The Elementary School Students’ Responsibility Character Analysis
Erlisnawati, Sapriya, Dasim Budimansyah

Abstract: This study aims to describe elementary school students’ responsibility character in learning. This study employed qualitative approach with questionnaire to collect the data. The subjects of this study were 29 grade four elementary school students in Riau Province. The responsibility character is considered essential for students as the next generation of the nation. Responsibility trait possessed by each individual illustrated their ability to accomplish their tasks. In this study, the responsibility character developed is related to doing the tasks assigned, completing the tasks on time, being discipline, not cheating, obeying the settled rules, and helping peers. The results of the study implied that most students have high responsibility. This indicated that the responsibility character had developed in students from their early age since they need to be responsible for themselves, their family and their community as one of the requirements in the society.

Index Terms: Character, Character Responsibility, Qualitative Study

1 INTRODUCTION

The quality of human resources as the result of education is not only on the ability to master science and technology well but also to have good characters as individuals. However, an emphasis on character or attitude should be put in consideration, including responsibility character. Lickona, in 1996 highlighted the decreasing youths’ responsibility as a citizen [1]. Being lazy, procrastinating, cheating, finding excuses in completing tasks [2], moral degradation phenomena and the increasing number of violence [3] indicated that education had not been successful in building students’ good characters. The core aim of education is to humanize humans, and to help them become better individuals. In Law Number 20 Year 2003 on the National Education System, it is emphasized that the National Education functions to develop capabilities and build dignified character and civilization in order to educate the nation, to develop students’ potential to be citizens who believe in and devote to God, have noble characters, and are knowledgeable, healthy, capable, creative, independent, democratic, and responsible [4]. Based on the problems aforementioned before, character building including responsibility character must be considered essential in learning. Therefore, the learning process should lead to the development of good character so that students will have strong characters. According to Tyler, the result of learning is indicated by the change of behavior [5]. A good character cannot be established automatically. It should be developed from time to time through the teaching process [6]. Added that character must be fostered through educational process [7].

2 THEORETICAL FRAMEWORK

Every individual in this world is unique and we are different one another. There is no exactly similar individual even though they are twins.

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The distinguish factor which differs every individual is the character they have. Characters are specific values that everyone has and can be seen from their behavior [8]. According to Masnur (2011) character is human values related to God, their own soul, other human beings, environment, and nation manifested in thoughts, attitudes, feelings, words, and actions based on religious, law, manners, culture and custom norms [9]. Lickona (2012) refer it as a good character, which is indicated by doing the right actions to people which consists of three interrelated parts namely moral knowing, moral feeling and moral action [10]. Good character is supported by the existence of knowledge about good deeds, the desire to do good, and to do good expressed in behavior or actions in accordance with the rules. Good character building must be carried out in the educational process developed through learning activities. The success in learning will be seen from the characters possessed by students. According to the Ministry of National Education (2010) there are 18 national character values that can be developed namely, religiosity, honesty, tolerance, discipline, hardworking, creativity, independence, democracy, curiosity, national spirit, love for the motherland, appreciating achievement, friendliness, love for peace, love to read, environmental care, social care and responsibility [11]. On the other hand, according to Megawangi (2009) there are nine pillars of character that can be expanded, namely: 1) love god and all his creation, 2) responsibility, discipline, and independence, 3) honesty, 4) politeness and respect, 5) love, care, and cooperation, 6) self-confidence, creative, hardworking, and persistent, 7) justice and leadership, 8) humble and kind, 9) tolerance, peace-loving, and unity [12]. Furthermore, according to Akin et al 1995, there are six character pillars that must be learned including 1) reliable; trustworthy, respectful and confident, 2) Respectful; respect the dignity and autonomy of all people. 3) responsible; recognition and achievement of individual and other people’s tasks, 4) fair and equal; make decisions on appropriate factors, neutral, avoidance of conflicts of interest, 5) care; respect others’ welfare, and 6) good citizenship; recognition and action in accordance with social obligations) [13]. Based on the definition of the characters aforementioned, it can be concluded that character is the trait, properties, feature, personality, and individual tendency that can be seen from actions and behavior which are in accordance with the rules in society. The character
possessed by an individual will distinguish him or her from other individuals as their own identity. Various characters, including responsibility character, must be developed in the learning process. Responsibility is an active part of morale which includes protecting oneself and others, fulfilling obligations, contributing to society, reducing suffer, and building a better world [10]. In line with Lickona (2012), Akin et al (1995) argued that responsibility is closely related to trustworthiness and it can also be implied by not letting others fall [13]. Responsibility is the attitude and behavior of someone to carry out their duties and obligations in relevance with the procedure, for themselves, society, the environment (natural, social and cultural), the state and God [11],[14], and answer for what we have done [13]. Based on the definition stated previously, responsibility is individual behavior related to the works or duties execution work that becomes their obligation and they are ready to hold the consequences for themselves, their families and the society. The responsibility character is very important for elementary school students. There are several responsibility characters that can be developed in learning, namely doing the assigned tasks, being punctual in finishing the tasks, being discipline, avoiding cheating, obeying all the rules, and helping peers or others.

3 METHODS
This study was a qualitative study defined qualitative study as an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem [15]. Moreover, he also emphasized that qualitative researcher builds a complex and holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. Moreover, researchers only focus on describing the student responsibility character based on the result of questionnaires delivered to students. According to Sugiono (2017), questionnaire is a data collection technique executed by giving questions or written statements to respondents [16]. The subjects of the study were 29 grade four elementary school students in Riau Province. The instrument employed in this study was a questionnaire on the responsibility character for grade four elementary school students. The questionnaire used was validated by a psychologist who was also a lecturer. The responsibility character was measured using a Likert scale. Likert scale is utilized to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena [16]. There are two kinds of statement in the questionnaire, namely positive statements and negative statements. Scores for positive statements are 5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, and 1 = strongly disagree. Scores for negative statements are 5 = strongly disagree, 4 = disagree, 3 = neutral, 2 = agree, and 1 = strongly agree. The data obtained were analyzed using the Excel 2010 computer program. For the scale and character categories of students’ responsibility from 0% to 100% is presented in Table 1.

| TABLE 1 |
|---|---|
| Scale (%) | Categories |
| 81 – 100 | Very Good/Very High |
| 61 – 80 | Good/High |
| 41 – 60 | Enough |
| 21 – 40 | Bad/Low |
| 0 – 20 | Very bad /Very Low |

The formula to decide the scale and the interval is N = (R/SM) x 100% [17].

Information:

- N = the calculated score
- R = students’ score from the questionnaire
- SM = the maximum score of the questionnaire
- 100% = Constant

4 RESULT AND DISCUSSION
Responsibility character of grade four elementary school students based on the results of the questionnaire was related to the students’ responsibility character of according to their conditions. There are nine statements, five positive statements and four negative statements in the questionnaire. The study was conducted on April 2019 to 29 four grade elementary school students. The results of the study were divided according to the statements presented in the questionnaire. First, statement (1) I do the assignment independently gained 126 score out of a 145. There were twelve students expressed strongly agree, fifteen students agreed, and two students chose to be neutral. This showed that 27 students were independent in doing the assignments given by the teacher. Second, statement (2) accustoming discipline in learning is very important thing to do obtained 127 from a total score of 145. It appeared that seventeen students chose strongly agree, 9 students agreed, a student disagreed, and a student strongly disagreed with the statement. This also indicated that 26 students were discipline in learning. Third, statement (3) I always finish the assignment on time acquired 114 out of 145. There were eight students who strongly agree, thirteen students agreed, six students were neutral and two students did not agree with the statement. This revealed that 21 students were on time in completing the given assignment. Fourth, statement (4) I only obey school rules that I like received 94 score out of 145. There are three students who are strongly disagree, fifteen students disagree, a student chose neutral, six people agree, and four people were strongly agree with the statement. This demonstrated that eighteen people obey all school rules without choosing according their preference. Fifth, statement (5) it is an obligation to help my friends in need obtained 131 out of a 145 which can be seen that nineteen students were strongly agree, eight students agreed and two students disagreed with the statement. This illustrated that 27 students were responsible of helping their peers without any force since it is obligated. Sixth, statement (6) I like to see my friend’s work attained 126 score from a total score of 145. There are seventeen students strongly disagreed, nine students disagreed, and 2 students agreed with the sixth statement. This showed that 27 students did not cheat other people’s work since the assignments given by the teacher must be done individually. Statement (7) being discipline in learning is not important since the most important thing is learning had 95 score from 145. It indicated that a student strongly disagreed, nineteen students disagreed, five students agreed and four students
strongly agreed upon the statement. This signified that twenty students learnt with discipline which indicated that students considered discipline is very important. Next, the eight statement which is (8) obeying school rules for all school communities is an obligation gained 125 from 145. There were nineteen students who strongly agreed, 4 students agreed, two students neutral, and 4 students did not agree. This indicated that 23 students were responsible in obeying school rules. The last statement (9) the punctuality in completing assignment is not important and the most important thing is to finish the assignment acquired 99 from 145. There were 21 students disagreed, a student neutral, five students agreed and two students strongly agreed with the statement. This showed that 21 students have the accuracy in completing the assignments given which meant that punctuality is very important for the students. Based on the results of the questionnaire, most of the students or 79.46% of the students had high responsibility character. The highest scale was in the statement five which is (5) it is an obligation to help my friends in need which was 90.3% with very high category. The lowest scale was in statement four which is (4) I only obey school rules that I like which gained 64.8% scale with high category. The detail of the data is presented in Table 2.

**TABLE 2**
RESPONSIBILITY CHARACTER CATEGORIES OF FOUR GRADE ELEMENTARY SCHOOL STUDENTS

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>Scale (%)</th>
<th>Categories</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I do the assignment independently.</td>
<td>86.9</td>
<td>Very High</td>
</tr>
<tr>
<td>2</td>
<td>Accustoming discipline in learning is very important thing to do.</td>
<td>87.6</td>
<td>Very High</td>
</tr>
<tr>
<td>3</td>
<td>I always finish the assignments on time.</td>
<td>78.6</td>
<td>High</td>
</tr>
<tr>
<td>4</td>
<td>I only obey school rules that I like.</td>
<td>64.8</td>
<td>High</td>
</tr>
<tr>
<td>5</td>
<td>It is an obligation to help my friends in need. I like to see my friend’s work.</td>
<td>90.3</td>
<td>Very High</td>
</tr>
<tr>
<td>6</td>
<td>Being discipline in learning is not important since the most important thing is learning.</td>
<td>86.2</td>
<td>Very High</td>
</tr>
<tr>
<td>7</td>
<td>Obeying school rules for all school communities is an obligation. The punctuality in completing assignment is not important and the most important thing is to finish the assignment.</td>
<td>68.3</td>
<td>High</td>
</tr>
<tr>
<td>Average</td>
<td>79.46</td>
<td>High</td>
<td></td>
</tr>
</tbody>
</table>

Based on the result of the study conducted to 29 four grade students of elementary school in Riau Province, it can be implied that students had high responsibility character. This denoted that students were responsible for themselves and others. Who stated that the demand of being responsible for individual, family, and society must be possessed by every person [18]. Moreover, the quality of character represents how a person engages with and behaves in the world [19]. Character becomes an individual guide in expressing good behavior [20]. In addition, according to Lewis (2001), discipline in the classroom affects students’ responsibility in learning. Students need to be fostered to have responsibility in submitting their assignments and to acquire tasks division during group discussions [21]. This pointed out that it is important to teach the responsibility character in every individual from an early age, so that the character becomes a habit.

5 CONCLUSION
The responsibility character is one of the important characteristics that must be possessed by every individual. The responsibility character is an individual ability to carry out the responsibility given, think before they act, and be ready to accept any risk from the actions taken. Based on the result of the study, it can be concluded that fourth grade students of elementary school in Riau had a high level of responsibility. This can be seen from the acquired score of the questionnaire which is 79.46%, categorized as high. The responsibility character was based on several indicators, namely doing the tasks assigned, completing the tasks on time, being discipline, not cheating, obeying the settled rules, and helping peers (others).

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7 REFERENCES


