



## **Analysis of Primary School Students' Attitudes of Responsibility During Limited Face-to-Face Learning**

**Moh Hafinuddin<sup>1</sup>, Fajar Setiawan<sup>2</sup>, Ishmatun Naila<sup>3</sup>**

<sup>1</sup>Faculty of Teacher Training and Education, Muhammadiyah University Surabaya, Indonesia

<sup>2</sup>Faculty of Teacher Training and Education, Muhammadiyah University Surabaya, Indonesia

<sup>3</sup>Faculty of Teacher Training and Education, Muhammadiyah University Surabaya, Indonesia

\*corresponding Author. E-mail : [moh.hafinuddin-2018@fkip.um-surabaya.ac.id](mailto:moh.hafinuddin-2018@fkip.um-surabaya.ac.id), [fajarsetiawan@um-surabaya.ac.id](mailto:fajarsetiawan@um-surabaya.ac.id) [ishmatunnaila@um-surabaya.ac.id](mailto:ishmatunnaila@um-surabaya.ac.id)

### **ABSTRACT**

*At that time, Indonesia was facing a new normal or new habits after the end of the pandemic. The COVID-19 pandemic in Indonesia has had an impact on the education sector. According to Yulita et al., (2001) responsibility is also what can be carried out in fulfilling the specified student competencies. Students who are not responsible for learning will get less than optimal results, so that these students cannot know how big their results are. The attitude of students' responsibility after the covid 1andemi cis very diverse. The purpose of this study is to determine the level of responsibility of fourth grade students at SD Muhammadiyah 13 in limited face-to-face learning. This research uses descriptive qualitative. Data collection techniques used in researchers are interviews, questionnaires and documentation. From the results of the analysis made by the researcher, as for students who are lacking in learning, the need for full attention from teachers and parents in order to carry out responsibilities and understand the meaning of responsibility itself. Meanwhile, students who are capable of learning already understand how and when the responsibility must be carried out.*

**Keywords : limited face-to-face learning, responsibility**

### **ABSTRAK**

*Saat itu Indonesia sedang menghadapi masa New Normal atau kebiasaan baru setelah berakhirnya pandemi. Adanya pandemi covid di Indonesia menimbulkan dampak di bidang pendidikan. Menurut Yulita et al., (2021) Tanggung jawab juga diartikan sebagai tugas yang mampu menyelenggarakan dalam mencapai kompetensi siswa yang dimilikinya. Siswa yang tidak bertanggung jawab dalam belajar akan mendapatkan hasil yang kurang maksimal, sehingga siswa tersebut tidak dapat mengetahui seberapa besar hasil kemampuannya. Sikap tanggung jawab siswa setelah adanya pandemi covid sangat beragam. Tujuan dari penelitian ini yaitu Untuk mengetahui tingkat tanggung jawab siswa kelas IV SD Muhammadiyah 13 pada pembelajaran Tatap muka terbatas. Penelitian ini menggunakan kualitatif deskriptif. Teknik pengumpulan data yang digunakan dalam peneliti yaitu wawancara, angket dan dokumentasi. Dari hasil analisis yang dibuat oleh peneliti, adapun siswa yang kurang dalam pembelajaran, perlunya perhatian penuh dari guru serta orangtua agar dapat menjalankan tanggung jawab serta mengerti akan makna tanggung jawab itu sendiri. Sedangkan untuk siswa yang mampu dalam pembelajaran sudah memahami bagaimana dan kapan tanggung jawab itu harus dilaksanakan.*

**Kata kunci : pembelajaran tatap muka terbatas, tanggung jawab**



## **INTRODUCTION**

Currently, Indonesia is facing a New Normal period or new habits after the end of the pandemic. A brief history of the beginning of the emergence of covid-19 that occurred in the world. This virus is one of the dangerous viruses that attacks the respiratory system.

According to the WHO (World Health Organization) in the article Sartika (2021) states that this virus is transmitted very quickly and can cause death. Therefore, people must overcome it by implementing health protocols, maintaining distance and not leaving the house if it is not in their interest to prevent the transmission of the virus. With this virus, it has a big impact on society, especially in the world of education. According to Amalia & Sa'adah, (2020) one of the impacts of the pandemic in terms of education is learning that is carried out remotely or often called online. During this pandemic, the government encourages every school to conduct distance learning to prevent the transmission of the Covid-19 virus.

This explains that the learning process is carried out at home through online or e-learning without meeting students in person to provide a more meaningful learning experience for them (Naila, 2021).

During the Covid-19 pandemic, remote learning will make it difficult for educators in their learning process. Then, many other problems arise during PJJ such as a decrease in the quality of education, lack of parental supervision, inadequate network access, lack of experience in managing online-based classes. So, the news is increasingly circulating on the basis of complaints and obstacles that occurred during the pandemic. Thus the government intervened and arranged a strategy by conducting face-to-face re-learning, but it must be limited according to the rules of the Ministry of Education and Culture in Al Iftitah & Syamsudin, (2022) students carry out Limited Face-to-Face Learning (PTMT) enforced by taking into account the number of students and time. Not only that, the requirements for face-to-face learning are limited, namely that all education personnel have been vaccinated and class hours during one meeting are limited, and must implement strict health protocols. There are several things that must be considered during

limited face-to-face learning, among others: 1) vaccinating, 2) increasing the immunity of students, educators and education staff, 3) preparing facilities and infrastructure according to health protocols (Masyithoh & Arfinanti, 2021).

Limited PTM is held two to three meetings in one week combined with PJJ. As a result, teachers and students feel the impact, one of which is the attitude of responsibility during learning during a pandemic. Own responsibility a character that each individual has. According to (Wati et al., 2021) Responsibility is natural, meaning that everyone must be burdened with responsibility because it is part of human life. Such conditions make students must be ready to independently carry out learning at school or complete school tasks without the help of others or internet media. Responsibility is also defined as a task that is able to organize in achieving the competencies of its students. Students who are not responsible in learning will get less than optimal results, so the student cannot know how much the results of their abilities Yulita et al., (2021). Thus it can be concluded that the attitude of responsibility is an attitude that everyone must have and have for the achievement of maximum results. Therefore, the character value of responsibility and independence in learning will make children become good people as well.

Based on the results of observations made by researchers, it shows the reality that occurs when face-to-face learning is limited that the attitude of responsibility is not fully maximized experienced at SD Muhammadiyah 13 Surabaya. For example, some students still do not understand the responsibilities of working on assignments when at home and at school. Students tend to be lazy and must be told in advance or reminded in advance of the tasks given by the teacher, resulting in low and less active ability in learning. The following indicators of responsibility as a support for the implementation of limited face-to-face learning to run effectively from (Ardila et al., 2017), namely 1) handing over tasks on time, 2) being independent or not cheating, 3) focusing, 4) being consistent, 5) being diligent, 6) cooperation, 7) being grateful, 8) helping friends who have difficulty learning.

As for the indicators according to Ardila (2017), there are 3 indicators: 1) Submitting tasks on time, 2) Independent or not cheating, 3) diligent. The

reason why the researcher took these 3 indicators was because in the initial observations the researcher saw that the student's attitude of responsibility was still low, it can be seen from the presence of students who did not collect the assignments given by the teacher. Not only that, students are often caught cheating on the work of others and there is no effort in doing themselves in answering according to their opinions, as well as the lack of student craft level during face-to-face learning is limited.

From the above problems, researchers found an appropriate relevant study, namely research (D. Pratiwi et al., 2021) with the title "Analysis of Responsibility Attitudes in the Implementation of the Independent Learning Program in the Pandemic Period in Elementary School Students". The study showed that as many as 52.5% of students met four criteria for an attitude of responsibility during online learning conducted at home. The four indicators, namely: collecting assignments on time, working on assignments according to the teacher's instructions, displaying results based on their own work, student involvement in learning via zoom.

The next relevant study from (Oktariyani, 2022) entitled "Analysis of the Application of Responsibility Values in Online Learning Class IX SMPN 19 Jambi City". The research suggests that the application of the value of student responsibility to online learning is still not good, after all the efforts made by teachers to be able to teach and educate students in the character of responsibility. But there are students who have not been able to apply well, although not all students. All are returned to each person, whether it is due to factors within the student himself or external factors such as the environment, parents or family, playmates, or other things.

The third relevant research research by (Nugraha, 2021) with the title "The Effect of Online Learning on the Character of Elementary School Student Responsibility" there is a significant influence between online learning (online) on the character of elementary school students' responsibility of 0.427 which is smaller < than 0.05. This shows that the level of influence is 42.7% and the remaining 57.3% is influenced by other variables.

From the above presentation, researchers are interested and have a new breakthrough by taking the

title "Analysis of Responsibility Attitudes of Elementary School Students During Limited Face-to-Face Learning". Considering that from several articles there has been no discussion regarding the attitude of responsibility in limited face-to-face learning, the purpose of this study is to describe how students' attitudes of responsibility during face-to-face learning are limited.

## RESEARCH METHODS

This research uses descriptive qualitative. According to Pernantah et al. (2021) qualitative research is a process of exploring or understanding the meaning of individual and group behavior in a phenomenon, case, issue, and so on. From the explanations of these experts, it is concluded that qualitative research methods are methods of explaining a phenomenon that will later be described descriptively.

The research location is at SD Muhammadiyah 13 Surabaya which is in the Cantian Customs District, Surabaya City. The primary data sources used are grade 4 teachers, grade 4 students with low and low abilities and parents of these students. Secondary data sources are literary sources, such as: scientific journals, books, the internet, documentation and also other sources that are still relevant to this research.

The data collection techniques used in researchers are:

1. Interviews

According to Setiawan (2018) interview method is data collection carried out through the exchange of information carried out by two people. The interview will be addressed to the grade 4 teacher of SD Muhammadiyah 13 with the aim of knowing how the student's attitude of responsibility is when face-to-face learning is limited. The instrument to be used is an interview sheet.

2. Questionnaire

A questionnaire is a number of written questions that are used to obtain information from respondents. In this study, the questionnaire used was an open questionnaire given by 2 grade 4 students with high and low abilities and their parents. The parent questionnaire link is as follows.

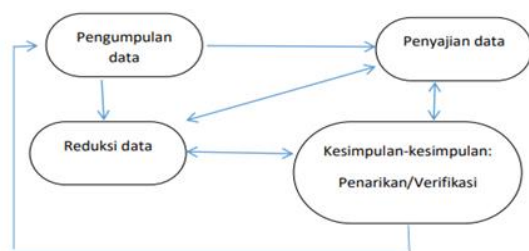
<https://docs.google.com/forms/d/1QLH8zWh>

[cWktYzL0AtqRM0NZwWC2SFm4INJd36D4Cfmo/edit?usp=sharing](https://docs.google.com/forms/d/1BSNvyUq696c1Uw6CLBetjEnawxKzY0J_gFuC7Um2tq8/edit?usp=sharing) and student questionnaires as follows [https://docs.google.com/forms/d/1BSNvyUq696c1Uw6CLBetjEnawxKzY0J\\_gFuC7Um2tq8/edit?usp=sharing](https://docs.google.com/forms/d/1BSNvyUq696c1Uw6CLBetjEnawxKzY0J_gFuC7Um2tq8/edit?usp=sharing).

### 3. Documentation

Documentation is research supporting data in the form of photos, videos and daily notes. (Etheses.uin-unfortunate, 2017). Documentation will be shown as evidence that the research was actually carried out. In this study, it was in the form of a photo with teachers and grade 4 students.

In this study using triangulation According to Sugiyono in (Setiawan, 2018) said that interviews are a way of collecting data through the exchange of information carried out by two people. In this study, interviews were conducted with grade 4 teachers using interview sheet instruments. A questionnaire is a number of written questions that are used to obtain information from respondents. In this study, the questionnaire used was an open questionnaire given by 2 grade 4 students with high and low abilities and their parents. (Etheses.uin-unfortunate, 2017). Documentation is research supporting



Gambar 1 Proses Analisis Data Penelitian Kualitatif

data in the form of photos, videos and daily notes.

Miles and Huberman (Rijali, 2018) who describe that data analysis techniques are as follows.

#### a. Data Reduction

The data obtained in the field are quite numerous, so it is necessary to record them carefully and in detail. Data reduction means summarizing, choosing the main and important things, looking for themes and patterns and removing unnecessary ones. The

reduced data provides a clear picture and makes it easier for researchers to do the next data collection and look for it if needed.

#### b. Presentation of Data

Data display in qualitative research is carried out in the form of brief descriptions, charts, relationships between categories, flowcharts and so on. Miles and Huberman state "the most frequent form of display data for qualitative research data in the pas has been narative tex" means to present data in qualitative research with narrative text. In addition to narrative form, data display can also be in the form of graphs, matrices, networks (networks).

#### c. Conclusion Drawing

The third step is the drawing of conclusions and verification. The preliminary conclusions put forward are still temporary and will change if no solid and supporting evidence is found at the next stage of data collection. So, these conclusions can be said to be credible (trustworthy), and are expected to be in the form of new findings that have never existed before. Findings in the form of descriptions or descriptions of an object before are still unclear, so that after research it becomes clear.

## HASIL DAN PEMBAHASAN

Character values are guidelines that encourage an action that can characterize a person's good or bad. The character value referred to in this study is the character value of responsibility. Shaping the character of students is certainly inseparable from the efforts made by the teacher. Based on research that has been conducted at SD Muhammadiyah 13 Surabaya, the results are based on the focus indicators from Ardilla as follows.

#### a. Submit Assignments on Time

Narwanti stated that the attitude of responsibility can be reflected in a person's behavior in carrying out and completing their duties and obligations (Fitri, 2014). So that in the learning process the attitude of responsibility is seen when students do

assignments and complete them on time. This includes the rules in the teaching and learning process.

During the COVID-19 pandemic, learning conducted online has had a major impact on student discipline, especially in terms of completing their assignments. Because learning is carried out online, the role of teachers in controlling or monitoring students is very lacking. So it is not uncommon to find many students who underestimate learning by neglecting to complete their assignments (A. Pratiwi, 2020).

Based on the results of interviews with Mrs. DC's teacher, it is known that the implementation of face-to-face meetings is limited to two categories of students in the classroom related to the attitude of student responsibility in collecting assignments on time, namely: the teacher said that FS students are always on time in completing their assignments at school. The reason is because FS is classified as a kid who is good at class. Meanwhile, as a knockout student, he is not punctual in completing his assignments and always exceeds the grace period given by the teacher. The reason is because knockouts cannot read and need more assistance from teachers. Based on the results of the questionnaire filled out by 2 students and both parents are very relevant to what Mrs. DC has conveyed, there is a difference between the two students, namely in the learning process, limited face-to-face meetings show how the attitude of responsibility of students in class. Where FS students when getting schoolwork will immediately do their assignments in a timely manner and quickly understand the material or commands given by the teacher. Meanwhile, knockout students take home assignments because of unfinished tasks, so teachers are instructed to continue them at home and be assisted by parents and other people.

b. Independent or Not Cheating

Tahar and Enceng revealed that independence is one of the important pillars in

learning because it has a relationship with the responsibility of organizing and displacing themselves so that later they can develop learning with their own abilities (Zahro et al., 2021). Based on the results of an interview with Mrs. DC, it is known that the implementation of face-to-face meetings is limited, there is a difference in independence between FS students and KO students. Where, FS students are smart students so they don't need the help of teachers or other people. Meanwhile, KO students do not directly work on their tuga, so they need the help of teachers and other people.

Based on the results of the questionnaire filled out by 2 students and both parents, it is very relevant to what Mrs. DC has conveyed. Where, FS students can do assignments independently because of their high enthusiasm for learning to get a score of 100 and stars from the class teacher, FS parents here only recorrect the workmanship. Meanwhile, KO students still cannot be independent in carrying out classroom learning. The evidence was based on filling out a questionnaire of the student's parents.

c. Diligent

Limited face-to-face meetings require a lot of readiness in the learning process because there needs to be good adaptation for schools, teachers and students. The readiness needed according to indicators, including being diligent in paying attention to or responding to the material and being diligent in carrying out orders and rules given by the teacher during learning takes place

According to the aspect of responsibility, students' readiness to learn can be seen from how they can provide the necessary things when face-to-face meetings are limited. Teachers every day always remind in the class whatsapp group about it. Based on the results of an interview with Mrs. DC, it is known that during limited face-to-face meetings, FS students are diligent students because they always pay attention to teachers during learning. Meanwhile, KO students are

students who are not diligent because they often do not pay attention to the teacher when explaining the material

Based on the results of the questionnaire filled out by 2 students and both parents, it is very relevant to what Mrs. DC has conveyed. Where, FS students are diligent students because they are able to prepare equipment for face-to-face meetings at their own schools according to instructions from Mrs. DC through the WhatsApp Group. And KO students are among the students who are not diligent because they have not been able to prepare their own school equipment according to instructions from Mrs. DC through the WhatsApp Group.

## CONCLUSION

The results showed that the implementation of face-to-face meetings was limited to two types of students with different levels of learning accuracy, namely: students who were punctual in completing and collecting their assignments and students who were often late in completing assignments. In terms of independence, students who are good at doing assignments independently without the help of others. Meanwhile, students who have less independence will bring their assignments at home and will be assisted by parents because students still cannot read. Finally, the aspects of diligent study carried out by students are also different. Responsible students tend to pay attention to and respond to teachers in preparing stationery when attending school, while students who are less responsible will ask parents to prepare stationery when attending school and pay less attention to teachers.

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### **Author Profile 1**

Moh Hafinuddin was born in Sumenep on January 24, 2001, who had studied basic

education at SDN Torjek 2 Sumenep 2012, then continued at the Integrated Islamic Junior High School Raudhatul muhibbin Sumenep graduated in 2015 and Al Ihsan Kayuwaru High School graduated in 2018. He is currently taking the S1 PGSD Study Program at the University of Muhammadiyah Surabaya Graduated in 2022.

### **Author profile 2**

Fajar Setiawan, S.Pd., M.Pd was born in Surabaya on March 20, 1989. Took S1 PGSD at Surabaya State University graduated in 2012 and continued S2 Basic education at Surabaya State University graduated in 2014. Now he acts as a lecturer at the University of Muhammadiyah Surabaya with the fields of expertise in elementary social studies, learning strategies and models, learning tools.

### **Author profile 3**

Ishmatun Naila S.Pd.,M.Pd was born in Surabaya on August 3, 1994. Completed his studies and earned a bachelor's degree in September 2016 at the Department of Chemistry, Faculty of Mathematics and Natural Sciences, Sepuluh Nopember Institute of Technology Surabaya. Completed Master of Basic Education Studies at Surabaya State University in 2019. His current busy life is as a lecturer at the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Muhammadiyah Surabaya. His fields of knowledge are: Elementary School Science, Elementary School Literacy and Numeracy and Innovative Learning Media for Elementary School students.