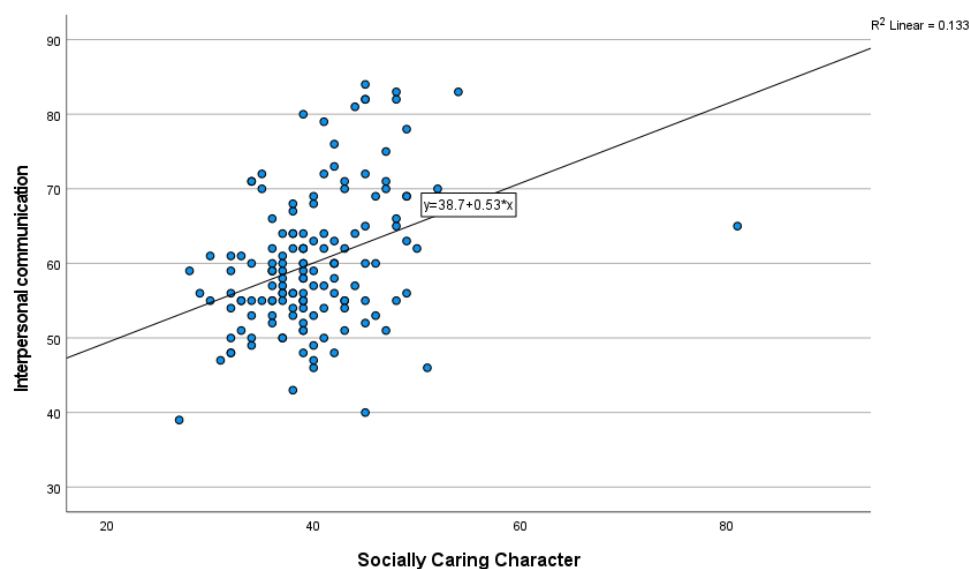


Figure 1
Scatter plot chart

Based on the shape of the graph produced in figure 2, a pattern resembling a straight line indicates that there is a relationship between the character of social care and interpersonal communication.

Relationships that form straight lines are commonly called linear relationships. The linear relationship in figure 2 forms a positive relationship. That is, the increase that occurs in the character of social care is also followed by an increase in interpersonal communication of students. Conversely, if the character of social care has decreased, then students' interpersonal communication has also decreased.

The relationship of character cares for the environment with interpersonal communication of students

The results of a simple correlation analysis of the relationship between environmentally caring characters and students' interpersonal communication can be seen in table 2. As well as figure 2 of a simple scatter chart.

Table 13

Results of the second hypothesis test

Variabel		Sig. (2.tailed)	Correlation Efficient
Independen	Dependen		
Environmental Care Character	Interpersonal Communication	0,001	0,265

Based on the results of the simple correlation analysis in table 13, it can be seen that the pearson correlation test between environmental care character variables and interpersonal communication obtained a Correlation Coefficient value of 0.265. The Correlation Coefficient value of 0.265 shows sufficient relationship strength because the Correlation Efficient value is between 0.26 – 0.50 which is included in the sufficient correlation category. The value of the Correlation Coefficient is positive, so the relationship is unidirectional. This unidirectional relationship can mean that if the greater the character of caring for the environment, the interpersonal communication of students will also increase. Meanwhile, if the less character cares about the environment, then students' interpersonal communication will also decrease.

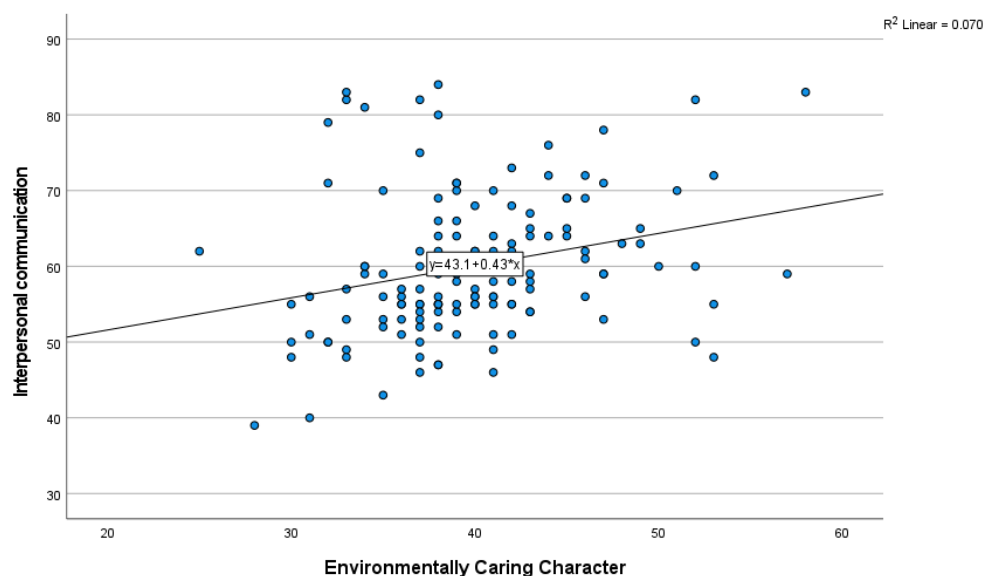


Figure 2
Scatter plot chart

Based on the shape of the graph produced in figure 2, a pattern resembling a straight line indicates that there is a relationship between environmentally caring characters and interpersonal communication. Relationships that form straight lines are commonly called linear relationships. The linear relationship in figure 3 forms a positive relationship. That is, the increase that occurs in the character of environmental care is also followed by an increase in students' interpersonal communication. Conversely, if the character of caring for the environment has decreased, then students' interpersonal communication has also decreased.

The relationship of social caring and environmentally caring character with students' interpersonal communication

The results of the double correlation analysis of the relationship between environmental care characters and students' interpersonal communication can be seen in table 3. As well as figure 3 of a simple scatter chart.

Table 14

Results of the third hypothesis test

Variabel		Sig. (2.tailed)	Correlation Efficient
Independen	Dependen		
Social Care Character and Environmental Care Character	Interpersonal Communication	0,001	0,429

Based on the results of the double correlation analysis in table 3, it can be seen that the double correlation test between the variables of social care character and environmental care character with interpersonal communication obtained an R value of 0.429. An R value of 0.429 indicates a moderate degree of relationship because the R value is between 0.41 – 0.60 which is included in the medium correlation category.

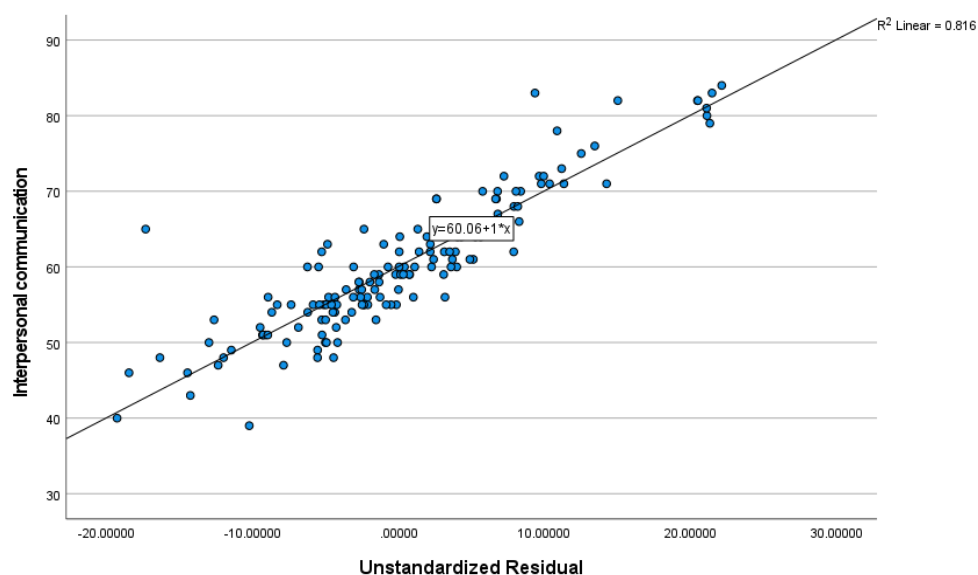


Figure 3
Scatter plot chart

Based on the shape of the graph produced in figure 4, a pattern resembling a straight line indicates that there is a relationship between social care character and environmental care character with student

interpersonal communication. Relationships that form straight lines are commonly called linear relationships. The linear relationship in figure 3 forms a positive relationship. That is, the increase that occurs in the character of social care and the character of caring for the environment is also followed by an increase in interpersonal communication of students. Conversely, if the character of caring social and caring character of the environment decreases, then students' interpersonal communication also decreases.

DISCUSSION

Based on the findings, the relationship between social care characters and interpersonal communication is categorized as having a sufficient correlation. The largest contribution of social care character indicators is in the "social action" indicator with a score percentage of 55.16%, while the smallest contribution is in the "noble morals" indicator with a score percentage of 44.70%. This indicates that social care character is predominantly exhibited through social actions, with fewer activities related to noble morals.

The implementation of social care character is pivotal in improving students' interpersonal communication, particularly in providing "support." Descriptive analysis shows that the "support" indicator scores 68.05%. This aligns with (Astarini et al., 2016) that the character of social care as an effort to foster students' interpersonal communication through support. The habituation of students to carry out social care activities will encourage support for continuous interpersonal communication. Provide enough space for students to do interpersonal communication so that students feel there is freedom in doing a communication. Through this, it fosters awareness in students to start a communication. So that what is lacking in indicators such as starting a conversation can increase. In line with opinions (Mataputun & Saud, 2020), interpersonal communication carried out by students at school can provide support, openness, cooperation, mutual respect and equality between students with and students with teachers, making it easier in the learning process at school. Interpersonal communication is related to social attitude. Students who have good interpersonal communication skills then the social attitude of the student is also good. This is in accordance with the opinion (Utomo & Harmiyanto, 2016) Interpersonal communication of students is influenced by social attitude. There are still many students who lack a good social attitude in communicating, so in interacting students tend to withdraw in association, try as little as possible in communicating, and will only speak when pressed. (Manning, 2020) One of the widely studied phenomena often associated with interpersonal communication is parasocial interaction, specifically the relationship a person feels with character.

The relationship of character caring for the environment with interpersonal communication falls into the category of sufficient correlation. Based on the results of descriptive analysis, the largest contribution of environmental care character indicators lies in the indicator of maintaining environmental cleanliness with a percentage score of 57.56% and the smallest contribution of environmental care character indicators lies in the indicator of improving the ecosystem with a percentage score of 43.50%. This shows that the character of caring for the environment is mostly done in the form of maintaining environmental cleanliness and there is only a small part of the character of caring for the environment is carried out in the form of improving the ecosystem.

This is because maintaining cleanliness and improving the ecosystem is something that students need to do. In accordance with the opinion (Chan et al., 2019) Residents in the school environment both clean and maintain the school environment by sweeping the yard every morning before learning begins, where the teacher is responsible for controlling environmental cleaning activities carried out by students. Teachers not only control students but teachers also participate in cleaning the school environment as an example of role model for their students. Cleaning the environment as a form of love for the environment and improving sustainable ecosystems. (Syarnubi et al., 2021) Character

education is basically the act of giving and instilling positive values to students in order to strengthen self-identity. (Wadu et al., 2021) Students become the next generation of the nation with great responsibility and morals.

The findings from the results of research and field analysis described above are in line with opinions (Budiono & Abdurrohman, 2020) The key to student success in mastering communication skills is in the hands of teachers. The role of the teacher is very important in developing students' intelligence and skills which in this case are communication skills, it will not develop optimally without the help of the teacher. According to (Maryono, 2017) the role of teachers in the learning process is "1) teachers as teachers; 2) teachers as class administrators; 3) teachers as mediators and facilitators; 4) teachers as evaluators". (Pradana et al., 2021) to meet interactional needs in the learning process, teachers must be able to meet these interaction needs, know and understand the procedures for developing character education well.

The findings from the results of the research and field analysis outlined above are in line with the opinions (Samudra et al., 2023) Effective problem-solving interactions of interpersonal communication are used to help identify problems and propose solutions. And it can also give students understanding to increase their interest in learning and socializing with friends. While, students also need the support of parents or teachers, teacher communication will be very useful to get a good response from students. This is as revealed by (Tri Nuria Muzarofah, 2020) revealed that strong interpersonal communication, students can improve their personal and professional relationships, increase their influence and effectiveness, and improve their overall quality of life. (Kamal et al., 2021) Interpersonal communication is a very important part of human life.

CONCLUSION

The study concludes that the character of social care is predominantly exhibited through social actions, with less emphasis on noble moral activities. There is a positive, sufficient, and linear relationship between social care character and interpersonal communication, indicating that improvements in social care character enhance students' interpersonal communication, and vice versa.

Similarly, the character of caring for the environment is mainly manifested in maintaining environmental cleanliness, with fewer activities aimed at improving the ecosystem. There is a positive and sufficient relationship between environmental care character and interpersonal communication. As students' environmental care character improves, their interpersonal communication skills also improve.

Interpersonal communication is primarily conducted through supportive actions, with less emphasis on initiating communication. The study finds that social and environmental care characteristics are moderately and positively related to interpersonal communication. Enhancing these characteristics in students can lead to better interpersonal communication skills. The research highlights the importance of integrating social and environmental care into educational practices to foster better student communication skills.

Future research should explore interpersonal communication between students, as most existing studies focus on teacher-student communication. Finally, nurturing social and environmental care characters is crucial for developing students' interpersonal communication skills, which are essential for both students' personal and academic success.

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