

ABSTRAK

Helyatul Aulia. NIM 220101050064. *Pengaruh Lingkungan Sosial Terhadap Self-esteem Peserta Didik di SMP Islam Terpadu Hidayatul Qur'an Boarding school Banjarbaru.* Skripsi ini ditulis di bawah bimbingan Dr. H. Ahmad Salabi S.Ag M.Pd., Program Studi Manajemen Pendidikan Islam, Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin, 2025.

Kata kunci: Lingkungan Sosial, *Self-esteem*, Peserta Didik, *Boarding school*.

Self-esteem peserta didik merupakan aspek penting dalam perkembangan psikologis yang mempengaruhi motivasi belajar, kemampuan beradaptasi, dan kualitas interaksi sosial di sekolah. Pada lingkungan *boarding school*, peserta didik hidup dalam interaksi intensif selama 24 jam, sehingga lingkungan sosial menjadi faktor yang sangat menentukan dalam pembentukan *self-esteem*. Penelitian ini bertujuan untuk mengetahui dan menganalisis pengaruh lingkungan sosial terhadap *self-esteem* peserta didik di SMP Islam Terpadu Hidayatul Qur'an Boarding School Banjarbaru.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian lapangan (*field research*). Data diperoleh melalui penyebaran kuesioner online menggunakan Google Form kepada 73 peserta didik yang dipilih menggunakan teknik proportional random sampling dari total populasi 126 siswa. Analisis data dilakukan menggunakan regresi linier sederhana dengan bantuan IBM SPSS versi 25 untuk menguji pengaruh variabel lingkungan sosial terhadap *Self-esteem*.

Hasil penelitian menunjukkan bahwa lingkungan sosial peserta didik berada pada taraf yang kurang optimal. Uji regresi menunjukkan bahwa lingkungan sosial berpengaruh positif dan signifikan terhadap *self-esteem*, dengan nilai $t_{hitung} > t_{tabel}$, dan $Sig. < 0,05$. Koefisien determinasi sebesar 0,326 menunjukkan bahwa lingkungan sosial menjelaskan 32,6% variansi *self-esteem* peserta didik. Dengan demikian, lingkungan sosial yang positif, suportif, dan harmonis terbukti mampu meningkatkan *self-esteem* peserta didik secara signifikan dalam konteks sekolah berasrama.

ABSTRACT

Helyatul Aulia. NIM 22010105006. *The Influence of the Social Environment on Students' Self-Esteem at Integrated Islamic Junior High School Hidayatul Qur'an Boarding School Banjarbaru.* This thesis was written under the supervision of Dr. H. Ahmad Salabi, S.Ag., M.Pd., Islamic Education Management Study Program, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University Banjarmasin, 2025.

Keywords: Social Environment, Self-Esteem, Students, Boarding School

Students' self-esteem is an essential aspect of psychological development that influences their learning motivation, adaptability, and the quality of social interactions within the school environment. In a boarding school setting, students live in continuous and intensive interaction for 24 hours, making the social environment a highly significant factor in shaping their self-esteem. This study aims to identify and analyze the influence of the social environment on the self-esteem of students at Integrated Islamic Junior High School Hidayatul Qur'an Boarding School Banjarbaru.

This study employed a quantitative approach with a field research design. Data were collected by distributing an online questionnaire through Google Forms to 73 students selected using a proportional random sampling technique from a total population of 126 students. The data were analyzed using simple linear regression with the assistance of IBM SPSS version 25 to examine the effect of the social environment variable on students' self-esteem.

The results of the study show that the social environment of students is at a less than optimal level. The regression test reveals that the social environment has a positive and significant influence on self-esteem, indicated by a t-value greater than the t-table value and a significance level below 0.05. The coefficient of determination (R^2) of 0.326 shows that the social environment explains 32.6% of the variance in students' self-esteem. Thus, a positive, supportive, and harmonious social environment is proven to significantly enhance students' self-esteem within the boarding school context