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The Influence Of Peer Social Interaction And Family Environment On The Moral Actions Of Students At Sempoja Elementary School

Tika Puspa Pandini
Universitas Mataram
Wulandari Julia Permani
Universitas Mataram
Mahni Ilaturizki
Universitas Mataram
Lalu Sumardi
Universitas Mataram
Edy Herianto
Universitas Mataram

Corresponding Author: [1]tikapuspapandini2000@gmail.com[2]wulandarijp09@gmail.com , [3]rizkimahni@gmail.com, [4] lalusumardi.fkip@unram.ac.id, [5] edyherianto.fkipunram@gmail.com

Abstract

This study aims to determine: (1) the influence of peer social interaction on the moral actions of students at Sempoja Elementary School, (2) the influence of the family environment on the moral actions of students at Sempoja Elementary School, and (3) the influence of peer social interaction and the family environment simultaneously on the moral actions of students at Sempoja Elementary School. This study uses a quantitative approach with an ex post facto research type. The population in this study were all high school students at Sempoja Elementary School. The research sample consisted of 60 students determined using a purposive sampling technique. The data collection technique used a questionnaire with a Likert scale. Data analysis was carried out through descriptive statistics and inferential statistics which included normality tests, multicollinearity, heteroscedasticity, Pearson correlation, simple linear regression, and multiple linear regression. The results of the study showed that: (1) there was a positive and significant influence of peer social interaction on the moral actions of students with a significance value of 0.001 < 0.05 and a contribution of 53.7%; (2) there is a positive and significant influence of the family environment on students' moral actions with a significance value of 0.001 < 0.05 and a contribution of 15.4%; and (3) there is a positive and significant influence of social interaction between peers and the family environment simultaneously on students' moral actions with an F count value of 40.779 and a significance of 0.001 < 0.05. The coefficient of determination (R Square) value of 0.589 indicates that social interaction between peers and the family

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environment together contributes 58.9% to students' moral actions, while the remaining 41.1% is influenced by other factors outside the research. Based on the research results, it can be concluded that social interaction between peers and the family environment is a factor that influences students' moral actions at Sempoja Elementary School. Therefore, cooperation between families and schools is needed in creating a positive social environment to support students' moral development.

Keywords:Peer Social Interaction, Family Environment, Moral Action, Students, Elementary School.

INTRODUCTION

Moral education is an important aspect in shaping students' character, as morality is not only related to the ability to distinguish between good and bad, but also relates to students' behavior, attitudes, and social responsibilities in everyday life (Ence et al., 2025). In the process of moral formation, various factors influence student development, including the family environment and peers. The family serves as the first place where children receive value education, while peers play a vital role in children's social and emotional development during elementary school (Rahmawati & Nugroho, 2025).

In reality, peer influence is not always positive. In some cases, peer pressure can encourage children to engage in behaviors that align with family values or social norms. Therefore, it is crucial for parents, teachers, and educators to understand the dynamics of peer relationships so they can provide appropriate guidance to help students develop a healthy self-identity. Research on the role of peers in the formation of elementary school children's self-identity has shown that peer relationships significantly influence children's social and emotional development. Peers act as social mirrors, helping children understand how they are perceived by others and how they want to shape themselves. Furthermore, strengthening character education in accordance with Pancasila values is crucial in facing social developments in the modern era (Sari & Pratama, 2025; Wijaya et al., 2025).

Character education based on Pancasila plays a crucial role in developing good students, encompassing religious personality traits, social awareness, independence, national spirit, democracy, tolerance, and discipline (Aryani, ED et al., 2022). This demonstrates the crucial importance of instilling Pancasila values in children as the nation's next generation. Current deviations are feared to erode national character, leading to a decline in public morals (Siregar, 2023). If this trend continues, it is possible that the Indonesian nation will experience a moral crisis and the erosion of Pancasila values in its social, national, and state life.

The family environment is the primary setting for children to acquire moral education. Parents play a crucial role in providing role models, supervision, attention, and instilling good behavior in their children (Amamalia et al., 2023). Harmonious and caring families tend to foster

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polite, disciplined, and responsible character in students. Conversely, a lack of family attention can lead to students experiencing moral deviations (Andini & Rahmi, 2026).

The phenomenon of declining student morale is currently a significant concern in educational settings, demonstrated through various behaviors such as lack of manners, low discipline, bullying, and low concern for the social environment (Syarif, 2025). This situation indicates that the development of student morality requires attention from various parties, especially the students' families and social environment.

Regarding the moral degradation of students, Zubaidah, in Prihatmojo (2020), stated that moral decline frequently occurs in elementary school environments. Elementary school teachers frequently encounter student behavior such as lying, impoliteness when speaking to teachers and peers, and inappropriate use of social media for their age. Furthermore, technological advances have made it easier for some students to access inappropriate content. Furthermore, deviant behavior such as bullying, violence, and theft are also beginning to be found in elementary school. This situation indicates that strengthening moral and character education in students requires serious attention from families, schools, and the social environment.

A preliminary study conducted through interviews with the principal and homeroom teachers of grades 1 through 6 at Sempoja Elementary School identified several challenges in student character education. These challenges include students showing a lack of respect for teachers, bullying, and low levels of discipline. Furthermore, students were also found to be accessing age-inappropriate digital content through social media and the internet. These conditions indicate a decline in student character and morals within the school environment.

Interviews with the third-grade homeroom teacher at Sempoja Elementary School indicate that some students still exhibit behaviors that reflect low morals. These behaviors are demonstrated by arriving late to school, not completing assignments, speaking rudely to friends, teasing each other, frequently lying, cheating on peers, often having difficulty admitting their mistakes, and not taking care of school facilities. According to the third-grade homeroom teacher, the school needs to provide more intensive character development through habituation activities, role models, and collaboration with parents. The teacher also explained that the low character of students is influenced by a lack of parental attention and minimal early moral values instilled in the family environment. Some students in third grade are known not to live with their biological parents because their parents work outside the region or abroad. This condition is thought to affect the supervision and moral development of children within the family environment.

According to Bandura's social learning theory, a person's behavior is formed through observation and imitation of their surroundings (Irama et al., 2024). Children tend to imitate the behavior they frequently observe, both from family and peers. Meanwhile, Kohlberg's theory of moral development explains that moral development occurs through developmental stages based on an individual's social experiences. Children's morals develop through social and environmental interactions that influence their thinking and moral behavior (Amsari et al., 2024). Therefore, the

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family environment and peer social interactions are important factors that can influence the formation of students' morals.

Previous research has shown that family and peer environments have a significant influence on students' moral development. Research by Fu'adah (2024) states that moral education in the family and peer interactions have a positive influence on students' emotional and moral development. Research by Fikria et al., (2026) also shows that the family environment has a significant influence on children's character formation through role models and parenting styles. However, most of these studies still examine the influence of family and peer environments separately and have not examined the influence of both simultaneously in one comprehensive research model. Therefore, this study is important to determine: 1) The influence of peer interactions on students' moral actions at Sempoja Elementary School 2) The influence of the family environment on students' moral actions at Sempoja Elementary School, and 3) The influence of peer interactions and the family environment on students' moral actions at Sempoja Elementary School.

METHOD

This study uses a quantitative approach with an ex post facto research type and a survey method. Ex post facto research is used because the variables studied have occurred naturally, so the researcher did not provide treatment or manipulation to the research subjects (Yuliana, 2023). This research was conducted at SDN Sempoja in the even semester of the 2025/2026 academic year, precisely on May 22, 2026. The population in this study were all upper-grade students at SDN Sempoja. The research sample numbered 60 students who were determined using a purposive sampling technique, namely a sampling technique based on certain considerations. Upper-grade students were selected as the sample because they were considered to have been able to understand the statements in the questionnaire and provide answers independently according to the conditions experienced. The data collection technique in this study used a questionnaire with a Likert scale. Alternative answers in the questionnaire consisted of strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The data analysis technique in this study used descriptive statistical analysis and inferential statistics. The prerequisite tests for classical assumption analysis include normality, heteroscedasticity, multicollinearity. Hypothesis testing is carried out through the t test to determine the influence of each independent variable on the dependent variable, the F test to determine the influence of both independent variables together, and the coefficient of determination to determine the extent of the contribution of the independent variable to the dependent variable.

RESEARCH RESULT

Descriptive Statistics

The results of descriptive statistical analysis of 60 respondents obtained an overview of the

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distribution of data on the variables of Peer Social Interaction (X1), Family Environment (X2), and Moral Action (Y). This analysis includes the minimum value, maximum, range, average (mean), standard deviation, and variance for each variable. The results of the descriptive statistical analysis are as follows:

Table 1. Descriptive Statistics Results

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			60
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		5.50397530
Most Extreme Differences	Absolute		.075
	Positive		.043
	Negative		-.075
Test Statistic			.075
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.548
	99% Confidence Interval	Lower Bound	.535
		Upper Bound	.561

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 299883525.

Based on Table 1 above, it can be concluded that the maximum value for the peer social interaction variable (X1) is 72, and the minimum value is 45. The average value (mean) is 60.37; range is 27; variance is 31.253; and standard deviation is 5.590. The family environment variable (X2) has a minimum value of 48 and a maximum of 80, with a range of 32. The average value is 65.23. The standard deviation value is 6.562 and the variance is 43.063. While the moral action variable (Y) has a minimum value of 58 and a maximum of 88, with a range of 30. The average value is 74.23. The standard deviation value is 8.581 and the variance is 73.640. Compared to other variables, moral action has the highest average value. In addition, a larger standard deviation indicates that the level of students' moral actions has more variation compared to the variables of peer social interaction and family environment.

Prerequisite Analysis Test

Data Normality Test

Data is considered normal if the significance value is greater than 5% or 0.05. Further details regarding the One-Sample Kolmogorov Smirnov Test are as follows:

Table 2. Results of the One Sample Kolmogorov Smirnov Test Data Normality Test

Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
Interaksi Sosial Teman Sebaya (X1)	60	27	45	72	60.37	5.590	31.253
Lingkungan Keluarga (X2)	60	32	48	80	65.23	6.562	43.063
Tindakan Moral (Y)	60	30	58	88	74.23	8.581	73.640
Valid N (listwise)	60						

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Based on the test results presented in Table 2 above, the Asymp. Sig. (2-tailed) value was obtained at 0.200 and the Monte Carlo Sig. (2-tailed) value was 0.548. Both significance values are greater than the specified significance level of α = 0.05. Thus, it can be concluded that the data is normally distributed.

Multicollinearity Test

The criteria in the multicollinearity test are if the VIF value < 10 then there is no multicollinearity, whereas if the VIF value > 10 then there is multicollinearity. The results of the multicollinearity test can be seen in the table below:

Table 3. Multicollinearity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	-8.480	9.658		-.878	.384		
	Interaksi Sosial Teman Sebaya (X1)	1.041	.134	.678	7.758	<.001	.945	1.059
	Lingkungan Keluarga (X2)	.305	.114	.233	2.665	.010	.945	1.059

a. Dependent Variable: Tindakan Moral (Y)

Based on the analysis results presented in Table 3, the Variance Inflation Factor (VIF) value is 1.059. This value is below the general tolerance limit of 10, so it can be concluded that there is no indication of multicollinearity between the independent variables, namely peer social interaction (X_1) and family environment (X_2). Thus, the regression model used in this study does not experience multicollinearity problems, so it can be declared suitable for use in further regression analysis.

Heteroscedasticity Test

The basis for decision-making in heteroscedasticity testing using the Glejser test is that if the significance value (Sig.) is greater than 0.05, then there is no heteroscedasticity in the regression model. Conversely, if the significance value (Sig.) is less than 0.05, then there is a symptom of heteroscedasticity in the regression model. The following table shows the results of the heteroscedasticity test:

Table 4. Heteroscedasticity Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	12.584	5.612		2.242	.029
	Interaksi Sosial Teman Sebaya (X1)	-.033	.078	-.057	-.428	.670
	Lingkungan Keluarga (X2)	-.095	.066	-.190	-1.426	.159

a. Dependent Variable: Abs_RES

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Based on the results of the heteroscedasticity test analysis in Table 4 above, the significance value (Sig.) for the peer social interaction variable (X1) was 0.670 and for the family environment variable (X2) was 0.159. Both significance values of the two variables are greater than 0.05, so it can be concluded that there are no symptoms of heteroscedasticity in the two independent variables. Therefore, the regression model in this study is suitable for further analysis, because it has fulfilled all the prerequisite tests for multiple linear regression analysis, including normality, multicollinearity, and heteroscedasticity tests.

Correlation Test

The basis for decision-making in the product-moment correlation test is by comparing the significance value with a probability of 0.05 (5%) and comparing the calculated r value with the r table. The following are the results of the product-moment correlation test:

Table 5. Correlation Test Results

Correlations

		Interaksi Sosial Teman Sebaya (X1)	Lingkungan Keluarga (X2)	Tindakan Moral (Y)
Interaksi Sosial Teman Sebaya (X1)	Pearson Correlation	1	.236*	.733**
	Sig. (1-tailed)		.035	<.001
	N	60	60	60
Lingkungan Keluarga (X2)	Pearson Correlation	.236*	1	.393**
	Sig. (1-tailed)	.035		<.001
	N	60	60	60
Tindakan Moral (Y)	Pearson Correlation	.733**	.393**	1
	Sig. (1-tailed)	<.001	<.001	
	N	60	60	60

*. Correlation is significant at the 0.05 level (1-tailed).

**. Correlation is significant at the 0.01 level (1-tailed).

Based on the sig value (1-tailed) in the table above, it is known thatThe significant value of peer social interaction (X1) with moral actions (Y) is 0.0010 < 0.05, which means there is a significant correlation between peer social interaction variables and moral actions. Furthermore, the relationship between family environment (X2) and moral actions (Y) has a Sig. (1-tailed) value of 0.001 < 0.05, which means there is a significant correlation between family environment variables and moral action variables.

Based on the calculated r value (Pearson Correlation) in Table 5, the calculated r value of the relationship between Peer Social Interaction (X1) and Moral Action (Y) is 0.733 > r table 0.254. This value indicates a positive and strong relationship or correlation between the peer social interaction variable and moral action. This means that the better the peer social interaction, the better the moral action of the students. Furthermore, the calculated r value for the relationship between Family Environment (X2) and Moral Action (Y) is 0.393 > r table 0.254. This value indicates a positive relationship or correlation between the family environment variable and moral action.

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This means that the better the family environment that students have, the better their moral action tends to be.

Hypothesis

t-test

The basis for decision-making in research hypothesis testing is carried out by paying attention to the significance value (Sig.) obtained from the results of statistical analysis. In the t-test, if the significance value is less than 0.05 (Sig. < 0.05), it can be concluded that the independent variable (X) has a significant effect on the dependent variable (Y). Conversely, if the significance value is greater than 0.05 (Sig. > 0.05), it can be concluded that the independent variable (X) does not have a significant effect on the dependent variable (Y).

Peer Social Interaction Variable (X1) with Moral Action Variable (Y)

Table 6. Simple Regression Test X1 and Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2334.722	1	2334.722	67.370	<.001[b]
	Residual	2010.011	58	34.655		
	Total	4344.733	59			

a. Dependent Variable: Tindakan Moral (Y)

b. Predictors: (Constant), Interaksi Sosial Teman Sebaya (X1)

Based on Table 6 above, the results of the simple regression test obtained a significance value of 0.001 < 0.05. So it can be said that this hypothesis test is significant, meaning Ho is rejected and Ha is accepted. The research hypothesis test through this simple regression test can be concluded that there is an influence of peer social interaction on moral actions with a magnitude of 53.7% while the remaining 100%, namely 46.3%, is influenced by other variables which can be seen in Table 7 below:

Table 7. R2 Test Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.733[a]	.537	.529	5.887

a. Predictors: (Constant), Interaksi Sosial Teman Sebaya (X1)

b. Dependent Variable: Tindakan Moral (Y)

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Family Environment Variable (X2) with Moral Action Variable (Y)

Table 8. Simple Regression Test X2 and Y

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	670.015	1	670.015	10.575	.002[b]
	Residual	3674.718	58	63.357		
	Total	4344.733	59			

a. Dependent Variable: Tindakan Moral (Y)

b. Predictors: (Constant), Lingkungan Keluarga (X2)

Based on Table 8 above, the results of the simple regression test obtained a significance value of 0.001 < 0.05. So it can be said that this hypothesis test is significant, meaning Ho is rejected and Ha is accepted. The research hypothesis test through this simple regression test can be concluded that there is an influence of the family environment on moral actions with a magnitude of 15.4% while the remaining 100%, namely 84.6%, is influenced by other variables which can be seen in Table 9 below:

Table 9. R2 Test Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.393[a]	.154	.140	7.960

a. Predictors: (Constant), Lingkungan Keluarga (X2)

b. Dependent Variable: Tindakan Moral (Y)

F test

In the F test, decision making is also based on the significance value obtained. If the significance value is less than 0.05 (Sig. < 0.05), then simultaneously the independent variable (X) has a significant effect on the dependent variable (Y). Conversely, if the significance value is greater than 0.05 (Sig. > 0.05), then simultaneously the independent variable (X) does not have a significant effect on the dependent variable (Y). Thus, the significance value is used as a basis for determining whether to accept or reject the research hypothesis.

Table 10. F Test Results

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2557.402	2	1278.701	40.779	<.001[b]
	Residual	1787.331	57	31.357		
	Total	4344.733	59			

a. Dependent Variable: Tindakan Moral (Y)

b. Predictors: (Constant), Interaksi Sosial Teman Sebaya (X1), Lingkungan Keluarga (X2)

Based on Table 10 above, it is known that the calculated F value is 40.779 with a significance of 0.001 <0.05 so that it can be concluded that Ha is accepted and Ho which means there is an

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influence of peer social interaction (X1) and family environment (X2) simultaneously on moral actions (Y). The R Square value is known as can be seen in the table below. This means that the influence of peer social interaction variables (X1) and family environment variables (X2) simultaneously on moral action variables (Y) is 58.9%, while the rest is influenced by other variables or other factors not discussed in this study.

Table 11. R2 Test Results

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.767[a]	.589	.574	5.600

a. Predictors: (Constant), Interaksi Sosial Teman Sebaya (X1), Lingkungan Keluarga (X2)

b. Dependent Variable: Tindakan Moral (Y)

DISCUSSION

The Influence of Peer Social Interaction on Moral Actions

The results of the study indicate that peer social interaction has a positive and significant effect on the moral actions of students at Sempoja Elementary School. This is evidenced by the results of a simple regression analysis which obtained a significance value of 0.000 < 0.05, so that the proposed hypothesis can be accepted. In addition, the correlation coefficient value of 0.733 indicates that the relationship between peer social interaction and moral actions is in the strong category. The coefficient of determination (R^2) value of 0.537 indicates that peer social interaction contributes 53.7% to students' moral actions, while the remaining 46.3% is influenced by other factors not examined in this study.

These findings indicate that the better the social interactions between students and their peers, the better the moral behavior they demonstrate. Positive social interactions provide opportunities for students to learn and apply various moral values, such as honesty, responsibility, cooperation, tolerance, and concern for others. In everyday life, peers form one of the closest social environments to students and therefore play a crucial role in shaping their behavior and actions.

The results of this study are in line with research conducted by Faulintya et al., (2025) which showed that peer interaction has a positive effect on the moral actions of students at SMP Negeri 1 Belitang. The results of this study indicate that peer interaction contributes 33.2% to students' moral actions, while the remaining 66.8% is influenced by other factors outside the variables studied. The results of this study indicate that the better the interaction between peers, the better the moral actions shown by students. This finding strengthens the results of the research conducted, that peer social interaction is one of the factors that plays an important role in shaping and developing students' moral actions in the school environment and in everyday life.

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Furthermore, the findings of this study are also supported by research by Fathonah et al., (2025) which shows that there is a significant influence between peer social interaction on the moral behavior of 11th grade students at SMA Negeri 1 Luhak Nan Duo, West Pasaman Regency. The study found that peer social interaction contributed 18.5% to students' moral behavior. This finding strengthens the results of this study that peer social interaction is one of the factors that plays a role in the formation and development of students' moral actions.

Research by Wanti et al. (2026) shows that peers play a crucial role in shaping students' character. The study found that students in positive friendship environments tend to be more active in learning activities, more compliant with school rules, and exhibit better cooperation and motivation. Conversely, less positive friendship environments can encourage behavior that deviates from established values and norms.

Based on research findings, peer social interaction can be viewed as a contributing factor to the development of students' moral behavior. Therefore, schools need to make efforts to create a supportive social environment through collaborative activities, cooperative learning, and positive behavioral practices to foster moral values and positive character in students.

The Influence of Family Environment on Moral Actions

The results of the study indicate that the family environment has a positive and significant influence on the moral actions of students at Sempoja Elementary School. This is evidenced by the results of a simple regression test which obtained a significance value of 0.001 < 0.05. Furthermore, the correlation coefficient value of 0.393 indicates that the relationship between the family environment and moral actions is in the moderate category. The contribution of the family environment to students' moral actions is 15.4%, while 84.6% is influenced by other factors not examined.

These results indicate that the family environment plays a crucial role in shaping children's morals. The family is the primary educational environment, providing the foundation for the development of students' attitudes, values, and behaviors. Parents serve as role models in instilling in their children the values of honesty, responsibility, discipline, courtesy, and social awareness.

This is in line with research by Nisa' et al. (2020), which shows that the family environment significantly influences students' moral development. The study found that the better the family environment, the better the moral development they exhibit. These findings demonstrate that families play a crucial role in instilling moral values, forming positive habits, and guiding students' behavior in daily life.

Research by Amamalia et al. (2023) also states that families play a crucial role in shaping children's behavior. Research by Andini et al. (2026) shows that the family environment influences the formation of students' morals through parenting styles, attention, and parental role models. Furthermore, research by Anggraini (2026) found that the family environment plays a crucial role in shaping students' morals.

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It can be concluded that the better the family environment, the better the students' moral behavior. Therefore, parental involvement in providing attention, supervision, and fostering positive behavior is essential to supporting children's moral development.

The Influence of Peer Social Interaction and Family Environment on Moral Actions

The results of the study indicate that social interactions between peers and the family environment together have a positive and significant influence on the moral actions of students at Sempoja Elementary School. This is evidenced by the results of the F test which shows an F count value of 40.779 with a significance value of 0.001 < 0.05, so that the research hypothesis is accepted. This means that the better the social interaction with peers, and the more conducive the family environment that students have, the better the moral actions shown. Conversely, if social interactions with peers are less positive and the family environment is less supportive, then students' moral actions tend to not develop optimally.

The results of the multiple regression analysis obtained an R value of 0.767, which indicates that the relationship between peer social interaction and family environment with students' moral actions is in the strong category. In addition, the R Square (R^2) value of 0.589 indicates that 58.9% of the variation in students' moral actions can be explained by peer social interaction and family environment together, while the remaining 41.1% is influenced by other factors not examined in this study.

Furthermore, this study echoes research conducted by Ernilah et al. (2022), which showed that family and peer environments influence students' social and emotional development. Furthermore, research by Fu'adah (2024) also demonstrated that moral education within the family and interactions with peers contribute to students' moral development. These findings demonstrate that family and peer environments support each other in shaping students' behavior and character.

Based on the findings of this study, it can be concluded that students' moral actions are influenced by social interactions with peers and the family environment, collectively. Therefore, collaboration between families, schools, and peer groups is necessary to instill moral values so that students can develop character and behavior that aligns with applicable norms.

CONCLUSION

Based on the research results, it can be concluded that there is a positive and significant influence of peer social interaction on the moral actions of students at Sempoja Elementary School. This is evidenced by a significance value of 0.001 < 0.05 and a contribution of 53.7%. This means that the better the social interaction established with peers, the better the moral actions shown by students. In addition, the family environment has a positive and significant influence on the moral actions of students at Sempoja Elementary School. This is indicated by a significance value of 0.001 < 0.05 with a contribution of 15.4%. This means that a conducive, caring family

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environment and providing good role models can support the development of students' moral actions. Meanwhile, the results of the F test show that there is a positive and significant influence of peer social interaction and the family environment simultaneously on the moral actions of students at Sempoja Elementary School. This is evidenced by the F count value of 40.779 and a significance value of 0.001 < 0.05. The coefficient of determination (R^2) value of 0.589 indicates that social interactions between peers and the family environment together contribute 58.9% to students' moral actions, while the remaining 41.1% is influenced by other factors not examined in this study. Thus, social interactions between peers and the family environment are important factors that play a role in the formation of students' moral actions.

SUGGESTION

Schools are expected to enhance character-building programs and create a positive social environment through various activities that encourage healthy interactions among students. Parents are also expected to provide attention, supervision, and good role models in daily life to support children's moral development. Furthermore, future researchers are advised to examine other factors that potentially influence students' moral behavior, such as the school environment, digital media, and community culture, to gain a broader and more in-depth understanding of the formation of moral behavior in elementary school students.

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