

School Environment and the Formation of Adolescent Social Behavior through Discipline and Interpersonal Relationships

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ABSTRACT

The school environment has a strong influence on the formation of adolescent social behavior. This paper discusses how school discipline, teacher-student relationships, and social climate are related to the formation of adolescent social and moral behavior. Qualitative literature studies were used to collect and interpret various scientific sources related to the social dynamics experienced by adolescents in school. Thematic synthesis was applied to identify patterns of thought and key findings from relevant publications. The structure of school discipline is a factor that shapes how adolescents understand rules and responsibilities. Research shows that consistent discipline creates clear patterns of interaction that help adolescents develop a stable internal control center. Firm rules help students regulate their actions, while unstable discipline creates uncertainty in the social adjustment process. The teacher-student relationship is an important element in adolescent social development. Warm and supportive relationships have been shown to increase psychological security, reduce the risk of problematic behavior, and strengthen the process of internalizing values. Teachers who use supportive communication help students build self-confidence and the ability to understand other people's social perspectives. The role of the school social climate in adolescent moral development. A supportive school climate encourages adolescents to develop empathy, social responsibility, and the ability to resolve conflicts constructively. Conversely, an unsupportive social climate can increase emotional tension and reduce the quality of social adaptation. The synthesis results show that discipline, teacher-student relationships, and social climate are interrelated in shaping adolescents' psychological experiences at school. This study illustrates that school is an important arena for adolescents to build social identity, prosocial motivation, and emotional stability. These findings can be used by educators, school administrators, and researchers to design appropriate social development programmed for adolescents.

INTRODUCTION

The school environment often becomes the first space that shapes adolescents' social orientation through interaction, supervision, and the process of internalizing values. The habit of following rules, communication patterns, and patterns of relationships with authority figures result in certain interpretations of the limits of acceptable behavior in social life. The important role of education in shaping students' social awareness and identity is also revealed by Hariani and Mardikaningsih (2022), who show how educational experiences can broaden students' perspectives on a wider global and social context. In educational sociology studies, the school environment is understood as an arena

that contains symbols, norms, and social practices that are observed daily by students and then interpreted through personal experience. Through a hermeneutic phenomenological approach, this process of meaning-making arises from how adolescents interpret teacher treatment, peer dynamics, and the social climate present in school life.

School discipline is an important element in shaping social behavior because it provides a structure that guides how students respond to rules. When rules are communicated clearly and consistently, adolescents have a cognitive basis for distinguishing between behavior that is acceptable and behavior that does not conform to school norms. However, students' experiences in dealing with the

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enforcement of rules are not always uniform. Some adolescents interpret discipline as a restriction, while others see it as a moral guideline. These differences in interpretation often arise from the way teachers interact with students, the quality of communication in the classroom, and the stability of emotional support received by students.

The relationship between teachers and students also shapes adolescents' understanding of interpersonal closeness, respect, and psychological security. A respectful relationship can help adolescents develop empathy and self-control. Conversely, rigid relationships or a lack of emotional support can cause psychological pressure. This pressure arises when students feel overly monitored, experience harsh reprimands, or face uncertainty in adjusting to the school's expectations. When this pressure persists, adolescents may interpret the school environment as unpredictable, thereby affecting the stability of their social behavior.

A stable school social climate provides space for adolescents to adapt to the moral values promoted by educational institutions. Familiarity among students, openness in interactions, and a sense of acceptance help the process of forming pro-social behavior. The importance of education in building students' capacity to adapt to the complexities of the modern world is also emphasized in the study by Mardikaningsih et al. (2021) on education for sustainability and global citizenship. The importance of a supportive learning environment in developing students' social competencies is also an important finding in the research by Hariani et al. (2021). However, challenges arise when the school environment presents social tensions, excessive competition, or unstable communication patterns. Such situations can cause adolescents to experience emotional distress, role confusion, or a decline in their ability to interpret social rules and responsibilities. A qualitative literature review shows that these experiences have a strong influence on the formation of students' social and moral identities.

The first problem arises when school discipline is enforced without precise communication and consistency. Research shows that inconsistent enforcement of rules can lead to negative interpretations among adolescents, causing them to question the fairness of the institution and its supervisory function (Bear et al., 2015). Inconsistent enforcement of rules by teachers affects the stability of adolescents' moral perceptions of authority.

The second problem lies in the quality of teacher-student relationships. When teacher interactions are

harsh, distant, or lacking in empathy, adolescents are at risk of experiencing emotional distress and a loss of trust (Roorda et al., 2011). These unhealthy relationships can trigger aggressive behavior, withdrawal from social groups, or difficulty adjusting to school moral norms.

The third problem lies in an unstable school social climate. A school environment filled with peer conflict, lack of social support, or feelings of alienation can increase anxiety and reduce adolescents' ability to understand moral value structures (Wang & Degol, 2016). When the social climate is not conducive, the formation of social behavior is hampered.

Rapid social change in modern society poses new challenges for adolescents in shaping their social and moral identities. The increasingly dominant digital environment has led to many social values competing for attention in the lives of adolescents. Adolescents' capacity to deal with these dynamics is also influenced by their level of access and digital skills, as analyzed by Arifin and Darmawan (2021); Mendonca et al. (2021). In this dynamic, issues such as privacy and trust in the digital space have become an important part of the adolescent experience, as researched by Negara et al. (2022), who examined the link between privacy violations on social media and interpersonal trust among the younger generation. Schools are a much-needed space to provide guidance on stable and responsible social behavior. Through structured education and guidance, schools can build a stability of values that is not always obtained from the outside world.

Furthermore, the increasing cases of aggressive behavior, bullying, and decreased self-control among adolescents in various countries indicate the need to examine how the school environment can help strengthen moral stability. By understanding the relationship between discipline, interpersonal relationships, and social climate, educational institutions can reorganize their approach to social guidance so that adolescents have a strong foundation for leading a healthy social life.

This study aims to explain the relationship between school discipline, teacher-student relationships, and social climate with the formation of adolescent social and moral behavior. In addition, this study provides a scientific description of how adolescents' psychological experiences in the school environment guide the process of interpreting social values. This study contributes to the development of educational sociology theory and provides a basis for improving the quality of student social guidance.

RESEARCH METHOD

This research approach uses qualitative literature studies to examine the relationship between school discipline, teacher-student relations, and social climate on the formation of adolescent social behavior. Qualitative literature studies provide space for researchers to interpret the evolving understanding from various academic publications on social dynamics in schools. The analysis procedure refers to thematic synthesis, which allows researchers to map patterns of thought and key findings from various academic sources. Methodological references from Braun and Clarke (2006) indicate that thematic synthesis involves the stages of data recognition, coding, pattern identification, and the formation of interpretive themes.

The literature search was conducted systematically through scientific databases such as JSTOR, Scopus, Web of Science, ERIC, and Google Scholar using keywords such as school environment, adolescent social behavior, school discipline, teacher-student relationship, moral development, and school climate. The search process was carried out following the scientific literature search guidelines from Booth, Sutton, and Papaioannou (2016). The inclusion criteria included journal articles and academic books published in the last 20 years, had scientific reputation, and were relevant to the issues of school discipline, social relations, and adolescent behavior. Exclusion criteria included articles without full access, sources without a DOI/ISBN, non-academic publications, and writings that did not meet methodological quality standards.

Data extraction was carried out by comprehensively reading all selected sources to capture the main ideas, research methods, and findings related to adolescent social behavior. After the extraction process, the data were analyzed through open coding and category grouping to identify thematic patterns. Quality assurance principles were applied through re-examination of findings and consistency of interpretation, in accordance with the qualitative analysis guidelines of Creswell and Poth (2018). This entire process ensured that the findings in this study were sourced from credible and verified scientific data.

RESULT AND DISCUSSION

The Influence of School Discipline Structure

Studies on school discipline structures discuss their important role in shaping adolescent social behavior. School discipline provides a foundation that guides adolescent social behavior by instilling

rules that regulate their actions. The role of teachers and the adaptation of educational institutions in creating effective discipline is also the focus of research by Arifin and Kurniawan (2022) and Rozikin et al. (2023), which examines strategies for strengthening discipline and student participation in the classroom. The link between education and the formation of sustainable behavior is also emphasized in the study by Gautama and Mardikaningsih (2022) on the role of education in encouraging sustainable social behavior change. Research shows that a consistent disciplinary structure can reduce aggressive behavior and improve students' self-control (Bear et al., 2015). When rules are enforced consistently, students gain clarity about the moral expectations that apply. This builds a stable perception of fairness and clarity about the purpose of the rules. In educational sociology, discipline is understood not only as the enforcement of regulations, but also as a process of internalizing social values that are understood through daily interactions. Thus, disciplinary structures serve as a medium for the formation of sustainable social character.

The element of communication in the application of discipline plays an important role in shaping the social attitudes of adolescents. The application of communicative discipline strengthens adolescents' social response to school rules. Human communication is always full of various emotions, which can have a good or bad influence on a person and shape the way they think and relate to their surroundings (Zhurabekova, 2020). Studies confirm that open communication between teachers and students influences adolescents' understanding of the function of discipline as a guideline for social interaction (Gregory et al., 2010). Harmonious, mutually beneficial, responsive relationships based on trust are a positive force in supporting children's development, both physically and socially (Osher et al., 2020). When teachers explain rules accompanied by rational reasons, students find it easier to adjust without feeling pressured. Conversely, assertiveness without dialogue can lead to negative interpretations such as distrust or resistance to authority. A rational and dialogical approach can encourage more constructive acceptance of rules.

The principle of fairness in school discipline plays an important role in shaping adolescents' social character. The link between discipline and adolescent morality is also evident in the formation of the principle of fairness. The importance of the role of teachers and the educational environment in building student character is also emphasized in the

research by Firmansyah and Darmawan (2023). The importance of effective character education in overcoming the moral challenges of the younger generation is also described in the study by Aliyah and Masnawati (2022), which examines the implementation of character education in the school environment. International studies have found that perceptions of fairness in the application of school discipline are closely related to pro-social behaviors such as willingness to help peers and the ability to resolve conflicts peacefully (Thapa et al., 2013). When students feel that rules are applied fairly, they are better able to accept the social values instilled by educational institutions. The fair application of rules encourages students to instill pro-social values more effectively.

Adolescent social behavior can remain stable if school rules are enforced consistently. Consistency in enforcing rules is a determining factor in social behavior stability. Research shows that inconsistency in teachers' enforcement of rules creates interpretative confusion for adolescents, making it difficult for them to develop stable behavior patterns (Sun & Shek, 2012). This indicates that adolescents need a predictable structure in order to understand and adapt to the applicable social behavior boundaries. In this context, self-control is an important factor that influences a person's internal development with changes in the external environment, adjusting their thoughts, emotions, and behavior in a timely manner to achieve predetermined goals (Jiang et al., 2022). Clear structure and adaptive self-control are the foundation for the formation of balanced social responses.

The interaction between disciplinary approaches and adolescents' perceptions of authority shows the process of moral value formation. The relationship between discipline and moral development is also evident in its influence on adolescents' perceptions of authority. Educational psychology studies have found that adolescents who experience disciplinary interactions in a supportive environment show a higher level of acceptance of school moral values (Nucci & Narvaez, 2008). On the other hand, disciplinary approaches that emphasize harsh punishment risk forming defensive or aggressive behavior. A supportive disciplinary approach can strengthen acceptance of the values taught, while harsh punishment can lead to rejection or resistance in behavior.

Consistently applied discipline in schools plays a role in shaping adolescent behavior patterns outside

the academic environment. The influence of school discipline is also related to the control of adolescent behavior outside the classroom. Research findings show that the application of clear and coherent discipline can reduce deviant behavior such as minor offences, impulsive behavior, and risky socializing (Wang & Degol, 2016). When supervision patterns and rules are communicated accurately, adolescents have a strong understanding of socially acceptable behavioral boundaries. Accuracy in communicating rules can strengthen adolescents' awareness of prevailing social norms.

A disciplinary approach based on emotional support has a positive impact on students' social lives. Discipline that prioritizes emotional support has been shown to increase student involvement in social processes at school. A study confirms that discipline based on moral support and warm communication strengthens social relationships between students, reduces conflict, and increases social awareness (Cornell & Huang, 2016). This pattern enriches the process of moral formation in adolescents through direct interaction in the school environment. Through warm and supportive interactions, adolescents' moral values develop naturally in the school environment.

The disciplinary structure implemented in schools plays a role in shaping adolescents' social identity as part of the educational community. The disciplinary structure also has an impact on the dynamics of adolescent identity. Studies state that students' interactions with school rules shape the way they view themselves as members of the school community (Roeser et al., 2000). When discipline is directed towards developing responsibility, adolescents are helped to understand their social role as individuals capable of managing their own actions. With an approach that emphasizes responsibility, discipline becomes a means for adolescents to recognize and carry out their social roles independently.

In the process of moral socialization, school discipline acts as a medium for learning the values and norms that apply in society. From the perspective of moral socialization, school discipline becomes an important medium for adolescents to learn about social norms, order, and moral consequences. Findings show that understanding the consequences of actions helps adolescents develop rational-based morality (Fleming et al., 2019). The structure of discipline reinforces the awareness that social behavior is always linked to the values and expectations that apply in the community. By understanding the consequences of their actions,

adolescents can form a morality based on rational consideration and social awareness.

Discipline linked to the development of social skills contributes directly to the control of emotions and behavior in adolescents. Other studies confirm that discipline linked to the development of social skills has an important influence on impulsive control and conflict resolution skills (Durlak et al., 2011). Thus, appropriately applied discipline strengthens the formation of adaptive social behavior. When applied appropriately, discipline becomes a strategic tool in shaping adaptive and constructive social behavior.

Adolescents' understanding of school discipline is influenced by the quality of their social interactions. In everyday life, adolescents often understand school discipline as guidelines for regulating their actions in accordance with the moral values expected by the institution. The relationship between teachers and students is a key factor in improving discipline, which can be seen in how well and how often they interact (Kasivu, 2020). Their experience of interacting with rules determines how they interpret the relationship between individual behavior and social structures. When rules are accepted as logical guidelines, adolescents can develop a stable sense of responsibility and social awareness. When rules are accepted rationally, adolescents find it easier to commit to prevailing social norms.

A disciplinary approach that is sensitive to change and the needs of adolescents plays a role in supporting the identity formation process. Socially sensitive discipline can help adolescents build bridges between school demands and their identity search process. When rule structures are accompanied by acceptance, clarity, and sincerity in communication, adolescents find it easier to understand prevailing moral values and connect them to their social lives outside of school. Through clear and open communication, school moral values can be integrated into adolescents' social lives.

The Psychological Experience of Adolescents in the School Environment

Adolescents' emotional attachment to school reflects the quality of social relationships they build in the educational environment. Psychological attachment to school is the extent to which students feel accepted, valued, involved, and psychologically supported by people in the school environment (Ibrahim & Zaatar, 2020). Adolescents' psychological experiences at school have a strong influence on the formation of their social behavior. The emotional environment that students receive from teachers and peers determines the quality of their social adaptation. Research shows that

attachment to teachers is related to psychological security, which helps adolescents develop stable social characters (Pianta et al., 2012). When teachers provide affective support, adolescents are more likely to exhibit cooperative behavior and be more open to social learning. Affective support from teachers can strengthen psychological security, which encourages positive social development in adolescents.

Social acceptance in the school environment plays an important role in shaping adolescents' emotional balance. Adolescents' psychological condition is greatly influenced by their perception of social acceptance at school. Studies show that feeling accepted by peers increases adolescents' ability to develop empathy and healthy interaction skills (Wentzel, 2010). Conversely, feelings of alienation can trigger emotional tension and deviant behavior. Positive social interactions enable adolescents to build emotional stability that supports moral development. Healthy relationships between students are the foundation for the growth of empathy and moral stability.

The quality of communication between teachers and students has a direct effect on adolescents' psychological comfort at school. Psychological pressure can arise when adolescents encounter harsh or unsupportive communication patterns from teachers. The influence of the school social environment is also reflected in the research by Rafiuddin and Darmawan (2023), which examined the relationship between social interaction at school and student academic achievement. Research shows that negative communication can increase the risk of aggressive behavior and decrease trust in school authority (Buyse et al., 2008). When teachers fail to build balanced emotional relationships, adolescents tend to interpret the school environment as an unsafe social space. Emotional imbalance in interactions can disrupt adolescents' perceptions of social security in the educational environment.

Adolescents' interactions with social conflicts at school also influence how they understand values and norms. Experiences of peer conflict also shape adolescents' moral understanding. Studies show that adolescents who frequently witness conflict or experience bullying are more likely to develop negative perceptions of social norms (Hymel & Swearer, 2015). This condition reduces their ability to assess the social consequences of their actions and hinders the formation of prosocial behaviors. Repeated involvement in conflict can weaken adolescents' moral values and prosocial tendencies.

Intense academic demands often become a source of psychological pressure for adolescents in

school environments. Academic pressure affects the psychological stability of adolescents. Pressure related to heavy workloads or high academic standards can cause anxiety, which in turn affects adolescents' ability to exhibit adaptive social behaviors (Putwain & Daly, 2014). Emotional exhaustion arising from academic pressure can affect their relationships with peers and teachers. This condition can disrupt adolescents' social balance and weaken the quality of their interpersonal relationships.

Adolescents' perceptions of fairness at school shape their emotional and social responses to the learning environment. A sense of fairness has a major influence on adolescents' psychological experiences. Research findings show that perceptions of unfairness in teacher treatment can increase emotional sensitivity and trigger rejection behaviors (Resh & Sabbagh, 2016). Distrust of institutional fairness can reduce student involvement in school social activities. When fairness is questioned, student participation in school social life tends to decline significantly.

Group activities at school are an important medium for adolescents to hone their social and moral skills. The psychological experiences of adolescents related to participation in group activities play a role in moral and social development. Studies state that active involvement in school organizations helps adolescents build social independence and strengthen their internal locus of control (Fredricks & Eccles, 2006). Group activities provide space for adolescents to understand social structures in a practical way. Through active participation, adolescents learn to determine the direction of social structures independently and responsibly.

Supportive adult figures play an important role in maintaining the emotional stability of adolescents at school. The emotional balance of adolescents is greatly influenced by the presence of supportive adult figures. Research shows that warm relationships with teachers can reduce the risk of anxiety and problematic behaviors (Roorda et al., 2011). In conditions of social tension, the emotional support of teachers becomes a vehicle for psychological stabilization. This support helps adolescents to deal with social pressure with a more balanced psychological response.

Facilitating self-expression at school contributes to the formation of adolescents' social character. A school environment that facilitates self-expression also provides positive experiences for adolescents. Studies confirm that open spaces for expression

reduce interpersonal conflict and increase self-confidence (Roffey, 2012). When adolescents are given space to voice their ideas, they find it easier to develop a healthy social identity. The opportunity to voice opinions can strengthen the process of forming a positive and contextual identity.

Emotional stability in the school environment plays a role in gradually shaping adolescents' moral responses. Other studies show that consistent emotional experiences in the school environment shape long-term patterns of adaptation to moral values (Wentzel & Brophy, 2014). Stable daily interactions reinforce adolescents' interpretations of social rules and help them make more mature moral decisions. Consistent experiences can support adolescents' development in interpreting and applying social values.

The psychological development of adolescents is influenced by the quality of social interactions they experience at school. Adolescents' psychological experiences are a layered process that arises from their observations, interpretations, and responses to social dynamics at school. When interactions with teachers and peers build a sense of security, adolescents are better able to understand moral and social values in a stable manner. Conversely, emotional uncertainty arising from an unsupportive social environment can disrupt the way they organize their daily behaviors. Emotional instability stemming from the social environment can hinder the stability of adolescent behaviors.

The way adolescents understand emotional experiences at school plays a role in shaping their social identity as part of the community. Adolescents' journey in interpreting psychological experiences at school greatly influences how they view themselves as members of a social community. When they receive sincere and consistent emotional support, their ability to adapt and develop prosocial behaviors will grow stronger. Consistent support strengthens adolescents' capacity for prosocial behaviors and positive adaptation.

CONCLUSION

The school environment has a strong influence on the formation of adolescent social behaviors. Consistent disciplinary structures, supportive teacher-student relationships, and the quality of the social climate determine the process by which adolescents understand social values and rules. These dynamics shape patterns of adaptation that emerge from the way adolescents interpret daily interactions at school. Findings from the literature review indicate that school is an important arena for

adolescents to develop emotional stability, empathy, and moral orientation.

The results of the study illustrate that improving the quality of social interactions at school will strengthen adolescents' moral and social development. Pedagogical practices that pay attention to emotional stability, fair treatment, and warm relationships have an impact on strengthening prosocial character. Educational institutions can use these results as a basis for strengthening teacher communication patterns, proportional disciplinary systems, and group activities that support adolescent self-expression.

Schools are encouraged to create a social environment that provides a safe space for adolescents to interact and learn to manage their emotions. Teachers can improve the quality of interpersonal relationships through empathetic and communicative approaches. Further research can expand the study through empirical approaches so that the relationship between variables can be mapped more measurably.

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