



Analysis of Responsibility and Discipline Character Values in Students of the State Elementary School of 2 Hadipolo

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Abstract

This study aims to elucidate elementary school students' responsibility and discipline characteristics. This research was carried out since problems existed regarding the lack of a sense of student responsibility and discipline, which included students not completing and submitting assignments promptly, students lacking in maintaining the cleanliness of the school environment, and a lack of students paying attention to the teacher during the learning process. This descriptive qualitative research used the case study method. Data collection methods employed in this research were observation, interviews, and documentation. Data analysis techniques encompassed data reduction, presentation, and conclusion drawing. Then, the subjects consisted of four students and one teacher in sixth grade. The results of this study highlighted that the roles of a sixth-grade teacher at the state elementary school of 2 Hadipolo in instilling the character of responsibility and discipline in sixth-grade elementary school students were by providing 1) routine activities at school to familiarize students, 2) exemplary and obedience to the regulation, which teachers could instill character by exemplifying good behavior based on regulation, and 3) for spontaneous reminding, teachers could instill character through spontaneous activities by reprimanding students violating the applicable rules at school. Further, school assignments and activities given to students could foster responsibility and discipline characters.

Keywords:

Character Values, Discipline, Responsibility

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Abstrak

Penelitian ini bertujuan menjelaskan mengenai karakter tanggung jawab dan disiplin siswa di SD. Penelitian ini dilaksanakan sebab adanya permasalahan mengenai kurangnya rasa tanggung jawab dan disiplin siswa salah satunya yaitu siswa tidak menyelesaikan dan mengumpulkan tugas dengan tepat waktu, siswa kurang dalam menjaga kebersihan lingkungan sekolah, kurangnya siswa dalam memperhatikan guru ketika proses pembelajaran berlangsung. Penelitian ini merupakan jenis penelitian kualitatif deskriptif dengan metode studi kasus. Metode pengumpulan data yang digunakan dalam penelitian ini yaitu observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan yaitu reduksi data, penyajian data, dan penarik kesimpulan. Subyek yang digunakan yaitu 4 siswa dan 1 guru kelas VI. Hasil dari penelitian ini menunjukkan bahwa peran seorang guru kelas VI di SD Negeri 2 Hadipolo dalam menanamkan karakter tanggung jawab dan disiplin siswa SD kelas VI dengan guru memberikan 1) kegiatan rutin di sekolah untuk membiasakan siswa. 2) keteladanan dan ketaatan pada aturan, guru dapat menanamkan karakter dengan memberikan contoh perilaku yang sesuai aturan. 3) Peringatan spontan, guru dapat menanamkan karakter melalui aktivitas spontan dengan menegur siswa ketika melanggar peraturan yang berlaku di sekolah. Melalui tugas dan kegiatan di sekolah yang di berikan kepada siswa, dapat menumbuhkan karakter tanggung jawab dan disiplin.

Kata Kunci:

Nilai Karakter, Disiplin, Tanggungjawab

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INTRODUCTION

Education is a process of human life to create a learning atmosphere. It aims to develop human quality through knowledge, insight, creativity, and skills. Moreover, quality human resources are needed in this modern era of all technology. Therefore, in the current era, education is expected to create generations of successors who have not only intellectual intelligence and life skills but also intelligent in attitude, behavior, or good character. Nevertheless, in the current era, many schools and even college graduates are smart and clever in academics but lack character. Supposedly, education can emerge and create a generation with life skills, superior, intellectual, and good character. Education should not only develop the human mind and intellect to be more advanced but also grow one's morals, character, and self-quality (Wuryandani et al., 2014).

The currently emerging characteristic is the increasing moral decline in the younger generation; if they are used to these characteristics, it will lead to bad characteristics (Sholekah, 2020). Hence, there is a need for education to be instilled, one of which is instilling character education (Setiyaningsih et al., 2020). In this case, character education can be interpreted as education that must be grown and instilled in children from an early age to develop and inculcate good character in children or students (Kasmantoro et al., 2022).

Of the several character values, the characteristics deemed the most important to be instilled in daily activities for elementary school students are responsibility and discipline. Character is required for every student to succeed in learning, and students can be said to have character if they can make decisions and are accountable for every decision they have taken (Suradi, 2017). The responsibility character itself can be interpreted as a character, personality, or behavior possessed by a person to carry out a problem-solving with full responsibility without coercion or pressure from other parties (Prihastutia & Santa, 2020). Meanwhile, the discipline character can be described as a person's behavior in self-control to get used to

being obedient to the existence of an applicable regulation (Annisa, 2019).

In this case, the role of a teacher is someone who can have a major influence on the success and quality of learning. Therefore, the teacher's role is crucial in instilling and forming the student's responsibility and disciplined character. These characters are expected to create a complete character, have a noble character and be kind, moral, and ethical (Setiyaningsih et al., 2020). The students' discipline and responsibility character can be seen in the daily activities at school. For this reason, the instilling activities can be carried out in the routines and activities at school since the school environment plays a vital role in forming a student's character, both outside and during learning hours.

Based on the observations and interviews at the State Elementary School of 2 Hadipolo on February 17, 2022, it was obtained that several students at school still did not carry out class pickets in the field. When the learning process began, some students talked and played by themselves. Also, several students cheated when working on individual assignments given by the teacher. It was caused by the lack of self-awareness from students in this regard, affecting their responsible characters.

Additionally, the researchers observed that students in the sixth grade were lacking not only in responsibility but also in discipline character. It is where several students were not disciplined, such as students who came late after recess, were not in neat uniforms, did not wear uniforms with complete attributes according to the applicable rules at school (e.g., not wearing belts and socks according to school regulations), and left the classroom in a dirty state. In this sense, apart from the responsibility character, the discipline character also plays a key role, as the two are closely related.

Therefore, schools need to increase instilling responsibility and discipline character in students. These characteristics can develop students' attitudes and behavior to respect and appreciate the pertinent rules and regulations (Nur'ain & Lazim, 2020). If students are accustomed to being responsible and disciplined from an early age, they will be accustomed to good attitudes and behavior.

In previous studies, students' discipline and responsibility character have been the focus of the problem several times. Among other things, research conducted by Suryanti & Arafat (2018) revealed that the character of discipline and responsibility in elementary school students was carried out in all activities, including self-development, subjects at school, and culture at school. Furthermore, it was explained by Melati et al., (2021) that the discipline and responsibility character of elementary school students during the online learning period are lack of good attitudes and character. The inhibiting factors in instilling student discipline and responsibility character were internal factors, such as laziness, and external factors, including watching television and using mobile phones.

It is strengthened by research by Nur'ain & Lazim (2020) which mentioned that students can instill responsibility and discipline in the school environment and at home. The students' responsibility and discipline at school are to be diligent in learning, work on group assignments with group mates, carry out class pickets according to the schedule, do individual assignments, obey school rules and regulations, apologize if doing wrong, and do tests independently. Meanwhile, the students' responsibilities at home include repeating lessons at home, helping with work at home, and respecting both parents. In addition, according to Setyawatiningsih (2020), the teacher can continuously instill discipline and responsibility character in students so that they can behave better than before. In this study, the researchers attempted to describe the inculcation of responsibility and discipline character education for sixth-grade students at the State Elementary School of 2 Hadipolo. The researchers conducted research at that location because of problems found in preliminary surveys experienced by sixth-grade students.

Based on the problem described above, this study aims to explain the inculcation of responsibility and discipline character in elementary school students. This research can also be useful for increasing knowledge based on experience, and example to apply the responsibility and discipline education in the school, family, and community environment.

METHODS

This research was conducted at the State Elementary School of 2 Hadipolo which is located on Argopuro Street, Hadipolo Village, Jekulo Sub-district, Kudus Regency on January 2023. This research employed descriptive qualitative with a case study method. As mentioned by Moloeng in *Metodologi Penelitian Kualitatif [Qualitative Research Methodology]*, the case study method explores a case in the field. This study aims to describe the inculcation of discipline and responsibility character education for sixth-grade students at the State Elementary School of 2 Hadipolo. The subjects in this study consisted of four sixth-grade students and one sixth-grade teacher.

Furthermore, the data collection used in this study were interview and observation as well as documentation. For the observation technique, the researchers made direct observations on objects regarding students who lacked responsibility and disciplined characters. Afterward, interviews were conducted face-to-face between the researchers and the specified informants. At this stage, researchers carried out the documentation to obtain data regarding school identity, school vision and mission, school rules, score data, student personal data, observations, and interview results.

This study utilized tools in the form of instruments prepared by the researchers. Besides, the data validity techniques used were credibility, transferability, dependability, and confirmability, while the data analysis techniques employed were data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

The character of responsibility is closely related to the character of discipline; if students carry out the character of discipline well, they have unintentionally carried out the character of responsibility and discipline in complying with applicable regulations (Setyawatiningsih, 2020). Students can be considered to have grown those characteristics from several aspects. The following are aspects of student responsibility and discipline character made by the researchers.

Table 1. Aspects of Student Responsibility and Discipline Characters

Character	Aspect
Responsibility	Doing homework
	Obeying class and school rules
	Keeping the environment clean
Discipline	Getting to school on time
	Carrying out class pickets
	Collecting schoolwork

Responsibility and Discipline Education through Daily Routine

Based on the observations and interviews, the researchers found that the teacher instilled responsibility and discipline through the students' daily routines and activities. Observation and interview activities were conducted on January 12-16, 2023, while observation activities were done from 07.00 to 12.00 AM. At this hour responsibility and discipline activities of students are observable. Student responsibility and discipline can be seen in the obedience to going to school on time. Students must come to school before 07.00 AM since the class starts 10 minutes after.

Research data showed that the students' responsibility and discipline character differed greatly. To carry out and apply the responsibility and discipline character, students were often given directions and reminded. Thus, they were more emphasized in getting used to carrying out responsibility and discipline through obedience to the applicable rules in class and at school. The rules help students have and create a good character of responsibility and discipline as expected (Parandika et al., 2019).

The character of responsibility is an obligation to carry out mandatory or must be carried out tasks. The character of responsibility can also be interpreted as an attitude to carry out an obligation or task, which must be done for oneself and in all environments (Wibowo & Maqfirotun, 2016). From the observations in the sixth grade during the learning hours, the researchers saw that teaching and learning activities were going well. When the teacher gave students assignments, sixth-grade students went straight to work on the assignment. However,

when students were asked to submit assignments, some were late. Then, the teacher asked students who were late to complete the assignment in front of the class. If there were difficulties in completing the task, the teacher provided relief to ask for help from other friends to do the task. During group learning activities, sixth-grade students followed the teacher's directions and discussed them according to their group members.



Figure 1. Interview with the sixth-grade homeroom teacher

It is reinforced by the results of interviews with four sixth-grade students. For doing assignments, the teacher gave separate rules for students who found it difficult to do and complete assignments. During group activities, sixth-grade students enthusiastically discussed and did assignments according to the teacher's directions and orders. The sixth-grade homeroom teacher gave rules in class that when students found it difficult to do their assignments, they could be assisted by their friends. The teacher would also reprimand and give sanctions or punishments to students who did not complete their schoolwork. In addition, the teacher guided and gave directions to students so they could do their assignments on time set by the teacher and not repeat it. Setiawan (2021) stated that regulations, sanctions or penalties, and warnings applied to students who violate could indirectly shape the disciplinary character of students. Meanwhile, sanctions or punishments can deter students so that they do not repeat their actions.

Responsibility and Discipline Education through Regulation

The character of the discipline itself can be interpreted as exemplary and obedience of students to an existing regulation (Nugroho,

2020). In this case, dressing according to the rules of etiquette at school is one way for students to get used to disciplining students. Pradina, Faiz, & Yuningsih (2021) asserted that forming a disciplinary character can be done through exemplary students by dressing neatly, cleanly, and politely. Students can be said to be disciplined if these students can obey the rules that apply properly and correctly. Students are also required to wear clothes according to the applicable rules at school. On Monday and Tuesday, students are required to wear a uniform of a white shirt and red skirt or pants with full attributes (black shoes, white socks, and a belt). Also, students must wear a hat when the flag ceremony is held. Getting used to complying with dress code rules can train neatness and maintain the cleanliness and modesty of students in dressing.



Figure 2. Observation of activities in the classroom

Responsibility and Discipline Education Spontaneous Reminding

Based on the results of the observation during the learning process activities, the researchers saw several students take off their socks during recess until it was time to go home from school. It can be seen that the teacher reprimanded the student and told him to wear it before school hours took place. The homeroom teacher also appealed to students not to violate the applicable disciplinary rules in class and school.

Also, it can be seen from the interview results that the sixth-grade teacher at the State Elementary School of 2 Hadipolo, Mrs. S said that of the sixth-grade students at the State Elementary School of 2 Hadipolo, some were very good at carrying out the character of responsibility and discipline but needed

guidance and direction given by students. Thus, students can arrive on time when they go to school before seven in the morning, students clean the classroom, and students do and collect homework given by the teacher properly and independently. In addition, the teacher stated that before learning activities begin, students get used to preparing before learning activities begin (Nelyahardi, 2017).

Reinforced by the results of observations on January 12, 2023, the researchers obtained information that apart from students throwing garbage out of the way, students also just threw the trash. Firmly, the teacher who knew about the incident admonished the students to dispose of the trash in its place properly. To carry out and apply good character, students were reminded and guided. Thus, students were more emphasized getting used to carrying out student responsibility and discipline through obedience to applicable regulations.

The character of responsibility and discipline can be formed by the role of a teacher who teaches and fosters those characters students in elementary schools (Nisa', 2019), where the existence of a teacher can have an important impact on a learning process and the success of a student's social character (Pradina et al., 2021).

The role of a teacher in instilling the character of responsibility and discipline in elementary school students was by setting a good example for students, such as the teacher going to school before seven o'clock. In addition, the teacher entered class earlier than the bell for recess and taught the importance of cleanliness and love for the environment (Kasmantoro et al., 2022). Also, the teacher used attributes according to the rules and dressed neatly, and the teacher gave and fostered the character of student responsibility through learning activities in the classroom.

The role of the teacher at the State Elementary School of 2 Hadipolo has been very good in growing and instilling the character of responsibility and discipline in elementary school students. Apart from being an educator, the teacher also plays a role model in modeling good character to students, especially the character of student responsibility and discipline (Ismeiranti & Ferdiansyah, 2022).

To carry out and apply the character of responsibility and discipline, students were often given directions, guidance, reprimands, and reminders. Thus, students were more emphasized getting used to carrying out responsibility and discipline through obedience to applicable regulations; that way, students would create and instill good examples and character in themselves (Hulu, 2021). Moreover, teachers rewarded students so they could continue to be motivated to instill the character of responsibility and discipline at school.

CONCLUSION

Based on the data collection process and the findings of researchers uncovered in the field, it was revealed that the character of responsibility and discipline of sixth-grade students at the State Elementary School of 2 Hadipolo had different characteristics; some had good character, and some had less good character. Meanwhile, the implementation of the inculcation and formation of the character of responsibility and discipline of sixth-grade students at the State Elementary School of 2 Hadipolo could be done through 1) Routine school activities, where the teacher instilled character by accustoming students to keeping class clean, leaving before seven o'clock, and doing and collect assignments given by the teacher. 2) By example and obedience to the regulation, the teacher instilled the character of discipline and student responsibility by giving examples of coming to school on time, using polite speech, and wearing uniforms politely and neatly following established rules. 3) Spontaneous reminding activities, the teacher instilled the character of discipline and responsibility by giving advice and directions so that students did not repeat their mistakes. Through the role of a teacher and supported by the principal and parents of students, the inculcation and formation of the character of responsibility and discipline could run smoothly and well.

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