THE INFLUENCE OF BIG FIVE PERSONALITY AND SCHOOL CLIMATE ON JUNIOR HIGH SCHOOL STUDENTS' ALTRUISM ATTITUDES

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ABSTRACT

KEYWORDS
Big Five Personality,
School Climate,
Altruism Attitudes

This research investigates the influence of Big Five Personality traits and school climate on altruistic attitudes among junior high school students in Medan. Altruism, defined as selfless kindness, is crucial during adolescence, a transitional period marked by various changes. While foreign cultures and individualistic mindsets may hinder altruistic attitudes, teaching altruism from an early age is essential. The study aims to examine the impact of Big Five Personality traits (openness, conscientiousness, extraversion, agreeableness and neuroticism) and school climate on altruistic attitudes. The research involves 728 students from three schools and utilizes scales for personality, school climate, and altruism. The results indicate that school climate significantly predicts altruism, contributing 32%, while Big Five Personality traits contribute 12%. Openness, agreeableness and neuroticism personality types, along with safety and academic dimensions of school climate, play a significant role. Although the joint influence is limited (13.2%), school climate emerges as a more dominant factor in shaping altruistic attitudes among junior high school students. The findings emphasize the importance of fostering a positive school climate to enhance altruistic behaviors.

INTRODUCTION

Society, as a group of people living together based on a particular cultural order, undergoes various stages in life (Handoyo, Eko, 2015). Adolescents, as the transitional period between childhood and adulthood, experience physical, psychological, social, and psychological changes. Altruism, the act of kindness without expecting rewards, becomes important in the social interactions of adolescents. According to Myers and Robert, altruism involves the motive to enhance the well-being of others without conscious personal interests (Arini & Masykur, 2020). Some examples of altruistic behavior involve mutual cooperation, selfless assistance, and collaboration. Factors such as empathy, interpretation, social responsibility, initiative, and willingness to sacrifice can influence altruism.

Foreign cultures and individualistic and egoistic mindsets can damage altruistic attitudes in society. Teaching altruism from an early age is important for shaping children's characters. Schools, as places of learning, are expected to create a conducive climate for developing altruistic attitudes. However, there are still challenges, such as student fights reflecting a lack of mutual assistance. Factors such as big five personality and school climate also influence altruistic attitudes. Big five personality, involving dimensions of openness, conscientiousness, extraversion, agreeableness, and neuroticism, can affect an individual's motivation to perform altruistic actions. Additionally, a conducive school climate can shape students' attitudes and actions.

Although the National Education Standards emphasize the formation of character and noble attitudes, there is a mismatch between expectations and realities in schools. Some students tend to be selfish and unwilling to help without personal gain. The influence of big five personality and school climate on altruistic attitudes needs further investigation, given its positive potential for happiness and peace in the learning environment.

The research questions include inquiries about the influence of big five personality and school climate on students' altruistic attitudes at School X in Medan. This study aims to determine the impact of big five personality on students' altruistic attitudes, the influence of school climate on students' altruistic attitudes, and the combined impact of big five personality and school climate on students' altruistic attitudes at the mentioned junior high school.

The benefits of this research include theoretical and practical aspects. Theoretically, this study contributes to the development of knowledge about factors influencing altruistic attitudes. Practically, it provides benefits for schools as an evaluation and development tool, for students in understanding altruistic attitudes, for academics as a reference, and for authors in the development and application of knowledge in society.

Previous research has explored factors influencing altruism. A study by Zulfikar & Rizky (2021) revealed a relationship between empathy and altruistic behavior. The higher the empathy in students, the higher their level of altruism, and vice versa. Another study by Rismayanto (2019) found a significant influence of big five personality, locus of control, and conformity on students' altruistic attitudes, with a contribution of 9.8%. These studies suggest that both big five personality and school climate may influence students' altruistic attitudes. No research has specifically examined the influence of Big Five Personality and School Climate on Altruistic Attitudes. Therefore, this study is titled "The Influence of Big Five Personality and School Climate on Altruistic Attitudes of Students at School X in Medan".

RESEARCH METHOD

This study aims to examine the relationship between altruism in junior high school students and the Big Five personality traits and school climate. The variables used are Altruism (Y), Big Five Personality (X_1), and School Climate (X_2). Big Five Personality is measured using The Big Five Inventory scale, while School Climate is measured using a measurement tool constructed based on Wang and Degol's dimensions. Altruism is measured with the Self-Report Altruism Scale. The research population consists of three schools: Bodhicitta School (Buddhist School), Sultan Iskandar Muda School Climate (Public School), and Carneige School Climate (International School). Samples are selected using non-probability sampling and convenience sampling, with the sample size being half of the population.

Data collection methods involve questionnaires and documentation. A Likert scale is used in the questionnaire, with five answer categories. Primary data is obtained through student-filled questionnaires, while secondary data is obtained through literature review. Measurement tools used include the Blueprint Scale for Big Five Personality, Blueprint Scale for School Climate, and Blueprint Scale for Altruism. Validity testing is conducted using content and construct validity, while reliability testing uses the Cronbach's Alpha. Item differential power testing is done with the Pearson Product Moment correlation coefficient.

The results of the scale trial show that the Big Five Personality scale is valid and reliable, although there is a mismatch in the model (chi-square). The School Climate scale undergoes modification by removing three items to achieve a good fit. The Altruism scale also shows good results after reliability testing. The research procedure involves research preparation, the research implementation stage with school permission, data processing using SPSS, and data analysis with multiple regression using JASP. In the subsequent data analysis, this study will use multiple regression to test the relationship between these variables.

RESULTS AND DISCUSSION
Overview of the Research Subjects

The subjects in this study comprise 728 junior high school students from three different schools: 220 students from Bodhicitta School (Buddhist school), 433 students from Sultan Iskandar Muda School (public school), and 75 students from Carneige School (international school). An overview of the research subjects is depicted based on demographic characteristics such as gender and age.

Research Categorization

The purpose of the research data description is to illustrate the research data until it can provide an additional data overview of the results of the variables of big five personality, school climate, and altruism in junior high school students. The data collection process is carried out using the big five personality scale, school climate scale, and altruism scale, followed by the interpretation of the scores obtained from each subject on these three scales.

The data obtained from each scale can be grouped into categorical criteria with the aim of obtaining hypothetical mean and standard deviation data, assuming that the data is normally distributed (Azwar, 2017), with the following categorization formula:

Table 1 Research Categorization Formula

Value Range	Category
$X \leq M - 1,5\ SD$	Very low
$M - 1,5\ SD < X \leq M - 0,5\ SD$	low
$M - 0,5\ SD < X \leq M + 0,5\ SD$	Moderate
$M + 0,5\ SD < X \leq M + 1,5\ SD$	High
$M + 1.5\ SD < X$	Very high

Subsequently, there are hypothetical data results and empirical data for each variable in the table below:

Table 2. Empirical and Hypothetical Data Results for Research Variables

Variable	Empirical				Hypothetical			
	Min	*Max*	*Mean*	*SD*	*Min*	*Max*	*Mean*	*SD*
Extraversion	10	44	29.7	5.03	10	50	30	6.6
Agreeableness	18	50	34.4	4.59	10	50	30	6.6
Conscientiousness	13	85	33.4	5.63	10	50	30	6.6
Negative Emotionally	18	50	34.1	6.33	10	50	30	6.6
Open Mindedness	19	47	30.9	3.79	10	50	30	6.6
School Climate	87	180	133.5	15.5	37	185	111	24.6
Altruism	14	70	42	9.3	14	70	42	9.3

Based on Table 2, the empirical mean and hypothetical mean data results show that the variable big five personality extraversion has an empirical mean value (M=29.7) smaller than the hypothetical mean (M=30). The variable big five personality agreeableness has an empirical mean value (M=34.4) greater than the hypothetical value (M=30). The variable big five personality conscientiousness has an empirical mean value (M=33.4) greater than the hypothetical value (M=30). The variable big five personality negative emotionally has an empirical mean value (M=34.1) greater than the hypothetical value (M=30). The variable big

five personality open-mindedness has an empirical mean value (M=30.9) greater than the hypothetical value (M=30).

For the school climate variable, the empirical school climate data (M=133.5) is also greater than the hypothetical data (M=111). Meanwhile, the empirical data for the altruism variable shows the same score (M=42) as the hypothetical data (M=42). Therefore, from the above data, it can be concluded that the variables of big five personality and school climate in junior high school students have scores higher than the average scores in general. Meanwhile, the altruism variable in junior high school students has the same score as the average score in general.

Junior High School's Big Five Personality Profile

Figure 1. Big Five Personality Profile

Based on the findings of the study in figure 4.1, the personality profile of junior high school students in Medan as many as 51% of junior high school students are more open to new things, full of curiosity, creativity and high imagination. As many as 53% of junior high school students are more careless, like to delay time, undisciplined and disorganized. As many as 52% of junior high school students have a high social spirit and are passionate about social interaction. As many as 54% of junior high school students are less sympathetic, less concerned about the feelings of others, stubborn, like to offend and insult others. As many as 54% of junior high school students are not easily worried, calm and emotionally stable, confident and rarely feel sad.
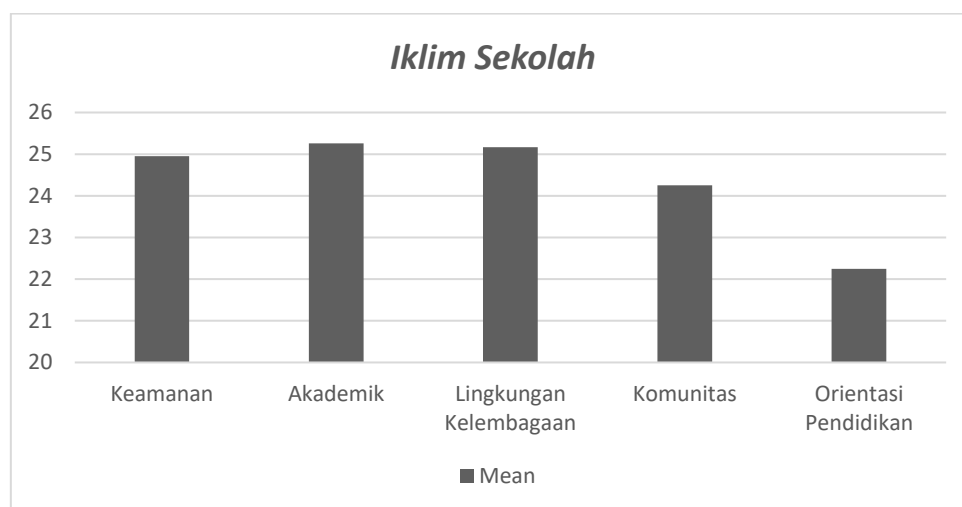
School Climate Categorization

Table 2 shows that the empirical *mean* value of school climate is 133.5 with *a standard deviation of 15.5, then the categorization obtained is as follows:*

Table 3. School Climate Score Categorization

Formula	Value	Frequency	Percentage
X ≤ 110.25	Very Negative	78	10.7 %
110.25 < X ≤ 125.75	Negative	211	29.0 %
125.75 < X ≤ 141.25	Moderate	227	31.2 %
141.25 < X ≤ 156.75	Positive	145	19.9 %
156.75 < X	Very Positive	67	9.2 %
Total		728	100 %

In Table 3, school climate categorization is divided into five categories based on research findings that junior high school students perceive the school climate as moderate for 227 people (31.2%). Junior high school students who perceive the school climate as negative amount to 211 people (29.0%). Junior high school students who perceive the school climate as positive amount to 145 people (19.9%). Junior high school students who perceive the school climate as very negative amount to 78 people (10.7%). Finally, junior high school students who perceive the school climate as very positive amount to 67 people (9.2%).

Figure 2 Distribution of Respondents Based on School Climate Variable Dimensions

Based on the figure above, it can be seen that the mean values of each school climate dimension are evenly distributed, except for the culture dimension, which has the lowest mean value at 10.38. The academic and institutional environmental dimensions have almost the same values, 25.26 and 25.17, respectively. The security dimension has a mean value of 24.95, the community dimension has a mean value of 24.25, and the mean value of the educational orientation dimension is 22.25.

Categorization of Altruism

Table 2, shows that the empirical mean value of altruism is 42 with a standard deviation of 9.3, thus the categorization obtained is as follows:

Table 4 Categorization of Altruism Scores

Formula	*Value*	Frequency	Percentage
X ≤ 28.05	Very low	266	36.5 %
28.05 < X ≤ 37.35	low	252	34.6 %
37.35 < X ≤ 46.65	Moderate	163	22.4 %
46.65 < X ≤ 55.95	High	35	4.8 %
55.95 < X	Very high	12	1.6 %
Total		728	100 %

Based on the table above, altruism characteristics are divided into five categories based on research findings. A total of 36.5%, or 266 junior high school students, have a very low altruism mean score. This is followed by 34.6%, or 252 junior high school students, with a low altruism mean score. A total of 22.4%, or 163 junior high school students, have a moderate altruism mean score. 4.8%, or 35 junior high school students, have a high altruism mean score. Only 1.6%, or 12 junior high school students, have a very high altruism mean score.

Discussions

The aim of this research is to examine whether big five personality plays a positive role in predicting altruistic attitudes, whether school climate plays a positive role in predicting altruistic attitudes, and whether big five personality and school climate together play a positive role in predicting altruistic attitudes in junior high school students. This study involved 728 junior high school students from three junior high schools in Medan, North Sumatra: 433 students from Sultan Iskandar Muda School, 221 students from Bodhicitta School, and 74 students from Carneige School.

Descriptive Findings Based on Gender

In analyzing the descriptive findings on the subject's characteristics based on gender, it was found that females had a higher mean altruism score (M=33.82) compared to males (M=31.61). Based on the results of the big *five personality profile pictures of male junior high school students, it can be seen that as many as 51% of* male junior high school students *have creative and* artistic personalities, want to have variety in doing everything, and like to learn new things. As many as 59% of male junior high school students tend to lack self-control so it is difficult to complete tasks and achieve goals. As many as 55% of men have a high social spirit, are liked by many people, easy to get along with, are excited when they are with others. As many as 61% of male junior high school students are uncooperative, have antagonistic roles when interacting with others, making them less trusted by others. As many as 63% of male junior high school students feel calm, comfortable with themselves, not moody, have a fairly good resilience to face problems.

Furthermore, female junior high school students both have personalities that are open and closed to new things that are evenly distributed. As many as 52% of female junior high school students have high competence, organized, disciplined and careful in doing things. Female junior high school students both have equal personalities in social terms. They sometimes have a high social spirit, but also sometimes like solitude. As many as 52% of female junior high school students are soft-hearted, easy to like people, easy to help and can cooperate with others. As many as 55% of female junior high school students feel uncomfortable with themselves, *moody*, easily agitated and irritable.

In the school climate variable, females had a higher mean (M=132.65) compared to males (M=131.83). This implies that, on average, female junior high school students have higher

altruism scores, more negative emotional personality types, and a more positive view of the school climate than males.

Descriptive Findings Based on Age

Further analysis of descriptive findings based on age revealed that 14-year-old junior high school students had the highest mean altruism score (M=33.52) compared to 13-year-olds (M=32.57), 12-year-olds (M=32.56), and 15-year-olds (M=32.27). Additionally, 11-year-old junior high school students had the lowest mean altruism score (M=29.63). Regarding the big five personality variable, Based on the picture above, it can be seen that 75% of 11-year-old junior high school students have a personality full of curiosity and high imagination. As many as 75% have a careless personality, lack discipline, impulsiveness and like to procrastinate work. As many as 62% have a closed personality and do not like to be the center of attention. As many as 75% have a personality that is easily suspicious, less sympathetic and less concerned about the feelings of others. As many as 88% have a personality that is not easily worried, rarely feel sad or depressed.

Based on the picture above, it can be seen that 53% of 12-year-old junior high school students have a personality full of curiosity and high imagination. As many as 54% have a careless personality, lack of discipline, impulsiveness and like to procrastinate work. As many as 56% have a closed personality and do not like to be the center of attention. As many as 58% have a personality that is easily suspicious, less sympathetic and less concerned about the feelings of others. As many as 55% have personalities that are not easily worried, rarely feel sad or depressed. Based on the picture above, it can be seen that 52% of 13-year-old junior high school students have a personality full of curiosity and high imagination. As many as 54% have a careless personality, lack of discipline, impulsiveness and like to procrastinate work. As many as 52% have a closed personality and do not like to be the center of attention. As many as 52% have a personality that is easily suspicious, less sympathetic and less concerned about the feelings of others. As many as 52% have a personality that is not easily worried, rarely feels sad or depressed.

Based on the picture above, it can be seen that 54% of 14-year-old junior high school students have a personality full of curiosity and high imagination. As many as 59% have a careless personality, lack discipline, impulsiveness and like to procrastinate work. As many as 52% have a closed personality and do not like to be the center of attention. As many as 51% have a personality that is easily suspicious, less sympathetic and less concerned about the feelings of others. As many as 52% have a personality that is not easily worried, rarely feels sad or depressed. Based on the picture above, it can be seen that 54% of 15-year-old junior high school students have a personality full of curiosity and high imagination. As many as 57% have a careless personality, lack discipline, impulsiveness and like to procrastinate work. As many as 57% have a closed personality and do not like to be the center of attention. As many as 62% have personalities that are easily suspicious, less sympathetic and less concerned about the feelings of others. As many as 61% have a personality that is not easily worried, rarely feels sad or depressed.

In the school climate variable, 12-year-old students had the highest mean school climate score (M=137.62) compared to students aged 11, 13, 14, and 15.

Descriptive Findings Based on School Origin

The descriptive findings based on school origin indicated that the mean altruism score for students from Sultan Iskandar Muda School was higher (M=33.82) than students from Bodhicitta School (M=31.82) and Carneige School had the lowest mean (M=29.18). In the big five personality variable, Based on the picture above, it can be seen that the results of the personality picture that junior high school students who come from Sultan Iskandar Muda

school have a medium personality, sometimes open sometimes closed in the face of new things; sometimes neat, organized and disciplined, sometimes also delayed doing something and disorganized; sometimes obedient and polite when advised or when meeting different opinions, Sometimes even stubborn and bragging.

However, as many as 54% are more social and enjoy being the center of attention at school. 52% are more shy, and often experience dramatic changes of heart. Based on the picture above, it can be seen that the results of the personality picture that junior high school students who come from the Bodhicitta school have a personality that is in terms of emotional stability, sometimes they often experience dramatic mood swings, sometimes they even always feel happy. In addition, in social interaction, depending on the situation and conditions, sometimes they are enthusiastic sometimes even tired quickly because of social interaction with their environment. As many as 53% of personalities are open to new things. As many as 55% of personalities are cautious in doing things. As many as 59% of personalities who easily offend or insult others.

Based on the picture above, it can be seen that the results of the personality picture that junior high school students who come from *Carneige* school have 53% closed personalities, uncomfortable with new things they don't know, 69% personalities who are disorganized, careless, undisciplined and lack of self-control to find it difficult to achieve goals, 53% personalities who are always looking for excitement and easy to get along with, 64% of personalities are less cooperative when interacting with others, and less concerned about the feelings of others. 74% of personalities who are not *moody*, confident, have endurance in the face of problems.

In the school climate variable, the mean score for students from Sultan Iskandar Muda School was higher (M=136.86) than students from Bodhicitta School (M=128.23), and Carneige School had the lowest mean (M=117.28).

Descriptive Findings Based on Grade Level

The analysis of descriptive findings based on grade level revealed that students in grades 7, 8, and 9, Based on the picture above, it is obtained that the personality picture of grade 7 junior high school students as much as 51% like variety and like to learn new things. As many as 51% have a careless personality and lack caution in doing things. As many as 55% have a high social spirit and are easy to get along with. As many as 59% have personalities that are less caring and less sympathetic to the feelings of others. As many as 55% have confidence and are stable in facing the problems they experience. Based on the picture above, it is possible to get a picture of the personality of 8th grade junior high school students as many as 54% like variety and like to learn new things. As many as 51% have a careless personality and lack caution in doing things. As many as 53% have a high social spirit and are easy to get along with. They are sometimes sensitive to the needs of others, sometimes ignorant and even seem indifferent. As many as 54% have confidence and are stable in facing the problems they experience.

Based on the picture above, it is found that 54% of junior high school grade 7 students like variety and like to learn new things. As many as 60% have a careless personality and are not careful in doing things. As many as 51% have a high social spirit and are easy to get along with. As many as 54% have personalities that are less caring and less sympathetic to the feelings of others. As many as 53% have confidence and are stable in facing the problems they experience.

In the school climate variable, students in grade 7 viewed the school climate more positively than those in grades 8 and 9. This suggests that junior high school students perceive their school climate most positively when they begin junior high school and this perception decreases with increasing grade levels. Regarding altruism, the highest mean score was observed in grade 9, indicating that students' altruism tends to increase as they spend more time in the school.

Interpretation of Research Background

Considering the background discussed in this study, the three selected schools prioritize moral values and multiculturalism. Sultan Iskandar Muda Foundation integrates multicultural values in every aspect of learning, Bodhicitta Foundation emphasizes moral education values, and Carneige School prioritizes character education and courtesy. Despite these efforts, the study results suggest that the majority of junior high school students in Medan have very low altruism. The influence of big five personality and school climate on junior high school students' altruistic attitudes was not significant.

Categorization of Altruism, Big Five Personality, and School Climate

Based on the categorization of altruism as the dependent variable, 36.5% of junior high school students had very low altruism, 34.6% had low altruism, and 22.4% had moderate altruism. This indicates that 93.5% of junior high school students in Medan had very low, low, or moderate altruism. This low level of altruism is characterized by a lack of empathy, poor interpretation of situations requiring help, lack of responsibility, lack of initiative to help, and unwillingness to sacrifice for others (Ginintasasi, 2011:19).

The categorization of big five personality as sebanyak 51% siswa SMP lebih terbuka terhadap hal yang baru, penuh dengan rasa ingin tahu, kreatif dan daya imajinasi tinggi. Sebanyak 53% siswa SMP lebih ceroboh, suka menunda waktu, tidak disiplin dan tidak teratur. Sebanyak 52% siswa SMP memiliki jiwa sosial yang tinggi dan bersemangat dalam berinteraksi sosial. Sebanyak 54% siswa SMP kurang simpatik, kurang peduli terhadap perasaan orang lain, keras kepala, suka menyinggung dan menghina orang lain. Sebanyak 54% siswa SMP tidak mudah khawatir, tenang dan stabil secara emosional, percaya diri dan jarang merasa sedih. In the school climate variable, 31.2% of students perceived the school climate as moderate, 29% as negative, 19.9% as positive, 10.7% as very negative, and 9.2% as very positive.

Cross-Tabulation Analysis

In further analyzing the role of big five personality and school climate in predicting altruism, a cross-tabulation analysis was conducted. It was found that students with any personality type, whether openness, conscientiousness, extraversion, agreeableness, or neuroticism, all had low or very low altruism. This suggests that the big five personality types did not significantly predict high levels of altruism in junior high school students.

Regarding school climate, students who perceived the school climate as moderate in terms of safety, negative in terms of academic aspects, negative in terms of the school community, moderate in terms of institutional environment, and moderate in terms of educational orientation and culture tended to have very low altruism. This implies that various dimensions of the school climate play a moderate role in predicting the altruistic attitudes of junior high school students.

In conclusion, the findings suggest that despite the efforts of the selected schools to instill moral values and multiculturalism, the majority of junior high school students in Medan have low levels of altruism. The big five personality types and school climate, as examined in this study, did not significantly influence students' altruistic attitudes. The complexities of altruism

in the context of personality and school climate warrant further investigation and consideration of additional factors that may contribute to the development of altruistic behaviors in students.

The Role *of Big Five Personalities in* Predicting Altruism of Junior High School Students in Medan

Based on the results of the data analysis presented earlier, it is evident that the big five personality traits play a significant role in predicting altruistic attitudes (thus, Hypothesis 1 is accepted). The coefficient (B) is 27.534, indicating that if the big five personality variable has a value of 1, the altruistic attitude variable increases by 1 unit with a value of 27.534. The positive coefficient explains the direction of the role played by big five personality traits in predicting altruistic attitudes. In other words, the higher the value of certain personality traits, the higher the altruistic attitude, and vice versa, the lower the value of certain personality traits, the lower the altruistic attitude.

Furthermore, the research results show that big five personality traits have a positive and significant role in predicting altruistic attitudes with a determinant coefficient of 0.120. This implies that big five personality traits contribute only 12% to altruistic attitudes. This finding supports the idea that big five personality traits contribute to altruistic attitudes in junior high school students. The big five personality traits are five general personality types commonly possessed by individuals, providing a more specific depiction of one's personality (Soto & John, 2017).

Expanding on the personality types within the big five traits, the personality types that influence predicting altruistic attitudes are openness, conscientiousness, agreeableness, and neuroticism. This aligns with previous research, which found that core personality traits contribute positively to helping behavior. Notably, the researcher found a significant positive relationship between agreeableness and voluntary assistance behavior (Smith & Nelson, 1975, cited in Carlo et al., 2005).

Junior high school students with high openness personality types are creative in completing tasks assigned by teachers. They possess a high artistic spirit, enjoy variety in their activities, and appreciate the values of freedom in completing their assignments from teachers. Students with this personality type enjoy learning new things in class and like field trips conducted together by the school. They are curious individuals who enjoy exploring and experiencing their surroundings. With their high curiosity, enjoyment of exploration, and creative problem-solving skills, these junior high school students are more likely to identify those around them who may need assistance, and they have creative ideas for solving the problems of those they help.

Junior high school students with high conscientiousness personality types are organized and disciplined in their daily lives as students. They are neat in wearing uniforms and placing their personal belongings at school. They are punctual and dislike being late. Students with this personality type make independent considerations and are very cautious when deciding or doing something because of their detailed orientation compared to other personality types. Their detailed orientation in observing everything around them enables these junior high school students to quickly analyze the need for assistance from those around them. Their orderliness and discipline will continue to help those in need until their needs are fulfilled.

Junior high school students with high agreeableness personality types are described as friendly, willing to compromise with their peers, avoiding conflicts with classmates, tending to follow friends, helping friends in difficulty, easily forgiving, and caring. In contrast, those with low agreeableness tend to be aggressive and less cooperative in class. A high agreeableness personality type aligns with the altruistic attitude needed by a junior high school student, where

students can take the initiative to help and are willing to take responsibility for the situations around them.

Junior high school students with high neuroticism personality types often feel restless, easily offended, prone to anger, uncomfortable with themselves, and frequently experience stress when facing school subjects. They are shy and often undergo dramatic mood changes. With a personality type that is easily embarrassed and prone to dramatic mood changes, they will feel embarrassed when not helping someone asking for assistance. The dramatic mood changes also help junior high school students easily feel guilty when unable to help those around them. Through the helping behavior they engage in, they achieve a sense of comfort with themselves and a sense of self-worth after assisting others.

The Role of School Climate in Predicting Altruistic Attitudes of Junior High School Students in Medan

The data analysis indicates a positive correlation between school climate and altruism, supporting Hypothesis 2. The coefficient (B) value of 20.116 suggests that a one-unit increase in the school climate variable leads to a corresponding increase of 20.116 units in altruism. This positive association implies that a more positive perception of school climate corresponds to higher levels of altruism, and vice versa. Previous research by Rahmawati (2015) also found a 16% positive correlation between school climate and altruism.

Moreover, the research reveals that school climate significantly contributes to predicting altruism, with a determinant coefficient value of 0.32. This implies that 32% of altruism can be attributed to school climate. The multidimensional nature of school climate, encompassing safety, academic aspects, institutional environment, community, culture, and educational orientation, emphasizes its crucial role in supporting altruism among junior high school students (Wang and Degol, 2016; Dadeh, 2021).

The study's uniqueness lies in its examination of school climate across three schools with distinct educational systems. These systems include Sultan Iskandar Muda (general education), Bodhicitta School (Buddhist-based), and Carneige School (national plus). The addition of school education orientation and culture dimensions enriches the existing school climate theory (Dadeh, 2021). Notably, the cultural and educational differences in these schools are further elucidated. In terms of school education orientation, the general and national plus systems prioritize exam scores and foreign languages, with morals as a secondary focus. In contrast, the Buddhist-based system emphasizes morals, discipline, and spiritual well-being. Cultural differences are evident as well, with each system exhibiting unique practices. For example, the Buddhist-based system encourages meditation and emphasizes sharing, while the general and national plus systems have their own distinctive practices to maintain discipline and eliminate class differences.

The academic dimension plays a significant role in fostering altruism, particularly through teacher guidance, communication, and positive examples. Teachers, by demonstrating respect and care for the school community, contribute to an attractive learning environment that meets students' needs. The cultivation of trust and moral education, such as the "Di Zi Gui" text in the Buddhist-based system, further enhances students' altruistic tendencies. In conclusion, creating a positive school climate is crucial for developing high altruistic attitudes among junior high school students. This involves building school safety, fostering trust in teachers and the community, and creating an environment conducive to students' self-confidence, empathy, and sympathy. The study underscores the importance of considering cultural and educational variations when examining the relationship between school climate and altruism.

The Role of Big Five Personality and School Climate in Predicting Altruistic Attitudes of Junior High School Students in Medan

Based on the results of the data analysis presented earlier, it is evident that there is a positive role of big five personality and school climate in predicting altruism among junior high school students (thus, Hypothesis 3 is accepted). Examining the coefficients table from the multiple regression analysis, the constant value (B) is 19.944. The positive sign indicates a positive influence between independent variables and the dependent variable. This means that if both independent variables, including big five personality (X1) and school climate (X2), have a value of 0 or undergo no change, the altruism value is 17.899.

The regression coefficient value for the big five personality variable (X1) of the openness type is 2.544. This value indicates a positive (direct) role between the big five personality variable of the openness type and altruism. This implies that if the big five personality variable of the openness type increases by 1 unit, the altruism variable will increase by 2.544, assuming that the other independent variables remain constant.

The regression coefficient value for the big five personality variable (X1) of the agreeableness type is 3.574. This value indicates a positive (direct) role between the big five personality variable of the agreeableness type and altruism. This means that if the big five personality variable of the agreeableness type increases by 1 unit, the altruism variable will increase by 3.574, assuming that the other independent variables remain constant.

The regression coefficient value for the big five personality variable (X1) of the neuroticism type is 2.761. This value indicates a positive (direct) role between the big five personality variable of the neuroticism type and altruism. This means that if the big five personality variable of the neuroticism type increases by 1 unit, the altruism variable will increase by 2.761, assuming that the other independent variables remain constant.

The regression coefficient value for the school climate variable (X2) is 0.061. This value indicates a positive (direct) role between the school climate variable (X2) and altruism. This means that if the school climate variable increases by 1 unit, the altruism variable will increase by 0.061, assuming that the other independent variables remain constant.

From the research on 728 junior high school students in Medan, it is proven that there is no combined role of big five personality and school climate in predicting altruism among junior high school students in Medan. With a determinant coefficient value of 0.132, it can be stated that the combined contribution of big five personality and school climate is only 13.2%. The remaining 86.8% is predicted by other factors not explained in this study. Some other factors that may influence altruism and are not explained in this study include mood, empathy, belief in world justice, sociobiological factors, and situational factors (Wortman et al., 2011).

Furthermore, based on regression analysis on the roles of each Big Five Personality type and school climate dimension – openness, conscientiousness, extraversion, agreeableness, neuroticism, academic role, safety, community, institutional environment, educational orientation, and culture – in predicting altruistic attitudes among junior high school students in Medan, it is revealed that three personality types and two school climate dimensions play a significant role. These are openness personality type (sig value 0.001 < 0.05), agreeableness personality type (sig value 0.001 < 0.05), neuroticism personality type (sig value 0.001 < 0.05), safety dimension in school climate (sig value 0.044 < 0.05), and academic dimension in school climate (sig value 0.010 < 0.05). All these factors collectively influence altruistic attitudes in junior high school students in Medan. it can be stated that school climate has a more significant role in enhancing altruistic attitudes among junior high school students compared to the individual personalities of the students. This implies that, regardless of the individual personalities of students, they do not significantly influence their altruistic behavior in daily life. In contrast, the school climate, given that students spend nearly 8 hours a day at school,

can shape and influence the altruistic attitudes of the students. School is not only about learning and teaching; students observe, learn, and absorb behaviors from those close to them. Therefore, schools need to maximize the dimensions of safety, academic, community, institutional environment, educational orientation, and culture, as these aspects can enhance altruistic attitudes among junior high school students (Wang & Degol, 2016; Dadeh, 2021).

The academic climate needed in school involves effective teaching and learning methods and instructions that can be implemented. With effective learning methods and instructions, schools continuously achieve and evaluate their educational orientation based on the learning outcomes obtained. Additionally, schools improve the environmental experiences students have in school, such as the characteristics of physical facilities provided for their students. Moreover, schools provide a community of interpersonal relationships, fostering connections among students from various cultural backgrounds. This creates a sense of safety and comfort, both physically and emotionally, for the students, with care and support from all educational users in the school.

CONCLUSION

The conclusions drawn from the study involving 728 junior high school students in Medan regarding factors influencing student altruism can be summarized as follows. Firstly, the "Big Five" personality does not have a significant influence in predicting student altruism. Despite personality variations, it does not significantly affect the level of student altruism, contributing 12%. Secondly, the school climate plays a significant positive role in predicting student altruism. With a contribution of 32%, a positive school climate, encompassing physical and emotional safety, as well as moral values, can enhance the altruistic attitudes of junior high school students in Medan. Furthermore, when considering both factors together, their combined contribution to predicting student altruism reaches 13.2%. Although this figure is relatively small, the school climate still has a more dominant influence than personality in enhancing student altruism.

Suggestions for future research include the use of more comprehensive interview and observation methods in schools with different education systems, exploring other factors that may influence altruism, and providing psychoeducational activities on positive school climates to teachers and educational teams. Meanwhile, practical recommendations involve efforts by students, school principals, teachers, schools, and foundations to enhance the dimensions of the school climate within their respective scopes. These efforts may include student study discipline, communication among school layers, training for teaching staff, and the creation of specific communities within the school. Thus, this research provides valuable insights for further development in understanding the factors influencing altruism in junior high school students in Medan.

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