

CHAPTER V

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

From the results of research conducted on teachers and students at the eighth grade of SMP Negeri 3 Lotu, it can be seen that teachers play a very important role in shaping students' attitudes of responsibility through five main roles, namely as motivators, facilitators, evaluators, role models, and instillers of discipline. In general, these five teacher roles have been carried out effectively by the three teachers. Data from the questionnaire also shows that most students feel the positive impact of these teacher roles, as reflected in 96% of student responses stating "Yes." Teachers are seen as capable of providing encouragement, personal guidance, and serving as examples in demonstrating discipline, which indirectly motivates students to be more responsible. Teachers also consistently enforce rules and impose educational sanctions on students who violate them. However, development efforts are still needed in several teacher roles such as the role of the teacher as a motivator, namely in enriching the variety of appreciation forms, 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, it is necessary to provide more in-depth feedback that still needs to be improved.

This research also shows that teachers try to build students' character through an empathetic approach and emotional closeness. This is evident from the results of interviews, observations, and questionnaires, where the majority of students admit that the role of teachers in shaping their responsibilities has been carried out well, especially as role models and discipline instillers, which received full recognition from all students who were respondents. The implementation of the five roles of the teachers also has a positive impact on the students' attitude of responsibility where they become more responsible for completing assignments on time, learning more enthusiastically, being more active in learning activities and being more disciplined to follow all the rules.

However, the process of shaping students' attitudes of responsibility by teachers in the eighth grade at SMP Negeri 3 Lotu cannot be separated from the

various challenges faced. Hindering factors such as lack of attention from parents, unsupportive family environment, and negative influences from the outside environment are significant obstacles. However, teachers still try to overcome these obstacles through communication with families, home visits, and ongoing guidance.

On the other hand, the success of teachers in carrying out their roles is also supported by factors such as the cooperation between teachers, principals and parents in helping to shape these students' attitudes of responsibility, as well as a positive and orderly school environment. This synergy helps to create a conducive to learning atmosphere, which directly supports the formation of students' responsible attitudes.

Overall, this research reveals that the role of teachers in shaping the attitude of responsibility of class VIII students at SMP Negeri 3 Lotu has been carried out optimally. Teachers not only act as teachers in the academic field, but also as mentors, role models, and character builders who contribute greatly in creating an independent, disciplined, and responsible generation.

5.2 Recommendation

Based on the findings of this research, the researcher suggests that the teacher's role in shaping students' sense of responsibility should not only be maintained but also further developed through more varied approaches that are tailored to students' individual characteristics. Considering that the teacher's role as a role model and instiller of disciplinary values has proven to have a significant impact, it is therefore important for teachers to consistently demonstrate positive behavior as an example for students. In addition, strengthening the collaboration between teachers, parents, and the school environment is also an important factor that needs to be improved. Obstacles such as lack of attention from families and negative influences from the external environment can only be addressed through collaborative efforts, such as enhancing communication between the school and parents through home visits or regular communication forums.

For future research, it is also recommended that the scope of participants be expanded, such as involving school principals and parents in order to gain a more

comprehensive perspective. Upcoming studies are also expected to explore more varied strategies in character development that support the cultivation of responsibility values. In this way, subsequent research is expected to make a broader contribution to strengthening students' character to become more responsible, disciplined, and independent.