

## **DISSECTING SCHOOL DYNAMICS AS A SOCIAL INTERACTION SYSTEM: SOCIAL NETWORKS, POWER, AND IDENTITY AT JUNIOR HIGH SCHOOL**

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### **Abstract**

This study examines the classroom as a social system and the factors that influence social interaction in schools, especially in the classroom environment. From the perspective of the sociology of education, schools are understood as complex social systems with teachers, students, curriculum, and rules that interact with each other for educational purposes. The classroom not only functions as a place to learn, but also becomes a vital arena for social interaction between students and between students and teachers. Complex classroom dynamics are formed from the diversity of backgrounds, experiences, interests, personalities, and individual abilities of students. Positive interactions in the classroom are essential to creating a conducive and enjoyable learning environment, while less harmonious interactions can be an obstacle to the learning process. Through interviews with homeroom teachers, it was found that student heterogeneity (economic background, family, and learning readiness) is the main challenge that teachers must address wisely. The dynamics of communication between students vary, from those who are sociable to those who are selective in finding friends, requiring special guidance, especially in group work. The dynamics of communication between teachers and students are generally good, although there are differences in teaching styles among many subject teachers that require students to adapt. Individual differences in interests, personality, and abilities (IQ) also greatly affect social dynamics. Students with low abilities require more attention and motivation, while early interest direction is important to help students focus on the appropriate educational path. Understanding the class as a

social system and the interactions within it is very relevant to creating a humanistic and meaningful learning environment.

**Keywords: Class as a Social System; Social Interaction; Class Dynamics; Sociology of Education; Learning Environment.**

### **Abstrak**

Penelitian ini mengkaji tentang ruang kelas sebagai suatu sistem sosial dan faktor-faktor yang memengaruhi interaksi sosial di sekolah, khususnya di lingkungan kelas. Dari sudut pandang sosiologi pendidikan, sekolah dipahami sebagai suatu sistem sosial yang kompleks yang terdiri dari guru, siswa, kurikulum, dan aturan yang saling berinteraksi untuk tujuan pendidikan. Ruang kelas tidak hanya berfungsi sebagai tempat belajar, tetapi juga menjadi arena vital terjadinya interaksi sosial antar siswa dan antara siswa dengan guru. Dinamika ruang kelas yang kompleks terbentuk dari keberagaman latar belakang, pengalaman, minat, kepribadian, dan kemampuan individu siswa. Interaksi yang positif di dalam kelas sangat penting untuk menciptakan lingkungan belajar yang kondusif dan menyenangkan, sedangkan interaksi yang kurang harmonis dapat menjadi kendala dalam proses pembelajaran. Melalui wawancara dengan wali kelas, ditemukan bahwa heterogenitas siswa (latar belakang ekonomi, keluarga, dan kesiapan belajar) merupakan tantangan utama yang harus dihadapi oleh guru secara bijaksana. Dinamika komunikasi antar siswa bervariasi, ada yang mudah bergaul, ada yang selektif dalam mencari teman, sehingga memerlukan bimbingan khusus, terutama dalam kerja kelompok. Dinamika komunikasi antara guru dan siswa pada umumnya baik, meskipun terdapat perbedaan gaya mengajar di antara banyak guru mata pelajaran yang mengharuskan siswa untuk beradaptasi. Perbedaan individu dalam hal minat, kepribadian, dan kemampuan (IQ) juga sangat memengaruhi dinamika sosial. Siswa dengan kemampuan rendah memerlukan lebih banyak perhatian dan motivasi, sedangkan arahan minat sejak dini penting untuk membantu siswa fokus pada jalur pendidikan yang tepat. Memahami kelas sebagai sistem sosial dan interaksi di dalamnya sangat relevan untuk menciptakan lingkungan belajar yang humanis dan bermakna.

**Kata Kunci: Kelas sebagai Sistem Sosial; Interaksi Sosial; Dinamika Kelas; Sosiologi Pendidikan; Lingkungan Belajar.**

### **A. INTRODUCTION**

Education is the backbone of a nation's progress, fundamental in shaping the character and personality of individuals. Within this framework, schools operate as complex social systems, dynamic entities where teachers, students, curriculum, and rules interact to achieve educational goals. The core of this system is the social interaction between teachers and students, a crucial aspect that directly influences the success of the learning process.

Schools are not just centers of teaching and learning activities. More than just a place for transferring knowledge, schools are primary social spaces where

various interactions, both between students and between students and teachers, can occur. In them, individuals with heterogeneous backgrounds, experiences, interests, personalities, and abilities meet, creating rich and ever-evolving classroom dynamics. Through these interactions, students not only absorb knowledge, but also hone their ability to work together, resolve conflicts, and build healthy interpersonal relationships, making the classroom an invaluable arena for the formation of social and cultural values.

The concept of school as a social interaction system emphasizes that the learning process cannot be separated from the quality of relationships between individuals in it. Why is positive interaction so important? That is because interaction is the key to creating a comfortable, conducive, and enjoyable learning environment. Conversely, less harmonious interactions can be a serious obstacle to optimizing the learning process. Therefore, a deep understanding of the class as a social system is essential for educators to manage the class effectively, as well as encourage the growth of mutual respect, empathy, and cooperation among students. Given the significance of social interaction in education, as well as the complexity of dynamics in the classroom environment, this study has a high urgency to examine more deeply the classroom as a social system and the factors that influence social interaction in schools. How do individual factors and the classroom environment actually shape these interaction patterns, and what impact do they have on the overall educational process? By outlining these aspects, it is hoped that this study can provide real contributions to all stakeholders in the world of education in designing and creating a learning environment that is not only effective, but also humanistic and meaningful.

According to Brinkerhoft and White, sociology is a systematic study of human social interaction, with an emphasis on patterns of interaction, how they develop, are maintained, and change. Meanwhile, education, according to KBBI, is defined as the process of changing the attitudes and behavior of a person or group in an effort to mature humans through teaching and training (khiruddin and nasution 2023)

Classes in the context of education can be likened to a group of individuals who interact intensely with each other. This interaction does not only occur between students and students, but also between teachers and teachers, and teachers and students, making it an environment of daily interaction. Classes are a microsociology because there is always a process of interaction in them, even in a narrow scope. Furthermore, classes can be called groups or social systems because their members have a shared awareness of membership and are involved in reciprocal interactions. The nature of the existence of a social group does not solely depend on the proximity of physical distance, but on the awareness of individuals in the group to interact, which makes the class permanent and not just a collectivity. Schools, therefore, are a small representation of a larger group, namely society. In a class, individuals gather who have different social, economic, religious, and cultural backgrounds. Although they have the same position and role

as students, this diversity of backgrounds is the essence of social dynamics in the class. As expressed by Mr. Pujono, the homeroom teacher for grade 8 of Al-Amanah Middle School, "The class is heterogeneous, with students coming from diverse parental backgrounds, both in terms of economy and other aspects. Therefore, we as educators must be ready to face these differences. The school strives to create a comfortable environment for students, because comfort is an important prerequisite for them to be able to follow lessons optimally."

## **B. RESEARCH METHOD**

This study adopts a structured qualitative method, where data is presented in the form of descriptions and illustrations, not numbers (achjar 2023). The data used in this article comes from various journals, including those that focus on field observations. This data is then analyzed and written in detail. As a descriptive study, this study aims to describe facts and characteristics systematically and accurately in a particular field. Qualitative research is very relevant to understanding social phenomena. Information collection is carried out through field observations, interviews, and documentation. Field observations involve direct observation in the school environment to see the application of social communication in student routines, including interactions between teachers and students, students with students, and fellow students.

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## **C. RESULTS AND DISCUSSION**

### **1. School Dynamics As Social Interaction**

In the results of this discussion, the researcher will analyze the school as a social system. This research was conducted at AL AMANAH Junior High School located at Jl. Raya Puspipetek, Bakti Jaya, Setu District, South Tangerang City. School Dynamics as Social Interaction.

The dynamics of social interaction in schools viewed from the perspective of a social system involves a number of interconnected and interacting elements, including social and cultural processes, personality development, and their relationship to the educational process (Yasin, 2019). For example, social structure: The social structure in the school environment includes official hierarchies such as principals, teachers, and administrative staff, as well as informal networks that arise from interactions between individuals. This structure has an impact on the way social interaction and the distribution of power within the school.

According to Napitupulu (Nurcholiq 2023), schools are viewed as organizations that require management by professional individuals. Moreover, the core activities of the school organization involve managing human resources (HR) with the expectation of producing quality graduates, in line with the demands of societal needs. School graduates are expected to make significant contributions to national development.

In addition, the study by Haris states that according to Cohen highlights the importance of a conducive classroom environment in supporting positive social interactions, where every student feels accepted and valued, can increase students' self-confidence and motivation to learn (haris 2019)

Social interactions in schools are influenced by the norms and values held by the school community. For example, norms such as public speaking skills or ethics in interacting, and values such as collaboration, respect for differences, and appreciation for academic achievement. Responsibilities and roles, Everyone in the school has certain responsibilities and roles. Social interactions are based on these functional roles, for example, teachers provide direction to students, students are involved in the learning process, and administrative staff regulate the operation of the school. Nasdian stated that social interactions play an important role in shaping social structures in society (Nasdian, 2022). Social interactions play an important role in shaping norms, values, and behavioral patterns that are considered appropriate in a particular culture or community.

Schools are prime examples of complex social systems. As social systems, schools involve interactions between individuals who have different roles and functions, as well as various norms, values, and structures that regulate their behavior (Yasin et,al 2024), such as interactions between individuals in schools occur in various contexts, such as in the classroom, outside the classroom, during extracurricular activities, and through online communication. These interactions include various forms of communication, collaboration, competition, and conflict. Each individual in the school has a different role and function. For example, teachers have a role to provide instruction, students have a role to learn, and administrative staff have a role to manage the day-to-day operations of the school. These roles and functions are interrelated and mutually supportive to achieve the educational goals of the school. Schools have norms and values that regulate individual behavior. These norms can include discipline, cooperation, respect for diversity, and respect for knowledge. Values such as honesty, cooperation, responsibility, and loyalty are often emphasized in the school environment.

However, the implementation of schools as a social system in education is not free from various aspects and involves various parties, ranging from students, teachers, school staff, to parents. In this case, the problem is divided into three, the first is injustice and discrimination. This problem can occur in various forms such as discrimination based on race, ethnicity, religion, and gender. Students who come from a certain race, ethnicity, religion, or gender may experience unfair and discriminatory treatment from the school or from other students. Discrimination

based on socio-economic status in the form of students who come from families with low socio-economic status may experience unfair and discriminatory treatment from the school or from other students. Discrimination against students with special educational needs, students with this condition will have difficulty getting access to quality and inclusive education. And bullying or bullying can occur between students which can have negative impacts on victims, such as stress, anxiety, depression, and even suicide.

*Second*, social disparities in schools. This problem can occur in schools and can be an obstacle that can disrupt the creation of schools as social systems. This gap can occur in various forms such as, gaps in access to education. Students from families with low socioeconomic status may have difficulty getting access to quality education. This can be caused by several factors, such as expensive education costs, lack of school facilities and infrastructure in remote areas, and low quality teachers in less favorite schools. The gap in terms of learning achievement, students from families with low social status generally have lower learning achievement compared to students from families with high socioeconomic status.

This can be caused by various factors, such as lack of access to books and learning materials, and lack of motivation to learn. And the gap in opportunities, students from families with low economic status generally have less chance of achieving success in the future.

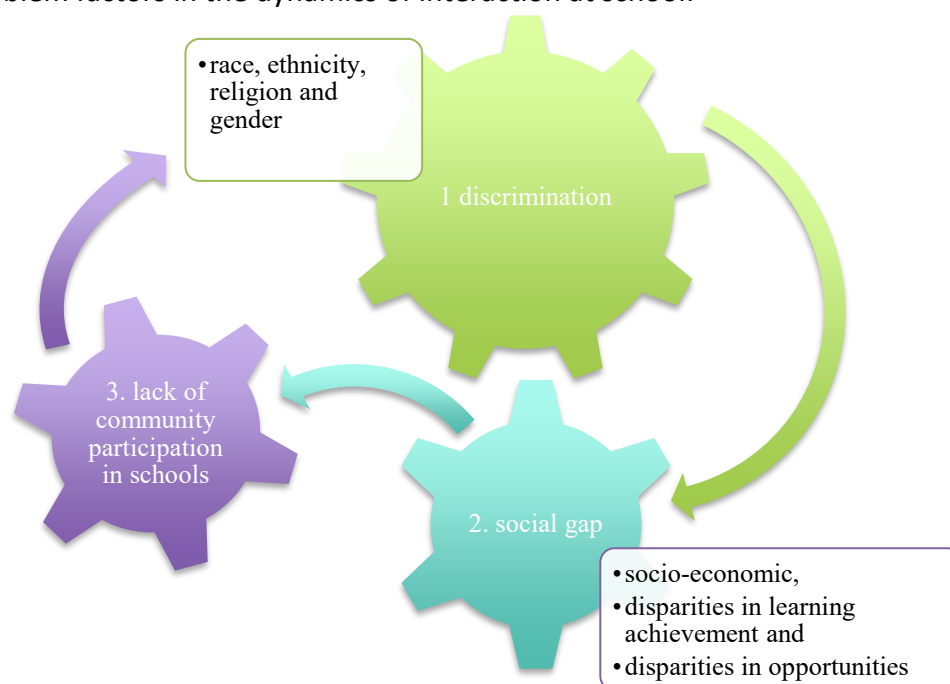
*Third*, lack of community participation in schools. This can occur due to several factors, such as lack of community understanding of the importance of participation in education. Many people do not yet understand that they have an important role in supporting education in schools. Lack of effective communication and coordination between schools and communities can lead to misunderstandings and obstacles in building cooperation. Lack of community trust in schools, this low trust can cause them to be reluctant to get involved in school activities (harapan et,al 2022). And the community is busy with other activities so that they may not have the time and energy to get involved in school activities.

These three main issues emphasize the importance of starting schools as a social system in education in order to achieve the goals of the education process itself. Namely, increasing awareness of anti-discrimination among all parties involved in education, such as teachers, school staff, parents and students. According to Jenri Ambarita, school residents need to build a conducive and tolerant environment for differences so that the learning process for students becomes more optimal and without discrimination (Ambarita, 2021). According to Aditya, the community and parents are the main components that have an important influence on schools (Aditya et, al 2022). For this reason, schools are required to create intense communication with parents and the community. Schools can also involve the community in ceremonial school activities.

These three issues state the importance of school efforts as a social system to achieve educational goals. This involves increasing anti-discrimination

awareness among all parties (teachers, staff, parents, students) to create a conducive and tolerant environment, which in turn optimizes learning (Ambarita, 2021). In addition, intense communication between schools, parents, and the community is crucial, and schools need to involve the community in various activities.

Problem factors in the dynamics of interaction at school:



As the results of the interview delivered by Mr. Pujono S.S., M.Pd., homeroom teacher and BK teacher for grade 8, 3 important dynamics were found in making the class a social interaction system and its impacts:

#### 1) Class as a Social Interaction System

"Students' communication skills vary widely. There are students who are sociable, but there are also those who have difficulty socializing because they are looking for friends who are "on the same wavelength." Mr. Pujono highlighted the challenges in group assignments, where some students are reluctant to work with anyone but their "best friends." Therefore, special guidance is needed so that these students can learn to communicate and work together with various individuals."

#### 2) Dynamics of Communication Between Students

"Students' communication skills vary widely. There are students who are sociable, but there are also those who have difficulty socializing because they are looking for friends who are "on the same wavelength." Mr. Pujono highlighted the challenges in group assignments, where some students are reluctant to work with anyone but their "best friends." Therefore, special guidance is needed so that these students can learn to communicate and work together with various individuals." "Students' communication skills vary widely. There are students who are sociable, but there are also those who have difficulty socializing because they

are looking for friends who are “on the same wavelength.” Mr. Pujono highlighted the challenges in group assignments, where some students are reluctant to work with anyone but their “best friends.” Therefore, special guidance is needed so that these students can learn to communicate and work together with various individuals.”

### 3) Dynamics of Communication between Teachers and Students

“In one class, there are 13 subjects with different teachers, requiring students to adapt to various characters and teaching methods. In general, the teacher-student relationship is considered good. However, it is natural for some students to feel uncomfortable with a particular teacher's method, considering that each teacher has a unique style and each student has a different way of receiving learning. Mr. Pujono admits that perfection in this case is difficult to achieve.”

Sometimes in the implementation of activities in the classroom it is not as smooth as expected, sometimes there are also several conflicts triggered by misunderstandings, so here the role of the teacher is very dominant, how the teacher can provide solutions to the conflicts that occur.

Sometimes in the implementation of activities in the classroom are not as smooth as expected, sometimes there are also some conflicts triggered by misunderstandings, so here the role of the teacher is very dominant, how the teacher can provide solutions to the conflicts that occur. So it can be concluded that the role of educators in creating good interactions is very important. From the results of interviews with homeroom teachers, class 8 (as well as BK teachers) at SMP AL AMANAH, it appears that teachers have a significant responsibility to create a supportive learning atmosphere, respect differences, and encourage collaboration among students. In addition, educators also function as liaisons who help resolve disputes between students in a harmonious and constructive manner. Thus, it can be concluded that the function of teachers is not only as a transmitter of academic material, but also as a guide in developing students' social and emotional skills, which are very crucial for student success both inside and outside the school context.

## 2. The Influence of Individual Differences on Social Dynamics

As a moving educational institution, schools must pay attention to changes and developments (Zulkarnain 2024). This study provides a deeper understanding of educational psychology and its impact on the learning environment. Through a literature review method, we explore key concepts in the current literature and identify findings that are crucial for the development of a more inclusive education system. The results of this study contribute to our understanding of the role of psychology in creating a welcoming learning environment for all students (Nisa, 2021). One significant finding is the importance of understanding individual learning needs. Educational psychology emphasizes that each student is unique and different in the way they learn (Swandewi, 2021). Therefore, teachers need to adopt an approach that is responsive to these needs.



Quality in the output component is related to students' academic and non-academic learning achievements or the accomplishments that students can achieve. Meanwhile, the outcome is related to how quickly and accurately graduates can be absorbed, such as being absorbed into the workforce or continuing their education to higher education that meets the expected targets (alhajj 2024).

By understanding each student's learning profile, teachers can develop more effective and supportive teaching strategies, ensuring that the curriculum and teaching methods are accessible to all students (waruwu 2024). Furthermore, this study highlights the importance of social dynamics in inclusive environments. Interactions between students and their peers can have a significant impact on their social development. In particular, collaborative and inclusive learning can enrich students' social experiences, facilitate a better understanding of diversity, and shape interpersonal skills necessary for everyday life. Furthermore, this study suggests that educational psychology plays a significant role in shaping students' identities.

The research results also underline that according to Mr. Pujono S.S., M.Pd., homeroom teacher and grade 8 guidance and counseling teacher "Individual differences in interests, personality, and abilities (including IQ) vary greatly in each class. This is a big challenge for homeroom teachers in providing fair guidance. Students with low abilities need special motivation and attention when facing the same material or questions. In addition, Mr. Pujono emphasized the importance of directing students' interests since junior high school so that they can focus on fields of study that suit their potential, considering that not all students can master 13 subjects perfectly."

Therefore, educational psychology plays an important role in shaping teaching strategies that are responsive to individual learning needs. Teachers who understand students' learning differences can create an environment that supports the academic and social development of all students. Therefore, education is not only about providing physical access, but also paying attention to individual differences by utilizing psychological knowledge.

In its implementation at AL AMANAH junior high school, accompanied by various factors, first, the role of the teacher is very significant in managing classroom interactions and shaping meaningful learning experiences for students. Teaching approaches, effective communication, and the ability to accommodate individual student needs are key to strengthening positive interactions and facilitating an effective learning process. In addition, the role of a relevant and engaging curriculum and teaching methods also plays an important role in inspiring students' interest in learning and enhancing their engagement in the learning process. Second, the diversity of students also becomes a factor that influences interaction and learning at AL AMANAH junior high school.

An environment that consistently strives to be conducive and values cultural, religious, and learning ability diversity provides a strong foundation for

harmonious interactions among students. By appreciating differences and promoting cooperation among individuals, the school creates an atmosphere that allows students to learn from each other and embrace diverse perspectives. Thus, the diversity of students not only becomes a rich source of learning but also enriches classroom interactions and strengthens community bonds among students (Ixfina 2024).

### **3. Forming a Moral Foundation Through Character Education**

Social interactions at school play an important role in the moral development of students. Through interactions with peers, teachers, and the school environment as a whole, students learn moral values, ethics, and social norms that subsequently shape their character.

Character education can educate individuals to form personalities that demonstrate strong moral values. This is very important because good character is a solid foundation for the moral development of individuals. This process not only involves teaching values but also applying real actions in daily life. Hidayat (2019) stated that the concept of very ideal education is the essence of the mental revolution based on the process of building individuals with strong character, forward-thinking, modern perspectives, and good behavior as a manifestation of noble citizenship.

According to etymology, the word character refers to nature, habits, psychological traits, manners, personality, and morals. On the other hand, in terms of terminology, a character is generally defined as a person influenced by their own experiences. Some scholars discuss their findings regarding the study of character traits. Meanwhile, philosophically, the concept of education has a very broad meaning, which includes the significance of how the educational process is carried out and what its objectives are. Education as a process means it is a procedure that must be carried out by an educator in conducting educational activities in order to produce the best output or goals as planned. (Ningsih, 2015). In addition, Zebua (2021) emphasizes that *"character is the nature or temperament of a person formed through the process of character or moral development within an educational environment that has a clear concept and has been adapted to the individual's situation and needs."* Based on the above reference, it can be stated that character is the distinctive trait or gentleness of a person, which is reflected in their attitude when they view, think, and behave within their community or even the wider world. Lickona (Hamid, 2017), *"character must encompass the dimension of reasoning based on morality (moral knowing), feelings based on morality (moral feeling), and actions based on morality (moral action)."* Based on that statement, in implementing character education, the moral development of children is the focal point in every reinforcement carried out.

The implementation of education to shape character needs to be optimized because it can form the foundation of moral values. Ethics. Good

behavior in individuals. Of course, this greatly helps in shaping a good personality, empathy, responsibility, honesty, and preparing individuals to face life's challenges better. Khotimah (2019) argues that the goal of the character strengthening program is to instill national character-building values in students, carried out massively and effectively through an educational institution, with a focus on prioritized values that become crucial in learning. According to Lickona (Hamid, 2017), this special character system has three main components:

- 1) Moral Knowledge refers to an individual's ability to understand, comprehend, weigh, grasp, analyze, and interpret the types of moral actions that should be taken and adhered to. Moral knowledge consists of the following components: moral awareness, moral knowledge, moral reasoning, understanding others' perspectives, making moral decisions, and self-knowledge.
- 2) Moral feeling refers to the ability to feel morally inclined and to feel guilty when involved in immoral behavior. This moral philosophy has many components, such as conscience, self-esteem, empathy, love of goodness (loving goodness), and humility.
- 3) Moral acting refers to the ability to encourage someone to act morally or even to prevent someone from acting immorally. This moral code consists of three components: skill, will, and habit.

In Article 3 of the National Education System Law, it is stated, "*National Education functions to develop and shape the character and civilization of the nation that is beneficial in the context of educating the nation's life, aiming for the development of students' potential to become individuals who are faithful and devoted to God Almighty, noble in character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.*" Therefore, the existence of national education goals serves as a guideline in developing the cultural and character education of the nation. Based on this study, the implementation of character education certainly has goals as stated in Article 3 of the National Education System Law. Therefore, there are several objectives in implementing education to build character in schools, including:

- 1) Formation of Positive Discipline Education from positive discipline or character can provide a moral foundation in shaping a positive character that comes from positive discipline so that each individual can have good ethics and morals. Positive discipline is the foundation of forming a good character. In positive discipline, students have been able to develop their belief in the existence of virtuous values that underlie every action and behavior of the students. Along with the habits formed from positive discipline, it will provide social and emotional maturity within themselves. With good social-emotional competence, students will consistently demonstrate positive character traits that will be carried out continuously until they become ingrained in themselves and an important part of their identity.

- 2) Improvement of Social Skills Character education aims to enhance the social skills of each student, such as effective communication, the ability to collaborate or cooperate well, and the ability to position themselves and take on roles in problem-solving/conflict resolution. Children who have demonstrated good social skills tend to be able to think critically, think long-term, and recognize every opportunity that arises. Positive interaction is one of the several tools used by this child with a high level of emotional maturity. Students begin to learn self-control, adapt to their environment in any situation, and identify things that positively influence them to do. In other words, character education is a fundamental step that teachers must take in guiding students to develop good social skills.
- 3) Building Moral Leadership Character education aims to build students' moral leadership, where their self-leadership in managing emotions and personality is encouraged so that students have good morals. The moral leadership referred to here not only includes academic intelligence but also moral integrity. Self-agency is the result of true education, where students are guided to achieve the best version of themselves in accordance with their nature. Through character education, students are also able to cultivate self-agency in the form of optimal moral agency. Indirectly, students not only gain insight but also become capable of managing themselves as good individuals and living a normal life. Various things that happen within themselves can be responded to calmly and with the belief that the student will find solutions to the problems faced. Students with high self-agency will be able to empower themselves well and optimally.

In addition to several efforts offered in implementing character formation, the role of an educational institution also comes under scrutiny where the school environment is a place for students to develop cognitively, affectively, and psychomotorically. In character education at schools, all components (stakeholders) must be involved, including the educational components themselves, namely the curriculum content, the learning and assessment processes, the quality of relationships, the handling or management of subjects, school management, the implementation of activities, the empowerment of facilities and infrastructure, financing, and the work ethic of all school members and the school environment (Citra, 2012). The goal of national education is a formulation regarding the quality of Indonesian people that must be developed by every educational unit. Therefore, the formulation of national education goals becomes the foundation for the development of cultural education and national character (Mu'in, 2019). Based on the essence of the national education goals, the existence of schools as educational institutions must be able to support the achievement of the nation's ideals. In addition, the existence of school regulations as an effort to ensure a disciplined and calm school life so that the teaching and learning process can proceed in a conducive manner. The implementation of

appropriate, clear, consistent, and diligently supervised school regulations can create a disciplined, peaceful, and serene learning atmosphere in the school (Sobri et al., 2019). School, as a place of learning, not only teaches various concepts of knowledge but also educates and directs students' behavior from being less good to being better or more character-driven (Kurniawan, 2018).

#### **D. CONCLUSION**

Schools, as complex social systems, play a crucial role in shaping individuals and society. At SMP AL AMANAH, this dynamic is evident in how various elements such as hierarchical structures, norms, values, and the roles of teachers, students, and staff influence each other. Social interactions here are very diverse, ranging from daily communication between heterogeneous students, some of whom are sociable, some of whom are selective in choosing friends, to communication between teachers and students that requires adaptation due to differences in character and teaching style. The role of homeroom teachers and BK teachers has proven to be very central in managing this diversity; they strive to align student perceptions, create a supportive environment, encourage collaboration, and even become conflict mediators. In addition, individual differences in student interests, personalities, and abilities are both challenges and a focus of attention for educators. Teachers not only deliver academic material, but are also responsible for providing special guidance, motivation, and direction of interests for each student, ensuring that education is inclusive and responsive to unique learning needs.

However, the implementation of schools as social systems faces three main urgencies: first, injustice and discrimination in various forms, including bullying, which can damage the learning environment; second, social disparities in access to education and achievement, often related to students' economic backgrounds; and third, lack of community participation, resulting from lack of understanding, communication, or trust in schools. To overcome these problems and achieve optimal educational goals, it is essential to raise anti-discrimination awareness, create a conducive and tolerant environment, and strengthen communication and collaboration between schools, parents, and the community (Pitaloka 2022). Thus, the role of educational psychology becomes essential in forming adaptive teaching strategies, ensuring that each student feels valued and empowered, so that schools can function effectively as centers of social and academic development.

It is also said that each person has different characters that have been possessed since birth (Fadillah et al., 2021). Based on this, it can be stated that a person's character is indeed carried from birth, but this character can change due to factors such as the family environment or the community where a person lives. According to Suprayitno & Wahyudi (2020), in the 21st-century education world, the character of the nation in the globalization era is declining sharply, making it necessary to implement character education in schools.

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