

Analysis of Lower-Grade Students' Responsibility in Completing School Assignments at SD Ngaliyan 05 Semarang

Nara Xaviera Rinungga*¹

*¹Department of Elementary School Teacher Education, Faculty of Education and Psychology,
Universitas Negeri Semarang, Indonesia*

*Corresponding author: exarinungga@gmail.com

Abstract

This study aims to analyze the level of responsibility among lower-grade students, specifically in Grade 2 at SDN Ngaliyan 05 Semarang, in completing school assignments. Responsibility is a vital character value that needs to be formed from an early age; however, preliminary observations indicated issues in its implementation. The study was conducted utilizing direct observation methods and interviews with the classroom teacher. The findings indicate that several students are inconsistent in completing their assignments, frequently forget to bring their school supplies, and demonstrate an indifferent attitude toward their obligations. Internal factors such as low motivation and external factors such as the lack of parental involvement serve as the dominant causes. This study recommends the necessity of individual approaches, intensive communication with parents, and the reinforcement of character education to foster students' sense of responsibility from an early age.

Keywords: Character, Elementary education, Lower-grade students, Responsibility, School assignments.

INTRODUCTION

Responsibility is a person's obligation to carry out something that has been required of them, promised by them, or accepted by them (Bariyyah et al., 2018). Responsibility is one of the core character values that needs to be instilled from an early age, particularly within the elementary school environment. In the context of learning, responsibility is reflected in students' ability to complete assignments on time, bring learning supplies, and adhere to classroom rules. In the lower grades, this character trait is still in the process of formation, thereby requiring intense observation and guidance. The character of responsibility encompasses attitudes and behaviors that involve fulfilling one's duties and obligations toward oneself, society, the environment, the state, and God. This is crucial for enhancing learning quality and school standards (Wibowo, 2023).

The attitude of responsibility is shaped by a combination of internal and external factors that influence individual behavior and organizational practices. Internal factors include personal attributes such as individual work style, personality traits, and self-awareness, which are highly critical for fostering a responsible attitude toward duties and obligations (Korepanova & Nevzorova, 2022). Conversely, external factors encompass influences from the environment, such as role models, institutional support, and societal expectations, which can significantly affect an individual's or an organization's sense of responsibility (Andriani, 2021).

However, based on preliminary observations at SDN Ngaliyan 05 Semarang, specifically in Grade 2, it was found that several students have not yet demonstrated adequate responsibility. Issues such as not completing homework, forgetting to bring textbooks, and showing an indifferent attitude toward the teacher's warnings still

frequently occur. This has a direct impact on the smoothness of the learning process and the achievement of educational goals. Therefore, this study was conducted to identify the root of the problem and to seek strategic solutions that can be implemented within both the school and home environments to foster the character of responsibility in lower-grade students.

METHODS

This study employed a descriptive qualitative research design to analyze the level of student responsibility in completing school assignments at SDN Ngaliyan 05 Semarang. Data collection was carried out through systematic field observations of daily classroom routines and semi-structured, in-depth interviews with the Grade 2 classroom teacher as the primary informant. The qualitative data regarding student compliance, behavioral negligence, and systemic impacts were evaluated using a thematic analysis framework, which involved organizing field data, coding recurrent patterns, and categorizing findings into specific thematic indicators. These indicators focused on specific typologies of low compliance, internal and external causal determinants (such as learning motivation, gadget use, and home environments), classroom instructional impacts, and pedagogical interventions (including digital communications, assignment reminders, and home visits). To ensure analytical validity, the contextual findings regarding parental and peer social dynamics were systematically triangulated with established theoretical literature on childhood character development and socio-behavioral psychology.

RESULTS AND DISCUSSION

Responsibility is one of the core character values that is highly crucial to be instilled from an early age, particularly at the elementary school level, as children at this stage are in a period of forming basic habits and attitudes. Based on the results of observations and interviews with the Grade 2 teacher at SDN Ngaliyan 05 Semarang, it was found that the majority of students have not yet demonstrated consistent responsible behavior in completing school assignments. Several frequently occurring forms of negligence include not completing homework, forgetting to bring books according to the schedule, and failing to bring writing utensils. This condition not only impacts the individual achievements of the students but also disrupts the smoothness of the overall classroom learning process (Mingyong, 2015). Teachers frequently have to repeat instructions, issue warnings, or reallocate learning time to handle students who have not completed their assignments. This indicates that the students' low level of responsibility has become a real issue that requires comprehensive attention and solutions.

Although there is a portion of students who have shown a responsible attitude in completing school assignments and bringing learning supplies according to the schedule, the reality on the ground indicates that the number of students who remain negligent is quite significant. They frequently do not complete assignments, do not bring the required books or writing tools, and even appear to feel no guilt over such negligence. This inconsistency reflects that the formation of the character of responsibility has not been evenly distributed among lower-grade students. The low compliance with school obligations serves as an indicator that the value of responsibility has not been strongly embedded, both in

terms of understanding and in the form of daily behavior. The students' low level of responsibility cannot be separated from various causal factors, originating both from within the students themselves and from the external environment that influences their behavior. The most dominant internal factor is low learning motivation. Many students do not yet understand the importance of completing school assignments as part of their responsibility as learners. In addition, bad habits such as playing with gadgets late into the night result in a lack of rest, loss of focus, and laziness in completing tasks. On the other hand, external factors such as minimal parental attention at home, a lack of learning guidance, a home atmosphere that does not support the learning process, and negative influences from peers also worsen the condition. Children who associate with peers who are equally indifferent to assignments tend to mimic that behavior, collectively reinforcing an irresponsible attitude.

The impact of the students' low level of responsibility is heavily felt in the classroom learning process. Teachers must repeat explanations for students who do not yet understand the material because they failed to complete the preparatory assignments. Time that should be utilized to advance the material is forced to be reallocated to reprimand or guide students who have not completed their tasks. This situation not only hinders the achievement of learning objectives as a whole but can also decrease the learning morale of other students who are already orderly and disciplined. This imbalance in learning participation has the potential to create inequity in the educational process and undermine the principles of equitable and inclusive learning. Teachers, as the primary party in the learning process, have made various efforts to improve student responsibility. One such effort is establishing

active communication with parents through class WhatsApp groups, both to provide reminders and to convey individual student conditions. In addition, teachers also write reminder notes in the students' assignment books and employ a personal approach for students who are repeatedly negligent. In several more serious cases, teachers even conduct home visits to dialogue directly with parents. Nonetheless, the effectiveness of these efforts heavily depends on the extent to which parents respond and take an active role in supporting their children. Without strong collaboration between teachers and parents, interventions from the school will find it difficult to deliver a long-term impact.

The role of parents in shaping students' character of responsibility is highly crucial (Harahap et al., 2023). Children who receive routine support and supervision from parents, such as being assisted in creating study schedules, having their assignments checked, and being accompanied while studying, tend to be more aware of their responsibilities. Conversely, children who receive less attention tend to ignore assignments, act indifferent, and remain reluctant to accept reprimands from teachers. Aside from the family, the students' social environment, particularly friendships, also exerts a major influence. Children who are in an environment of peers who are diligent, disciplined, and responsible will be driven to follow that pattern due to positive social pressure. On the contrary, if they are in an environment that is permissive and dismissive toward assignments, negligent and irresponsible behavior will become even stronger. Therefore, character cultivation cannot solely be carried out individually but must also take into account the social context in which students interact.

CONCLUSION

Based on the results of observations and interviews, it can be concluded that the low level of responsibility among lower-grade students in completing school assignments at SDN Ngaliyan 05 Semarang is caused by various internal and external factors. The lack of parental attention and weak student motivation serve as the primary causes. Therefore, the solutions that can be implemented include: enhancing communication between teachers and parents, applying individual approaches toward problematic students, instilling the value of responsibility through contextual and character-based learning methods, and utilizing communication media such as parent groups for assignment reminders. Collaborative efforts among teachers, parents, and the surrounding environment are highly indispensable to build a strong character of responsibility from an early age.

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