

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Education is the process of acquiring knowledge, skills, and values that may be applied in everyday life. Education's objective is not just to impart academic knowledge, but it also helps students develop excellent morals and attitudes by establishing vital values, one of which is the virtue of responsibility. Students who receive a balanced education that includes both academics and character development can grow into persons who are intelligent, have excellent values, and are prepared to tackle numerous obstacles in life. Teachers in this case have an important role in providing concrete examples of good behavior, assisting students, and creating a learning environment that supports the growth of students' positive character. As Ismeiranti (2022) said that the role of the teacher is very crucial in instilling the value of responsibility that will benefit students' lives in the future as well as can make students more enthusiastic and motivated in learning.

To shape students' attitude of responsibility, teachers can show examples of exemplary attitudes by being disciplined in work, respecting time, and being consistent in carrying out tasks, teachers inspire students to follow the values of responsibility. Teachers can also conduct habituation that will help students understand the importance of fulfilling their obligations, such as doing assignments on time, following school rules, and respecting the rights of others. By Depari (2024) argued that teachers employ a variety of techniques in the classroom to help students develop their personalities, including establishing a supportive learning atmosphere, including character education into lessons, and encouraging students to reflect and become self-aware.

According to Wahid & Rindaningsih (2023) stated that there are three main points of the teacher's role in fostering students' attitude of responsibility, namely: Teachers encourage students to develop an enthusiasm for learning (motivator), teachers give direct examples of positive behavior (inspirer), teachers instilling attitude values (evaluator). This is certainly good enough to form a good

personality for the students themselves comfortably and also happy in learning in the school environment. By Hanifah et al. (2023) stated that the development of the value of responsibility attitude aims to enable students to actually carry out their duties and obligations as students, such as doing assignments, complying with school and class rules, behaving well to parents, teachers, and friends.

As expected on the regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20/2018 on strengthening character education in formal education units based on the Kurikulum Merdeka states that strengthening character education for students by applying values, one of which is the value of responsibility. This is supported by Laoli et al. (2023) stated that teachers have the ability to shape students' character, convert them into better individuals, and create a generation of leaders who will contribute to the nation. So, teachers are expected to instill the value of responsibility in pupils as well as responsible students are expected to grow into individuals who are successful, have integrity, and they can grow into a generation with a positive personality and the potential to contribute to the nation in the future.

The same thing also happens at SMP Negeri 3 Lotu where teachers not only teach academically but also must be able to shape and improve students' attitudes to become responsible individuals. However, in reality based on the preliminary study that researcher conducted by observing and also interviewing one of the teachers there on December 4, 2024, there are still many students who show a less responsible attitude even though the teacher has taught and told them their responsibilities as students. The irresponsible attitudes shown by students at SMP Negeri 3 Lotu, especially in the eighth grade, are as follows: 1) not doing or completing assignments on time, 2) not participating in learning properly, 3) making noise in class when the learning process is taking place, 4) disobeying school rules (such as arriving late and being absent frequently), 5) disturbing friends, 6) and disrespecting teachers. Of course this is an important problem for students' personal lives that must be considered by teachers in schools in this case to shape the character of responsible students.

Based on the phenomenon above, the researcher want to find out what the teachers at school are like in carrying out their role as an educator as well as a role

model for students when students do not show a good personality such as an attitude of responsibility as a student, especially in the eighth grade of SMP Negeri 3 Lotu. So that, the researcher was interested in conducting research by choosing the title, **“The Roles of Teachers in Shaping Eighth-Grade Students’ Attitudes of Responsibility at SMP Negeri 3 Lotu.”**

1.2 Focus of the Research

From the description of the problem on the background above, this research focuses on understanding the roles of teachers in shaping eighth-grade students’ attitudes of responsibility at SMP Negeri 3 Lotu.

1.3 Formulation of the Problem

Based on the background identified problems, the formulation of the problem is presented to provide a clear focus and direction for this research. The problems are as follows:

- 1.3.1 What roles do teachers play in shaping the attitudes of responsibility among eighth-grade students at SMP Negeri 3 Lotu?
- 1.3.2 What factors support and hinder the roles of teachers in shaping the attitudes of responsibility among eighth-grade students at SMP Negeri 3 Lotu?

1.4 Objective of the Research

Based on the formulation of the problem, the objectives of this research are as follows:

- 1.4.1 To identify the roles of teachers in shaping the attitudes of responsibility among eighth-grade students at SMP Negeri 3 Lotu.
- 1.4.2 To identify the factors that support and hinder the roles of teachers in shaping the attitudes of responsibility among eighth-grade students at SMP Negeri 3 Lotu.

1.5 Significance of the Research

The significance of this research has important significance both theoretically and practically.

1.5.1 Theoretical Benefits:

This research is expected to contribute to the educational literature, especially regarding the role of teachers in shaping students' attitudes of responsibility. The findings of this study can enrich the understanding of the strategies, methods and approaches used by teachers in supporting students' character development, especially in the aspect of responsibility. In addition, the results of this study can be a reference for other researchers who want to develop studies in similar fields.

1.5.2 Practical Benefits:

a) For teachers:

This research provides teachers with insights into the importance of their role in shaping students' responsibility attitudes. Teachers can use the results of this study to improve teaching methods and approaches that are more effective in developing students' character.

b) For Students:

With more focused efforts from teachers in shaping attitudes of responsibility, students are expected to understand and apply the values of responsibility in everyday life, both in the school environment and outside school.