

Teachers' Efforts in Developing Responsible Student Characters

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Abstract:

Responsibility is one of the mandates of the 2013 Curriculum for social attitude competencies. Learners who have responsibility will certainly complete their learning tasks seriously, which will affect their learning outcomes. Therefore, it is important to improve the responsibility of students at school. This study aims to determine the efforts of Islamic Religious Education teachers in improving the character and sense of responsibility of students at Ibnu Rusyd Islamic Elementary School in Kotabumi, North Lampung. The data obtained through interviews, observations, and documentation come from research data sources that are trusted and considered capable of answering the problems studied. The research data were analyzed in several stages, namely data reduction, data presentation, data verification, and drawing conclusions. The validity of the research data was tested by triangulating methods and triangulating sources. The results showed that teachers' efforts in fostering students' sense of responsibility were carried out through the involvement of school components. The nature of student responsibility, which includes responsibility for oneself, the environment, parents, and God, is formed through self-development and integrating responsibility character values in all subjects.

Keywords: teacher efforts; Islamic religious education teacher; responsibility character

Introduction

Responsibility is the attitude and behavior of a person to carry out their duties and obligations, which should be carried out towards themselves, society, the environment (natural, social, and cultural), the state, and God Almighty (Lubowiecki-Vikuk et al., 2021). Responsibility is one of the important character values to be instilled in students in order to form a positive and dignified personality (Fowers et al., 2021). Awareness of responsibility places oneself in a position to carry out duties and obligations that should be carried out (Latulippe & Klenk, 2020). The attitude aspect of responsibility is one of the social attitudes that students must have (Mehta et al., 2019).

In learning, responsibility is the obligation to complete the tasks that have been assigned thoroughly with maximum effort and to bear all of the consequences (Singh et al., 2020). Responsible behavior can be a bridge to influence moral character towards life satisfaction (Zhou et al., 2021). A responsible character can be formed through various learning programs at school (van de Kop et al., 2019). The character of responsibility is very important because it can describe the ability of students to complete their tasks (Amigud & Lancaster, 2019). The responsible character can also affect the improvement of learning achievement through good creative thinking skills (Wahono et al., 2020).

Responsible character can be grown by integrating these character values through learning in schools (Garzón et al., 2020). The character of responsibility is the attitude and behavior of a person to carry out his duties and obligations that he owes to himself, society, the environment (natural, social, and cultural), the state, and God Almighty (Young et al., 2019). The character of responsibility is useful for improving the quality of learning and can improve school quality standards (Sjöström et al., 2019). The character of responsibility can be grown through various strategies, including mind mapping strategies, inquiring mind what to know, CRH, NHT, and Quiz Team (Abbas et al., 2021). The absence of a responsible personality can be an impediment to learning activities (Robinson, 2020).

The character of student responsibility can be formed through the implementation of character education, which is carried out holistically and integrated through providing motivation, class rules, delivering subject matter, group discussions, and reflection activities (Chiba et al., 2021). Student responsibility is optimally formed, covering all aspects of students, namely cognitive, affective, and psychomotor (Yusop et al., 2022). Low awareness and responsibility can affect student learning outcomes (Crowley et al., 2019). To complement individual growth and development and achieve maximum maturity, the responsibility character must be built and conditioned as a necessity of life (Bento & Fontes, 2019). responsibility behavior must be grown and developed so that it is inherent in individuals, and it is hoped that they will have superior character as the next generation of the nation in the future (Pan & Zhang, 2021).

The character of responsibility in schools can be formed through various activities, which are the right means to shape the character of responsibility in students (Makarova et al., 2019). Shaping the character of responsibility can be done with various methods, such as giving advice, giving sanctions, giving awards, being exemplary, and giving assignments (Amir & McAuliffe, 2020). The attitude, knowledge, and experience possessed by the teacher, awareness and self-motivation of students, funds, facilities, and infrastructure, support from parents, and the surrounding community are supporting factors for the formation of the character of student responsibility (Withorn et al., 2021). Strengthening the character of responsibility can be done by integrating the value of the character of responsibility into learning (Said Mohamed et al., 2021). The character education strengthening program must focus on the value of responsibility in doing

each task given by the teacher (Maass et al., 2019). In strengthening the character of responsibility, schools must work together with parents to assist learning while at home (Twum-Antwi et al., 2020).

School is an institution that shapes the character of student responsibility in the process of self-formation to achieve success (Jakubik, 2023). Strengthening the character of student responsibility at school must be supported by various learning media and opportunities to behave morally well (Fuchs & Tan, 2022). This means that schools must be able to implement a learning curriculum that provides opportunities and experiences for students to apply the value of responsibility that has been instilled (Abdelgaffar, 2021). In addition, it is also necessary to build cooperation with various parties to help the school program improve the character of student responsibility (Griffiths et al., 2021).

Responsibility is a mandate of the 2013 Curriculum for social attitude competencies (Roslan et al., 2022). Learners who have responsibility will certainly complete their learning tasks seriously, which will affect student learning outcomes (Rasheed et al., 2020). Therefore, it is important to increase the responsibility of students at school. As a result, this research is required to learn about the efforts of Islamic Religious Education teachers in improving the character of student responsibility at Ibnu Rusyd Islamic Elementary School in Kotabumi, North Lampung, Indonesia.

Methods

This study attempts to describe the efforts of Islamic religious education teachers in developing students' responsibility characters at Ibnu Rusyd Islamic Elementary School Kotabumi, North Lampung, Indonesia, using data obtained through interviews, observations, and documentation. Sources of research data were obtained from informants who were trusted and considered capable of answering the problems studied at the school. The research data were analyzed in several stages, namely data reduction, data presentation, data verification, and drawing conclusions. The validity of the research data was tested by triangulating methods and triangulating sources.

Results and Discussion

The efforts made by Islamic Religious Education teachers to develop students' sense of responsibility are carried out through the involvement of school components (Adiyono et al., 2022). Every educator, especially Islamic Religious Education teachers, has a role in shaping the character of each learner (Az Zafi et al., 2021). The results of the study said that in guiding students towards the ideals of maturity and the formation of their personalities in an Islamic manner, an Islamic Religious Education teacher found that teachers at Ibn Rusyd Islamic Elementary School continue to strive to develop students' sense of responsibility towards themselves, family, environment, and God using self-development and integrating responsibility values into learning activities.

Self-development is an effort made to improve the character and sense of responsibility of students. This is done by carrying out routine school activities, spontaneous activities, exemplary behavior, and conditioning. Routine school activities help students develop their character by teaching them to be responsible for themselves and the environment. For example, picket line and environmental cleaning activities involve almost all students and teachers. This activity requires high awareness.

Self-responsibility determines the awareness of each person to fulfill their obligations in developing their personality. Responsibility for oneself can be improved with continuous practice. Islamic Religious Education teachers give assignments to students both individually and in groups. And seeing the results—that students always collect assignments on time and can complete them well—means that they have responsibility for themselves.

One of the programs offered by this school is a personal habit that is sensitive to maintaining a clean and healthy lifestyle. A clean school has students who consistently live a clean and healthy lifestyle and a neat, orderly, beautiful, cool, and safe school environment. Ibn Rusyd Islamic Elementary School has been cultivated to be sensitive to clean living.

Every student starts with a clean and healthy lifestyle. Student's self-esteem is shown by a clean and healthy lifestyle. To build students' character, teachers in this school use excellent teaching strategies. For example, teachers expect students to always present themselves neatly and cleanly, as evidenced by their uniforms and school supplies. The students should then be taught not to snack carelessly. The educational institution provides a clean and healthy canteen.

A self-responsible attitude can be demonstrated through independent behavior and compliance with applicable regulations. It is possible to demonstrate self-responsibility by engaging in the actions necessary to set a good example for others. such as achieving everything and achieving the best results.

Responsible behavior towards family can be developed not only at home but also through education at school. Students are always held accountable for their actions at school and home. One of them is obliged to be filial to both parents and obey parental directions and family rules when at home. Thus, students' characters will be formed from what they see, hear, feel, and do.

Teachers of Islamic Religious Education instill character traits in their students so that they can use them both inside and outside of the classroom. Birul walidain is treating others and the elderly with respect. Students are familiarized with speaking gently and politely to parents and other elderly people, and all teachers instruct and demonstrate how to do so.

When they leave school and return home, students are used to being greeted. The school provides a contact book for guardians to coordinate with parents. Thus, students become accustomed to respecting and loving younger students as a result of this habit, and teachers set an example of respecting and loving younger students.

Students at Ibnu Rusyd Islamic Elementary School are taught by Islamic Religious Education teachers to foster a sense of responsibility for the environment by doing things like getting used to going from class to class, asking for sincere donations to be given to friends who are affected by calamities or who are sick, and participating in fundraising to be donated to residents affected by disasters. Because if this is done from a young age, it will always make people more responsible for the environment. because, in essence, humans are social creatures whose members depend on each other.

Schools and teachers collaborate to create an activity that can foster a sense of responsibility in students, such as gotong royong, in addition to increasing their sense of responsibility for the environment. Through mutual cooperation, Ibn Rusyd Islamic Elementary School has implemented the character value of responsibility by participating in Saturday cleanup activities, cleaning the mosque, and carrying out class pickets according to a predetermined schedule. In addition, if there is a classmate who does not understand, they will be happy to help the classmate. In addition, if a natural disaster occurs, students, especially those in the upper grades,

will immediately rush to ask for donations from the class. This was proven when researchers conducted observations at SD Islam Ibnu Rusyd.

The example given by the school is like how the teacher always gives a good example to students both inside and outside the school. One of them is telling the child to clean the school; all teachers also participate in carrying out these activities. Then also in carrying out prayers when at school then the teacher also participates.

Habituation activities at school can be implemented consistently and continuously. Therefore, the role of the school is not only to educate students to be smart but also to foster their character. To instill this character at Ibn Rusyd Islamic Elementary School, there is also the habituation of tahsin with the UMMI method, which is carried out every day with ustadz and ustadzah halaqah, respectively. Every Friday, upper-class male students are required to perform Friday prayers in the congregation. Then, students are also accustomed to infaq which is collected by their respective class teachers.

Students' responsibility must be fostered and taught through habituation in worship, including the implementation of congregational prayers. Habituation is carried out in the school environment by the principal, teachers, education personnel, and students together as a community to make a joint commitment to getting used to positive behavior.

The ideal classroom and school should be designed creatively and dynamically to make students feel at home in the classroom. Learners spend a lot of time in this environment. Conservatism will bring boredom into the classroom and may dampen students' enthusiasm for learning. Because religion's main purpose is to serve God, the ultimate responsibility of religious human existence is to God. Humans who place a high value on the responsibility of their god will have a positive impact on other forms of responsibility (to creatures).

Integration of responsibility and character education in subjects is carried out by educators by integrating responsibility and character values in all subjects. Responsibility is the obligation to bear everything for the actions that have been done. A person can be said to be responsible if he consciously makes a decision, lives the decision, and is willing to face and accept any consequences.

In addition, students at SD Islam Ibnu Rusyd follow programs designed to strengthen their character, including their sense of responsibility, such as participating in extracurricular activities, forming study groups, and so on. They will develop a sense of responsibility for what is imposed on them as a result. By using various approaches, teachers at Ibnu Rusyd Islamic Primary School, especially Islamic Religious Education teachers, continue to strive to improve students' sense of responsibility.

Paying attention to children's development and daily behavior means paying attention to their development and daily behavior. In addition, this can be used as a basis for assessing the success of teacher learning. Because changing daily good behavior as a means of practicing what has been learned is the most important part of Islamic religious education. Teachers should also have various methods for achieving the expected results, such as positive feedback in the form of rewards and punishments that show appreciation for students' achievements.

Students who break the rules are punished, and rewards are given as a way for the teacher to show appreciation for them. As a result, character outcomes can also be derived from this approach with rewards or punishments. It is clear which students need additional attention and which ones already have positive character traits or habits. When students are given tasks or

problems to solve during the learning process, it can also show that they are responsible for themselves. Ibn Rusyd, an Islamic Religious Education teacher, states that when students are given responsibility for group and individual learning, they should be able to solve problems, make good decisions on how to solve them, and take responsibility for the choices they make.

Students are taught to take responsibility for their actions and dare to make choices. Children have a lot of potential to be good, but even though they have a lot of potential, they will not follow the principles of goodness as long as their teachers do not set an example and raise their moral standards. If the person teaching the lesson does not apply the information taught to them, it will be difficult for children to follow suit. In addition to role modeling, educators can also teach about people to look up to.

Collaboration with parents is essential; therefore, for children to develop good character and become successful adults, parents and society as a whole must work together. The behavior and actions of children at home must also be supervised by parents. Schools should support parents as much as possible. Parents, in turn, should lend their support to the school's efforts to instill morals and character. Even if there is no parental support, the result will be zero if the school has done everything it can to ensure students have good character. All parents should be informed of the school's basic policies and character education plans by teachers.

Parents need to understand that what children see, hear, and do daily shapes their character and responsibilities, especially in the household where they spend most of their free time. Given the importance of education, especially for children, the education that comes from both parents is very important. The education in question can be formal, such as that provided by schools or other educational institutions, or non-formal, such as that provided by parents at home, provided appropriately and effectively. Non-formal teaching can also take the form of habituation, exemplary, wisdom, advice, *ibroh*, praise, and reminders.

The responsibility to God's character is an attitude and behavior that is obedient in carrying out the teachings of the religion he assists, tolerant of the implementation of other religious worship, and living in harmony with adherents of other religions. Schools are said to have succeeded in shaping this character if they fulfill the indicators, which include saying greetings, praying before and after learning, performing religious worship, and celebrating religious holidays. Character formation of responsibility towards God for students of Ibn Rusyd Islamic Elementary School, North Lampung, namely: through the habituation of *dhuha* and *dzuhur* prayers in congregation carried out by all school residents and the habituation to praying before and after learning. Through *Pondok Romadhon* activities, which include fasting exercises, breaking exercises, and *sahur* exercises, remember the activities in the Ramadan book. Through *MABID* activities, namely fostering student morals and achievements through additional learning activities such as *dhikr*, night prayers, and additional child creativity exercises.

Conclusion and suggestion

Teachers' efforts to foster a sense of responsibility are carried out through the involvement of school components. The nature of student responsibility, which includes responsibility for oneself, the environment, parents, and God, is formed through 1) self-development, which is carried out by making self-improvement to help students become more responsible. Self-development is realized through exemplary and habit-forming activities, spontaneous activities, routine school activities, and others. All school members participate in these activities together. The purpose of this activity is to make students more responsible. 2) Educators apply integration

to all subjects by including the character value of responsibility. include values or attitudes related to responsibility and assist students in internalizing values related to responsibility.

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