

## **Identification of Character Responsibilities of Class II and Class V Students in Elementary Schools**

**Gianluca Brilliani Alannur<sup>1</sup>, Triman Juniorso<sup>2</sup>, Imas Srinana Wardani<sup>3</sup>**

(Pendidikan Guru Sekolah Dasar, Fakultas Pedagogi dan Psikologi, Universitas PGRI Adi Buana Surabaya)

---

### **Article Info**

#### **Article history:**

Accepted: 23 Oktober 2023

Published: 24 Oktober 2023

---

#### **Keywords:**

*Ppkn,*

*Character,*

*Responsibility*

---

### **Article Info**

#### **Article history:**

Diterima: 23 Oktober 2023

Terbit: 24 Oktober 2023

---

### **Abstract**

*This research is motivated by the identification of the character of responsibility of students in class II and class V at SDN Sedatigede 2 Sidoarjo who are still lacking in the learning process. This study uses a descriptive qualitative approach because the data is presented in the form of words. The descriptive research method aims to collect data on the identification of the character of the responsibilities of students in class II and class V at SDN SEDATIGEDE 2 through student activities carried out during the learning process. It can be concluded that the character of responsibility during the learning process and student activities that show the character of responsibility in the learning process is very good as evidenced by the results of observations of student activities*

---

### **Abstrak**

Penelitian ini di latar belakang oleh Identifikasi karakter tanggung jawab peserta didik kelas II dan kelas V di SDN Sedatigede 2 Sidoarjo yang masih kurang dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif deskriptif karena data disajikan dalam bentuk kata-kata. Metode penelitian deskriptif bertujuan untuk mengumpulkan data tentang identifikasi karakter tanggung jawab peserta didik kelas II dan kelas V di SDN SEDATIGEDE 2 melalui aktivitas siswa yang dilakukan pada saat proses pembelajaran. Dapat ditarik kesimpulan bahwa karakter tanggung jawab pada saat proses pembelajaran dan aktivitas siswa yang menunjukkan karakter tanggung jawab pada proses pembelajaran sudah sangat baik terbukti dengan adanya hasil observasi aktivitas peserta didik.

---

*This is an open access article under the [Lisensi Creative Commons Atribusi-BerbagiSerupa 4.0 Internasional](https://creativecommons.org/licenses/by-sa/4.0/)*



---

#### **Corresponding Author:**

**Gianluca Brilliani Alannur**

Universitas PGRI Adi Buana Surabaya)

Email : [gianlucabrilliani@gmail.com](mailto:gianlucabrilliani@gmail.com)

## **1. INTRODUCTION**

Character education is a system of instilling character values in the form of knowledge, will and behavior in accordance with the values of belief in God Almighty, oneself, others, the environment and nationality. The character in question can be in the form of character, character, morals, which exist in the individual as a result of internalizing the way of thinking and behaving as an identity or individual characteristic that can be formed through education. According to (Muchtar & Suryani, 2019) stated that character education is a basic need in creating humans who have good personalities and behavior. Efforts to form someone to

understand ethical values deliberately. In this case, students become the subject and object of character education. Students are consciously and systematically introduced to various situations that require students to behave well in accordance with the examples they follow.

Character is a person's mental or moral quality or strength, character or disposition which constitutes a special personality that distinguishes him from other individuals. Meanwhile, according to Ryan & Lickona in the journal (Salirawati, 2021) The formation of national character is the responsibility of various actors such as parents, schools, society and the state. Which party has greater responsibility for character education depends on the country's educational system, circumstances, laws and maturity. From the opinions above, researchers can conclude that character education is a conscious and planned human effort to educate and empower the potential of students in order to build their personal character so that they can become individuals who are beneficial to themselves and their environment. The current implementation of character education development is not only without obstacles, but there are still obstacles from within and outside the educational environment. External constraints such as social changes that change the values, norms and culture of the nation, which makes it free. So many people forget character values, one of which is the value of responsibility.

Responsibility is an inseparable characteristic of human life. Because responsibility can be said to be a natural ingredient, meaning it is pure and is naturally part of human identity (Sari & Bermuli, 2021). Responsibility is attitude and behavior a person to carry out his duties and obligations, which he should do, towards himself, society, the environment (natural, social and cultural), the country and God Almighty (Rahayu, 2016). So it can be concluded by researchers that responsibility is the recognition of humans who carry out activities and the willingness to take risks as a result of those actions. Responsibility includes the level of human behavior that is aware of the actions and obligations that need to be carried out. In this case, character education is the main point in influencing an individual's responsible attitude. In this study, researchers focused on the character of responsible attitudes in the elementary school environment because the implementation of character education development currently has many obstacles, especially at the elementary school level, where in the learning process educational policies implement the 2013 curriculum which is integrated with aspects of cognitive, affective and psychomotor development.

The values contained in each subject are directed at teachers and students in implementing character education. The parties most responsible for educating, nurturing and raising children into a strong generation are parents and teachers. They are the people closest to children so that habits and all behavior formed in the family become examples and are easily imitated by children. By having a good example, it will foster a desire for others to imitate or follow him. By having examples of good words, actions and examples of behavior in any case, this is an important practice for children's education. Teachers are adults who can be responsible for providing guidance in physical and spiritual development in order to reach a level of maturity. A teacher is an endless source of example, namely a person who is full of role models for his students until the end of the verse. So, a teacher is someone who does not just stand in front of the class to convey knowledge to students, but the teacher must also be able to instill character values. There are many character values that need to be instilled in a student. Among them is the character of responsibility. This character is very important for students to instill in themselves, so that they can be responsible in their daily lives.

Character education in elementary school is integrated with developing knowledge and character, namely by integrating character education into learning. Character education

integrated in the learning process is an introduction to values, awareness of the importance of values and internalization of values into student behavior through the learning process, both inside and outside the classroom which is applied to all subjects (E-mail, 2022). Factors that are considered to influence the development of a child's personality and the formation of moral character in early childhood are the example of parents at home and teachers at school. The example of parents and teachers is very important to pay attention to in guiding and educating children at home and at school. If this character does not exist, then a student's problems will occur continuously, therefore a responsible attitude is needed from parents and teachers at school. On that basis, it is necessary to conduct research. These problems encouraged researchers to further find out the character of the responsible attitude of class II and class V students at SDN Sedati Gede 2.

Based on the background that has been explained, the researcher will carry out research entitled "Identification of the responsible character of class II and class V students at SDN Sedatigede 2. This research is based on the identification of the character of the responsible attitude of class II and class V students at SDN Sedati Gede 2 which is still lacking in the learning process. This research uses a descriptive qualitative approach because the data is presented in the form of words.

Based on the background that has been explained, the researcher will carry out research entitled "Identification of the responsible character of class II and class V students at SDN Sedatigede 2. This research is based on the identification of the character of the responsible attitude of class II and class V students at SDN Sedati Gede 2 which is still lacking in the learning process. This research uses a descriptive qualitative approach because the data is presented in the form of words.

## **2. RESEARCH METHOD**

The descriptive research method aims to collect data regarding the identification of the responsible character of class II and class V students at SDN SEDATI GEDE 2 through student activities carried out during the learning process. The data used in this research is data originating from observations and the results of interviews conducted in class II and class V.

In this research, the data collection techniques used were observation techniques in the field, interviews with students and documentation.

The documentation in this research contains a number of facts and data stored in material in the form of documents. The data in the documentation is in the form of lesson plans, LKPD, teaching materials and learning media. Documentation has the main characteristic of not being limited to space and time, so it can be used to explore information that happened in the past. In this research, the documentation of the results of the assessment is the student's responsible attitude/character and the student's learning process activities which reflect the character of a responsible attitude towards the group, photos during interviews and learning activities.

## **3. RESULTS AND DISCUSSION**

In presenting the research results, the first step is to reduce the data, because the data obtained from the field is quite large, so it needs to be reduced and recorded carefully and in detail. The length of research time affects the amount of data obtained, so the longer the researcher is in the field, the more data obtained, more complex and complicated. At this stage, the researcher selects data that suits the research problem and groups the data obtained so that

valid and invalid data can be seen. Based on the data obtained, it can be compared with other data.

This research uses three data collection techniques, including observation, interviews and documentation. The explanation is as follows. In this observation, the researcher made two observations, the first was observation of the character of students' responsible attitudes that emerged in the learning process of class II and class V students at SDN Sedati Gede 2 and the second was observation of students' activities which showed the character of responsible attitudes in the process. learning for class II and class V students at SDN Sedati Gede 2.

#### 4. CONCLUSION

It can be concluded that the character of a responsible attitude during the learning process and student activities which shows the character of a responsible attitude in the learning process is very good as proven by the results of observations of student activities.

#### 5. BIBLIOGRAPHY

- Arikunto, Suharsimi. (2010). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Daryanto dan Suryatri, Darmiatun. 2013. *Pendidikan Karakter di Sekolah*. Yogyakarta : Gava Media.
- E-mail, C. A. (2022). Identifikasi Karakter Tanggung Jawab Peserta didik Dalam Pembelajaran Fisika Di SMA Negeri 4 Tanjung Jabung Timur. 6(1), 904–916.
- Fitriastuti, & Masduki. (2014). PENINGKATAN SIKAP KERJA KERAS DAN TANGGUNG JAWAB SISWA DALAM PEMBELAJARAN MATEMATIKA MELALUI STRATEGI COURSE REVIEW HORAY. c.
- Gunawan, Heri. 2012. *Pendidikan Karakter, Konsep dan Implementasi*. Bandung: Alfabeta.
- Handayani & Indartono, S. (2016). The Implementation Of Multicultural Character Education. *International Conference on Ethics of Business, Economics, and Social Science* , 508-518.
- Majid & Dian Andayani. (2012). *Pendidikan Karakter Perspektif Islam*. Bandung: Pt Remaja Rosda Karya.
- Moleong. (2010). *Metode Penelitian Kualitatif*. Bandung: Remaja Rosdakarya.
- Muchtar, D., & Suryani, A. (2019). Pendidikan Karakter Menurut Kemendikbud. *Edumaspul: Jurnal Pendidikan*, 3(2), 50–57. <https://doi.org/10.33487/edumaspul.v3i2.142>
- Muin. 2011. *Pendidikan Karakter; Konstruksi Teoritik dan Praktik*. Yogyakarta: Ar-Ruzz.
- Mustari. 2014. *Nilai Karakter Refleksi untuk Pendidikan*. Jakarta: PT RajaGrafindo Persada.
- Narwati, Sri 2011. *Pendidikan Karakter*. Yogyakarta: Familia
- Nasution. (2003). *Metode Research*. Jakarta : PT. Bumi Aksara.
- Pendidikan, J., Islam, A., Tarbiyah, F., Keguruan, I., Batusangkar, I., Penguatan, I., Karakter, P., Pendidikan, S., Dasar, S., & Fajri, N. (2021). at-Tarbiyah al-Mustamirrah: *Jurnal Pendidikan Islam*. *Jurnal Pendidikan Islam*, 2, 1–10.
- Rahayu, R. (2016). Peningkatan Karakter Tanggung Jawab Siswa Sd Melalui Penilaian Produk Pada Pembelajaran Mind Mapping. *Jurnal Konseling Gusjigang*, 2(1). <https://doi.org/10.24176/jkg.v2i1.562>
- Ryan, Kevin & Bohlin, Karen E. 1999. *Building Character in Schools: Practical Ways to Bring Moral Instruction to Life*. San Francisco: Jossey Bass.

- Salirawati, D. (2021). Identifikasi Problematika Evaluasi Pendidikan Karakter di Sekolah. *Jurnal Sains Dan Edukasi Sains*, 4(1), 17–27. <https://doi.org/10.24246/juses.v4i1p17-27>
- Samani, dan Haryanto. (2013). Pendidikan Karakter. Bandung: PT Remaja Rosdakarya
- Sari, S. P., & Bermuli, J. E. (2021). Pembentukan Karakter Tanggung Jawab Siswa pada Pembelajaran Daring Melalui Implementasi Pendidikan Karakter. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(1), 110. <https://doi.org/10.33394/jk.v7i1.3150>
- Setiawan dan Masduki. (2013). PENINGKATAN TANGGUNG JAWAB DAN HASIL BELAJAR DENGAN STRATEGI PEMBELAJARAN QUIZ TEAM. 16(22), 119–128.
- Sugiyono. (2010). Metode Penelitian Kuantitatif Kualitatif dan R&D. Bandung: Alfabeta
- Sugiyono. (2015). Metode Penelitian Kombinasi (Mix Methods). Bandung: Alfabeta
- Sugiyono. 2010. Statistika Untuk Penelitian. Bandung: Alfabeta
- Sugiyono. 2015. Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung : ALFABETA.
- Wijaya, H. (2017). Hakikat Pendidikan. *Over The Rim*, 191–199.
- Wiryokusumo dan Walujo 2013. Metode Penelitian Kualitatif. Surabaya: Unesa University Press