



Analysis of Self Responsibility Level for Elementary School Students

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Abstract. The purpose of this study was to (1) describe the personal responsibility of elementary school students and (2) analyze the level of responsibility of elementary school students. Researchers used a qualitative approach. The survey method is a survey method. Data collection techniques using observations and questionnaires. The research location is SD 5 Bae in Kudus province. Respondents to this study were SD 5 Bae students of the Kuds Regency. In this study, researchers used tests to validate the data. Data validation is done through triangulation and the use of reference materials. The triangulation used is technique and source triangulation. Technical triangulation is performed by checking data from the same source using different techniques such as observations and questionnaires. Source triangulation is used to test data by examining data obtained from multiple sources. Qualitative descriptive data analysis techniques are used to organize data, classify it into manageable units, integrate it, spot and spot patterns, discover what is important and what can be learned from it, and how it can be learned from others. It is the activity that determines what can be shared. This study uses the data model analysis technique of Miles and Huberman. Data analysis activities i.e. data reduction, data presentation and inference/validation. The results showed that (1) students needed improvement regardless of SD 5 Bae and (2) students were in the lower category regardless of SD 5 Bae.

1 Introduction

The government is committed to realizing national education to improve character as evidenced by the Presidential Regulation Number 87 of 2017 concerning Strengthening Character Education (PPK). This Strengthening Character Education (PPK) emerged because of the increasing number of moral and character degradations of the younger generation. This is because the benchmark for educational success always refers to student achievement related to the cognitive and psychomotor domains [1].

Character education is part of efforts to instill in students good values that lead to successful learning. The importance of empowerment in the current era will minimize the lack of moral crises in schools, families and communities [2]. Developing or building a child's personality is not as simple as turning the palm of your hand [3]. For this reason, educators need to be more patient, aware, and better aware that character education takes time to internalize the positive values of character traits [4].

To realize the goal of national education by strengthening character education, the Indonesian education system needs to overcome several obstacles due to the 2019 coronavirus pandemic. Based on Circular #4 of 2020 on the implementation of learning guidelines during the emergency phase of the Covid19 epidemic. This describes how learning activities are handled from home. The shift from in-person teaching and learning activities to teaching and learning activities from home (online) is a revolution in the Indonesian education system.

It is expected that the online learning conducted will lead to the implementation and permeation of student character education. During the pandemic, the implementation of character education requires collaboration between teachers and students' parents or guardians. Through online learning, character education is not only the responsibility of the school, but also that of the student's family and community. The student's environment influences the process of character building, especially the character of responsibility (self-responsibility) [6]. Self-responsibility refers to attitudes and behaviors that allow one to fulfill one's duties and responsibilities, especially to oneself [7]. This personal responsibility is important to develop as many students are still unable to meet their student obligations during the Covid-19 pandemic [8]. It helps independent students take responsibility for their learning and become more engaged in learning activities [9].

The results of observations and interviews with teachers and students show that during the pandemic self-responsibility students decreased. The decrease in student self-responsibility such as being late in submitting assignments, students finding it difficult to learn, students often being late for online learning, students preferring to play rather than participating in online learning, and students always assume that school is off. This decrease occurred because students during online learning more often held cellphones. The decrease in students' self-responsibility has an impact, namely students tend to be less wise, making cellphones as friends so that children feel they do not need friends in their environment.

The aims of this study are (1) to describe the self-responsibility of elementary school students, and (2) to analyze the level of self-responsibility of elementary school students. The benefit of this research is that through this self-responsibility analysis the teacher can find out the level of student self-responsibility so that they are able to provide appropriate treatment at their level.

2 Method

In this study, the researcher used a qualitative research approach. The qualitative research is research that intends to understand the phenomenon of what is experienced by research subjects in the form of behavior, perception, motivation, action, holistically, which is carried out by means of description in the form of words and language, in a special natural context and by utilizing various natural methods [10]. The research method used is survey method. Data collection techniques using observation and questionnaires. Observations are used to describe self-responsibility. The purpose of this questionnaire is to determine self-responsibility in (1) Reporting every activity carried out in oral or written form, (2) Performing tasks without being asked, (3) Demonstrating initiatives to solve problems

Table 1. Category of Self Responsibility Level

Interval	Category
$19 \leq \bar{X} \leq 25$	Very responsible
$13 \leq \bar{X} < 19$	Responsible
$7 \leq \bar{X} < 13$	Medium Responsible
$1 \leq \bar{X} < 7$	Low Responsible

within the immediate scope, (4) Avoiding fraud in the execution of tasks. The research location is SD 5 Bae in Kudus Regency The respondents of this study were students at SD 5 Bae, Kudus Regency.

In this study, researchers used reliability tests to test the validity of the data. Data reliability is checked by triangulation and the use of reference materials. The triangulation used is technique and source triangulation. Technical triangulation is done by checking data from the same source using various techniques such as observations and questionnaires. Source triangulation is used to test the reliability of data by verifying data from multiple sources. Qualitative descriptive data analysis techniques organize data, categorize it into manageable units, synthesize it, search and find patterns, understand what is important and what to learn, and learn from others. An activity that involves deciding what can be shared with This study uses the Miles and Huberman model of data analysis techniques. Miles and Huberman state that qualitative data analysis activities are performed iteratively and continuously until completion so that the data is saturated [11]. Activities in data analysis: data reduction, data presentation, conclusions and verification.

When using a formula to determine the percentage of respondents, divide the number of respondents who answered by the total number of respondents and multiply by 100%. On the other hand, in determining a student’s confidence level using the following criteria (Table 1):

3 Discussion and Result

A. Description of Self Responsibility of Students at SD 5 Bae

The research was conducted at SD 5 Bae. The research activity at SD 5 Bae had 61 respondents. As a result of observation, I found that there are still many students who do not understand how to write a report. Some students collect assignments by contacting their teachers. Some students came up with ideas and suggestions and didn’t dare to solve the problem, so their ownership is less visible in their daily lives. Responsibility is defined as approach-oriented or avoidance-oriented and relates to all temporal dimensions (past, present, future). This can be seen as a relatively stable property or specific result. Responsibility has an internal factor [12]. The ability to succeed depends on the student and is owed to parents, faculty and peers [13]. There are still many students who often cheat when they study at school. This shows that students’ self-responsibility is still low.

Table 2. The indicators make a report on each activity carried out in oral and written form.

Indicator	Aspect Statement	Percentage
Make a report on every activity carried out in oral and written form	Presenting activity reports (reports of observations, experiments, interviews)	23
	Write activity reports according to report steps	30
	Communicating observations orally	31
	Collect reports according to the results of observations/experiments	31
	Collect reports in a timely manner	41

Based on the results of the Self Responsibility questionnaire with indicators, namely: (1) Making reports on every activity carried out in oral or written form, (2) Performing tasks without being asked, (3) Showing initiatives to overcome problems in the closest scope, (4) Avoiding fraud in task execution. The following are the results of the responsibility questionnaire for elementary school students 5 Bae (Table 2).

Based on the results of the questionnaire, the table reports on each activity carried out in oral and written form, it shows that students are still not used to presenting activity reports in accordance with the instructions or report steps, this is evidenced by a fairly low percentage, namely 23% each and as many as 31% of students still have not collected the results of reports according to the results of observations, where this situation can be caused by a lack of understanding of students regarding the procedure for making activity reports and the purpose of an observation has not been achieved. Such sources for making activity reports and observation of information include annual reports, personnel handbooks, and news releases in papers, journals, radio, and television. Students interpret and evaluate that information so they have personal experience about the ability to perform tasks [14] (Table 3).

Based on the results of the indicator questionnaire doing tasks without being asked, students showed results where there was a lack of independence or awareness in learning without being asked with a percentage of 25%, but on the other hand students were very active in school activities indicated by the percentage of conformity of 41%. A trigger is needed in this situation so that students can be motivated to learn so that there is an increase in student independence and the learning process without being asked, efforts to increase students' independence and awareness in learning can be done by using interesting learning media or learning with edutainment. Motivation is defined as energy that can cause a will to carry out an activity; an individual's motivation determines the quality of the behavior displayed [15].

The Table 4 shows the student's initiative to solve the problem in its narrowest framework. It is clear that the respondent in this case is a student. The results show that most of the 28% percentage of students failed to submit problem-solving suggestions. It may not be because students are still afraid or not. A lack of confidence, problem-solving, or lack of triggers in learning that is of little interest makes students disinterested

Table 3. The indicator performs a task without prompting

Indicator	Aspect Statement	Percentage
Doing tasks without being asked	Do things by themselves, without waiting to be told	30
	Carry out tasks as Responsible as possible according to instructions	34
	Collect assignments on time	46
	Take an active role in school activities (daily picket in class)	41
	Studying the material that has been taught without being asked	38
	Learn the material to be taught without being asked	25
	Make summaries/notes of lesson materials without being asked	26

Table 4. Indicators indicate initiatives to address problems in the immediate vicinity

Indicator	Aspect Statement	Percentage
Demonstrate initiative to address problems in the immediate vicinity	Submitting proposals in problem solving	28
	Submit ideas or opinions when discussing	31
	Convince friends by giving reasons for the opinions given	23
	Dare to admit and apologize if you do something wrong	46
	Dare to reprimand friends who don't pay attention to the teacher in front of the class	34

in learning that may seem boring. However, most students can play an active role in learning in a small environment such as: B. A discussion in which the student dares to state an idea or opinion and give reasons to support that opinion. Development is a process that leads to productive student activity. Judging by the current development of students, technology is not difficult to understand as it has become a knowledge they learn on their own. Students' skills in online learning can already be developed on their own, working with technology and using the Internet as they often use for their studies. One of her is that many students are now using online learning applications [16] (Table 5).

Table 5. Indicators of preventing fraud in the execution of tasks.

Indicator	Aspect Statement	Percentage
Avoiding fraud in the execution of tasks	Instilling the value of honesty when carrying out tasks	41
	Do not commit fraud in carrying out tasks	28
	Not used to copying answers from friends	25
	Not used to asking/seeing answers from friends' work	39
	Don't cheat when taking quizzes/exams	39
	Believe in your own abilities	36
	Get compliments every time you do a job	15
	Prepare to study before the test	21

In the table of indicators of avoiding cheating in the implementation of assignments shows the results of respondents where students still lack feedback in the form of praise when studying, this can also be an influence that can make students feel normal in doing assignments so students are less motivated to do assignments independently and honest or in other words, students lack confidence in their own abilities. This shows the attitude of responsibility in terms of honesty not all students do it. What remains to be determined is how to deliver effective that combines content with training on social-emotional development and inclusive teaching practices in a low-resource environment [17].

B. Analysis of Self-Responsibility Level of Elementary School 5 Bae

Furthermore, the results of the individual responsibility analysis in the high and low grades will be presented to determine the level of self-responsibility of students in SD 5 Bae. The following is the result of the self-responsibility analysis of students in grade 1.

In the Table 6, the average self-responsibility result of grade 1 students is 7 which in this criterion indicates that grade 1 students are low responsible at self-responsibility, so efforts are needed to improve student self-responsibility.

Self responsibility is an attitude of responsibility, which must be developed in students. Responsibility is the character or personality of students in carrying out their duties and obligations, because each individual student must have a responsibility in learning as a character from an individual to carry out his work, especially students because students are responsible for learning as the nation's successors intelligent and responsible-behaved [18]. Next is the result of self-responsibility analysis of class II students (Table 7).

Table 6. Self-responsibility questionnaire score results individual class I students

Student	Score	Criteria
1	14	Responsible
2	12	Medium Responsible
3	8	Medium Responsible
4	6	Low Responsible
5	10	Medium Responsible
6	14	Responsible
7	2	Low Responsible
8	2	Low Responsible
9	2	Low Responsible
10	3	Low Responsible
11	4	Low Responsible
Average	7	Low Responsible

Table 7. Self-responsibility questionnaire score results for class II students

Student	Score	Criteria
1	16	Responsible
2	9	Medium Responsible
3	11	Medium Responsible
4	14	Responsible
5	13	Responsible
6	12	Medium Responsible
7	12	Medium Responsible
8	8	Medium Responsible
9	14	Responsible
10	16	Responsible
11	3	Low Responsible
12	3	Low Responsible
Average	10.9	Medium Responsible

The average results of class II responsibility reached 10.9, this is also the same as the results obtained by class II which shows the student criteria are quite good. However, it still needs to be improved.

Table 8. The results of the self-responsibility questionnaire for Class III students

Student	Score	Criteria
1	10	Medium Responsible
2	14	Responsible
3	10	Medium Responsible
4	14	Responsible
5	14	Responsible
6	14	Responsible
7	2	Low Responsible
8	3	Low Responsible
Average	10.1	Medium Responsible

Students are expected to have a high attitude of responsibility, so that learning can run optimally. A person is said to be responsible if he carries out his duties correctly/honestly or in other words works based on his own work [19] (Table 8).

On average, the results of class III show that students are responsible with a score achieved of 10.1, of which 4 out of 8 students in the self-responsibility category are good. Thus, it is still necessary to increase students' self-responsibility.

Teachers as the main role holders in the educational process in schools should be able to emphasize character education in order to promote positive values to the younger generation [20]. Therefore, teachers must be able to guide students in order to increase self-responsibility. Furthermore, the results of the analysis in class IV (Table 9).

Class IV got an average score of 6.8 which indicates the criteria are Low Responsible in self-responsibility. From this criterion, it shows that there are still 6 students who are in the category of low self-responsibility so that there is a need for improvement.

The attitude of responsibility or self-responsibility is one of the characters that must be owned by students. The inculcation of the attitude of responsibility must always be accustomed so that it can be embedded in students. Because, planting character education takes a relatively long time so it needs to be done as early as possible [21]. The following are the results of class V analysis (Table 10).

Class V got a score of 6.9 where the score achieved was lower than other classes, almost half of the number of students in the class got the criteria for being Low Responsible at self-responsibility, so that class V only achieved the average criteria for being quite responsible. Thus, it is necessary to pay more attention to students' self-responsibility. The contributions examine self-responsibility in different contexts and thematic fields to broaden the societal view on the turn toward self-responsibility [22].

Class V students belonging to the high class in this basic education unit, must have a high attitude of responsibility as students who will take higher education. The actualization of the attitude of responsibility can take the form of self-discipline. The cultivation

Table 9. Self-responsibility questionnaire score results individual grade IV students

Student	Score	Criteria
1	9	Medium Responsible
2	7	Medium Responsible
3	7	Medium Responsible
4	5	Low Responsible
5	6	Low Responsible
6	3	Low Responsible
7	7	Medium Responsible
8	8	Medium Responsible
9	9	Medium Responsible
10	12	Medium Responsible
11	13	Responsible
12	3	Low Responsible
13	3	Low Responsible
14	3	Low Responsible
Average	6.8	Low Responsible

of self-discipline can develop if it is supported by a conducive environmental situation, namely a situation characterized by consistent treatment from parents, schools and society [23]. Self-responsibility analysis will be carried out in the following Table 11.

The results of the self-responsibility survey show that students fall into a low standard of self-responsibility. Therefore, there is a need for learning applications that can better support the development of student self-responsibility. Learning applications are useful tools from educators to convey useful information to students with the aim of facilitating the learning process [24]. The learning process requires innovation, creativity and variation in the use of learning media aimed at producing quality learning processes. Qualitative learning is influenced by several aspects: the use of interesting and diverse learning methods, learning methods, conducive learning conditions and atmospheres, and the use of innovative learning media/applications in learning [25]. Education and lifelong learning play an important role in this discourse, with parents taking responsibility for their children's education, with a particular focus on early and preschool learning [26]. Teachers should be able to use digital technologies effectively and integrate them into teaching and learning practices [27]. In this case, researchers develop e-learning learning media in the form of the Edutainment Responsibility Learning Application as a technology-based learning innovation that engages students in learning.

Table 10. Self-responsibility questionnaire score results individual class V

Student	Score	Criteria
1	14	Responsible
2	12	Responsible
3	11	Medium Responsible
4	8	Medium Responsible
5	4	Low Responsible
6	5	Low Responsible
7	12	Medium Responsible
8	10	Medium Responsible
9	11	Medium Responsible
10	8	Medium Responsible
11	3	Low Responsible
12	3	Low Responsible
13	2	Low Responsible
14	3	Low Responsible
15	2	Low Responsible
16	3	Low Responsible
Average	6.9	Low Responsible

Table 11. Classical self-responsibility questionnaire score results

Class	Score	Average	Criteria
1	95	19	Low Responsible
2	146	29,2	Low Responsible
3	99	19,8	Low Responsible
4	149	29,8	Low Responsible
5	95	19	Low Responsible
Total	489	19	Low Responsible

4 Conclusion

From the results of observations at SD 5 Bae, it shows that there are still many students who cannot understand how to make a written report, there are still students who collect assignments after being informed by the teacher, there are some students who do not dare to express ideas, proposals, solve problems so that in their daily life days low self-responsibility appears. In learning at school there are still many students who often

cheat. The results of the questionnaire also show that the self-responsibility of SD 5 Bae students needs to be improved, and the level of self-responsibility of SD 5 Bae students is classically in the low responsible category.

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