
RESPONSIBILITY CHARACTER ON FIFTH GRADE ELEMENTARY SCHOOL STUDENTS

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Abstract

Creating responsible human beings is one of the goals of national education. The responsibility of learning is always dependent on the students and emphasized so that learners construct their own understanding or concept. This research aims to reveal the character of the responsibilities of 5th graders. As a student, should not only emphasize academic ability, but the character of responsibility is important to have to account for student learning outcomes. This research includes the type of descriptive qualitative research by describing the character of student responsibility at two different school. Descriptive analysis method is by describing the facts found. The subjects of this study are the students of 5th graders in the Elementary School of Gejayan and State Elementary School of Caturtunggal 6 which amounted to 67 students. The object of this research is the ability of the character of the responsibility of the students of 5th graders in the elementary school. The results of this study can be seen that the average grade 5 students have a good category of character responsibility.

Key words: responsibility, character education, 5th graders

INTRODUCTION

Education in Indonesia not only focuses on academic mastery, but also has a purpose to form the character of learners. As stated in Law Number 20 Year 2003 regarding National Education System in article 3, namely:

"National education functions to develop and form the character and civilization of a dignified nation in order to educate the nation's life, aims to develop the potential of learners to be a human being who believes and cautious to God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen."

In principle, the development of culture and character of the nation is not included as a subject but integrated into the subjects, self-development, and school culture. Therefore, teachers and schools need to integrate the values

developed in cultural education and nation character into the 2013 curriculum and lesson plans.

Battistich (2013) states character refers to a series of attitudes, behaviors, motivations, and skills. Kertajaya (2010) defines character is characteristic possessed by an object or individual (human). This characteristic is original, and is rooted in the personality of the object or individual and is the engine of how one acts, behaves, says, and responds to something. Character is the original characteristic that exists within a person who distinguishes between himself and others. In order for the character in a person can develop to a better direction then it requires the existence of character education. Character education according to Lickona (2008) is education to form one's personality through character education, whose results are seen in action. Meanwhile, according to Kemendikbud, the character of responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do, to himself, society, environment (nature, social, and

culture), the State and God Almighty. Magdalena (2011) describes responsibility as an action to be ready to bear everything that arises as a result of doing a certain activity. Aziz (2012) suggests an attitude of responsibility can be grown in the students through the provision of light duties.

From the above statement of experts, it can be concluded that the character of responsibility is the ability, attitude, and behavior of a person to perform duties and obligations and ready to bear the risk of his actions with commitment and encouragement from within him that is grown through light duties.

Moreover, Mustari (2014: 22) describes the characteristics of the responsible person as follows: 1) always self-promoting, 2) having task commitment, 3) performing tasks with good standards, 4) acknowledging all his actions, 5) keep the promise, and 6) dare to bear the risk for his actions and deeds.

If the indicators are implanted to the students, then the younger generation will be able to carry out the tasks accordingly. The weight or weight of a task depends on how the student is responding to his or her responsibilities. As a student, the responsibilities and duties of the teacher must be done (Helker & Wosnitza, 2014: 115). For that, students must carry out the task in earnest.

In addition, students who have responsibilities will attend school, pay attention while teaching teachers, and do the tasks that are given with maximum effort (Marie, 2009: 41). From the opinion can be interpreted that if the students carry out their responsibilities, it is not impossible for these students will excel academically. The student will be responsible with his or her duties, because the student knows that a student's obligation is learning.

If the student is able to learn to accept responsibility for oneself, then the student can be said to be responsible. As stated in the Balitbang, Kemendikbud (2010: 30) indicators of students who have responsibilities: 1) make a report of each activity undertaken in the form of oral and written, 2) perform tasks without prompting, 3) demonstrate initiatives to address problems in the nearest scope (4) avoiding cheating in the execution of duties (students will strive to carry out the tasks with sportsmanship) 5) carry out regular duty, 6) participate actively in school activities, 7) propose problem solving (both problems arise from students as well as from outside the student self).

Based on the indicators of the character of

responsibility above, the indicators used to measure the character of the responsibility of students of grade V SD in this study are: 1) students always complete the assigned tasks, 2) students pay attention to the teacher while learning in the classroom, 3) students who have done the task with a good standard (4) students always avoid cheating in the implementation of tasks, 5) students always carry out class picket, and 6) students can learn alone without being asked by parents, and 7) students always acknowledge the actions done.

RESEARCH METHOD

This research includes the type of qualitative descriptive research by describing the character of student responsibility. The type of data used in this study is the primary data by observation and secondary data is data obtained from the literature. The data have been obtained then analyzed by descriptive analysis method. Descriptive analysis method is done by describing the facts found.

The subjects of this study are the students of grade V in the State Elementary School Gejayan and SD Negeri Caturtunggal 6 which amounted to 67 students. The object of this research is the ability of the character of the responsibility of the students of grade 5 in the elementary school. This study uses the researcher as the main instrument and uses the tools to obtain field data which includes interview guides and rating scale observation sheets.

RESULT AND DISCUSSION

Table 1. Gain Difference Percentage of Responsibility Character of 5th Graders on SD Negeri Gejayan & SD Negeri Caturtunggal 6

Indicators	SDN	SDN
	Gejayan (Score on %)	Caturtunggal 6 (Score on %)
Indicator 1	67.9	71.8
Indicator 2	75.0	76.9
Indicator 3	57.1	76.9
Indicator 4	50.0	74.4
Indicator 5	78.6	69.2
Indicator 6	50.0	56.4
Indicator 7	50.0	74.4

Based on data analysis results, performed on the indicator 1 shows that on SDN Gejayan students who always complete the assigned task with as many as 67.9% while on SDN Caturtunggal as much as 71.8%. On indicator 2 shows that students who

pay attention to the teacher while learning in the 5th grade of SDN Gejayan is 75.0% while on SDN Caturtunggal as much as 76.9%. On the indicator 3 shows that students who have done the task with a good standard reached 57.1% on SDN Gejayan while on SDN Caturtunggal as much as 76.9%. On the indicator 4 shows that students of SDN Gejayan who avoid cheating while doing the tasks reached 50.0% while on SDN Caturtunggal as much as 74.4%. On indicator 5 shows that SDN Gejayan students who always carry out class picket as much as 76.8% while on SDN Caturtunggal as much as 69.2%. On indicator 6 shows that SDN Gejayan students who can learn alone without being asked by parents reach to 50.0 % while on SDN Caturtunggal as much as 56.4%. And on indicator 7, students shows that SDN Gejayan students who always confess the actions done as much as 50.0% while on SDN Caturtunggal as much as 74.4%.

Based on these results found that the average of all indicators of SDN Gejayan is 61.3% and SDN Caturtunggal 6 is 71.3%.

CONCLUSION AND SUGGESTION

Conclusion

It was found that 61.3% of the 5th graders in SD Negeri Gejayan and 71.3% of the 5th graders in SD Negeri Caturtunggal 6 have character of responsibility based on the indicators: (1) students always complete the assigned tasks, (2) students pay attention to the teacher while learning in the classroom; (3) students have done the task with a good standard; (4) students always avoid cheating while doing the tasks; (5) students always carry out class picket; (6) students can learn alone without being asked by parents; (7) students always confess the actions done.

Suggestion

The researcher suggested that further research on the responsibility character of elementary school students, especially in other classes. Furthermore, it can be included factors that influence it.

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