

# Character Analysis of Student Responsibilities After the Implementation of Distance Learning at Elementary School

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## ABSTRACT

The government implemented the online learning system when the Covid-19 pandemic broke out. Online learning impacts the character development of student responsibilities such as discipline in doing assignments on time, carrying out obligations as students, and the ability to cooperate with groups because teachers do not supervise students directly in class. In fact, according to Law Number 20 of 2003 concerning the National Education System, national education aims to shape students' disposition. Responsibility is one characteristic that plays an essential role for students in forming dispositions in school. This study aims to analyze the character of student responsibility during limited face-to-face learning after the Covid-19 pandemic. The subjects in this study were students and homeroom teachers at SDN Kalitengah II Tanggulangin, Sidoarjo. The data collection method is carried out qualitatively. The results of this study show that student responsibilities are well demonstrated by the established indicators of student responsibility character. Further research is expected to be carried out with different types of characters, carried out learning reflections, and coupled with quantitative method validation.

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## 1. INTRODUCTION

In early 2020, Corona Virus Disease 2019 (COVID 2019) spread in Indonesia. In April 2020, President Jokowi announced that the COVID-19 pandemic was a national disaster (ANTARA NEWS, 2020). At that time, the Government implemented various policies to suppress the spread of the COVID-19 virus.

The COVID-19 pandemic has had a far-reaching impact on the lives of every human being, including in the world of education. Because when the COVID-19 virus broke out, the Government announced a ban on crowding, and classroom learning switched to online learning (Tasdik and

Amelia, 2021). Face-to-face learning in the classroom is temporarily suspended and cannot be carried out optimally due to various restrictions on teaching activities.

According to (Suciati and Syafiq, 2021), online learning is an evolution of the Distance Learning (PJJ) system. Previously, distance learning came in a blended or hybrid format, combining the components of face-to-face and online learning, both of which took place entirely using technology and communication. The online distance learning policy is not fully effective due to the many challenges (Alchamdani et al., 2020). Still, this step must be taken considering that education is crucial in educating the nation's life and shaping the character of the nation. Referring to Article 3 of Law No. 20 of 2003 concerning the National Education System, it is stated that

*"National education functions to develop abilities and shape the character and civilization of a dignified nation in order to educating the life of the nation, aiming to develop the potential of students to become human beings who have faith and devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens."*

Schools are places where students can learn and grow, aiming to shape them into better morally and valued people. Student behavior inside and outside of school can benefit from character education by encouraging positive character development in the people they interact with daily (Ani et al., 2014).

P3 (Center for Pedagogical Studies) describes character education in the school environment as *"learning based on certain values shown in school, which leads to the strengthening and development of the child's behavior as a whole."* Character education, in essence, aims to form a nation that is tough, competitive, has a noble character, moral, tolerant, cooperation, patriotic spirit, dynamic development, and is oriented toward science and technology, all of which are imbued with faith and piety in God, One Day based on Pancasila (Cinda Hendriana and Jacobus, 2017).

At school, students are expected to take personal responsibility for their actions. Students are expected to engage in school-related activities to help their peers succeed. Teachers often give homework as a way for students to use their time to study and as a way to instill a sense of personal responsibility. According to (Rahmah et al., 2021), indicators of the nature of responsibility include (1) being Ready to learn; (2) Using time effectively; (3) Fulfilling recognized personal responsibilities; (4) Engaging in the discussion process; (5) Be considerate of addressing a problem or problem appropriately.

According to (Yaumi, 2014), in Responsible Personality Traits, a person in charge can show the following characteristics: 1) Search for tasks and complete tasks; 2) Do the work without being asked or notified; 3) Acknowledge and accept the consequences. Any action taken; 4) Think about what to do before doing it; 5) Do the best job for best results; 6) Clean or tidy up every time you use something, even if no Other is recorded; 7) Strive for the best at all times.

According to (Setiawan and B Martati, 2022), teachers' efforts in shaping students' sense of responsibility can be made by: 1) Praying before learning begins; 2) Giving assignments that have a time limit, thus making students more disciplined; 3) Responsible for collecting tasks; 4) Checking the moment of completion of the task; 5) The teacher gives the students consequences for the students who do not work on the task; 6) As well as giving warnings to students who cheat.

One year later, the COVID-19 pandemic subsided and followed up on Circular Letter Number 4 of 2021 issued by the Directorate General of Higher Education, Research and Technology on

September 13, 2021, concerning the Implementation of Face-to-Face Learning (PTM) for the 2021/2022 Academic Year, then learning was transformed from Distance Learning to Face-to-Face Learning.

The distance learning process must have an impact on students. For example, when at home, it is likely that students cannot read books or materials as fully as at school; students then become more challenging to understand learning because opportunities for students to interact are limited. Of course, distance learning will affect the character of students' responsibilities.

One of the schools in Tanggulangin, SD Negeri Kalitengah II Tanggulangin, implements the Face-to-Face Learning (PTM) process with a limited method. Face-to-face learning is carried out with a maximum study time of 2 hours and divided between the first and second sessions. A maximum of 50% of students are separated from the class. With the transition from Distance Learning to Face-to-Face Learning on a limited basis, this study will examine how the character of classroom responsibilities during face-to-face learning during the COVID-19 transition period changes.

Before conducting the research, I searched for existing studies related to the character of student responsibility. The results: (1) Research by (Sari and Bermuli, 2021) found that through the provision of motivation, discussion, and reflection activities, character education can shape the character of student responsibility in learning; (3) Research by (Prihastuti and , 2020) found that students already showed responsible character, as shown by the responsible completion of tasks.

Last, research by (Rahmah et al., 2021) found that teachers and students faced several hurdles regarding online learning during the covid-19 pandemic. Although this research examines the character of student responsibility, the research by (Rahmah et al., 2021) focuses on online-based tasks, while this research focuses on the character of responsibility possessed by students after distance learning.

From the description above, the findings of this study will lead to the character of student responsibility after the transition period from distance learning to face-to-face learning on a limited basis and not only limited to indicators of completing tasks such as pre-existing studies.

## 2. METHODS

This research adopts qualitative research. According to Sugiyono, as quoted in (S Hadi, 2010), This qualitative research is a research method based on a post-positivist philosophy to study the state of natural objects (as opposed to experimentation), where a researcher is a crucial tool, data collection techniques are carried out through triangulation (combination), data analysis is inductive or qualitative, and qualitative findings emphasize the importance of generalization.

The subject of study is the information data source obtained during the research process. In this study, the subjects chosen were secondary and primary. The primary subject of this study is aimed at students in grades 1 to 6 of SDN Kalitengah II Tanggulangin as students who have realized the importance of responsibility after distance learning in the continuity of the learning process.

The secondary subject of this study is a teacher who is also a homeroom teacher in grades 1 to 6 because the teacher plays an essential role in carrying the responsibility to students. A total of 12 students and six homeroom teachers were interviewed. I carried out data collection techniques in interviews, Observation, and Documentation Techniques in this study. All three techniques are carried out using qualitative methods. Interviews are a method of collecting information by asking people questions and answers depending on the study's purpose.

The subjects of the interview research were students in grades I to VI and homeroom teachers. Interview instruments are made for teachers and students and teachers. There are four indicators,

including getting students used to always carrying out tasks according to the rules, guiding students to carry out their obligations, cooperating in groups, and being responsible for all actions.

Because this research tends to aim to process data and analyze a problem that is holistic and emphasizes the process, qualitative research in looking at the relationship between variables in the object under study is more interactive, influencing each other.

### 3. FINDINGS AND DISCUSSION

Interviews are conducted with students and pupils to determine the indicators of the character of responsibility. The results of the interview for the teacher can be seen in table 1, and the results of the interview for students can be seen in table 2.

*Table 1 Results of Interviews with Teachers*

Indicators	Question	Answer
<b>Familiarizing students with always carrying out tasks in accordance with the rules or agreements.</b>	<ol style="list-style-type: none"> <li>1. How do you start and teach the character of responsibility to students?</li> <li>2. Does Mom tell the students to carry out their duties according to the rules or agreements?</li> </ol>	I always give tasks as an exercise for students to learn and continue to study according to the agreement, until they know the character of their responsibilities in completing the task.
<b>Guiding students to carry out tasks that are their obligations in class.</b>	<ol style="list-style-type: none"> <li>1. Do students always do picket assignments according to the schedule?</li> <li>2. Do students always study hard and diligently when in class?</li> <li>3. Are students always able to complete their tasks on time?</li> <li>4. What are the sanctions given to students who do not carry out their obligations in class ?</li> </ol>	Students are able to complete their tasks well. If there is something unfinished I always give the opportunity for the student to complete the task. And the sanctions I give are just reprimands or warnings so that students are willing to try to study harder.
<b>Guiding students to be able to work with their groups.</b>	<ol style="list-style-type: none"> <li>1. Are students able to cooperate with their groups?</li> <li>2. Do students always have an attitude of tolerance towards their classmates?</li> <li>3. Does Mom always guide students to be able to work with their group?</li> </ol>	Students are able to work with their group and are able to tolerate between friends. I also always give directions in every learning so that students better understand how the concept of learning is.
<b>Responsible for all actions performed.</b>	<ol style="list-style-type: none"> <li>1. Is the student able to take responsibility for all the actions carried out ?</li> <li>2. How are the sanctions given to students who are not responsible for the actions they perform ?</li> <li>3. What are the supporting and inhibiting factors of the teacher in implementing the character of</li> </ol>	Yes, students are capable of being responsible. If anyone has not been able to, the sanction is a reprimand. The inhibiting factor is the surrounding environment while the supporting factor is the cooperation between

responsibility to students ?

teachers and parents.

Table 2 Results of Interviews with Student

Indicators	Question	Answer
<b>Familiarizing students with always carrying out tasks in accordance with the rules or agreements.</b>	<ol style="list-style-type: none"> <li>1. Do you always obey the rules or regulations at school?</li> <li>2. Have you always respected the teacher?"</li> <li>3. Do you always wear uniform attributes completely?</li> <li>4. Do you always keep the school clean?"</li> <li>5. What sanctions are given if you do not comply with the rules or regulations at school?</li> </ol>	<p>Yes, I have always abided by the rules and regulations in the school.</p> <p>The sanction if I violate the school rules is in the form of a reprimand from the teacher.</p>
<b>Guiding students to carry out tasks that are their obligations in class.</b>	<ol style="list-style-type: none"> <li>1. Do you often carry out picket tasks according to a predetermined schedule?</li> <li>2. Have you always studied hard and persevered?</li> <li>3. Do you always go to class and take lessons on time?"</li> <li>4. Don't you cheat on friends' work and always be honest?</li> <li>5. Do you always collect tasks in a timely manner?</li> <li>6. What sanctions are given if you do not carry out the duties that are your responsibility in class?</li> </ol>	<p>I try to always study hard and collect assignments on time. If it is too late to complete is always given additional time.</p>
<b>Guiding students to be able to work with their groups.</b>	<ol style="list-style-type: none"> <li>1. Are you able to work with your group during learning?</li> <li>2. Do you always have an attitude of tolerance and mutual respect between friends?</li> <li>3. Can you live in harmony with friends so as not to cause fights?</li> </ol>	<p>Yes, I am able to work with the group and always appreciate between friends.</p>
<b>Responsible for all actions performed.</b>	<ol style="list-style-type: none"> <li>1. Are you able to take responsibility for actions such as obeying the rules in school?"</li> <li>2. Are you able to take responsibility for the act of completing the task in a timely manner?</li> <li>3. Are you able to take responsibility for the actions of cooperating with the group?</li> <li>4. What sanctions are given if you are incapable of taking responsibility for all the actions you take?</li> </ol>	<p>I am capable of doing what I am responsible for.</p> <p>The sanction given by the student if he is unable to take responsibility for his actions is a reprimand from the teacher to be directed to be better and more obedient.</p>

Interviews with class teachers obtained by researchers revealed students showed a diverse character of responsibility. To carry out tasks, sometimes students must first be reminded and given a lot of guidance. This form of recommendation is a form of habituation so that in the future, students will have a better character.

Based on observations and interviews of student responsibility characteristics after the distance learning process is carried out, students are still preparing to pray before the activity, have a sense of enthusiasm and perseverance when doing homework, and can complete their work on time if given assignments. Students can do homework quickly; students can also do it with their group mates, the school picket schedule also follows the rules so that the class is clean, and if the student struggles with the task, the student asks his friend if his friend can not help, the student asks the principal.

The student understands and knows the benefits that will be felt when doing assignments through the habituation that the teacher gives in class; students know the consequences that will occur if they do not do the homework, students can maintain their words and attitudes, and students can appreciate and express gratitude if they get help from others, students have a particular time at home, students do assignments on time if got encouragement from the teacher or his parents.

This study examines the problem of responsibility of grade V students at SDN Kalit tengah II Tanggulangin. Classroom teachers face obstacles where some students struggle to adapt to the Distance Learning environment to Face-to-Face Learning because students are used to online learning, and their daily lives cannot be monitored by the class teacher, one of which is in terms of completing tasks at an agreed time.

Referring to research conducted by (Nugraha and Nurani, 2021) distance learning can negatively impact when the learning process is not complete. In this case, students cannot complete the curriculum in full. In addition, supporting facilities such as computers and internet use facilities with limited data packages and still using *gadgets* owned by parents instead of using the students' ownership.

In the research conducted (Nurani and Nugraha, 2022), there is an inhibiting factor, namely that online learning is not free compared to offline learning. Therefore teachers cannot instill many kinds of characters. During distance learning, parents have more of a role in shaping students' character, but it is challenging to guide and supervise the learning process because students are inclined to play with gadgets that are not used properly.

Another opinion is that distance learning should be prepared extra and meticulously compared to conventional education (Simonson et al., 2011) . The implementation of online learning needs to be optimized by increasing the achievement of competencies between teachers and students and with digital learning content made as attractive as possible

During the transition from Distance Learning to Face-to-Face Learning, Students pay more attention to their habits in the classroom or school, so this does not reduce the nature of the responsibility they carry. Habituation at school is expected to cultivate good habits in students so that a character of responsibility for attitudes, words, and deeds is formed.

The character of responsibility is a person's behavior to complete obligations and accept the consequences and risks if they make mistakes, either towards themselves or others. As seen in the findings of the research that students are responsible for carrying out tasks that are well received and full of readiness; in their implementation, such as preparing before carrying out activities, students are motivated and have a sense of enthusiasm in doing assignments, persevere when doing works even though sometimes they have to be reminded by the teacher and have accuracy.

In addition, students with a responsible character are characterized by doing tasks wholeheartedly, Accepting the risks of doing, completing tasks wholeheartedly, accepting all risks, carrying out school activities, and *proposing problem-solving*. Responsibility is by the accountability indicators, which according to the following: (1) The efficiency of the use of time (Rahayu et al., 2016), ; (2) Preparation before learning; (3) Performance of personal duties received; (4) Implementation of the discussion process; (5) Be careful in doing problems or problems.

Based on five indicators of student responsibility, it is shown that students with a sense of responsibility can get things done responsibly. In addition, thinking before acting and considering the consequences include what students will do with a responsible character. Responsibility is to perform the task wholeheartedly, work with a high work ethic, strive to achieve the best achievements (giving the best), control yourself and cope with stress, and be disciplined and accountable for the choices and decisions (Sari and Bermuli, 2021)

In Winarsih's opinion, as quoted (Prihastuti and, 2020), habituation carried out at school is expected to cultivate good habits for students so that a character of responsibility for attitudes, words, and actions can be formed. Students can maintain their words and attitudes and are accustomed to expressing appreciation and gratitude to others if they receive assistance from the character traits of responsibility, including 1. They are not looking for reasons to avoid their responsibilities. 2. Examine one's own mistakes and not repeat them without blaming others. 3. Knowing every incident that happened to him was none other than because he was also involved in causing the incident. 4. Take into account the consequences of his actions so that he is always careful in determining all decisions taken.

Students with a responsible character can use time effectively and efficiently and have a particular time to study or do tasks beyond what is recommended at home because when at school, that time is already used for learning. Students can also work on assignments on time with encouragement from their teachers or parents.

#### 4. CONCLUSION

The character of responsibility for students at SDN KaliTengah II Tanggulangin after distance learning based on the results of holistic data processing shows that students have reasonable responsibilities by four indicators of student responsibility character that have been set including (1) familiarizing students with always carrying out tasks according to the rules, (2) guiding students to carry out their obligations, (3) guiding students to be able to work together in groups and (4) being responsible for any action taken.

Although this study had a positive impact on the findings of the responsibility character of students after distance learning, this study had limitations. This study was only conducted at the elementary school student level in one school with a small number of respondents with a short research time due to limited face-to-face learning policies.

Due to these limitations, reflection activities cannot be carried out in the teaching and learning process in the form of written and oral assessments by teachers for students and by students for teachers to express constructive impressions, messages, expectations, and criticisms of the face-to-face learning process in a limited manner.

Suggestions for further research related to the character of student responsibility during the transition period of face-to-face learning, further research can be carried out with different types of characters with broader instruments, more details, learning reflection activities are carried out and coupled with quantitative method validation.

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