

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

In conducting a research, theories were needed to explain some concept in the research concerned. The concept which used must be clarified in order to have the same perspective of the implementation in the field. In this chapter, the writer tries to give the clear description of theoretical framework which covers the general concept including, students' attitude of responsibility (such as definition of responsibility, components/indicators of the students' attitudes of responsibilities, and the importance of students having an attitude of responsibility) and the roles of teachers.

2.1.1 The Roles of Teacher

a. Definition of Teacher

Generally, a teacher is responsible for educating, directing, and transferring knowledge to their students. In addition to imparting lessons in class, teachers help shape students' character and personalities so that they can be responsible and good citizens. A teacher not only imparts knowledge to his or her students, but also serves as a role model and source of inspiration. Teachers use patience and determination to help pupils understand various concepts, improve abilities, and gain confidence in studying. Teachers play a crucial role in shaping future generations in education. As Hidayah (2020) said that teachers serve as role models for their students, thus anything the teacher does is inextricably linked to the students' perspectives and will undoubtedly be emulated. Teachers must exercise caution when speaking, acting, or doing activities. A skilled teacher is capable of imparting knowledge and ensuring students understand and use it in their daily lives. Added by Laoli et al. (2023) stated that teachers should be concerned not only with their pupils' cognitive development, but also with their mental and emotional well-being and character development. Additionally, teachers support, supervise, guide, and discipline students to ensure they follow school rules and societal norms.

It can be stated that a teacher has a very important role in the world of education, not only as a provider of knowledge, but also as a shaper of student character and personality. Teachers become role models in their attitudes, words, and actions that will be emulated by students. In addition, teachers not only focus on students' cognitive development, but also care about their mental, emotional, and moral well-being. With patience, perseverance, and responsibility, teachers play a role in guiding, supporting, and disciplining students to become knowledgeable, responsible individuals who are ready to face life in society in the future.

b. The Roles of Teacher in Shaping Students' Responsibility

According to Ismeiranti (2022) several roles of teacher in shaping students' attitudes of responsibility, including: First, the teacher's role as a role model, modeling something concrete to his students. Second, a teacher can serve as a role model in terms of discipline and responsibility in carrying out their duties, as well as behaving politely, fairly, and respectfully towards both fellow teachers and students for examples through always speaking well and politely when talking with fellow teachers, or with students during the teaching and learning process. Third, teachers play a role through the value of discipline for example, by emphasizing class or school rules (arriving on time, not making noise, etc.) and imposing sanctions on students who violate the rules. Fourth, teachers act as facilitators and motivators, by providing positive encouragement to students both in their studies and in completing assignments, as well as giving appreciation to students who behave responsibly, always guiding students who have difficulty in learning, teaching students with patience, attention and guidance when students cannot do assignments and do not understand the material conveyed by the teacher.

This is supported by Wati et al. (2021) stated that the teacher's roles in shaping students' attitudes of responsibility includes: the teacher's duty as a motivator (such as rewarding students with a thumbs up and a thank you for being able to answer the teacher's questions and submit their

assignments on time), as a facilitator (for example provide or prepare learning aids for students so that they can more easily understand the learning material), and as an evaluator by reprimanding students who display irresponsible behavior or providing feedback on student participation in terms of responsibility, such as in their assignments and learning outcomes.

It can be mentioned that there are five roles of teachers in shaping students' responsibility, such as: as a motivator, as a facilitator, as an evaluator, as a role model, and as instilling the value of discipline. These teacher roles can be explained as follows:

1. Teacher as a motivator

A teacher functions as a motivator by increasing students' excitement for learning in a variety of methods, including positive encouragement, establishing a pleasant learning environment, and recognizing students' efforts and achievements. As a result, pupils will be more willing to learn and accept responsibility for their academic progress. An example of the teacher's role as a motivator is by providing positive encouragement to students both in their studies and in completing assignments, as well as giving appreciation to students who behave responsibly.

2. Teacher as a facilitator

As a facilitator, a teacher needs to encourage students to think critically, ask questions, and find their own answers through conversations, group work, and other active learning approaches, rather than just providing material in a one-way manner. Teachers can also help them by providing a variety of learning tools, guidance tailored to each student's needs, and fostering a dynamic and fun classroom environment. That way students gain a sense of responsibility for their own learning by actively participating in the learning process, rather than just passively receiving knowledge. Examples of the role of teachers as facilitators based on the opinions of the two experts above includes, always guiding students who have difficulty in learning, teaching students with patience, attention and guidance when

students cannot do assignments and do not understand the material conveyed by the teacher as well as provide or prepare learning aids for students so that they can more easily understand the learning material.

3. Teacher as an evaluator

Teachers also serve as evaluator, fostering a sense of accountability among students. This is accomplished by evaluating and offering feedback on students' attitudes and behaviors in both academic and social settings. Teachers not only evaluate learning outcomes cognitively, but also help pupils build excellent character via reflection, advice, and constructive direction. A teacher can demonstrate the role of evaluator, such as by reprimanding students who display irresponsible behavior or providing feedback on student participation in terms of responsibility, such as in their assignments and learning outcomes.

4. Teacher as a role model

Teachers, as inspirers, must provide a good example for pupils by their behavior and activities. Teachers' attitudes of discipline, honesty, hard work, always speaking well and politely when talking with fellow teachers, or with students and responsibility will serve as a meaningful example for students. Students will find it easier to emulate and implement positive values in their lives if they can directly observe how teachers do so. A teacher can serve as a role model in terms of discipline and responsibility in carrying out their duties, as well as behaving politely, fairly, and respectfully towards both fellow teachers and students for examples through always speaking well and politely when talking with fellow teachers, or with students during the teaching and learning process.

5. Teacher as instiller the value of discipline

Instilling the value of discipline to students is very important in shaping their character and attitude of responsibility. To instill the value of discipline to students, teachers can implement it in various ways, such as arriving on time, obeying school rules, and providing real examples in daily life. In addition, teachers must also be consistent in enforcing the rules, for example by providing fair sanctions for students who break the rules and

giving awards to students who show a disciplined attitude. With good guidance from teachers, students will get used to a disciplined lifestyle that will be useful for their future. The teachers can act as instiller the value of discipline by emphasizing class or school rules (arriving on time, not making noise, etc.) and imposing sanctions on students who violate the rules.

2.1.2 Students' Attitude of Responsibility

a. Definition of Responsibility

Responsibility is the understanding that people engage in activities and the readiness to assume risks as a result of such activities. As Alannur et al. (2023) said that responsibility encompasses the degree of human conduct that is cognizant of the duties and commitments that must be fulfilled. Additionally, responsible people are able to appropriately fulfill their obligations to the environment as well as their personal demands and responsibilities. To develop into a responsible person, the individual needs ongoing training (Syifa et al. 2022).

From the two opinions of the experts above about the meaning of the attitude of responsibility, it can be concluded that responsibility is an awareness of the duties and commitments that must be fulfilled and the readiness to bear the risks of each activity carried out. A responsible person is someone who is able to fulfill his obligations to the environment in which he is and his personal demands and responsibilities appropriately in that environment. Therefore, to become a responsible person, continuous training and coaching are required.

b. Indicators of the Students' Attitudes of Responsibilities

According to Melati et al. (2021) in Sitorus et al. (2022) stated that there are a number of learning benchmarks that can be used to assess students' responsibility. Signs that students are accountable includes: 1) Doing personal tasks well, 2) Being responsible for all actions done, 3) Being involved in working on group tasks with discussions, and 4) Using

every available time effectively. This is supported by Sari & Bermuli (2021) explored some indicators of responsibility from student behavior, namely: 1) Has readiness to learn before learning, 2) Discipline, 3) Actively participate in learning, 4) Doing and completing assignments on time, and 5) Taking the initiative to be actively involved in completing group tasks.

Based on the two opinions of the experts above, it can be concluded that there are 6 (six) components / indicators of students' responsible attitudes, namely:

1) Doing and completing assignments on time

Students are responsible for completing individual tasks, such as homework, practice problems, or personal projects that have been given by the teacher at school, with maximum effort and in accordance with the teacher's instructions. This reflects students' independence and discipline in learning.

2) Being responsible for all actions done or discipline

Every student should realize that all actions taken, both positive and negative, have consequences. If they make a mistake, then the student must have the courage to admit and correct it, not blaming others. Discipline includes students' obedience to school and class rules, such as arriving on time, following the teacher's instructions, and maintaining order in learning by not making noise or disturbing friends while learning is in progress. This discipline also reflects students' responsible attitude towards themselves and their environment, thus creating a conducive learning atmosphere.

3) Taking the initiative to be actively involved in completing group tasks with discussion

In group assignments, responsible students not only wait for instructions, but also actively participate by assisting, suggesting ideas, and contributing to the task's completion. This attitude exemplifies caring, cooperation, and adaptability in a group working toward a common goal.

4) Using every available time effectively

Students should be able to manage their time well, not procrastinate on work or tasks, and utilize time in class and outside of class to learn and

develop skills. Good time management by students helps increase their productivity and academic success.

5) Has readiness to learn before learning

Students are expected to have prepared themselves before the learning process begins in the classroom. This readiness includes physical aspects (bringing learning equipment to school), mental (having motivation and focus to learn), and cognitive (having studied the material to be discussed first from home before participating in learning activities in class). With these good readiness, students can more easily understand the material that will be delivered by the teacher.

6) Actively participate in learning

Responsible students are not only physically present or just being loyal listeners but can also actively contribute to learning. This can be in the form of asking questions, answering questions, giving opinions, or engaging in discussions. This active participation can help students understand the material better and improve their critical thinking skills.

c. The Importance of Students Having an Attitude of Responsibility

Responsibility is one of the required life skills for students (Alifiyarti et al. 2023). Additionally, maintaining a responsible mindset can improve academic outcomes. Students who take their studies seriously are more likely to attain desired results compared to those who lack accountability in their studying. Responsible students are more likely to employ effective learning tactics to expand their knowledge. When students hold themselves accountable for their development, they not only thrive academically, but also feel more powerful and invested in their education. Students who view failure as a learning opportunity are more successful in achieving their goals.

<https://www.crslearn.org/publication/building-sel-skills/student-responsibility-holding-oneself-accountable/>

In conclusion, an attitude of responsibility is very important for students to have as it contributes considerably to their academic success and

self-development. Responsible students tend to take learning more seriously, use effective strategies, and see failure as an opportunity to improve and have a good personality.

2.1.3 Factors Affecting Responsibility

According to Astuti (2022), stated that responsibility is influenced by two factors: supporting factors and inhibiting factors. The following is an explanation of these two factors:

1. Supporting Factors

One of the factors that influence a sense of responsibility is supporting factors. In this case, the supporting factors are family, school, and community:

a. Family

The primary environment for educating someone in attitudes and behavior is the family. Family education is usually related to the morals, values, and norms that exist around them. Therefore, the family plays an important role in teaching children to have a sense of responsibility from an early age. If children are taught to focus on completing tasks within the family, they will also focus on their tasks at school. When children are taught to courageously admit their mistakes, they will also be courageous enough to admit their mistakes at school. Instilling a sense of responsibility in children will help them develop a responsible character.

b. Schools

Schools play an important role in instilling a sense of responsibility in students. Through school, students learn about the norms or rules that exist in society and at school. In this case, teachers serve as role models in behavior and speech, such as giving examples of what should and should not be done.

c. Community

The community also plays an important role in instilling and enhancing a sense of responsibility. This is because social interactions within the community are becoming more widespread, therefore requiring self-control and control from the community. Within the community, there

are warnings that point to social norms that must be followed. This will shape students to become responsible individuals.

2. Inhibiting factors

The factors that influence responsibility are as follows:

- a. Students are not aware of the importance of fulfilling their obligations and rights.
- b. Students lack confidence in their abilities.
- c. Family, school, and community factors will determine whether students have a sense of responsibility or not.

Based on the explanation above, it can be concluded that both factors are highly influential in developing students' sense of responsibility.

2.1.4 Previous Research

In writing this thesis, the researcher considers several previous studies that are relevant to this research, these are:

1. Ismeiranti & Ferdiansyah (2022), this study aims to determine the role of classroom teachers in shaping the character of responsibility during learning in fourth-grade elementary school students. The method used in this study is a qualitative descriptive method, using natural objects as research subjects. Data collection techniques include observation and interviews.
2. Gesi et al (2025), the role of teachers in shaping students' attitudes of responsibility in Pancasila and Citizenship Education at SMP Negeri 12 Malang. This study also identifies various challenges faced by teachers, such as difficulties in guiding students and lack of family support, as well as opportunities to overcome them. The research employs a descriptive qualitative approach with data collection techniques through interviews, observations, and documentation studies.
3. Wati et al. (2021), this research goals were to described the role of teachers in implementing student responsibility attitudes in Civic Education learning on rights, obligations, and responsibilities. This

research used descriptive qualitative research with the research subjects of fifth grade teachers and fifth grade students of elementary school. The data collection was cloned by observation, interviews, and documentation. The data obtained were then analyzed consisting of three components, namely data reduction, data presentation, and drawing conclusions.

This study is closely related to previous studies, but its main focus is on the roles of teachers in instilling a sense of responsibility in eighth-grade students at SMP Negeri 3 Lotu. While previous studies have mostly been conducted at the elementary school level, this study expands its scope to the junior high school level, focusing on the actual conditions in that school environment. This study also aims to explore in depth how teachers at the junior high school level, particularly those teaching eighth grade, apply teaching methods and character development in their efforts to shape students' sense of responsibility, as well as the obstacles they face in the process. With this approach, the study not only supports previous findings but also provides a new perspective on the role of teachers in shaping students' character, particularly at the junior high school level in the area of SMP Negeri 3 Lotu.

2.2 Conceptual Framework

In conducting the research, the role of teachers in shaping students' attitudes of responsibility was chosen as the skill under study. In schools, character education is an important part because it plays a role in building a generation that is not only academically intelligent, but also has good morals and ethics or a good personality. Teachers, as the main educators in schools, play an important role in providing concrete examples of good behavior, assisting students, and creating a learning environment that supports the growth of positive character. Thus the role of the teacher is very crucial in instilling the value of responsibility that will benefit students' lives in the future in terms of the values of discipline, perseverance, and honesty, and can make students more enthusiastic and motivated in learning.

Based on the students' problems that had been published previously, there were many problems faced by students especially in the attitudes of responsibility, which shows the low level of responsibility shown by students. 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.

Therefore, researchers raised research on the role of teachers in shaping students' attitudes of responsibility to find out the role, efforts and strategies of teachers in overcoming violations committed by these students. The conceptual framework can be seen in figure 1 below.

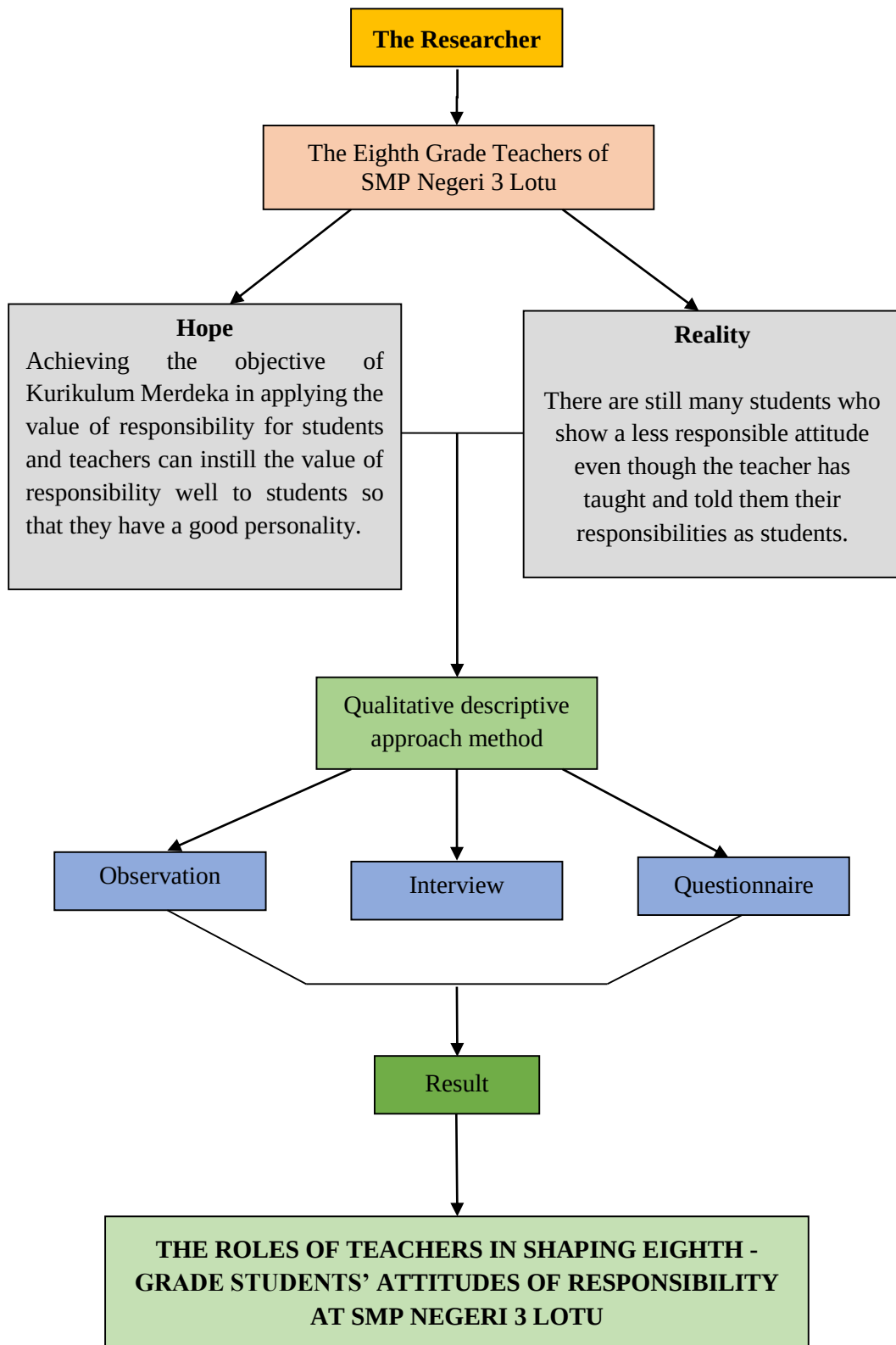


Figure 1. Conceptual Framework