

**An Analysis of Character Education in Enhancing the Responsibility
Attitudes of Eighth-Grade SIS Aljufri Students at SMP Negeri 2 Dampal
Selatan**

Erni Nurdin

erninurdin88@gmail.com

Meli

meliwahab126@gmail.com

Sitti Hawaena

sittihawaena123@gmail.com

Moh Jusri Kahar

jusrikahar806@gmail.com

Nuratika

atikaasdar123@gmail.com

**Sekolah Tinggi Keguruan dan Ilmu Pendidikan Abdul Mujib Laewang
Dampal Selatan**

ABSTRACT

This research aims to examine the implementation of character education in an effort to improve the sense of responsibility among eighth-grade students at SIS Aljufri SMP Negeri 2 Dampal Selatan. This research was motivated by the discovery of various student behaviors that reflect low attitudes of responsibility, including tardiness in attending classes, lack of discipline in completing assignments, and minimal concern for school cleanliness and order. The approach used in this research is descriptive qualitative with a case study type of research. Data collections were carried out through observation, interviews, and documentation techniques, with the research subjects consisting of teachers and students of class VIII SIS Aljufri. The results of the research showed that character education at SMP Negeri 2 Dampal Selatan has been implemented through the integration of character values in learning activities, the cultivation of positive attitudes in the school environment, the example set by teachers, and the enforcement of school rules. The responsibility attitude of students has generally improved, particularly in the performance of tasks and participation in the learning process, although there are still some students who need continuous guidance. Factors supporting the improvement in responsibility attitude include the role of teachers as role models, the support of the school environment, and the existence of strict rules and sanctions. The inhibiting factors include differences in student character, limited learning time, and the influence of the environment outside of school. Therefore, character education has a

strategic role in shaping students' attitudes of responsibility when it is implemented consistently and continuously.

Keywords: Character Education; Responsibility, Students, Junior High School

INTRODUCTION

Character education has become an important concern in the development of students' personality, behavior, and moral awareness. Education is not only directed toward improving students' academic achievement, but also toward shaping their attitudes, values, and social responsibility. In the school context, character education is expected to help students understand the importance of discipline, honesty, cooperation, respect, and responsibility in their daily lives. Therefore, schools have a strategic role in developing students who are intellectually capable and morally responsible.

Responsibility is one of the essential character values that must be strengthened among students. A responsible student is able to complete assignments, obey school rules, participate in classroom activities, maintain cleanliness, and accept the consequences of their actions. In junior high school, the development of responsibility is especially important because students are in a transitional stage between childhood and adolescence. At this stage, students need continuous guidance from teachers, parents, and the school environment so that positive habits can be formed consistently.

In reality, many schools still face problems related to students' low sense of responsibility. Some students come late to class, delay completing assignments, show low discipline in learning activities, and lack concern for classroom cleanliness and order. These behaviors indicate that character values have not been fully internalized in students' daily actions. If this condition is not addressed properly, it may affect not only students' academic performance but also their social behavior and future personal development. The same condition was found among eighth-grade SIS Aljufri students at SMP Negeri 2 Dampal Selatan. Preliminary observations showed that some students still demonstrated irresponsible behavior, such as arriving late, not completing tasks on time, leaving the classroom untidy, throwing rubbish carelessly, going in and out of the classroom without permission, and wearing uniforms untidily. These behaviors reflect the need for a more effective character education strategy, particularly in strengthening students' responsibility.

Character education at school should not only be taught as theoretical knowledge. It needs to be integrated into classroom learning, school culture, teacher modeling, school rules, and daily habituation. Teachers play an important role because students often learn values not only from what teachers say, but also from what teachers do. When teachers consistently provide examples of discipline, fairness, and responsibility, students are more likely to imitate these values in their own behavior. SMP Negeri 2 Dampal Selatan has attempted to implement character

education through various school activities. Character values are integrated into the learning process, supported by school regulations, classroom duties, individual and group assignments, and extracurricular activities. However, the implementation of character education still needs to be examined more deeply to understand how it contributes to students' responsibility and what factors support or hinder its effectiveness.

This study focuses on the analysis of character education in improving the responsibility attitudes of eighth-grade SIS Aljufri students at SMP Negeri 2 Dampal Selatan. The study explores how character education is implemented, how students demonstrate responsibility, and what factors influence the development of responsible behavior. By focusing on these issues, the study aims to provide a clear description of character education practices in the school context. Based on this background, this research is important because it can provide useful information for teachers, schools, and future researchers. The findings are expected to show that character education must be carried out consistently, continuously, and collaboratively. Through strong cooperation among teachers, students, parents, and the school environment, the value of responsibility can be developed not only as knowledge, but also as a real attitude reflected in students' daily behavior.

LITERATURE REVIEW

Character education refers to a systematic effort to develop students' moral values, attitudes, and positive behavior. It is not limited to the transfer of knowledge, but includes the formation of personality through understanding, habituation, example, and practice. Through character education, students are expected to know good values, feel the importance of those values, and apply them in real life. Therefore, character education must involve cognitive, affective, and behavioral dimensions. In the school context, character education functions as a foundation for developing students' moral awareness. It helps students distinguish between right and wrong, understand social norms, and behave according to ethical values. Character education also strengthens students' ability to live harmoniously with others. Values such as honesty, discipline, tolerance, care, cooperation, and responsibility are essential for creating a positive learning environment.

One important theoretical foundation of character education is Thomas Lickona's concept, which consists of moral knowing, moral feeling, and moral action. Moral knowing refers to students' understanding of moral values, such as honesty, responsibility, and respect. Moral feeling refers to students' emotional awareness, such as empathy, conscience, and love for goodness. Moral action refers to students' ability to apply moral values in concrete behavior. These three elements are closely connected and must be developed together. Responsibility is one of the core values in character education. It refers to the awareness and willingness of individuals to carry out duties and accept the consequences of their actions. In the student context, responsibility can be seen through behaviors such as completing assignments, obeying classroom rules, carrying out class duty, working together in groups, and

admitting mistakes. Responsible students are not only aware of their obligations, but also try to fulfill them consistently.

Several indicators can be used to identify students' responsibility. These include doing assignments given by teachers, being accountable for personal actions, carrying out class duty according to schedule, and participating in group work. Other indicators include keeping promises, having commitment to tasks, admitting mistakes, and being willing to accept consequences. These indicators show that responsibility is reflected in both individual and social behavior. Teachers have a central role in developing students' responsibility. Teachers do not only deliver learning materials, but also guide, supervise, motivate, and provide examples for students. In classroom activities, teachers can develop responsibility by giving clear tasks, setting deadlines, monitoring students' progress, providing feedback, and encouraging students to work independently. Through continuous guidance, students can gradually build responsible habits.

School culture also influences the success of character education. A school that has clear rules, consistent supervision, positive routines, and supportive relationships will provide a strong environment for character development. Activities such as class duty, morning discipline, group assignments, extracurricular programs, and classroom cleanliness can become practical media for training responsibility. These activities help students experience responsibility directly in their daily school life. The development of responsibility is influenced by both internal and external factors. Internal factors include students' motivation, self-awareness, confidence, and personal values. External factors include family support, teacher guidance, school environment, peer influence, rules, sanctions, and social habits outside school. Therefore, strengthening students' responsibility requires a comprehensive approach involving the school, teachers, students, and parents.

METHOD

Design and Sample

This study used a descriptive qualitative approach. This approach was chosen because the research aimed to describe and analyze the implementation of character education in enhancing students' responsibility attitudes based on real conditions in the school context. Through this approach, the researcher was able to explore the experiences, perceptions, and behaviors of teachers and students naturally. The type of research used in this study was a case study. A case study was considered appropriate because the research focused on one specific school and one specific group of students, namely eighth-grade SIS Aljufri students at SMP Negeri 2 Dampal Selatan. This design allowed the researcher to obtain detailed information about character education practices, students' responsibility attitudes, and the factors that supported or hindered the implementation of character education.

The research was conducted at SMP Negeri 2 Dampal Selatan, located in Dampal Selatan District, Tolitoli Regency, Central Sulawesi. The research subjects included eighth-grade SIS Aljufri students, teachers, a PPKn teacher, a classroom teacher, and the vice principal of SMP Negeri 2 Dampal Selatan. The students were selected as the main subjects because they were directly involved in character education practices, while teachers and school leaders were included because they played important roles in guiding, supervising, and implementing character education at school. The informants were selected using snowball sampling, in which initial informants recommended other individuals who had relevant information related to the research focus.

Instruments and Procedures

The instruments used in this study were observation guidelines, interview guidelines, and documentation. Observation was used to examine students' responsibility attitudes in classroom learning and school activities. Through observation, the researcher focused on students' discipline, task completion, participation in group work, classroom duty implementation, obedience to school rules, and concern for cleanliness and order. Interviews were conducted with the vice principal, PPKn teacher, classroom teacher, and students. The interviews were semi-structured, meaning that the researcher prepared guiding questions but still allowed the informants to explain their experiences and opinions freely. This technique was used to obtain deeper information about the implementation of character education, students' responsibility attitudes, and the factors that influenced the development of responsible behavior. Documentation was also used to support the data obtained from observation and interviews. The documents included school rules, teaching materials, records of student behavior, classroom activities, and photographs related to character education practices. The procedure of data collection began with observing school and classroom activities, followed by conducting interviews with selected informants, and collecting relevant documents to strengthen the findings.

Data Analysis

The data were analyzed using the Miles and Huberman interactive model, which consists of data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected, simplified, and organized the data obtained from observation, interviews, and documentation based on the focus of the study. The data were grouped into several important themes, such as the implementation of character education, students' responsibility attitudes, supporting factors, and inhibiting factors. In the data display stage, the researcher presented the organized data in descriptive form to make it easier to understand the relationship among findings. The data were then interpreted to identify patterns related to how character education contributed to the development of students' responsibility. In the conclusion drawing stage, the researcher formulated conclusions based on the data

that had been analyzed. To strengthen the validity of the data, the researcher used triangulation by comparing data from observation, interviews, and documentation.

RESULT AND DISCUSSION

The results of this study show that character education at SMP Negeri 2 Dampal Selatan has been implemented through various school activities, including classroom learning, school routines, teacher examples, school rules, and extracurricular activities. The school does not treat character education as a separate program, but as part of the learning process and daily school culture. In classroom learning, teachers integrate character values into teaching activities by encouraging students to be disciplined, honest, active, cooperative, and responsible during the learning process. Teachers also give assignments, guide discussions, organize group work, and remind students to complete their tasks on time. These activities help students understand that responsibility is part of their role as learners.

Teacher modeling becomes one of the strongest forms of character education because students learn responsibility not only through explanations, but also through the behavior demonstrated by teachers. Teachers show discipline by coming to class on time, giving clear instructions, guiding students patiently, and reminding students about school rules. This indicates that teacher example has an important influence on students' character formation. In addition, the school strengthens responsibility through habituation activities. Students are given classroom duties, such as cleaning the classroom, arranging chairs and tables, and maintaining classroom order. These routines train students to care for their environment and understand that cleanliness is a shared responsibility, although some students still need reminders to carry out these duties consistently.

Students' responsibility in completing assignments is generally categorized as fairly good. Most students are able to complete and submit assignments according to the deadline set by the teacher. However, some students still delay their work and need additional guidance or reminders. This shows that responsibility has improved, but it has not developed evenly among all students. In group work, most students show active participation and cooperation. They are able to share tasks, communicate with group members, and complete their parts of the assignment. Nevertheless, some students are still passive and rely on other group members. Teachers respond to this problem by providing clearer task division and giving direct guidance so that every student becomes involved.

The findings also show that students' willingness to accept responsibility for their actions varies. Some students are honest and willing to accept consequences when they make mistakes, such as coming late or not doing class duty. However, a small number of students still try to avoid responsibility or provide excuses. This condition indicates that students' moral awareness still needs to be strengthened continuously. Several supporting factors contribute to the improvement of students' responsibility, including teacher role models, supportive school culture, clear

school rules, sanctions, classroom routines, and parental support. Meanwhile, inhibiting factors include differences in student character, low motivation among some students, limited learning time, lack of consistent supervision, and the influence of the environment outside school.

The findings indicate that character education can improve students' responsibility when it is implemented consistently in various school activities. The integration of character values into learning activities helps students understand that responsibility is not only a concept, but also a daily practice. This supports the idea that character education must be carried out through direct experience and continuous habituation. The implementation of character education at SMP Negeri 2 Dampal Selatan also reflects the concept of moral knowing, moral feeling, and moral action. Students are introduced to the meaning of responsibility through teacher explanations and classroom discussions. They are encouraged to feel the importance of responsibility through teacher guidance and school routines, and they are trained to practice responsibility through assignments, class duties, and group work.

The role of teachers is very important in strengthening students' responsibility because teachers function as educators, guides, supervisors, and role models. When teachers consistently show responsible behavior, students receive a concrete example of how responsibility should be practiced. This finding confirms that teacher modeling is one of the most effective strategies in character education. The improvement of students' responsibility can be seen from their ability to complete assignments, participate in learning, and carry out class duties. These behaviors show that many students have begun to understand their obligations as learners. However, the existence of students who still delay tasks or avoid responsibility indicates that character formation is a gradual process and requires continuous guidance.

Group work becomes an effective medium for developing responsibility because it requires students to cooperate, communicate, and complete shared tasks. Through group activities, students learn that their contribution affects the success of the group. However, passive students still need special attention so that they do not depend too much on others. Clear task division and teacher monitoring are necessary to ensure equal participation. The findings also show that school rules and sanctions help students become more disciplined. Clear regulations provide boundaries for student behavior, while sanctions teach students that every action has consequences. However, rules and sanctions should not only be punitive. They should be accompanied by guidance, reflection, and positive reinforcement so that students understand the moral meaning behind the rules.

The supporting factors found in this study show that responsibility is shaped by a combination of school, teacher, and family influences. Teacher role models, a supportive school environment, and parental involvement strengthen students' responsible behavior. This means that character education cannot be carried out by teachers alone. It requires collaboration among all parties involved in students'

development. The inhibiting factors show that the development of responsibility still faces several challenges, such as differences in student character, low motivation, limited learning time, and outside environmental influence. Therefore, schools need to strengthen communication with parents, improve supervision, provide continuous motivation, and create more meaningful activities that train students to be responsible in real situations.

CONCLUSION

This study concludes that character education at SMP Negeri 2 Dampal Selatan has been implemented through classroom learning, school habituation, teacher modeling, school rules, class duties, individual assignments, group work, and extracurricular activities. These practices show that character education is not only delivered through formal instruction, but also through daily routines and school culture. Through these activities, students are guided to understand, practice, and develop responsibility as part of their daily behavior at school. The responsibility attitudes of eighth-grade SIS Aljufri students are generally fairly good. Most students are able to complete assignments, participate in learning activities, follow class duties, and work together in groups. However, some students still need continuous guidance because they show low motivation, delay assignments, avoid responsibility, or participate passively in group work. This condition shows that the development of responsibility is a gradual process that requires consistency from teachers and the school environment. Character education has a strategic role in improving students' responsibility when it is implemented consistently and continuously. Supporting factors include teacher role models, a positive school environment, clear rules, sanctions, classroom routines, and parental support. Meanwhile, inhibiting factors include differences in student character, limited learning time, lack of supervision, and outside environmental influence. Therefore, schools need to strengthen teacher guidance, school-parent cooperation, and daily habituation so that responsibility becomes a real part of students' character.

REFERENCES

- Anatasya, E., & Dewi, D. A. (2021). Mata Pelajaran Pendidikan Kewarganegaraan sebagai Pendidikan Karakter Peserta Didik Sekolah Dasar. *Jurnal Pendidikan Kewarganegaraan Undiksha*, 9(2), 291–304.
- Arifin, B., Salim, A. N., Muzakki, A., Suwarsito, & Arifudin, O. (2024). Integrasi Penguatan Pendidikan Karakter Dalam Pembelajaran Berbasis Literasi Digital Pada Peserta Didik Sekolah Dasar. *INNOVATIVE: Journal of Social Science Research*, 4(3), 13547–13555.
- Ariyani, E. Z., Lasmawan, I. W., Windu, I. P., & Sujana, M. (2025). Peran Guru dalam Penanaman Karakter Tanggung Jawab Melalui Pembelajaran Pendidikan Pancasila. *Jurnal Pendidikan, Ilmu Sosial, dan Pengabdian Kepada Masyarakat*, 5(1), 468–472.
- Damariswara, R., Wiguna, F. A., Khunaifi, A. A., Zaman, W. I., & Nurwenda, D. D. (2021). Penyuluhan Pendidikan Karakter Adaptasi Thomas

- Lickona. *Dedikasi Nusantara: Jurnal Pengabdian Masyarakat Pendidikan Dasar*, 1(1), 25–32. <https://doi.org/10.29407/dedikasi.v1i1.16057>
- Fitriani, & Okianna, W. (2022). Analisis karakter tanggung jawab peserta didik pada pembelajaran ekonomi kelas X IPS di SMA Santun Untan Pontianak. *Jurnal Pendidikan dan Pembelajaran*, 11(10), 2715–2723.
- Hamdi, M. M., Yusuf, M., & Jawhari, A. J. (2023). Manajemen pendidikan karakter. *Jurnal Studi Pendidikan dan Hukum Islam*, 9(1).
- Hidayati, H., Khotimah, T., & Hilyana, F. S. (2021). Pembentukan karakter religius, gemar membaca, dan tanggung jawab pada anak sekolah dasar. *Jurnal Pendidikan Glasser*, 5(2), 76. <https://doi.org/10.32529/glasser.v5i2.1038>
- Kusnoto, Y. (2017). Internalisasi nilai-nilai pendidikan karakter pada satuan pendidikan. *Jurnal Pendidikan Sosial*, 4(2), 250.
- Laia, E. (2023). Analisis struktur teks laporan observasi siswa kelas X SMA Negeri 2 Susua tahun pelajaran 2021/2022. *Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 3(2), 13–23.
- Lase, Y., & Ndraha, A. B. (2023). Analisis urgensi pelatihan dalam pengembangan kompetensi aparatur sipil negara (ASN) di Pengadilan Negeri Gunungsitoli. *Jurnal Ilmiah Manajemen Bisnis dan Inovasi Universitas Sam Ratulangi*, 10(3), 1804–1814. <https://doi.org/10.35794/jmbi.v10i3.52456>
- Loloagin, G., Rantung, D. A., & Naibaho, L. (2023). Implementasi pendidikan karakter menurut perspektif Thomas Lickona ditinjau dari peran pendidik PAK. *Journal on Education*, 5(3), 6012–6022.
- Mahatmaharti, A. K., & Ningrum, T. A. A. (2023). Tanggung jawab peserta didik merupakan peran guru PPKn di MTs Negeri 17 Jombang. *Jurnal Pendidikan*, 2, 219–227.
- Millah, A. S., Apriyani, Arobiah, D., Febriani, E. S., & Ramdhani, E. (2023). Analisis data dalam penelitian tindakan kelas. *Jurnal Kreativitas Mahasiswa*, 1(2), 140–153.
- Muthoharoh, M. (2021). Internalisasi nilai-nilai pendidikan karakter melalui pembelajaran Pendidikan Agama Islam di sekolah. *Tabyin: Jurnal Pendidikan Islam*, 3(02), 24–31. <https://doi.org/10.52166/tabyin.v3i02.145>
- Nurani, R. Z., & Nugraha, F. (2022). Analisis karakter tanggung jawab siswa sekolah dasar dalam pembelajaran daring. *Cakrawala Pendas*, 8(1), 128–134.
- Nurmala, A., R., M. D., & Sobari, A. (2020). Hubungan pendidikan dengan karakter disiplin dan tanggung jawab dalam perspektif guru. *AULADUNA: Jurnal Pendidikan Dasar Islam*, 7(1), 10. <https://doi.org/10.24252/auladuna.v7i1a2.2020>
- Pia Amelia, Subroto, D. E., & Wulandari, D. L. (2025). Pentingnya pendidikan karakter dalam dunia pendidikan. *Jurnal Ilmiah Multidisiplin Ilmu*, 2(2), 26–30. <https://doi.org/10.69714/tgk98v43>
- Pratama, A. W. S., Nuraini, I., Thama, T. A., Hardiansyah, M., & Subarkah, M. A. (2024). Pendidikan karakter Al-Islam Kemuhammadiyah di era disrupsi. *Journal of Islamic Studies and Social Sciences*, 2(1), 13–22.
- Pribadi, R. A., Dakwan, A. F., & Mawardi, F. (2021). Pelaksanaan metode resitasi pada peserta didik untuk meningkatkan karakter tanggung jawab. *Jurnal Ilmiah FKIP Universitas Mandiri*, 7(2), 375–392.

- Rohman, M. A. A. (2019). Pendidikan karakter di sekolah menengah pertama (SMP): Teori, metodologi dan implementasi. *Jurnal Pendidikan*, 11(2), 125.
- Setiawan, E., & Steven. (2021). Minat beli konsumen di Bakso Kota Cak Man Magelang. *Jurnal Pariwisata Vokasi*, 2(1), 34–41.
- Suryaman, M., & Trisnawati, A. (2025). Kajian manajemen pembiayaan pendidikan dasar: Strategi, tantangan, dan implikasinya terhadap mutu sekolah. *Jurnal Tahsinia*, 6(4), 560–573.
- Susanti, S., Lian, B., & Puspita, Y. (2020). Implementasi strategi kepala sekolah dalam penguatan pendidikan karakter peserta didik. *Jurnal Pendidikan Tambusai*, 4(2), 1644–1657.
- Susanto, D., & Jailani, M. S. (2023). Teknik pemeriksaan keabsahan data dalam penelitian ilmiah. *Jurnal Pendidikan, Sosial & Humaniora*, 1(1), 53–61.
- Syahputri, A. Z., Fallenia, F. D., & Syafitri, R. (2023). Kerangka berpikir penelitian kuantitatif. *Tarbiyah: Jurnal Ilmu Pendidikan dan Pengajaran*, 2(1), 160–166.
- Syifa, U. Z., Ardianti, S. D., & Masfuah, S. (2022). Analisis nilai karakter tanggung jawab anak dalam pembelajaran daring. *Jurnal Educatio FKIP UNMA*, 8(2), 568–577. <https://doi.org/10.31949/educatio.v8i2.2071>
- Waruwu, M. (2024). Pendekatan penelitian kualitatif: Konsep, prosedur, kelebihan dan peran di bidang pendidikan. *Jurnal Penelitian dan Evaluasi Pendidikan*, 5(2), 198–211.
- Welianti, R., & Padang, U. N. (2025). Pengaruh lingkungan sekolah terhadap perkembangan karakter siswa sekolah dasar: Tinjauan literatur. *Jurnal Ilmuan Pendidikan, Matematika dan Kebumian*, 1(2).
- Wiantisa, F. N., Prasetya, A. F., Gunawan, I. M. S., Leksono, T., & Yuzarion, Y. (2022). Pengembangan layanan bimbingan klasikal berbasis media website untuk meningkatkan tanggung jawab akademik siswa. *Realita: Jurnal Bimbingan dan Konseling*, 7(2), 1725. <https://doi.org/10.33394/realita.v7i2.5931>
- Wulandari, Y., & Kristiawan, M. (2017). Strategi sekolah dalam penguatan pendidikan karakter bagi siswa dengan memaksimalkan peran orang tua. *JMKSP: Jurnal Manajemen, Kepemimpinan, dan Supervisi Pendidikan*, 2(2), 290–303.
- Yasin, M., Rahayu, Sah, N., & Habib. (2023). Peran guru di sekolah dan masyarakat. *Jurnal Pendidikan dan Pembelajaran*, 2(3), 382–389. <https://doi.org/10.54259/diajar.v2i3.1810>
- Ziliwu, S. H., Sarumaha, R., & Harefa, D. (2022). Analisis kemampuan koneksi matematika pada materi transformasi siswa kelas XI SMK Negeri 1 Lahusa tahun pembelajaran 2020/2021. *Jurnal Pendidikan Matematika*.