

The Strategy of Civics Education Teachers in Strengthening the Character of Responsibility During the *COVID-19* Pandemic

Resti Anika Sari^{1*}, Mukhamad Murdiono²

^{1,2}*Pancasila and Civic Education Department, Postgraduate Program, Yogyakarta State University, Yogyakarta, Indonesia*

^{*}*Corresponding author. Email: restianikasari95@gmail.com, mukhamad_murdiono@uny.ac.id*

ABSTRACT

The learning carried out remotely during the *Covid-19* pandemic is a challenge for civics education teacher. Teacher must be able to create a learning environment to develop ethics, responsibility, and character of students. This study describes the strategies of civics education teacher in strengthening the character of responsibility of students during the *Covid-19* pandemic. This study is a descriptive study with a qualitative approach. The results showed that the strategies of civics education teachers in strengthening the character of responsibility of students in the *Covid-19* pandemic era were as follows: 1) through online learning by reminding students about their awareness and responsibility as students, 2) through process and attendance assessments, 3) through assignment grades based on the timeliness of sending assignments, 4) communicating students personally to remind them to do assignments, 5) communicating parents through parents' *whatsapp* groups related to students' assignments, and 6) communicating the homeroom teachers.

Keywords: *teacher's strategy, responsibility, the Covid-19 pandemic*

1. INTRODUCTION

The World Health Organization (WHO) has declared the Corona virus or *Covid-19* as a pandemic because it has spread to more than 100 countries in the world. According to WHO, a pandemic is a condition when a part of the world's population are at risk to be infected. On January 30, 2020, the Director General of WHO has declared that the *Corona Virus Disease* (hereinafter referred to as *Covid-19*) is an epidemic disease that will continue to develop and is an international scale health emergency for global community [1]. One of the countries in the world that is facing the *Covid-19* pandemic is Indonesia. Positive confirmed cases of *Covid-19* until October 28, 2020 reached 400.483 with the addition of 4.029 new cases in the last 24 hours, 325.793 patients recovered, and 13.612 patients died since

the announcement of the first patient on March 2, 2020 [2].

Based on data of the rapid increase of cases in Indonesia, the government has made several policies, namely social distancing, physical distancing, lockdown, and large-scale social restrictions (PSBB) or policies that prohibit crowds to break the chain of the spread of *Covid-19*. These policies affects various aspects of human life, including social, cultural, political, economic, and especially education. In the field of education, on March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency of *Covid-19* Outbreak. This letter declared that the process of teaching and learning activities is carried out at home through online/long distance learning [3].

Long distance learning is defined as a learning that provides opportunities for students to learn independently in terms of time, place, strategy, and methods used in learning activities [4]. It is also can be defined as a learning in which educators, students, and teaching materials are separated by space and then put together or linked with the help of communication technology tools [5]. Distance learning can also be referred to as online learning. Online learning during the *Covid-19* pandemic can be said to be a solution to continue carrying out the education process. Handarini & Wulandari [6] said that one of the alternatives that can be used to keep learning going during the *Covid-19* pandemic is through online learning. Online learning can be conducted using various digital technology platforms such as *google classroom*, *zoom meeting*, *video conference*, telephone or *live chat*, *whatsapp group*, and others that can support the implementation of learning [7].

The implementation of online/distance learning, in practice, still causes a lot of inadequate learning experience for students. Many consider that online learning is not sufficient and has many drawbacks in its implementation. Pratiwi [8] stated that online learning has several weaknesses, namely the use of the internet network requires adequate infrastructure and a lot of money, and there is a problem with communication via the internet due to unstable signals. In addition, online learning is also still confusing for students, making students passive, less creative and productive, and making students received too much information/concepts [9]. Another thing that results from online learning is that students cannot apply various habituation of the main values in daily school life. This has an effect on the implementation of strengthening character education to build students' character based on school culture cannot run well.

Character refers to nature, trait, morals or better known as personality. A

person with character is a person with personality or character. Character, traits, and morals are inseparable in the soul of a person and with these traits, a person will easily show attitude, action, and activity spontaneously [10]. In Indonesia, character is one of the main highlights considering that there are still many bad things occurring in all aspects including in the educational aspect. In this aspect, it becomes the point of character education. Character education is education that aims to prepare citizens who have good character [11]. Character education is very important to be taught and strengthened to students because it does not stand alone, but supports all the potential that students have. The importance of character led to the issuing of Regulation of the Minister of Education and Culture (Permendikbud) of Republic of Indonesia Number 20 of 2018 concerning Strengthening Character Education in Formal Education Units, article 1 paragraph (1) that states: "Strengthening Character Education, hereinafter abbreviated as PPK, is an educational movement under the responsibility of the education unit to strengthen the character of students through harmonization of heart, feeling, thought, and body with involvement and cooperation between educational units, families, and communities as part of the National Movement for the Mental Revolution." [12].

Essentially, students already have a character from within themselves. Character can be strengthened to produce a better self-potential and bring the desired changes from the habits and attitudes of the students themselves. This character cannot be strengthened only by students, but there must be encouragement from the school environment where teacher's strategy plays a role in strengthening the character of students. Teacher's task in the learning process is to encourage, guide, and provide learning facilities for students in order to achieve learning goals. Teacher is also responsible for watching everything that

happens in classroom learning and helping the students' self-development process [13]. Online learning during the *Covid-19* pandemic that is carried out remotely adds extra duties and responsibilities as well as challenges for teacher to be able to create a learning environment in an effort to develop ethics, responsibility, and character of students because teacher is the main center in building and strengthen the character of students in school.

One of the subjects that has the most important and responsible role in character building is civics education. Civics education learning in schools aims to build and develop the character of students to become a good citizen in accordance with the noble values of Pancasila. Balogun & Yusuf [14] explained that civics education is a subject whose job is to equip the younger generation to have the values of responsibility, loyalty and accountability. Through civics education, values about national and state life are taught to the younger generation. Value-based civics education emphasizes the realization of good citizens that have holistic competence in the fields of knowledge, skills, and national character traits [15].

The character value that is interesting and becomes the focal point of this research is the character of responsibility. The character of responsibility is the attitude and behavior of a person to carry out the duties and obligations that he should do for himself, the society, the environment (natural, social and cultural), the country and the God Almighty [16]. During the *Covid-19* pandemic, students and teachers will interact with each other in online learning assisted by technology, starting from delivering material, giving assignments, submitting assignments, to evaluation. But in reality, students are often less responsible in terms of what should be done and applied in the learning. Students are often late in submitting assignments that have been given by the teacher. Further, students often underestimate the participation in learning.

The lack of students' responsibility that arises will have an impact on the behavior of subsequent students. Therefore, civics education teacher's strategy is needed in strengthening the character of students so that students grow into individuals who are responsible for carrying out the duties and obligations that should be carried out. The implementation of strengthening character education must be carried out effectively to build the character of students during the *Covid-19* pandemic which requires online learning.

2. METHOD

The method used in this study is descriptive with a qualitative approach. The choice of methods and approaches is based on the researcher's focus on the activities of identifying, describing, documenting, knowing, and concluding on a symptom to be explored. The objectives of qualitative research include information about the main phenomena explored in the study, research participants, and research locations [17].

This study was directed to examine the strategies of civics education teacher in strengthening the character of responsibility of students in the era of the *Covid-19* pandemic. The study was conducted at SMP Negeri 3 Kebumen located on Jl. Letjend S. Parman No. 3, Kebumen, Central Java. The research subjects were selected using a purposive technique that took into account certain criteria and considerations set based on the research objectives, which in this study were the civic education teacher and representatives of class VIII students at SMP Negeri 3 Kebumen. Data were collected through observation, interviews, and documentation. The validity of data in this study was examined using triangulation of sources and techniques. Sources triangulation is a technique used to determine data credibility through several sources [18]. Technical triangulation was used to test the credibility of the data which

was done by checking the data to the same source with different techniques. Data were analyzed using data analysis component according to Miles & Huberman [19] which includes data collection, data reduction, data presentation, and conclusion/verification.

3. RESULT AND DISCUSSION

3.1. *Character of Responsibility of Students in the Covid-19 Pandemic Era*

One of the important elements for the advance of all nations in the world is character [20]. Character is defined as a set of values that are used as guidelines and references in thinking, behaving, and acting in every life activity which is always based on character values [21]. Character is inherent in a person [22]. To have good character, one must know what is good, act in ways that are morally good, and tend towards good through policy development [23].

In the field of education, character education plays a very important role in building young generation with character. Character education is not just teaching good or bad things. More than that, character education is an effort to instill good habits (habituation) so that students are able to behave and act based on the values that have become their personalities. The ultimate goal of character education is to prepare the next generation to inherit society [24]. Character education has been reflected in Article 3 of the Basic Law Number 20 of 2003 concerning the National Education System which states that national education's functions are to develop capabilities and build the character and civilization of a nation with dignity in order to educate the nation's life, aim at developing the potential of students to become human who believe in and be pious towards the Almighty God, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens [25].

Character education is appropriate to be implemented through civics education in building the morals of the younger generation. Civics education is a subject that focuses on building a person to understand and be able to carry out his rights and obligations in order become smart, skilled, and character citizens that reflect the values of Pancasila and the 1945 Constitution. Therefore, civics education has an important role in cultivating character in the school environment. Character education is carried out by applying the values of Pancasila, including religious values, honesty, tolerance, discipline, hard work, creativity, independence, democracy, curiosity, national spirit, love for the country, respect for achievement, communicative, peace-loving, likes to read, cares about the environment, cares about social, and is responsible.

Based on the research at SMP Negeri 3 Kebumen, the low awareness of the students due to the zoning system still pose a serious problem, especially the awareness of class VIII students. All the character values of students from the zoning system declined from the values of independence, discipline, responsibility, and others. The *Covid-19* pandemic situation that requires online learning has also worsened the atmosphere of character problems at SMP Negeri 3 Kebumen, especially the character of responsibility in students. In conducting online learning during the *Covid-19* pandemic, there were still many complaints from the teachers, including civics education teacher that the responsibility of students at SMP Negeri 3 Kebumen was still very low. In fact, one of the good characters that Indonesian students must have is responsibility [26]. Responsibility in learning can be described as a condition in which students are responsible for their own learning or defined as their own expertise in solving problems in relation to the learning process [27]. Learning responsibility includes the attitude or behavior of a person to carry out

the duties and obligations that should be carried out by himself or others and the surrounding environment. Responsibility indicators according to Rodhiyah Syafitri [28] are as follows. 1) doing assignments and homework properly, 2) being responsible for every action, 3) completing tasks according to a predetermined schedule, and 4) doing group assignments together.

Based on the results of the interview, the civic education teacher at SMP Negeri 3 Kebumen see the responsible behavior of students in online learning from: 1) the accuracy of attendance. During the *Covid-19* pandemic, the lesson began at 07.30, but the civic education teacher at SMP Negeri 3 Kebumen gave a dispensation of 15 minutes of time, 2) the attendance following the online learning process which was the initial responsibility of students, and 3) the timeliness of submitting the assignment. In practice, amidst *Covid-19* pandemic condition, there were still many students who were not responsible for what they should do as a student. More than a few students still think little of learning so they did not participate in learning activities. Some students also did not submit assignments according to the due time (too late) or even failed to do and submit the assignments.

3.2. The Strategy of Civics Education Teacher in Strengthening the Character of Responsibility of Students in the Covid-19 Pandemic Era

Dalimunthe [29] stated that character education learning strategies in schools can be integrated in 4 forms, namely (1) integrating values and ethics in subjects; (2) internalization of positive values instilled by all school members; (3) habituation and training, giving examples and guides; and (4) creating an atmosphere of character in schools and habituation. However, due to the *Covid-19* pandemic, the implementation of learning and strengthening character education in

schools has not been able to run well because of the online learning at home policy to break the chain of *Covid-19* spread.

Based on the results of the research, the strategies carried out by the civics education teacher at SMP Negeri 3 Kebumen in strengthening the character of responsibility of students in the *Covid-19* pandemic era were as follows. 1) through online learning by reminding students about their awareness and responsibility as students. Online civics education learning during the *Covid-19* pandemic at SMP Negeri 3 Kebumen was conducted in virtual synchronization using google meet. Assignment was given individually or in groups through google classroom or *whatsapp* group for civic education subjects and to be sent via e-mail, 2) through learning process assessment and attendance or participation assessments in online learning. Participation in learning is students' initial responsibility, 3) the assignment scores based on the timeliness of assignments and other assessed indicators, 4) communicating with students personally in reminding the tasks that are their responsibility and must be completed, 5) communicating through the parent's *whatsapp* group regarding their children's duties, and 6) communicating the assignments submission with the homeroom teachers.

The existence of a general class *whatsapp* group communication forum and class forum per subject as well as parents' *whatsapp* group communication forum is also a supporting factor in strengthening the character education of students during the *Covid-19* pandemic, especially the character of responsibility. Another supporting factor is the use of teaching and learning activity agenda journal by the teacher with the aim that the delivery of material and assignments is structured and sustainable even though the learning is carried out online. The civic education teacher at SMP Negeri 3 Kebumen used 2 times attendance, namely virtual attendance

at the beginning of learning through *google meet* and attendance via *google form* which students fill in at the end of the lesson. This is also a supporting factor in strengthening the character of responsibility in the era of the *Covid-19* pandemic, especially at SMP Negeri 3 Kebumen.

The form of the value of responsibility that the civic education teacher wants to develop or strengthen at SMP Negeri 3 Kebumen includes: 1) personal, in the form of awareness, concern, and willingness to act for himself as an individual in various life situation, 2) social in nature (in the context of junior high school students), in the form of awareness, concern, and action to act in social life with the community, encouraging the participation in social life, 3) the responsibility as citizens, in the context of junior high school students, namely building awareness, concern, and a sense of responsibility as Indonesian citizens so that they want to act for the benefit of the state, build awareness, concern and action to fulfill their rights and obligations as citizens.

Based on the research results, the obstacles experienced by the civics education teachers in strengthening the character of responsibility of students in the *Covid-19* pandemic era consisted of internal and external obstacles. The internal obstacles refers to the obstacles faced by the civics education teacher at SMP Negeri 3 Kebumen. The internal obstacles in strengthening the character of responsibility of students in the *Covid-19* pandemic era were as follows. 1) there were meetings or activities held without prior notice which resulted in the absence of teaching and learning activities, 2) the situation and condition of the civics education teacher at SMP Negeri 3 Kebumen, such as illness or an urgent need that cannot be left behind, 3) the lack of facilities and infrastructure of the civics education teacher at SMP Negeri 3 Kebumen that led to disrupted online learning activities, and 4) the civics

education teacher at SMP Negeri 3 Kebumen had insufficient mastery of technology.

The external obstacles in the implementation of strengthening the character of responsibility of students in the era of the *Covid-19* pandemic were as follows. 1) there was a shorter learning hours for civics education lesson at SMP Negeri 3 Kebumen during the *Covid-19* pandemic, 2) the extracurricular activities at SMP Negeri 3 Kebumen during the *Covid-19* pandemic was canceled, 3) no direct meeting with students or no face to face learning made it difficult to build students' self-awareness, 4) the condition of the students' families were varied as students at SMP Negeri 3 Kebumen came from different family backgrounds. It was not uncommon for students' parents to pay less attention to the learning development of their children during the *Covid-19* pandemic because they were busy with work, 5) students' facilities and infrastructure that support the online learning process such as information technology equipment, signals, internet quotas, and so forth were inadequate.

Based on the data that has been described regarding the obstacles in strengthening the character of responsibility of students in the *Covid-19* pandemic era, especially at SMP Negeri 3 Kebumen, the efforts of the civics education teacher to overcome these obstacles were as follows. First, they communicated personally with students who had problems in online learning. Second, the teachers communicated the development of students and the problems that occurred to the homeroom teacher then the homeroom teacher conveyed it to the students' parents through *whatsapp* group of parents that have been made. Third, the teacher did a home visit to the students' homes. Home visits were carried out while adhering to the *Covid-19* health protocol. The aim of conducting a home visit to the students' homes is to know the real condition of students. Home visits were

carried out mainly for students who had problems in learning during the *Covid-19* pandemic. Finally, by understanding the conditions of students related to the facilities and infrastructure, students were given group assignments so that they worked together and helped each other. Thus, students still have a sense of responsibility with tasks that should be done and submitted.

Strengthening character education as a policy in the field of education plays a vital role in strengthening the process of internalizing the values of Pancasila in order to build a generation with superior character. The Character Strengthening Program (PPK) movement must be adequately planned, implemented, and controlled in educational activities in schools to realize the essence of national education.

4. CONCLUSION

Strengthening character to produce better self-potentials and bringing about the desired changes from the habits and attitudes of students cannot be strengthened only from the students, but there must be encouragement from the school environment where the strategy of a teacher plays a role in strengthening the character of students. The strategies of civic education teacher in strengthening the character of responsibility of students in the *Covid-19* pandemic era included, 1) through online learning by reminding students about their awareness and responsibility as students, 2) through assessment of learning process and assessment of attendance or participation in online learning which is a form of initial responsibility, 3) assignment scores based on the timeliness of submitting assignments and other assessed indicators, 4) communicating with students personally in reminding assignments, 5) communicating through the parents' *whatsapp* group regarding the students' assignments, 6) communicating through the homeroom teacher.

The obstacles in strengthening the character of responsibility of students in the *Covid-19* pandemic era included, 1) the situation and conditions of teachers and students (illness or a need that cannot be abandoned), 2) the teachers and students' inadequate facilities and infrastructure (technology, internet, and network) which disrupted the online learning process, 3) not meeting students directly making it difficult to build students' self-awareness, and 4) the family conditions of each student. The solutions that were sought to solve the problems included, 1) communicating privately with students who had problems in online learning, 2) communicating to the homeroom teacher regarding student development and student problems, 3) home visit to students' homes while adhering to protocols health *Covid-19*, 4) by understanding the condition of students related to the facilities and infrastructure, the teachers gave group assignments so that students work together and help each other, thus instilling a sense of responsibility with the tasks that should be done and submitted. Strengthening the character of the responsibility of students is useful for creating a generation with superior character in accordance with the values of Pancasila and the 1945 Constitution.

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