

CHAPTER IV

RESULTS AND DISCUSSION

4.1 Results

This research was conducted at SMP Negeri 3 Lotu, especially in class VIII, focusing on three teachers who teach in that class as representative participants and also eighth grade students. This research was conducted for one month starting on April 24, 2025 and ending on May 24, 2025. Based on the research focus of understanding the roles of teachers in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu, the researcher has collected data through observation, interviews and questionnaires.

The researcher conducted interviews with three teachers who teach in the eighth grade to answer the first and second problem formulations. Then the researcher conducted classroom observations of the three teachers while teaching in class to get more accurate data in answering the first and second problem formulations. While the last stage carried out by the researcher was distributing questionnaires to students in class eight to clarify from students whether the teacher's roles in shaping student responsibility have actually been carried out by the teacher or not as well as to obtain valid and reliable data. After collecting the data, the researcher analyzed the data based on the interview transcript, the results of the answers carried out or not carried out from the observation sheet, and also the checklist results from the student answer questionnaire sheet through data analysis techniques, namely; data reduction, data presentation, and conclusion drawing.

4.1.1 The Results of Interview

Based on the focus of the research, namely to know and understand the roles of teachers in shaping students' attitudes of responsibility in grade eight, researcher collected accurate data by conducting interviews with three teachers at SMP Negeri 3 Lotu, especially those who teach in grade eight. The teachers interviewed were an English teacher (teacher 1) named Imanan Jaya Gulo, S.Pd., a deputy principal for student affairs (teacher 2) named Rudison Ingat

Selamat Zega, S.Pd., and also a homeroom teacher (teacher 3) named Agus Irmayani Gea, S.Pd.

At this interview stage, the researcher conducted two meetings with the three teachers. The interview at the first meeting was conducted on April 25, 2025 together with teacher 1 and teacher 2. The second interview was conducted on April 28, 2025 together with teacher 3.

4.1.1.1 The Results of Interview with Teacher 1, 2, and Teacher 3

The following are the results of interviews obtained by researcher together with the three teachers who teach in class VIII SMP Negeri 3 Lotu. The interview was conducted to find out what the role of the teacher is applied to students in class VIII, the researcher conducted an interview by asking eight questions tailored to the problems previously found by the researcher that in the school there are still many students who show a less responsible attitude. The results of the interview can be described as follows:

Based on interviews with three eighth-grade teachers at SMP Negeri 3 Lotu actions taken by teachers in dealing with students who display irresponsible behavior, it appears that they play various important roles in fostering a sense of responsibility in students. To address students who do not do their assignments or do not complete assignments on time, from interviews with three eighth-grade teachers at SMP Negeri 3 Lotu, it can be understood that teachers first try to understand the reasons behind this behavior, then seek and provide appropriate solutions to the problem of irresponsible behavior. On the other hand, teachers also give appreciation to students who show responsibility, such as praising them and making them role models for other students in front of the class, as well as applying constructive sanctions for students who have not completed their assignments. The answers from three teachers can be summarized as shown in the following table.

Table 4.1 Results of the First Interview Question

Question	Answer
What do you do as a teacher to address	The teacher looks for the cause and then provides a solution, giving praise for those

students who do not do their assignments or do not complete assignments on time?	who are responsible for doing and completing the task or giving punishment for those who are not as motivation.
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To guide students who do not actively participate in learning, teachers show concern by taking a personal approach to understand the students' personal circumstances in order to find out the reasons behind their inactivity and provide guidance and motivation. The summarized answers from three teachers can be seen in the following table.

Table 4.2 Results of the Second Interview Question

Question	Answer
What do you do to guide students who do not actively participate in learning?	Teachers try to understand the conditions of students' lack of participation and provide guidance and encouragement through a personal approach.

In responses to students who making noise in class when the learning process is taking place, they both show an attitude that is oriented towards educational solutions by taking different but aligned approaches, namely to deal with and prevent disruptive student behavior. Teachers will reprimand them in a polite but firm manner, enforce the rules, and impose consequences that have been agreed upon from the outset, while also involving the students in learning activities so that they regain awareness and take responsibility for focusing on their studies. The answers from three teachers can be summarized as shown in the following table.

Table 4.3 Results of the Third Interview Question

Question	Answer
How do you respond to students who make noise during the learning process?	Teachers are strict with students who make noise by setting rules and consequences that are mutually agreed upon before the lesson begins.

To instill an attitude of responsibility to students who disobeying school rules such as arriving late and being absent frequently, three teachers try to instill an attitude of responsibility, both through example, motivation and sanctions. Teachers try to sets an example of discipline, such as arriving on time by encouraging them to be diligent in school, so that students get used to living orderly and responsible lives, reminding them often, and guiding them personally when necessary. They also added that the school has implemented a point system for rule breakers. If the student's violation points continue to increase, sanctions will be given such as summoning parents, home visits, and can even be expelled from school. In addition, teachers provide personal motivation by giving roles or tasks that must be completed regularly. Below is the summarized of three teachers answers.

Table 4.4 Results of the Fourth Interview Question

Question	Answer
In your role as a teacher, how do you instill an attitude of responsibility to students who often come late or are often absent?	Modeling discipline that starts with the teachers themselves, impose sanctions and providing motivation with personal guidance.

In dealing with students who disturbing friends during learning, the teachers reprimanded students calmly but firmly and politely, while reminding the class rules and providing understanding to students by explaining that their actions disturbed friends and the learning process. As well as emphasized paying more attention by involving the student by asking him to give his opinion or ideas on the material being taught so that he would be distracted and feel valued in class. Below is the summarized of three teachers answers.

Table 4.5 Results of the Fifth Interview Question

Question	Answer
What are your steps when dealing with students who	Reprimand students politely but firmly and involve students in learning activities.

disturb classmates during learning?	
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In dealing to students who disrespecting teacher, three teachers expressed each approach that was almost in line. The teacher giving advice and direct guidance to students, as well as working with other teachers and homeroom teachers to help make students realize the error of their ways. Besides that, they provide a real example in behaving and communicating well with other teachers and students, so that students can emulate and get used to a positive environment. In addition, approaches students calmly and empathetically, for example through personal conversations between teacher and students concerned, so that students feel valued and easily accept and understand the importance of being polite to teachers and others. The statements has been described above can be summarized in the table below.

Table 4.6 Results of the Sixth Interview Question

Question	Answer
What is your approach to students who are disrespectful to teachers or do not respect teachers?	Teachers set an example in behaving and communicating with both teachers and students, advising and guiding students by involving other teachers and homeroom teachers to help realize that their attitude is wrong.

From the results of the interviews that have been described above, it can be concluded that the three teachers have the intention of educating and caring about students. They not only focus on academics but also pay attention to their personalities. As previously described, the three teachers have their own ways or approaches in shaping students' responsible attitudes but still aligned and have the same goals.

4.1.2 The Result of Observation

4.1.2.1 The Results of Observation with Teacher 1, 2, & Teacher 3

This observation was conducted with three teachers who teach in the eighth grade of SMP Negeri 3 Lotu. The researcher used an observation sheet created based on the categories of teacher's roles that will give answers (Done or undone) and adding notes to describe the findings. This observation was conducted with the aim of observing teachers' actions directly in the classroom in carrying out their roles as teachers to shape students' responsible attitudes. The researcher has conducted observations for three meetings for each teacher being observed. Observation with teacher 1 was conducted on May 2, 2025. Observation with teacher 2 was conducted on May 8, 2025. And observation with teacher 3 was conducted on May 16, 2025.

The following are the results of observation data with three teachers based on the done and undone indicators.

Table 4.7 Results of Observation with Three Teachers

No.	Role Category	Indicators	Status	Summary of Findings Notes
1.	As a Motivator	Teachers give positive encouragement to students to complete assignments on time.	Implemented	The teacher praises and appreciates responsible students verbally and publicly.
		The teacher gives appreciation to students who are responsible.	Not fully implemented	Simply offering verbal praise does not always convey appreciation. .
2.	As a Facilitator	Teachers provide media or learning aids so that students can easily understand the material.	Not fully implemented	Two teachers provide interactive learning media such as: Quizizzes, videos, and animations and the other rarely uses interactive media, but only books.

		Teachers provide special guidance for students who have learning difficulties.	Implemented	Provide personalized guidance and moral support for struggling students.
3.	As Evaluator	The teacher gives feedback on students' tasks and participation.	Not fully implemented	Two of the three teachers did not always provide constructive feedback; only one teacher did so by providing positive comments and suggestions for improvement on the students' worksheets.
		The teacher reprimands students who do not complete assignments or make noise in class.	Implemented	Reprimand politely and provide positive consequences for disruptive students.
4.	As a Role Model	Teachers show discipline and responsibility in carrying out their duties.	Implemented	Demonstrate discipline: arrive on time, give grades fairly & on time.
		Teachers are polite, fair, and respectful to students.	Implemented	Be consistently polite, fair and respectful to students.
5.	Instiller Discipline Values	The teacher emphasizes the class/school rules (coming in on time, not making noise, respecting the teacher, etc.)	Implemented	Reinforce class rules with educational and mutually agreed upon sanctions.

		Teachers give sanctions to students who break the rules.	Implemented	Give sanctions such as reflection or point system and still in an educative way.
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Table 4.7 above is a summary of the results of observations made by researcher by observing three teachers in the eighth grade of SMP Negeri 3 Lotu. Researcher made observations to identify the roles of teachers in shaping students' responsible attitudes. The things observed in this case are about the actions and interactions of teachers with students in the classroom in shaping their responsible attitudes, especially for those who break the rules. The results of these observations can be described as follows.

In accordance with the observation results summarized in the table above, it can be understood that Observations of three eighth-grade teachers at SMP Negeri 3 Lotu, showed that teachers played a role in fostering a sense of responsibility in students. However, the implementation of this role varied in terms of the actions taken by teachers and the quality of each category of role observed.

Based on observations of three teachers, it can be said that their role as motivators is quite evident, especially in providing positive encouragement to students to complete their assignments on time. Teachers usually give verbal praise to students who show responsibility. However, this form of reward is still limited to words and has not developed into more diverse forms of appreciation. In fulfilling their role as facilitators, two out of three teachers have utilized interactive learning media such as online quizzes and animated videos to support the learning process. Meanwhile, the other teacher still relies primarily on textbooks as the main source, so the implementation of this role has not been fully optimized. Despite this, all three teachers continue to demonstrate care by providing guidance and moral support to students facing difficulties.

In terms of the teacher's role as evaluator, all teachers show consistency in reprimanding students who do not complete assignments or disrupt the lesson, and they do so in a polite and educational manner. Even

so, there are still shortcomings, especially in providing constructive feedback on student assignments and participation. Only one teacher routinely provides comments and suggestions that help students improve their learning outcomes. As role models, all teachers demonstrate behavior that reflects discipline and responsibility, such as arriving on time and grading fairly. In their daily interactions, teachers also demonstrate politeness, fairness, and respect for students. Meanwhile, in instilling the value of discipline, all teachers emphasize the importance of following the rules that apply in the classroom and school. The sanctions imposed are educational in nature, such as providing time for reflection or using a point system as a form of behavior control.

Thus, it can be said that the role of the teacher in shaping students' attitudes of responsibility carried out by the three teachers in grade eight at SMP Negeri 3 Lotu is classified as good, seen from the various positive actions and interactions shown by the teacher towards students, although development efforts are still needed, especially in the role of the teacher as a motivator, namely in enriching the variety of forms of appreciation, in the role of the teacher as a facilitator, namely maximizing the use of learning media, and in the role of the teacher as an evaluator, for example by providing more in depth feedback that still needs to be improved.

4.1.3 The Result of Questionnaire

The last data collection carried out by the researcher in this case is by distributing questionnaires to students in the eighth grade of SMP Negeri 3 Lotu designed based on field observations to get clarification from students whether the teacher's role in shaping students' attitudes of responsibility has actually been carried out by the teacher or not, as well as to identify the changes in students' sense of responsibility resulting from the teacher's role.

The researcher used a questionnaire with a Guttman Scale with student answer options of “Yes” and “No” to test the answers that had been obtained in interview sessions and also observation with three teachers who taught in the eighth grader before. This questionnaire was distributed to

students in the eighth grade of SMP Negeri 3 Lotu with a total of 14 students on May 21, 2025.

The following were the results of the questionnaire from the answers of students in the eighth grade that has been conducted by the researcher which can be seen in table 4.8 below.

Table 4.8 Results of Students' Questionnaire

No.	Teacher's Role	Statements	Respond	
			Yes	No
1.	Motivator	Teachers give positive encouragement for students to complete assignments on time.	14	0
		The teacher gives appreciation to students who are responsible.	13	1
2.	Facilitator	Teachers provide media or learning aids to make the material easy to understand.	13	1
		Teachers provide special guidance to students who have learning difficulties.	13	1
3.	Evaluator	The teacher gives feedback on students' tasks and participation.	11	3
		The teacher reprimands students who do not complete assignments or make noise in class.	14	0
4.	Role Model	Teachers show discipline and responsibility in carrying out their duties.	14	0
		Teachers are polite, fair and respectful to students.	14	0

5.	Instiller Discipline Values	The teacher emphasizes the importance of class/school rules (arriving on time, not making noise, respecting the teacher, etc.).	14	0
		Teachers give sanctions to students who break the rules.	14	0
Total			134	6

Table 4.9 Students' Clarification on the Changes in Their Attitudes of Responsibility Resulting from the Teachers' Roles

No.	Teacher's Roles	Statements	Yes	No
1.	As a Motivator	I feel more responsible for completing assignments on time after receiving positive encouragement from the teacher, such as motivation and support.	14	0
		I feel motivated to be more responsible and to follow the rules after receiving appreciation from the teacher.	13	1
2.	As a Facilitator	I no longer experience difficulties in learning and have become more responsible because the teacher facilitates the learning process with appropriate teaching aids.	13	1
		After receiving guidance from the teacher, I feel more confident and strive to study more diligently.	13	1
3.	As an Evaluator	After receiving feedback from the teacher, it helped me understand my mistakes and encouraged me to study more seriously.	11	3

		After being reprimanded by the teacher, I have made an effort to be more disciplined in completing assignments and maintaining order in the classroom.	14	0
4.	As a Role Model	Seeing the teacher being disciplined and responsible encourages me to study more diligently and complete assignments sincerely.	14	0
		The discipline and kind treatment shown by the teacher make me not want to disappoint them and motivate me to be more disciplined and responsible as a student.	14	0
5.	Instiller Discipline Values	I have started to get used to following school rules and become more disciplined and aware of my responsibilities because the teacher consistently emphasizes them firmly.	14	0
		The sanctions given by the teacher have made me more disciplined and responsible for my actions at school, and have taught me not to repeat the same rule violations.	14	0

Table 4.8 and table 4.9 above contains the survey results of answers from students as the clarification of whether the teacher's role in shaping students' attitudes of responsibility has actually been carried out by the teacher or not as well as the students' clarification on the changes in their attitudes of responsibility resulting from the teacher's roles. Data was collected with 14 respondents who filled out the questionnaire. There are 10 statements in the questionnaire which are divided into 5 teacher's roles. The following is the descriptive analysis using the procedural steps of questionnaire data analysis techniques that will be presented in a formula of the Guttman scale: Formula = $\frac{\sum \text{Answer "Yes"}}{\sum \text{Questionnaire Answers}} \times 100\%$.

Based on the results of the questionnaire analysis, a percentage of 96% of the total student answers were "Yes", indicating that the majority of

students felt that the teacher's role in shaping students' attitudes of responsibility in grade eight at SMP Negeri 3 Lotu had been carried out very well.

The following can be noted the results of the analysis description of each teacher's role:

1. Teacher's Role as a Motivator

Most students stated that the teacher had played the role of motivator very well. This can be seen from the responses of students who mostly answered yes or agreed with the statement by 96%, although there was still 1 student who felt that he had not received appreciation from the teacher for his responsibilities. From the teacher's role, most students (14 out of 14) felt encouraged to complete assignments on time due to encouragement from the teacher, and 13 out of 14 stated that they were motivated to be more responsible after receiving appreciation or recognition from the teacher for the attitude of responsibility they showed. This shows that motivation from teachers is very influential in increasing students' awareness and responsibility.

2. Teacher's Role as Facilitator

Based on the results of student responses, the teacher's role as a facilitator is also quite high with a percentage of 93% as many as 13 students answered "Yes" on two statement indicators that show the teacher has carried out his role as a facilitator, although there is still a slight perception gap from students who answered "No" on both statements. From the results, students' responses were also consistent in that they recognized that they were more confident and felt responsible after receiving such assistance. This indicates that the right learning facilities and support can change students' attitudes from passive to active and responsible.

3. Teacher's Role as Evaluator

Teachers as evaluators received a positive rating from students with a percentage of 89%. The majority of students admit that the teacher reprimands firmly when violations occur, although there are still 3 students who feel they have not received feedback on their assignments or

participation. From the teacher's role as evaluator, the majority of students, 14 students, felt that they became more disciplined after being reprimanded by the teacher. This shows that although the number of those who acknowledge feedback is not full, the effect of the teacher's evaluative actions is quite large in shaping student responsibility.

4. Teacher's Role as Role Model

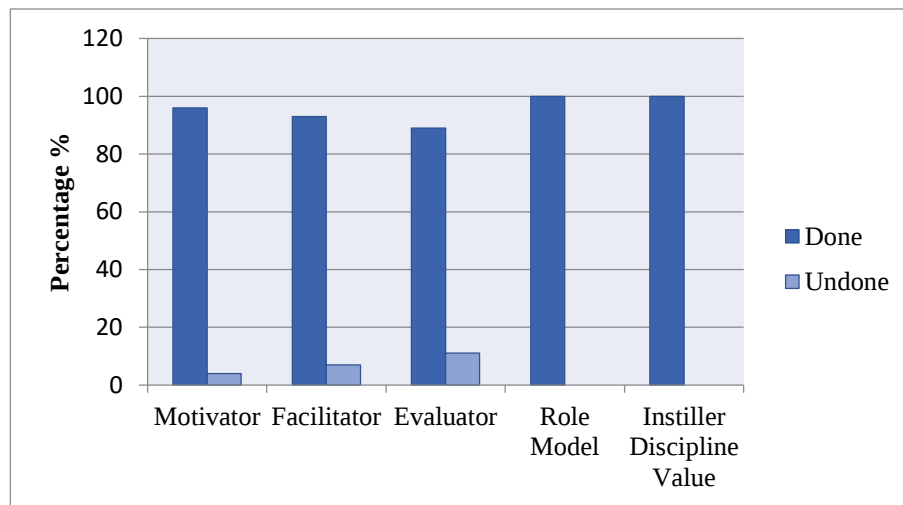
In this role, teachers received full recognition from students, with a percentage of 100% as a positive response. This shows that teachers have acted as role models for students by showing discipline, responsibility, and treating students with fairness and respect. This is also evident from the students' clarification with their perceived change in attitude of responsibility. All students (14 out of 14) felt encouraged to be more responsible and did not want to disappoint the teacher with their attitude. This proves that the teacher's example is very strong in instilling the value of responsibility through example.

5. Teacher's Role as Instiller Discipline Value

In this role, teachers are also considered very good at instilling disciplinary values. A total of 100% of all students in the class chose the answer “Yes” for the statement stating that teachers enforce school rules and provide sanctions for rule breakers. This shows that the implementation of discipline by teachers has been carried out consistently and effectively. The results of the teacher's role also provide positive attitude changes for students. This can be seen from the clarification of students who claimed that they began to familiarize themselves with the rules and became more disciplined.

The description above also can be analyzed and categorized as in chart 4.10 below.

Chart 4.10 Percentage of the Teachers' Role Based on the Questionnaire Results.



This means that overall, these results indicates that the majority of students recognize that teachers have carried out their roles very well in shaping attitudes of responsibility.

4.1.4 The Result of Interview about the Factors of Supporting and Hindering the Roles of Teacher.

To find out the factors that support and hinder the role of teachers in shaping students' attitudes of responsibility in class VIII of SMP Negeri 3 Lotu, researcher have also conducted interviews with the three teachers mentioned above. The following are the descriptions of the interview results from the three teachers.

Based on the three teachers' statements, the main obstacles in shaping students' attitude of responsibility is the lack of attention and guidance from the family. As teacher 1 explained that many students live with relatives because their parents migrate, so they lack attention and sometimes live in an unharmonious environment. This affects students' attitudes and behavior at school. In addition, teacher 3 also said that if students do not receive good guidance at home, then the teacher's efforts in shaping students' attitudes of responsibility become less than optimal. Added by teacher 2 said that some negative attitudes such as being disrespectful, lazy and naughty come from the influence of the home

environment and the environment outside the home that does not support the formation of positive attitudes. Overall, the lack of support from families, unfavorable environmental conditions, and the lack of cooperation between teachers and parents are factors that hinder the role of teachers in shaping students' attitudes of responsibility.

And for the last question, to answer the things that support teachers in carrying out their role in terms of shaping students' responsible attitudes based on the three teacher statements, it can be concluded that there are several things that support the role of teachers in shaping students' responsible attitudes. Teacher 1 stated that the cooperation between teachers and principals is very helpful, especially when teachers get clear information about students' conditions, so they can determine the right coaching steps. Teacher 2 added that support from parents is also very important. If parents guide their children and instill an attitude of responsibility from a young age, then teachers' efforts at school will be stronger and more effective. Meanwhile, teacher 3 explained that an orderly and positive school environment also supports the formation of students' responsible attitudes. This is shown through the implementation of clear rules, exemplary behavior from teachers, and rewards for students who demonstrate responsible attitudes. For this reason, the factors that support the success of teachers in instilling responsible attitudes in students require cooperation between the school and parents, as well as support from a conducive to school environment.

The following are the results of the analysis of interview data regarding the factors that support and hinder the role of teachers in shaping students' responsible attitudes in the eighth grade of SMP Negeri 3 Lotu, which are summarized as in table 4.11 below.

Table 4.11 Factors of Supporting and Hindering the Roles of Teachers

No.	Questions	Summary of Answers
7.	What do you think are the factors that can hinder the role of	• Lack of harmony, support and attention from family, especially parents • Negative influences from the outside environment as a student's social environment

	teachers in shaping students' attitudes of responsibility? How do you deal with these influences?	Students are neglected, especially from parental supervision because many students' parents migrate. The solution: Teachers try to establish communication with families, home visits, and ongoing guidance.
8.	What do you think are the factors that can support the role of teachers in shaping students' attitudes of responsibility?	- There is cooperation between teachers, principals and parents in guiding and directing students consistently both at school and at home - An orderly and positive school environment such as clear rules applied at school and exemplary behavior shown by teachers.

4.2 Discussion

4.2.1.1 The Roles of Teachers in Shaping Eighth-Grade Students'

Attitudes of Responsibility at SMP Negeri 3 Lotu.

The results of the research on the role of teachers in shaping the attitudes of responsibility among eighth-grade students at SMP Negeri 3 Lotu show that the five main roles of teachers, namely as motivators, facilitators, evaluators, role models, and instillers of discipline, have been carried out quite well, although there are still some aspects that need to be improved. These findings are supported by data triangulation from interviews with teachers, direct classroom observations, and questionnaires administered to students.

Based on the interview results, teachers try to motivate students who do not complete their assignments by providing solutions, praise, or educational punishment. As stated by Wahid & Rindaningsih (2023), one of the ways to foster a student's responsible attitude is to give praise or gifts so that the student is more motivated. Observations support this finding, as seen in teachers who provide positive encouragement and verbal praise to responsible students, although the rewards given are not yet fully varied or in depth. This was also said by Wati et al. (2021) that teachers give appreciation to students, such as thumbs up gestures and thanks, as a form of appreciation for submitting assignments on time. Added as a motivator

in the learning process, the teacher plays an important role in arousing students' enthusiasm for learning. In addition, the teacher also appreciates the student concerned by giving recognition in front of the class and making him an example for his friends. From the appreciation carried out by this teacher, it can be understood that in addition to praising and motivating the student concerned, it can also encourage other students in the class to compete and be more active in carrying out every task and responsibility given in the future. This is also reflected in the questionnaire results, which show that 96% of students feel motivated to be more responsible due to the encouragement and appreciation from teachers. These findings indicate that teachers' motivation plays a significant role in enhancing students' sense of responsibility.

Meanwhile, in dealing with students who do not actively participate in learning, based on the results of the interview, the teacher tries to understand the condition of the students' lack of participation and provides guidance and encouragement through a personal approach. This analysis shows that the teacher's role as a facilitator is quite good. This is also done to build closer relationships with students, so that they feel supported and motivated to be more active in the learning process. This statement is supported by Putri & Mahatmaharti (2019) who said that teachers always provide encouragement and motivation to students, and consistently take a personal approach to understand their attitudes and behavior. Additionally, Gesi et al. (2025) stated that a personalized approach allows teachers to understand their students well, thereby fostering a stronger bond between them. This implies that, in addition to shaping students' attitudes of responsibility, teachers also build close and positive relationships with their students. In this case, the teacher continues to guide and direct students to remain actively involved and follow the learning process well. From this role, it can be understood that the teacher does not only function as a material deliverer, but also as a companion who needs to understand the needs and conditions of students personally to encourage students' active participation and foster an attitude of responsibility in their learning process.

The results of the observation also showed that two teachers used interactive learning media, while one teacher still predominantly used textbooks. However, all teachers provided special guidance to students who had learning difficulties. This interactive learning media includes quizzes, videos, and animations. The role of the teacher as a facilitator is also quite important whether it helps to facilitate or provide learning media that is interesting and in accordance with the needs of students so that they can learn comfortably and happily to attract students to be involved and active in learning activities. This is in line with Panjaitan & Hafizzah (2025) who said that teachers and schools have an important role in providing facilities that support students' learning needs and processes. The use of facilities by teachers should be adjusted to the material presented, including the use of information technology to support the learning process and increase student participation in the classroom. They added that the completeness of the available facilities will make it easier for students to follow the learning process more effectively. Teachers also need to facilitate students who have difficulties in understanding learning such as providing personal moral guidance to encourage students and convince them that they can do it. From the action taken by the teachers above, based on questionnaire data from students, it also shows that 93% of students feel helped by the facilities and guidance provided by teachers. This shows that the availability of learning media and personal attention from teachers can change students' attitudes from passive to more active and responsible in their learning.

Then, to address students who make noise during the learning process, researcher found the teacher's role as an instiller of discipline value and evaluator. This can be seen from the actions taken by the teacher who stated that the teacher was firm with students who made noise by setting rules and consequences that were mutually agreed upon before the lesson began. This is in line with Ananda et al. (2023) said that instilling discipline value is a way that helps teachers so that students become responsible and behave well. It is important for teachers to provide consequences when students break the rules so that students realize that every mistake in class

will have consequences. Supported by Wati et al. (2020) said that the teacher gave a warning to the student not to repeat his mistake and the student needs to be responsible for his actions. It can be said that this firm attitude shown by the teacher is not merely a form of punishment, but as an effort to form an attitude of responsibility in the students themselves. This approach also helps students realize the importance of maintaining order in the classroom for the smooth learning process, not only for themselves but also for the common good. By applying the value of discipline like this can be an effective means of instilling an attitude of responsibility, because students are trained to comply with agreements, control themselves, and take responsibility for their behavior in the learning environment.

This is also supported from the data observation showing that reprimands were given in a polite and educational manner, but only one in three teachers consistently provided constructive written or verbal feedback on each corrected assignment. This way, students can understand their strengths and weaknesses, and are motivated to improve and take responsibility for their learning outcomes. In addition, when students make mistakes, teachers give polite but firm reprimands, so that students still feel valued but still realize the importance of discipline and responsibility in learning. Through this approach, teachers not only assess, but also guide and shape students' characters to become more responsible. Nevertheless, 89% of students stated in the questionnaire that they felt the positive impact of teacher evaluation, especially in the form of reprimands that improved their discipline and responsibility. This shows that the role of teachers as evaluators contributes greatly to the formation of responsible attitudes, although there is still room for improvement in providing consistent feedback.

In instilling an attitude of responsibility to students who often come late or are often absent, researcher found the role of the teacher shown by the three teachers in the eighth grade of SMP Negeri 3 Lotu, namely the role of the teacher as a role model. The role of teachers as role models in this case is very dominant in shaping students' attitudes of responsibility. Both

from interviews and observations, teachers consistently demonstrate discipline, responsibility, fairness, and politeness in their interactions with students. As a role model, the teacher sets an example of discipline such as arriving on time to school and also when going to class to teach according to the predetermined schedule. In this way, the teacher's actions not only show responsibility for his duties, but also indirectly teach students how to be responsible in everyday life, including coming on time to class to learn. As said by Ismeiranti & Ferdiansyah (2022) that the teacher's role as a role model can be seen from how the teacher sets a good example to students, namely the teacher comes to school on time. In addition, the example given by the teacher will be imitated by students.

These actions have indirectly helped instill the value of discipline and responsibility to students. It can be said that by students seeing directly the attitudes and actions of teachers that reflect responsibility, they will also be encouraged to imitate and apply them in their daily lives, both in the school environment and outside of school. Therefore, in this case, the role of the teacher as a role model is not only important, but also the basis in the process of student character building. In Sari (2021) said that in the world of education, teachers have a role as role models, where every action and word they say will be an example for students. In the modern era of education, the role of teachers is becoming increasingly broad, not only limited to teaching in the academic field, but also as educators who shape the character, morals and culture of students. In line with that, Gesi et al. (2025) said that through discipline and adherence to school rules, teachers model positive behavior for students. This encourages students to emulate teachers, so that they are also respected and emulated by their peers. This exemplary behavior is also highly appreciated by students, as evidenced by the questionnaire results, in which 100% of students stated that their teachers serve as role models who motivate them not to disappoint their teachers and to become more responsible. This reinforces the view that exemplary behavior is the most powerful and influential form of character

education in shaping attitudes, particularly in terms of students' sense of responsibility.

In dealing with students who disturb classmates during learning, researchers found that the role shown by the teacher is the role of the teacher as an instiller of discipline value. This can be seen from the actions taken by the teacher, namely reprimanding students politely but firmly and involving students in learning activities. In line with Zahra & Fathoni (2024) said that teachers must give advice and reprimand undisciplined students. In addition, with a thoughtful and caring approach, teachers can help students understand the importance of discipline in their lives. So, in this case the teacher tries to instill the value of discipline through educational means and aims to make students realize their responsibility to maintain order and appreciate the learning process together. The results of the observation also showed the consistency of teachers in enforcing class and school rules, teachers take actions that emphasize class rules and provide sanctions that are educational and have been agreed upon with students. The sanctions given for students who violate the rules, asked to write a reflection about the violation committed, about the consequences of their actions, and how they should behave. In addition, points or records of violations are also given and then gradual sanctions are given according to the class agreement (for example, calling parents if they have reached the target violation points). The teacher plays an essential role in fostering discipline, which significantly contributes to the development of students' responsibility. Instead of solely relying on punitive measures, teachers emphasize the application of educational consequences that have been collaboratively established with the students.

When a student violates the rules, they are not immediately punished, but are instead guided to write a reflection about the mistake they made, the consequences of their actions, and how they should behave in the future. This reflective activity helps students become more aware of their behavior and also enhances their critical thinking in making decisions. Furthermore, implementing a point-based violation system or recording

infractions combined with gradual sanctions such as calling parents once the violation threshold is reached serves to make students realize that every action has consequences that must be accounted for. As Deswanti (2024) states that the implementation of educational sanctions, such as asking students to write a reflection on the violations they have committed, can strengthen their sense of discipline and responsibility. Meanwhile, Rahmawati et al. (2023) highlight the importance of active student involvement and parental support in the process. It is further stated that through this approach, teachers hold an important role in shaping a learning atmosphere that encourages the development of responsibility and self-control among students. In the questionnaire results, all students (100%) acknowledged that their teachers were firm but educational in instilling values of discipline. Students also admitted that they were becoming accustomed to the rules and showing improvement in discipline. This shows that consistent and fair enforcement of rules by teachers has a positive impact on shaping students' attitudes of responsibility.

Furthermore, for the approach taken by teachers to students who are disrespectful to teachers or do not respect teachers, based on the results of the interview, the teacher gives examples in behaving and communicating well with fellow teachers and students as well as advising and guiding students by involving other teachers and homeroom teachers to help realize that their attitude is wrong. From this statement, it can be said that the teacher shows the role as a role model and also as a motivator. Ismeiranti & Ferdiansyah (2022) stated that teachers provide examples or role models through always speaking well and politely when talking both with fellow teachers and with students. In addition, teachers should speak with kind, friendly and polite words in the school environment. This means that by teachers getting used to giving examples in good and positive things in the school environment with mutual respect starting from the teacher himself, of course students will also certainly get used to it and imitate it for themselves. Added in terms of guiding students to give them an understanding of respect for teachers, Laoli et al. (2023) said that guidance

aims to motivate students, change perspectives, make them aware, and shape their behavior in a positive and responsible manner. This action taken by the teacher also certainly helps students to understand the importance of respecting teachers as part of their social responsibility in the school environment. In addition, this attitude can also create a more conducive learning atmosphere and strengthen students' character in building good relationships with others.

Based on the findings and discussions described above, it can be concluded that teachers play a very important role in shaping students' attitudes toward responsibility, particularly among eighth-grade students at SMP Negeri 3 Lotu. Based on the handling of the three teachers of several problems of lack of responsible attitudes by students, it can be concluded that there are five teacher roles that are carried out, namely the roles of teachers as motivators, facilitators, evaluators, role models, and instillers the value of discipline.

The role of teachers as motivators is reflected in their efforts to provide positive encouragement, praise, and recognition to responsible students, as well as educational reprimands to those who have not completed their tasks. As facilitators, teachers not only provide interactive and engaging learning materials but also take a personal approach to understanding students' conditions and needs, thereby fostering active engagement in learning. In fulfilling their role as evaluators, teachers provide polite and educational reprimands and strive to shape students' character through consistent enforcement of rules, although written or verbal feedback is not yet provided uniformly. Meanwhile, as role models, teachers demonstrate discipline, responsibility, politeness, and fairness, which indirectly serve as examples for students in shaping their sense of responsibility. Students fully recognize this role and feel motivated to emulate the positive behavior exemplified by their teachers. Finally, in their role as instillers of discipline, teachers consistently enforce rules through educational approaches, such as educational sanctions (reflection, point

systems, meeting parents) and active student involvement in understanding the consequences of their actions.

Overall, the role of teachers in shaping students' attitudes toward responsibility has proven to be very significant. The combination of modeling, personal guidance, motivation, and consistent discipline creates a positive learning environment that supports the development of responsible attitudes in students. Data from interviews, observations, and questionnaires indicate that most students respond positively to these teacher roles, as evidenced by increased awareness, active participation, and responsible attitudes among students in learning activities.

4.2.1.2 Factors that Support and Hinder the Roles of Teachers in Shaping Students' Attitudes of Responsibility

As the next generation that continues to build in the future, education expects every student not only to be great in academic terms but also to have good and positive character and personality such as in terms of an attitude of responsibility in order to become someone who is tough and independent in the future. The teacher in this case as an educator who is quite close to the student environment at school, plays a very important role in helping to shape this student's attitude of responsibility. To help shape students' responsible attitudes, teachers certainly carry out their various roles.

However, the achievement of the formation of students' responsible attitudes by teachers sometimes experiences obstacles and also support due to various things. As happened to students in the eighth grade of SMP Negeri 3 Lotu, based on the results of interviews, several things were found that hindered and also supported the roles of teachers in shaping students' attitudes of responsibility.

1. Supporting Factors Includes:

First, there is cooperation between teachers, principals and parents in guiding and directing students consistently both at school and at home. As said by Astuti (2022) that one of the factors that influence a sense of responsibility is supporting factors are family, school, and community. In

addition, Supriadi et al. (2023) stated that there is a solid synergy between teachers, principals, and parents in instilling discipline and forming an attitude of responsibility in students. This collaboration includes developing rules, coordinating school regulations, and informing parents about classroom rules and agreements. This mutual support creates a harmonized understanding in helping students follow the rules well.

Second, an orderly and positive school environment such as clear rules applied at school and exemplary behavior shown by teachers. This is in accordance with Zahra & Fathoni (2024) stated that a conducive environment plays a crucial role in shaping students' disciplinary character and sense of responsibility, especially if it is supported by an effective character education program, the implementation of appropriate strategies, and collaboration between all parties involved. In addition, a supportive school environment, characterized by good relationships between teachers and students and a comfortable learning atmosphere, helps students develop self-management skills and achieve desired academic and behavioral standards.

2. Hindering Factors Includes:

First, lack of harmony, support and attention from family, especially parents. In addition, students are neglected, especially from parental supervision because many students' parents migrate. The role of parents to their children in terms of guiding, directing, and shaping a good and positive personality from the home environment is very important. When the relationship in the family is not harmonious, or when parents give less attention and support to their children, of course the child will be neglected as a result of which their character or personality becomes problematic such as losing direction which results in the child can become undisciplined and uncontrollable. As Sari (2021) said that lack of attention from parents can have a major impact on student character building. Parental involvement, both at home and at school, plays an important role in supporting positive character development. Therefore, if parental attention is minimal, the process of student character building can be hampered.

Second, negative influences from the outside environment as a student's social environment. The association of students' social environment outside of school is also another factor that can influence the role of teachers in shaping students' attitudes of responsibility. Ismeiranti & Ferdiansyah (2022) said that the influence of the community environment is very large on students. In everyday life, students spend more time outside of school, such as in the playground or community. This affects the development of their responsibility character. This condition is also a challenge for teachers in instilling the value of responsibility, because student behavior outside of school is difficult to monitor. In the community, children tend to easily imitate the negative behavior they see or experience.

However, teachers try to find solutions to overcome these obstacles by establishing communication with students' families such as conducting home visits, and ongoing guidance. Supported by Gesi et al. (2025) said that by making home visits to students' parents, teachers can gain a deeper understanding of the family background and living conditions of students. This information is very useful for recognizing factors that influence students' attitudes of responsibility and formulating appropriate solutions according to the individual needs and challenges faced. In addition, this activity also strengthens the cooperation between the school and the students' families.

4.3 The Research Findings Versus to the Latest Related Research

The first research conducted by Ismeiranti & Ferdiansyah (2022), in the Indonesian Journal of Basic Education, conducted a study entitled “The Role of Teachers in Shaping the Character of Responsibility during Learning.” This research aims to identify how the role of the classroom teacher in fostering the character of student responsibility during the learning process. Based on the findings and results of the analysis, it is concluded that teachers have an important role as role models, facilitators, and motivators in shaping students' attitudes of responsibility. This role can be seen from various aspects during teaching and learning activities, such as teacher discipline in arriving on time to school, the use

of polite language, compliance in wearing uniforms according to regulations, and teacher involvement in guiding and encouraging students during learning.

From this explanation, it can be understood that these two research have quite strong similarities, namely about the teacher's efforts to form an attitude of responsibility towards students. In the formation of this attitude of responsibility, the teacher shows his role as a role model for students, becomes a student facilitator by guiding and motivating by encouraging students in learning activities.

Apart from the similarities, there are also differences between the two, namely that in the results of Ismeiranti and Ferdiansyah's research there are only three roles of teachers found, namely as role models, facilitators, and motivators. Whereas in this study, from the results of the research, five teacher roles were found in shaping students' attitudes of responsibility, namely the role of the teacher as a motivator, facilitator, evaluator, role model, and instiller of discipline value.

The second research conducted by Gesi and his colleagues (2025), published in the Journal of Educational Studies, examines how the role of teachers in building students' responsibility attitudes in learning Citizenship Education at SMP Negeri 12 Malang. The results of this study indicate that one approach that is considered effective for fostering an attitude of responsibility is a personal approach. By using this approach, teachers try to understand the personal conditions and needs of each student, while building deep emotional relationships to support the process of instilling responsibility values more effectively. In addition, teachers also carry out the role of role models through disciplinary attitudes and obedience to school regulations, which can be used as a real example for students in behavior.

These findings are in line with the results of the current study, both of which highlight the importance of the teacher's active role and the implementation of various strategies in fostering responsibility attitudes in students. However, the difference between the two lies in the focus of the studies: the first research specifically emphasizes the teaching of Pancasila and Civics Education (PPKn), while the second research addresses responsibility education more broadly, with a stronger emphasis on the teacher's role and social dynamics in shaping students' sense of responsibility in their daily school life.

The third research by Wati et al. (2021) discusses how teachers play a role in fostering students' attitudes of responsibility through Civics learning, especially on material about rights, obligations, and responsibilities at the elementary school level. The findings of this study indicate that teachers play a diverse and significant role in shaping these attitudes. The role of the teacher is not only seen when delivering subject matter, but also through the mentoring process, the provision of supportive learning facilities, and evaluations that are carried out consistently during the learning process.

The similarity between these two studies is that they both discuss the role of teachers in fostering an attitude of responsibility in students, although they are carried out at different levels of education and situations. Both applied a descriptive qualitative approach and used similar data collection techniques, namely through observation, interviews and documentation. This shows that both studies relied on information obtained directly from the school environment. In addition, both also found that teachers acted as motivators, facilitators and evaluators in an effort to instill responsibility in students.

Meanwhile, the difference between these two studies is that the first study was conducted on grade V elementary school students with a focus on learning Citizenship Education, especially the material on rights, obligations, and responsibilities. This study emphasizes how teachers carry out their roles in formal learning situations, such as providing motivation, encouraging students' active participation, facilitating online learning, and establishing rules and evaluating tasks regularly. In this study, the teacher's role is more instructional and centered on classroom activities.

Meanwhile, the second study was conducted at the junior high school level, precisely on grade VIII students, with a more comprehensive scope of study. This research discusses how the role of teachers contributes to shaping students' responsibility and behavior in their daily activities in the school environment. Here, teachers are positioned not only as motivators, facilitators, and evaluators, but also as role models and instillers of disciplinary values. In addition, this study also discusses in depth the factors that support and hinder the success of the teacher's

role, such as parental involvement, the influence of the surrounding environment, and collaboration between schools and families.

4.4 The Finding Versus Theory

The results of this study are in line with theories that state that teachers play a strategic role in shaping students' attitude of responsibility, either through modeling, mentoring, or motivating. The roles of teachers identified in this study, namely as motivators, facilitators, evaluators, role models, and disciplinary value instillers, support the idea in character education theory which states that the formation of responsible attitudes does not only occur through academic instruction, but also through habituation, instilling values, and consistent social interactions in the school environment.

This finding also shows compatibility with the results of previous research by Ismeiranti & Ferdiansyah (2022), which emphasizes the importance of the teacher's role as a motivator, facilitator, and role model in the learning process, especially in shaping the character of responsibility of elementary school students. These two studies both reinforce the theory that character building is not an instant process, but requires the presence of teachers who are active, consistent, and able to be a real example for students.

However, when compared in more depth, the results of this study develop the role of teachers more broadly than described in previous studies. In addition to the three main roles mentioned by Ismeiranti & Ferdiansyah, this study also adds the role of teachers as evaluators and instillers of discipline values, which are reflected in the teacher's efforts to give awards, guide students personally, and apply exemplary discipline and daily manners. This shows that at the secondary education level, the complexity of forming an attitude of responsibility is increasing, so the role of the teacher also becomes more diverse and dynamic.

Thus, it can be concluded that the results of this study not only strengthen previous theories and findings, but also broaden the perspective on the importance of teacher involvement in shaping students' overall character, especially in the aspect of responsibility which is an important part of character education.

4.5 The Research Finding Implications

The findings of this research indicate that teachers play a very important role in shaping students' responsibility attitudes in the eighth grade of SMP Negeri 3 Lotu. Through various approaches that reflect the role of motivator, facilitator, evaluator, role model, and instiller disciplinary value, teachers are able to create a learning environment that supports student character development, especially in the aspect of responsibility. Giving awards for tasks completed on time, personal guidance for students who have learning difficulties, and delivering reprimands in a polite and educational way, are part of the teacher's strategy in fostering a sense of responsibility in students.

The implication of this finding also confirms that the success of character education in schools depends not only on the subject matter alone, but also on how teachers interact and provide examples to students in daily life in the classroom. When teachers show discipline, arrive on time, are polite, and are consistent in enforcing agreed rules, students indirectly learn and imitate this behavior as part of the formation of their responsibility. Teachers do not only function as material deliverers, but also as figures to be emulated and respected, which forms positive habits in students.

In addition, the findings of this study also have practical implications for school policies and teacher training. Schools need to continue to encourage and facilitate teachers to carry out these various roles optimally and consistently, including providing support in the form of classroom management training, effective communication techniques with students, and character strengthening strategies. Teachers' active involvement in students' lives at school, such as through home visits and communication with parents, is also proven to overcome external obstacles such as lack of attention from families or negative external environmental influences.

Another implication is the importance of creating a conducive to school environment that supports character strengthening for students. Schools must have clear rules, harmonious relationships between teachers and students, as well as cooperation between teachers, principals, and parents, can be a strong foundation in helping to form students' attitudes of responsibility. Thus, the role of teachers not

only has an impact on academic aspects, but is also a key in creating a young generation that is characterized, independent, and ready to face future challenges.

4.6 The Research Finding Limitations

In the process of conducting this research, the researcher realized that there were various shortcomings in the procedures carried out. As this is the researcher's first experience, the lack of knowledge and previous experience posed a number of challenges, including understanding certain terms and concepts correctly. These difficulties provide important lessons about things that future researchers need to pay closer attention to when compiling and refining their scientific work.

Some of the limitations noted in this study include:

- a) The researcher realizes that there are still weaknesses in the aspects of research implementation, report writing, and data analysis. The lack of experience is one of the main causes so that this research cannot be carried out optimally.
- b) The Researcher have limited knowledge in processing qualitative data analysis and difficulties in finding appropriate reference materials related to the role of teacher's in shaping students' attitudes of responsibility.