

How the Teacher's Efforts to Instilling Responsibility Character in Learning from Home Era?

Tissa Alifiyarti^{1*}, Wuri Wuryandani², Heri Retnawati³ 

^{1,2} Postgraduate School of Primary Education, Universitas Negeri Yogyakarta, Indonesia

³ Department of Mathematics Education, Universitas Negeri Yogyakarta, Indonesia

ARTICLE INFO

Article history:

Received October 07, 2022

Revised October 09, 2022

Accepted January 27, 2023

Available online March 25, 2023

Kata Kunci:

Karakter, Tanggung Jawab, Perencanaan, Pelaksanaan, Penilaian

Keywords:

Character, Responsibility, Planning, Implementation, Assessment



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright ©2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Pandemi Covid-19 menyebabkan proses belajar siswa dilakukan dari rumah. Dalam pelaksanaan Learning from Home, kontrol langsung guru terhadap proses belajar siswa berkurang. Inilah tantangan bagi guru untuk mencoba menanamkan karakter, terutama tanggung jawab. Karakter tanggung jawab tercermin dari perilaku siswa yang memiliki kesadaran diri dalam melaksanakan tugas dan kewajibannya dengan sungguh-sungguh. Penelitian ini bertujuan untuk mendeskripsikan upaya yang dilakukan guru dalam menanamkan karakter tanggung jawab. Jenis penelitian ini adalah penelitian kualitatif dengan pendekatan fenomenologi. Pengumpulan data dilakukan dengan memberikan kuesioner terbuka. Subyek penelitian adalah 10 orang guru sekolah dasar di Kecamatan Wates. Analisis data dilakukan dengan menggunakan tahapan reduksi data, hubungan antar tema, dan verifikasi. Hasil penelitian menunjukkan bahwa upaya guru menanamkan karakter tanggung jawab dimulai dari tahap perencanaan, pelaksanaan, dan penilaian yang terintegrasi dalam proses pembelajaran. Sehingga ketiga tahapan tersebut menunjukkan berbagai upaya yang dilakukan guru dalam menanamkan karakter tanggung jawab. Segala upaya yang telah dilakukan guru sangat penting untuk diketahui sebagai bahan refleksi atau perbaikan agar kualitas pembelajaran dalam mentransfer nilai kehidupan tetap terjaga meskipun pembelajaran dilakukan dari rumah.

ABSTRACT

The Covid-19 pandemic has caused the student learning process to be carried out from home. In the implementation of Learning from Home, the teacher's direct control over the student's learning process is reduced. These are challenges for teachers to try instill character, especially responsibility. The character of responsibility is reflected in the behavior of students who have self-awareness in seriously carrying out their duties and obligations. This study aims to describe the teacher's efforts made in instilling the character of responsibility. The type of research is qualitative research with approach of phenomenology. The data were collected by giving open questionnaires. The subject research were 10 elementary school teachers in the District of Wates. Data analysis was performed using stages, namely data reduction, the relationship between themes, and verification. The results showed that the teacher's efforts to instill a character of responsibility were started from the planning, implementation, and assessment stages, which were integrated into the learning process. So that, those three stages show the various efforts made by teachers in instilling the character of responsibility. All the efforts that have been made by the teacher are very important to know as material for reflection or improvement so that the quality of learning in transferring the value of life is well-maintained even though the learning is conducted from home.

1. INTRODUCTION

The development in the global era always has a big tendency for rapid changes in various aspects of life such as science and technology, transportation, communication, lifestyle, as well as values and traditions (Karta et al., 2022; Rindawan et al., 2020). Changes that occur can have a positive impact that supports progress and improves the quality of life, but can also have a negative impact on character and morality (Jaya, 2019; Wijayanti, 2015). This condition requires to realize the importance of strengthening character education as a foundation for quality human resource development, adapting in a dynamic world,

*Corresponding author

E-mail addresses: tissaalifiyarti.2019@student.uny.ac.id (Tissa Alifiyarti)

creating a golden generation equipped with various skills in the 21st century (quality of character, basic literacy, and competence) and to deal with moral, ethical and character degradation. Primary or elementary school is the first basis for students character (Arief & Cahyandaru, 2018; Demirel et al., 2016). There some character that a person must have, especially students such as: religious, honest, responsible, healthy lifestyle, disciplined, hard work, and the other commendable character.

Responsibility is character that included in the category of life skills that students are required to have. In the current era, the demands for 21st Century skills include learning skills, literacy skills, and life skills. Learning skills consist of 4Cs, namely Critical Thinking, Creativity & Innovation, Collaboration, and Communication. Literacy skills consist of IMT: Information Literacy, Media Literacy, Technology, Literacy. Life skills consist of FLIPS: Flexibility and Adaptability, Leadership and Responsibility, Initiative and Self-Direction, Social and Cross-Cultural Interaction (Saavedra, A. R. & Opfer, 2012). The 21st Century life skills are important because other learning skills (Critical Thinking, Creativity & Innovation, Collaboration, and Communication) can be achieved only if a student is able to effectively carry out and fulfill his responsibilities and duties towards himself, school, family, society and especially nation. The aim is to enable current students to become good citizens and responsible human beings by realizing their potential and competence. Student responsibility and the capacity to carry out responsibility have been considered to play an important role in determining students' academic success (Tran & Vu, 2016).

Responsibility is defined as the ability to respond. Responsibility literally means the ability to respond or answer (Lickona, 2012; Tanto et al., 2019). This means that responsibility is oriented towards others, gives a form of attention and actively responds to what they want. Being responsible also means doing something as a form of awareness of one's obligations (Eliasa, 2014). Responsibility in carrying out a job or obligation applies to the family, school, and community wholeheartedly and gives the best. Students who have personal responsibility for their learning are more likely to do work without having to be controlled by the teacher (Helker & Wosnitza, 2016).

The Covid-19 pandemic has had various impacts on many aspects of life, including the process of providing education. According to Surat Keputusan Menteri Pendidikan Number 4 Year 2020 concerning the Implementation of Education Policies during the Emergency Spread of Covid-19, there are several important points including learning from homes through online learning or distance learning and how educators should provide learning about life skills to students. There are obstacles in implementing E-Learning, for example students are not used to learning online, or parents as learning companions at home doing online learning (Zaharah et al., 2020). Learning from home or distance learning is not easy to do, including teacher's control in instilling character. From the previous research, 4 out of 7 research respondents revealed that controlling children remotely is a limitation (Satrianingrum & Prasetyo, 2020), coupled with the presence of children who are rarely guided by their parents and also the lack of understanding of parents on their children development, so that the learning process is mostly not carried out optimally. Another study stated that online learning which takes too long, makes students feel bored with activities carried out at home, this causes a lack of discipline on students during online learning, even many students complete the assignments by their parents (Sutarna et al., 2021). The implementation of learning during the COVID-19 pandemic has an impact on students' learning motivation to be low (Suarsi & Wibawa, 2021).

The result of the study is in line with the fact that happens in the field. The online learning from home causes the students to not be able to apply the main values in daily school life, so that the character instilment for the students cannot run well. Moreover, many parents are complaining about the online learning that their children must do. According to the parents and teachers, the complains are mostly about the students who did not do the task given by the teacher and did not submit it either through WhatsApp or directly to the teacher at school. In addition, the students were often late (past the time limit given) in collecting the assignments, for example when the teacher asked them to submit the task on the next day, they submitted it on the next week or when the deadline is at 4 pm, they submitted the task at night. Ironically, there were many students whose tasks were done by their parents even though they are from the higher grade such as grade 4 and grade 5. If the teacher did not ask for the task, the students would not do it. Even when their parents asked them to do the task so many times, they still made many excuses. According to some parents, their children mostly spent their learning time by playing with their friends or with their smartphone. Furthermore, based on the interview with the teacher, the students often do the task carelessly. They were not serious in doing the task since they think that the answers are already stated on the book, so they just answer the questions randomly. On the other hand, some working parents said that they do not have much time to accompany their children to study at home. When the students were accompanied by their parents, they became lazy or refused to be accompanied instead.

Based on the problems that occur, it is important to know the teacher's efforts in instilling the character of responsibility during the pandemic because the teacher's responsibility is not only about

cognitive achievement but also attitude achievement. The education institution is no longer a place to transfer knowledge only, but it is also a place to form attitude, behavior, character, and leadership (Rokhman et al., 2014). Character education has an important role for the progress of students (Intania & Sutama, 2020). The efforts which have been done by the teacher reflect on how far the responsibility character has been instilled. Although learning online, teacher will always instill a disciplined attitude, creative, and responsible for all their obligations as a student. This study could be used as an evaluation, so that the character instilment can run well in spite of all the limitation in learning from home.

It is important for students to be directed and guided to always have self-awareness of their duties and obligations as a student. Building a positive attitude in carrying out activities through distance learning must also be taught to students working at their own pace (Alea et al., 2020). As a learner, a student is responsible for showing interest and motivation, trying to understand and learn what is taught in the subject matter and relearn it when at home (Helker & Wosnitza, 2014). Students' sense of responsibility for academic outcomes plays part of a mediating role in the relationship between students' perceptions of control and self-regulated behavior (Fishman, 2014). This attitude of responsibility can have an impact on academic results. Students who have the awareness to study seriously will more easily achieve the best score as expected than students who do not have responsibility in their learning activities. This is because students who are responsible are more likely to engage in effective learning strategies to build knowledge (Helker & Wosnitza, 2016). From that explain, the research aims to describe the teacher's efforts made in instilling the character of responsibility in learning from home era.

2. METHOD

The research method used in this research is qualitative research with phenomenology type. The phenomenon that is tried to reveal is a description of the efforts to instill the character of responsibility. Participants in this study were 10 (ten) elementary school teachers in Wates District. The research data was collected through questionnaires presented in Google Form. The questionnaires are presented openly so that respondents can provide free and detailed answers. Data analysis was performed using the Bogdan & Biklen stage, namely data reduction, the relationship between themes, and verification. The teachers who participated in this study filled out the questionnaire voluntarily and there was no coercion from any party. Researchers convey all data submitted through questionnaires are only used for the purposes of this research. Overall participant identities are kept secret and matters related to participant responses to the questionnaire as research data are kept confidential and do not affect future participant results.

3. RESULT AND DISCUSSION

Result

Efforts to instill character by habituating and strengthening are a form of creating generations who have noble character and become good citizens and prioritize public interests. Through character building, it can familiarize and shape someone to be well-behaved, courteous, responsible, honest, disciplined and has integrity so that he/she does not show harmful deviant behavior and school is the second place after students get examples at home from parents. Elementary schools is not only based on a formal conceptual design, but a teachers' role is as important as the design which are the teachers should implement character-based education in classroom and in social life (Muhtar & Dallyono, 2020). Character building in schools can be done through various activities in both direct and indirect teaching. Direct teaching learning activities are done by explaining to students the importance of character, while indirect teaching is carried out by activities designed through learning models or strategies such as assignments, group work, and the implementation of other class obligations. There are two character education approaches that have been practiced in schools around the world (Artini & Padmadewi, 2019). First, character education can go simultaneously with school subjects. In this approach the school establishes a system in which all teachers have a consistent strategy in planning, implementing, and assessing standardized values into their lessons. Secondly, character education can be a separate subject.

Planning Stage

The teacher's efforts to building character based on result in this research, starts from the planning, implementation, and assessment stages by educators. The main impact of the learning planning carried out by the teacher is the implementation of teaching and learning activities even in the Covid-19 emergency condition, although it is not optimal but the learning planning carried out by the teacher has proven to have positive implications for the learning process during the Covid-19 pandemic (Sulastri et al., 2021). This plan is listed in the RPP (Learning Implementation Plan) made by the teachers before learning. The online

learning is based on a simplified curriculum with the selection of essential, such as the learning implementation plan are arranged in a simpler way namely learning objectives, learning activities and assessments (Herwin et al., 2021). The teachers said that the planned character was integrated and implied in strategies, models, and learning media that emphasized student active participation. However, it should adapt to the current conditions and situations such as the learning from home (LFH). The result of the reduction data in the planning stage instilling responsibility character showed in the Table 1.

Table 1. The Reduced Results of Planning Stage Responsibility Character Cultivation

Number	Sub-Themes	Relation between sub-Themes
1.	Included in the RPP (Learning Implementation Plan). Also carried out through the attempts of habituation that are integrated in the learning strategy. Implicit in the strategy, and emphasizes the active participation of students.	Included in the Learning Implementation Plan (RPP) which is integrated and implied in strategies, models, as well as learning media that emphasize student active participation. The planned characters to be implanted include honesty, discipline, responsibility, care, cooperation, independence, self-confidence, tolerance, religion, discipline, polite, and reading interest.
2.	Adapt the LFH (Learning From Home) materials by taking into account the situation and conditions.	
3.	Conducted through learning models and medias.	

Implementation Stage

The implementation of character building that has been carried out in learning adapts to the conditions and situations during the current COVID-19 pandemic. The readiness of teachers, students and parents is the key to the success of online learning during this emergency, so teachers and parents must be able to work well together. The other that, during learning an active process of child's responsibility formation takes place and the most important task of the educational system is to create conditions for the formation of this personality trait (Dementiy & Grogoleva, 2016). The result of the reduction data in the implementation stage instilling responsibility character showed in the Table 2.

Table 2. The Reduced Results of Implementation Stage of Responsibility Character Cultivation

Number	Sub-Themes	Relation Between sub-Themes
1.	List of Habits. Being habituated to help parents activities at home, making parents drink, and completing tasks well	The responsibility character that is attempted to be instilled in themselves or personal responsibility and to others or social responsibility. Personal responsibility to yourself in order to complete obligations and study assignments. Social responsibility such as helping parents.
2.	Get habituated of writing by themselves. Some students are usually still written down by adults so they must be trained to write their own writing.	
3.	On time students attendance, uniforms neatly wore, students do habituation activities such as cleaning the environment, making their own beds, folding clothes, washing dishes. Tidy up textbooks and return them to their previous places after finishing BDR (Learning From Home).	
4.	Provide assignments with deadlines so that the collection of tasks is accustomed to being on time.	

Assessment Stage

The way teachers to assess whether students behaving in accordance with the character expected is through parental cooperation and observation. Exemplary that is done is by behaving as ideal as possible and providing examples through videos. As parents and educators, their job is to teach students and character is what is contained in teaching (Lickona, 2012). The reduced results of assessment stage of responsibility character cultivation are shown in Table 3.

Beside the three important stages that efforts to instilling responsibility character, the role model of teacher and parents in home is important. As the results of the study, the role of parents and teachers as role models for children in attitude and personality, such as honesty, tolerance, discipline, responsibility, religion, and caring for others and the environment (Ramdan & Fauziah, 2019). Another that, one of four strategies in instilling character to students such as exemplary strategies (Astuti et al., 2020). The role model that the teacher does during the learning from home show on this Table 4.

Table 3. The Reduced Results of Assessment Stage of Responsibility Character Cultivation

Number	Sub-Themes	Relation Between Sub-Themes
1.	Ask the parents about the obstacles and problems faced by children when LFH (Learning from Home) continues with discussion to determine the solution if there are problems.	Indirect observations such as monitoring student activities at home
2.	Indirect observation through photos and videos sent by students and a list of habituations. It can do the teacher through Google Meet.	through parents with photo or video calls or monitoring result,
3.	Using the monitoring from results that are submitted by parents.	attitude questionnaires,
4.	Create an attitude aspect questionnaire with a check list for spiritual attitude and social attitude competencies.	and Google Meet

Table 4. The Exemplary from Teacher for Student During Learning from Home

Number.	Sub-Themes	Relation Between Sub-Themes
1.	Provide examples for memorizing short chapters (surah) in Qur'an, sending photos of making parents some drinks, telling stories about teachers' experiences thus they become lessons for students.	Try to present the self by giving an example of doing the ideal behavior.
2.	Try to present themselves by giving examples of ideal behavior.	
3.	Try to be a role model for children.	

Discussion

In the planning stage, the teacher's effort in instilling responsibility character during learning from home is written in the lesson plan. The lesson plan that make or developed teacher able to building curiosity and responsibility character student, that specifics lesson plan with scientific approach can be used for development responsibility character (Pasani et al., 2021). At this planning stage, the syllabus, lesson plans, and teaching materials are designed so that the content and learning activities are characterized by character education (Julaiha, 2014). The character of responsibility that the teacher plans to instill is integrated through strategies or learning models. One of the management model character education in schools during the pandemic can be carried out by learning model such us Problem Based Learning (PBL) builds a sense of responsibility and makes students not easily bored in online learning because motivation is built in obtaining problem solving faced (Ni'mawati et al., 2020). Through learning media sent by the teacher via WA or providing a video link address as an exemplary story for children when discussing certain material. The media in the form of literature containing stories can add to one's experience of responsibility (Violetta-Irene, 2015). In the good effort in planning stage, teacher involved in character education should always find new approach, better planning models for better character education (Nida, 2019).

The characters planned by the teacher include honesty, discipline, responsibility, care, cooperation, independence, self-confidence, tolerance, religion, discipline, politeness, and fond of reading. The values that appear consistently in the planning and implementation of character education in schools are: religious, hardworking, curious, independent, and responsible (Artini & Padmadewi, 2019). It is stated that all teachers consider these five values to be the most important or the easiest to develop in class. The character of responsibility is said to be emphasized more by the teacher because according to the teacher this character is close to students, especially when participating in learning. The character of responsibility instilled, respect and responsibility become the foundation of schools that require teachers to provide education to develop human beings who are ethically knowledgeable and can position themselves as part of a society that is responsible (Lickona, 2012). So that, in the planning stage describes the process of inculcating the characters listed in the lesson plans, both integrated in the learning strategy/model and using learning media.

The implementation responsibility character has been carried out in learning adapts to the conditions and situations during the current COVID-19 pandemic. In this implementation stage, the teacher integrated the character instilment in learning from home. This is line with the character instilment model. Model instill character teachers can choose some character values to be inserted in their subject, in one of the model is integrates model which is expected that students will internalize character values habitually during learning time (Rokhman et al., 2014). An example of the implementation of character building that the students doing or practice during the LFH period is by carrying out activities as the realization of core competency 1 (KI 1), namely spiritual attitudes such as 5 daily prayers, Dhuha prayer, and TPA. That are

line with central character values in thematic learning are religious values: recitation, prayer, greetings (Yuza & Ramadan, 2021).

In addition, efforts to implement core competency 2 are social attitudes (KI 2) that student doing or practice such as helping parents, making parents drink, and personal and environmental hygiene activities. The role teachers in shaping students' social attitudes are very important to be applied in students' daily lives in environment where aspects of social attitudes in students include honest, disciplined, responsible, caring, polite and trusting attitudes (Sarwono et al., 2020). In Learning from home, other character-building activities are carried out such as submitting assignments on time, doing habituation activities such as cleaning the environment, making their own beds, folding clothes, washing dishes. In addition, the teacher also gives assignments with deadlines. For lower classes such as grade 1, habituating simple activities such as writing on their own to create independent characters. Based on the example of the implementation of character building in the Learning from Home period put forward by the teacher, it can be analyzed that there is a character of responsibility that is tried to be instilled towards oneself or personal responsibility and in other people or social responsibility. Personal responsibility to their self in order to complete obligations and study assignments such us. Social responsibility such as helping parents.

In this implementation stage, social and personal responsibility are instilled by providing understanding to the children. The way that the teacher does in providing an understanding of responsibility is by exploring each student's character, then giving habits starting from light habits in everyday life, evaluating with students, giving examples of responsibility attitude from small things, telling or provide reading texts that contain responsibility. One of the strategies used by the teacher to foster student interest in learning during the COVID-19 pandemic is to provide students with an understanding of the importance of learning in any situation, either directly or in collaboration with students' parents (Sutarto et al., 2020). The importance of collaborating the roles of teachers and parents during a pandemic, as in a study conducted by (Arum et al., 2021), that there is a positive relationship between perceptions of parental involvement and perceptions of the role of teachers and students' academic self-efficacy in online learning during a pandemic. The role of parents in implementation learning from home during the pandemic in educating children include mentoring and as a motivator (Lilawati, 2020).

The responsibility character instilment relation with on time in submitting assignments, the teacher always reminds and a daily schedule is made along with the submission time. This is line with the results of previous study show that the process of character instilment that one of several ways to foster an attitude of responsibility in students is giving assignments (Juwita & Asep, Munajat, 2019). One of the characteristics of students who are responsible according to Elementary School is completing all the tasks that students are asked to do (Rolina, 2014). All assignments given by the teacher are time-limited. If the time passes, the value is reduced and even asked to repeat the work and the teacher also notifies the recap of students who have sent assignments and gives a checklist or star so that students complete their assignments. The teacher also asks questions and gives warnings to students when assignments have not been completed. The more students grow up with an ethical and responsible model around them living, the easier it will be for them to follow a good path (Didham et al., 2015).

The addition explain about implementation stage, can also find out the teacher's efforts regarding the responsibility shown by students by accepting all the consequences. Responsible students are shown by students willing to accept the consequences of their actions and follow the established rules. The way the teacher does so that students get used to receiving the consequences of their actions is making them get accustomed to obeying the rules, giving reward for certain achievements, and of course giving punishment. This is line with previous study, strategies in instilling character to students, such us exemplary strategies, such us reinforcement in the form of reward and punishment (Astuti et al., 2020). If students are guilty, they are accustomed to confess their actions, apologize and try to be responsible for what they have done. Likewise, in order that students obey the agreed rules or the applicable school rules by providing a good example, the teacher must be firm, give appreciation or do it by making them used to and reminding students to behave according to school rules, giving warnings and giving sanctions to students who violate the rules. This is line with result study (Amini & Mariyati, 2021) that find about give the reinforcement in shape achievement can improve child character, especially responsibility character. This means that this punishment is intended to create a deterrent effect from the actions of the students so that students do not make the same mistakes. Giving rewards to students who do homework and punishment to students who do not, as well as giving differentiated grades between those who collect on time and those who are late will make them feel responsible for giving the homework and those who do it feel justice (Purandina & Winaya, 2020). At this discussion implementation stage, it shows the role of teachers which try to monitor the development of character students and efforts to optimize character instilment even though with all the limitations due to the distance learning process.

In the assessment stage the result shows the teachers efforts is Indirect observations such as photo or video calls or monitoring result, attitude questionnaires, and Google Meet. This is a good way for teachers to assess whether students have acted responsibly or not. Some of these methods are indeed an assessment instrument that teachers can use to monitor students in carrying out their responsibility. The result character education by monitoring student discipline behavior at home through daily activity notebooks, and involving parents (Wuryandani et al., 2014). In addition to these three stages, the form of exemplary is also carried out by the teacher. This example is related to the teacher's process in providing learning. In the research result stated with the example of the teacher, students get a real model of what character should they have from early age, then it grows awareness to become better person (Bukman et al., 2020). Another result study is the effective teacher personality such us able to be roles model, able to understand lessons, discipline, respectful of students can provide understanding and improvement of character education in schools (Lukman et al., 2021). This is line with the results of previous study, show that the process of character instilment that several ways to foster an attitude of responsibility in students are giving examples and be a role model for students (Juwita & Asep, Munajat, 2019).

The character of responsibility is an important character to instill in students. Educational activities inside and outside formal education for students, adolescents, and adults should encourage action to live responsibly based on the community's own vision of human goals and well-being (Schrader et al., 2013). The teacher's reason for the importance of this character of responsibility is that it is important for students to be responsible for themselves and others. The character of responsibility should be instilled from an early age so that students have an awareness of their obligations and carry out each obligation properly and are able to bear the consequences of what they do. This responsible character should be instilled both at home, in the surrounding environment and at school, which is not only the responsibility of teachers but also parents. A family that is able to bring character education to students is a family that can instill the moral values in their children (Handayani et al., 2021). Children's learning assistance can be seen from the way parents help their child's task difficulties, explain material that children do not understand, and give respond well to all online learning from school (Yulianingsih et al., 2020).

From the three-stage discussion, each stage shows the teacher's efforts as much as possible to provide facilitation and education for students to be responsible. As it is mentioned, character education in the learning process is carried out starting from the planning, implementation, and evaluation stages of learning in all subjects, as well as exemplary or role model from teacher. The integration of character education into subjects (fields of study) is significant to do (Suyantingsih et al., 2016). In these three stages, not only theory but the teacher made efforts so that students practice at home with monitoring and students can obey what is taught by the teacher in distance learning or learning from home period. This is line with stated that the character should be needs to be applied or practiced, and can begin by learning to obey the rules of the school (Suyitno et al., 2019).

The description in this study about the teacher's efforts in instilling character during learning from home is also supported by previous research. The result study shows that the strategies that can be carried out by classroom teachers include integrating character values in each subject (listed in the lesson plans) and collaboration between teachers and all parties, both at school and with families and communities (Rizal & Munip, 2017). Although many obstacles are felt by the teacher, but the teacher has shown good efforts. Cooperation between schools and parents is important to synergize, because through good cooperation, it will provide increasing support for positive student behavior. The importance of this collaboration is relation with successful character education. A successful character education is based on school, teacher, and parent collaboration, that providing a moral environment in school and forming values accepted by the society (Demirel et al., 2016). This is line with the previous study which the management model character education in schools during the pandemic can be carried out by collaboration between schools and parents of students must be continuously established, strengthened, and increased intensity and quality (Ni'mawati et al., 2020).

Even though this research is supported by previous research, it still has differences. This research describes the efforts that have been made by the teacher in instilling students' character, especially responsibility during the learning from home based on the problems that occur in the field. The problem of learning from home arouses the writer's curiosity about the efforts that have actually been carried out by teachers in instilling students' responsibility. The novelty that is displayed in this research is an explanation of detailed and real examples in three major stages of instilling the character of responsibility. Each stage from the planning stage is explained in relation to the lesson plan. The implementation stage clearly explains the form of responsibility that should be carried out by students and how the teacher makes the students to be responsible. The assessment stage explains how the teacher measures the achievement of the character instilment, as well as the important role of the teacher as a role model for students to be responsible. This study illustrated that however the learning conditions is, such as learning from home due

to the covid-19 pandemic, character cultivation especially responsibility is important to be pursued and prioritized through the collaboration of the teachers and parents because the essence of the educational process is not only about making students smart but also good in behaviour.

4. CONCLUSION

Cultivating character building is an important foundation to do through education, especially at the elementary education level. At this level, character education is instilled as early as possible so that students get used to behaving well, so that they become not only smart people but also good people. Responsibility as an important character as a form of awareness of students to carry out their duties and obligations at home, school, and community environment. The Learning from Home period requires students' attitudes to be responsible for learning activities both from preparatory activities before learning, when studying online and offline, and after learning activities that are required to be carried out such as helping parents. It can be concluded that efforts to cultivate character can be started from the planning, implementation, assessment, and the teacher's role as a good role model for students. Every three stages show the various efforts made by teachers in instilling the character of responsibility by synergizing cooperation with parents. All the efforts that have been made by the teacher in instilling character are very important to know as material for reflection, evaluation, or improvement the others teacher for instilling responsibility character. This study is still not perfect, so it still needs some improvements. So that the next study is expected to be able to explain more detail from three point of view which teacher, student, and parents about learning from home period.

5. ACKNOWLEDGE

The authors would like to thank all parties who participated in the process of writing this research article. Especially teachers in Wates District who are willing to provide support by helping to fill out open questionnaires through Google Form. The academic community of the Postgraduate Program, Yogyakarta State University, which motivated the authors to complete this article.

6. REFERENCES

- Alea, L. A., Fabrea, M. F., Roldan, R. D. A., & Farooqi, A. Z. (2020). Teachers' Covid-19 Awareness, Distance Learning Education Experiences and Perceptions towards Institutional Readiness and Challenges. *International Journal of Learning, Teaching and Educational Research*, 19(6), 127-144. <https://doi.org/10.26803/ijlter.19.6.8>.
- Amini, M., & Mariyati, M. (2021). Meningkatkan Karakter Anak Usia Dini melalui Pemberian Penguatan. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2). <https://doi.org/10.31004/obsesi.v5i2.1128>.
- Arief, A., & Cahyandaru, P. (2018). E-Learning Sebagai Media Implementasi Pendidikan Karakter Bagi Peserta Didik. *TAMAN CENDEKIA: Jurnal Pendidikan Ke-SD-An*, 2(1), 163. <https://doi.org/10.30738/tc.v2i1.2776>.
- Artini, L. P., & Padmadewi, N. N. (2019). Character Education Practice in Primary School in Bali. *Education and Humanities Research*, 178(ICOIE 2018), 535-540. <https://www.atlantispress.com/proceedings/icoie-18/55912970>.
- Arum, D., Metra, W., & Widyana, R. (2021). Peran persepsi keterlibatan orangtua dan peran sosial guru dengan efikasi diri akademis siswa dalam pembelajaran online di masa pandemi. *Jurnal Konseling Dan Pendidikan*, 9(2), 139-146. <https://doi.org/10.29210/155500>.
- Astuti, A. D., Suyatno, S., & Yoyo, Y. (2020). The Strategy of Principal in Instilling Religious Character In Muhammadiyah Elementary School. *The European Educational Researcher*, 3(2), 67-85. <https://doi.org/10.31757/euer.323>.
- Bukman, L., Kristiawan, M., Primasari, D. A., Anggung, M., & Prasetyo, M. (2020). Teachers' model in building students' character. *Journal of Critical Reviews*, 7(14), 927-932. <https://doi.org/10.31838/jcr.07.14.165>.
- Dementiy, L. I., & Grogoleva, O. Y. (2016). The Structure of Responsibility of Preschool and Primary School Age Children. *Procedia - Social and Behavioral Sciences*, 233. <https://doi.org/10.1016/j.sbspro.2016.10.161>.
- Demirel, M., Özmat, D., & Elgün, I. (2016). Primary School Teachers' Perceptions about Character Education. *Educational Research and Reviews*, 11(17), 1622-1633. <https://doi.org/10.5897/ERR2016.2729>.
- Didham, R. J., Doyle, D., Klein, J., & Thoresen, V. W. (2015). Responsible living: Concepts, education and future perspectives. In *Responsible Living: Concepts, Education and Future Perspectives*. https://doi.org/10.1007/978-3-319-15305-6_1.
- Eliasa, E. I. (2014). Increasing Values of Teamwork and Responsibility of the Students through Games:

- Integrating Education Character in Lectures. *Procedia - Social and Behavioral Sciences*, 123, 196–203. <https://doi.org/10.1016/j.sbspro.2014.01.1415>.
- Fishman, E. J. (2014). With great control comes great responsibility: The relationship between perceived academic control, student responsibility, and self-regulation. *British Journal of Educational Psychology*, 84(4), 685–702. <https://doi.org/10.1111/bjep.12057>.
- Handayani, R., Purbasari, I., Setiawan, D., Ahmadi, F., & Praswanti, R. P. (2021). The Role of Family Education in Forming the Independent Character of Students in Elementary School. *International Journal of Elementary Education*, 5(2), 291. <https://doi.org/10.23887/ijee.v5i2.30812>.
- Helker, K., & Wosnitza, M. (2014). Responsibility in the School Context - Development and Validation of a Heuristic Framework. *Responsibility in the School Context - Development and Validation of a Heuristic Framework*, 2(3), 115–139. <https://doi.org/10.14786/flr.v2i2.99>.
- Helker, K., & Wosnitza, M. (2016). The interplay of students' and parents' responsibility judgements in the school context and their associations with student motivation and achievement. *International Journal of Educational Research*, 76(1), 34–49. <https://doi.org/10.1016/j.ijer.2016.01.001>.
- Herwin, H., Hastomo, A., Saptono, B., Ardiansyah, A. R., & Wibowo, S. E. (2021). How elementary school teachers organized online learning during the covid-19 pandemic? *World Journal on Educational Technology: Current Issues*, 13(3). <https://doi.org/10.18844/wjet.v13i3.5952>.
- Intania, E. V., & Utama, S. (2020). The role of character education in learning during the COVID-19 pandemic. *Jurnal Penelitian Ilmu Pendidikan*, 13(2), 129–136. <https://doi.org/10.21831/jpipfip.v13i2.32979>.
- Jaya, K. A. (2019). Membangun Mutu Pendidikan Karakter Siswa Melalui Implementasi Ajaran Tri Hita Karana. *Jurnal Penjaminan Mutu*, 5(1), 57. <https://doi.org/10.25078/jpm.v5i1.759>.
- Julaiha, S. (2014). Implementasi Pendidikan Karakter Dalam Pembelajaran. *Stilistika: Jurnal Bahasa, Sastra, Dan Pengajarannya*, 14(1), 226–239. <https://doi.org/10.21093/di.v14i2.15>.
- Juwita, R., & Asep, Munajat, E. (2019). Mengembangkan Sikap Tanggung Jawab Melaksanakan Tugas Sekolah Melalui Metode Bercerita Pada Anak Usia 5-6 Tahun. *Utile: Jurnal Kependidikan*, 5(2). <https://doi.org/10.37150/jut.v5i2.503>.
- Karta, I. W., Suarta, N., Rasmini, N. W., Widiana, I. W., Putri, N. N. C. A., & Antara, I. G. W. S. (2022). The Impact of Tri Pramana-based Hypothetic Deductive Learning Cycle Model on Character Forming and Creativity Development in Early Childhood. *Educational Sciences: Theory & Practice*, 22(2), 239–249. <https://doi.org/10.12738/jestp.2022.2.0017>.
- Lickona, T. (2012). *Mendidik Untuk Membentuk Karakter: Bagaimana Sekolah Dapat Memberikan Pendidikan Tentang Sikap Hormat dan Tanggung Jawab (Terjemahan Juma Abdu Wamaungo)* (U. Wahyudin (ed.)). Bumi Aksara.
- Lilawati, A. (2020). Peran Orang Tua dalam Mendukung Kegiatan Pembelajaran di Rumah pada Masa Pandemi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 549. <https://doi.org/10.31004/obsesi.v5i1.630>.
- Lukman, Marsigit, Istiyono, E., Kartowagiran, B., Retnawati, H., Kistoro, H. C. A., & Putranta, H. (2021). Effective teachers' personality in strengthening character education. *International Journal of Evaluation and Research in Education*, 10(2), 512–521. <https://doi.org/10.11591/ijere.v10i2.21629>.
- Muhtar, T., & Dallyono, R. (2020). Character education from the perspectives of elementary school physical education teachers. *Cakrawala Pendidikan*, 39(2), 395–408. <https://doi.org/10.21831/cp.v39i2.30647>.
- Ni'mawati, N., Handayani, F., & Hasanah, A. (2020). Model pengelolaan pendidikan karakter di sekolah pada masa pandemi. *Fastabiq: Jurnal Studi Islam*, 1(2), 145–156. <https://doi.org/10.47281/fas.v1i2.26>.
- Nida, T. (2019). A lesson plan model for character education in primary education. *Educational Research and Reviews*, 14(4), 130–139. <https://doi.org/10.5897/err2018.3616>.
- Pasani, C. F., Yulinda, R., Putri, R. F., & Amelia, R. (2021). The validity of lesson plan with scientific approach: Building curiosity and responsibility character. *Journal of Physics: Conference Series*, 1760(1). <https://doi.org/10.1088/1742-6596/1760/1/012048>.
- Purandina, I. P., & Winaya, I. M. A. (2020). Pendidikan Karakter di Lingkungan Keluarga Selama Pembelajaran Jarak Jauh pada Masa Pandemi COVID-19. *Cetta: Jurnal Ilmu Pendidikan*, 3(2), 270–290. <https://doi.org/10.37329/cetta.v3i2.454>.
- Ramdan, A. Y., & Fauziah, P. Y. (2019). Peran orang tua dan guru dalam mengembangkan nilai-nilai karakter anak usia sekolah dasar. *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 9(2), 100. <https://doi.org/10.25273/pe.v9i2.4501>.
- Rindawan, I. K., Purana, I. M., & Kamilia Siham, F. (2020). Pengaruh Pola Asuh Orang Tua Dalam Pembentukan Karakter Disiplin Pada Anak Dalam Lingkungan Keluarga. *Jurnal Pacta Sunt*

- Servanda*, 1(2), 53–63. <https://doi.org/10.23887/jpss.v1i2.361>.
- Rizal, S., & Munip, A. (2017). Strategi Guru Kelas dalam Menumbuhkan Nilai-Nilai Karakter Pada Siswa SD/MI. *Al Ibtida: Jurnal Pendidikan Guru MI*, 4(1).
- Rokhman, F., Hum, M., Syaifudin, A., & Yulianti. (2014). Character Education for Golden Generation 2045 (National Character Building for Indonesian Golden Years). *Procedia - Social and Behavioral Sciences*, 141, 1161–1165. <https://doi.org/10.1016/j.sbspro.2014.05.197>.
- Rolina, N. (2014). Developing Responsibility Character for University Student in ECE through Project Method. *Procedia - Social and Behavioral Sciences*, 123, 170–174. <https://doi.org/10.1016/j.sbspro.2014.01.1411>.
- Saavedra, A. R., & Opfer, V. D. (2012). Learning 21st-Century Skills Requires 21st-Century Teaching. *Phi Delta Kappan*, 94(2), 8–13. <https://doi.org/10.1177/0031721712094002>.
- Sarwono, A. Y., Murtono, M., & Widiyanto, E. (2020). The Teacher's Role in Developing Student Social Attitudes. *International Journal of Elementary Education*, 4(3), 384–391. <https://doi.org/10.23887/ijee.v4i3.28684>.
- Satrianingrum, A. P., & Prasetyo, I. (2020). Persepsi Guru Dampak Pandemi Covid-19 terhadap Pelaksanaan Pembelajaran Daring di PAUD. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 633. <https://doi.org/10.31004/obsesi.v5i1.574>.
- Schrader, U., Fricke, V., Doyle, D., & Thoresen, V. W. (2013). *Enabling responsible living*. Springer. <https://doi.org/10.1007/978-3-642-22048-7>.
- Suarsari, P. D. K., & Wibawa, I. M. C. (2021). The Impact of the COVID-19 Pandemic on Student Learning Motivation. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 194–201. <https://doi.org/10.23887/jisd.v5i2.34418>.
- Sulastri, AR, M., & Usman, N. (2021). Manajemen Pembelajaran Guru Sekolah Dasar Islam Terpadu Pada Masa COVID-19. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 6(2), 151–160. <https://doi.org/10.17977/jptpp.v6i2.14430>.
- Sutarna, N., Acesta, A., Cahyati, N., Giwangsa, S. F., Iskandar, D., & Harmawati, H. (2021). Dampak Pembelajaran Daring terhadap Siswa usia 5-8 tahun. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(1), 288–297. <https://doi.org/10.31004/obsesi.v6i1.1265>.
- Sutarto, S., Sari, D. P., & Fathurrochman, I. (2020). Teacher strategies in online learning to increase students' interest in learning during COVID-19 pandemic. *Jurnal Konseling Dan Pendidikan*, 8(3), 129–137. <https://doi.org/10.29210/147800>.
- Suyantiningsih, Munawaroh, I., & Rahmadona, S. (2016). Pengembangan Multimedia Pembelajaran Berbasis Scientific Approach Terintegrasi Nilai Karakter. *Jurnal Kependidikan*, 46(1), 1–13. <https://doi.org/10.21831/jk.v46i1.9571>.
- Suyitno, H., Zaenuri, Sugiharti, E., Suyitno, A., & Baba, T. (2019). Integration of character values in teaching-learning process of mathematics at elementary school of Japan. *International Journal of Instruction*, 12(3), 781–794. <https://doi.org/10.29333/iji.2019.12347a>.
- Tanto, O. D., Hapidin, H., & Supena, A. (2019). Penanaman Karakter Anak Usia Dini dalam Kesenian Tradisional Tatah Sungging. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 3(2), 337. <https://doi.org/10.31004/obsesi.v3i2.192>.
- Tran, L. T., & Vu, T. T. P. (2016). International students and personal responsibility towards learning. *Open Journal of International Education*, 1(1), 2537–7302. https://dro.deakin.edu.au/articles/journal_contribution.
- Violetta-Irene, K. (2015). The Use of Literature in the Language Classroom: Methods and Aims. *International Journal of Information and Education Technology*, 5(1), 74. <https://doi.org/10.7763/ijiet.2015.v5.479>.
- Wijayanti, A. T. (2015). Implementasi Pendekatan Values Clarification Technique (Vct) dalam Pembelajaran IPS di Sekolah Dasar. *SOCIA: Jurnal Ilmu-Ilmu Sosial*, 10(1), 72–79. <https://doi.org/10.21831/socia.v10i1.5343>.
- Wuryandani, W., Maftuh, B., Sapriya, S., & Budimansyah, D. (2014). Pendidikan karakter disiplin di sekolah dasar. *Jurnal Cakrawala Pendidikan*, 2(2). <https://doi.org/10.21831/cp.v2i2.2168>.
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>.
- Yuza, A., & Ramadan, Z. H. (2021). Elementary School Students' Character Conditions During Online Learning. *Jurnal Pendidikan Dan Pengajaran*, 54(2), 199–206. <https://doi.org/10.23887/jpp.v54i2.37264>.
- Zaharah, Z., Kirilova, G. I., & Windarti, A. (2020). Impact of Corona Virus Outbreak Towards Teaching and Learning Activities in Indonesia. *SALAM: Jurnal Sosial Dan Budaya Syar-I*, 7(3), 269–282. <https://doi.org/10.15408/sjsbs.v7i3.15104>.