

**THE ROLES OF TEACHERS IN SHAPING EIGHTH-GRADE STUDENTS'
ATTITUDES OF RESPONSIBILITY
AT SMP NEGERI 3 LOTU**

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ABSTRAK

Penelitian ini didasarkan pada pandangan bahwa pendidikan tidak hanya bertujuan untuk mentransfer pengetahuan akademik, tetapi juga memainkan peran penting dalam membentuk karakter siswa, terutama dalam menumbuhkan rasa tanggung jawab. Dalam hal ini, guru memiliki peran yang sangat penting dalam menanamkan nilai-nilai tanggung jawab agar siswa dapat berkembang menjadi individu yang positif, mandiri, disiplin, dan sukses di masa depan. Namun, kenyataan di SMP Negeri 3 Lotu, khususnya di kelas VIII, menunjukkan bahwa masih banyak siswa yang belum menunjukkan sikap bertanggung jawab. Berdasarkan kondisi tersebut, peneliti termotivasi merumuskan topik penelitian berjudul “Peran Guru dalam Membentuk Sikap Tanggung Jawab Siswa Kelas VIII di SMP Negeri 3 Lotu” dengan tujuan memperoleh pemahaman mendalam tentang peran guru dalam membentuk sikap siswa kelas VIII di sekolah tersebut, serta faktor-faktor yang mendukung dan menghambat peran tersebut. Penelitian ini menggunakan pendekatan deskriptif kualitatif. Pengumpulan data dilakukan melalui observasi, wawancara, dan kuesioner. Data diperoleh dari tiga guru, siswa, dan dokumentasi. Hasil penelitian menunjukkan bahwa peran guru yang diciptakan oleh tiga guru kelas VIII di SMP Negeri 3 Lotu adalah sebagai motivator, fasilitator, evaluator, teladan, dan penanam nilai disiplin. Sementara itu, faktor-faktor yang mendukung peran guru meliputi kerja sama antara guru, kepala sekolah, dan orang tua. Faktor-faktor yang menghambat meliputi kurangnya perhatian dari orang tua, lingkungan keluarga yang tidak mendukung, dan pengaruh negatif dari lingkungan eksternal.

Kata Kunci: *Peran Guru, Tanggung Jawab, Sikap Siswa.*

ABSTRACT

This research is based on the view that education is not only aimed at transferring academic knowledge, but also plays an important role in shaping students' character, especially in forming a sense of responsibility. In this case, teachers have a very important role in instilling these values of responsibility so that students can develop into positive, independent, disciplined, and successful individuals in the future. However, the reality at SMP Negeri 3 Lotu, particularly in the eighth grade, shows that many students still do not demonstrate responsible attitudes. Based on these conditions, the researcher was motivated to raise the research topic titled “The Roles of Teachers in Shaping Eighth - Grade Students' Attitudes of Responsibility at SMP Negeri 3 Lotu” with the aim of gaining an in-depth understanding of the roles of teachers in shaping the attitudes of eighth-grade students at the school, as well as the factors that support and hinder these roles. This research used a qualitative descriptive approach. Data collection was carried out through observation, interviews, and questionnaires. The data was obtained from three teachers, students, and documentation. The results of the research showed that the roles of teachers created by the three eighth-grade teachers at SMP Negeri 3 Lotu were as motivators, facilitators, evaluators, role models, and instillers of discipline. Meanwhile, the factors of supporting the role of teachers includes cooperation between teachers, the principal, and

parents. The hindering factors include a lack of attention from parents, an unsupportive family environment, and negative influences from the external environment.

Keywords: Teachers' Roles, Responsibility, Students' Attitudes.

INTRODUCTION

Education, in essence, is not only defined as a process of mere academic knowledge transfer; it is a vehicle for the formation of character, values, and moral attitudes that are essential for students' personal and social lives. A balanced education enables students to develop into individuals who are not only intellectually intelligent but also responsible, disciplined, and ethical, thus capable of facing life's challenges. Teachers, as the main actors in the learning process, hold a crucial role in guiding and serving as role models for these attitudes (Amalia & Widiyono, 2025; Sembiring et al., 2025). The teacher's role is central in instilling the value of responsibility, which in turn fosters students' enthusiasm and motivation for learning (Ismeiranti, 2022). Without a strong character foundation, academic intelligence alone will not be sufficient to contribute positively to society. Therefore, the integration of cognitive teaching and affective cultivation is a necessity in a holistic modern education system, where teachers act as the moral architects of the future generation.

Theoretically, the teacher's role in shaping student responsibility has been clearly identified in the literature. Teachers do not just teach; they also embody complex psychological and pedagogical functions. There are three main aspects of the teacher's role in fostering responsibility: as a motivator who continuously encourages students to learn, as an inspirer who models positive behavior, and as an evaluator who guides students' moral reflection (Wahid & Rindaningsih, 2023). The development of this sense of responsibility is fundamental because it helps students fulfill all their duties as learners. This includes completing assignments on time, adhering to rules, and behaving respectfully towards teachers, peers, and parents (Hanifah et al., 2023). These theoretical roles demonstrate that teachers are central agents in character formation, tasked not only within the classroom but also with shaping the student's whole person. The implementation of these roles becomes the bridge between character education theory and actual practice in schools.

On a practical level, teachers can shape students' responsible attitudes through two main strategies: exemplary actions (*keteladanan*) and habituation (*pembiasaan*). Exemplary actions are manifested when teachers consistently demonstrate expected behaviors, such as arriving on time, being consistent in fulfilling their duties, and being disciplined in their work. This behavior indirectly sets a standard and becomes a tangible example for students to imitate in their daily activities. Additionally, teachers apply habituation strategies by continuously encouraging students to complete tasks on time, obey school rules, and respect others. To support this practice, teachers can implement various strategies to nurture student character, such as integrating character education into every subject, creating a supportive classroom atmosphere, and encouraging students to self-reflect on their actions (Depari, 2024). This combination of exemplary actions and habituation creates a learning ecosystem conducive to character growth.

These various theoretical and practical foundations are aligned with national education policy, specifically the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 concerning the Strengthening of Character Education (PPK). This regulation explicitly highlights responsibility as one of the core values that must be instilled through the implementation of the Merdeka Curriculum. Educators are expected to have the capacity to shape student character and prepare a generation of integrity that will contribute positively to society in the future (Laoli et al., 2023). This is the ideal condition envisioned by

the Indonesian education system. However, achieving this ideal condition on the ground often faces various challenges. There is a noticeable gap between regulatory expectations and the reality of student behavior in many schools (Nurjto & Supardal, 2025; Wea & Toron, 2025). This gap indicates that the implementation of PPK still requires evaluation and more effective strategies at the institutional level, where the character values taught theoretically have not been fully internalized and manifested in actual daily behavior (Tamam et al., 2025; Toha et al., 2025).

This gap between the idealism of character education and the reality on the ground was tangibly confirmed at SMP Negeri 3 Lotu. Based on preliminary observations and interviews conducted on December 4, 2024, with one of the teachers, alarming facts were discovered. Many eighth-grade students at the school still persistently exhibit irresponsible behavior. These negative behaviors manifest in various forms, such as frequently not completing assignments on time, being indifferent or inattentive during lessons, and often creating disturbances in the classroom. Furthermore, violations of school rules (such as tardiness or unexcused absences), the habit of disturbing peers, and a lack of respect for teachers are also common occurrences. These attitudes indicate a significant gap between the character education outcomes expected by the curriculum and the actual student behavior in the classroom.

The phenomenon occurring at SMP Negeri 3 Lotu highlights an urgent need to examine more deeply how the teachers at that school are performing their roles in shaping student responsibility. The main problem is not a lack of effort; observations indicate that teachers have attempted to guide and remind students about their tasks. However, the persistence of irresponsible behavior among students suggests that there may be a gap in the implementation or effectiveness of these roles. It is possible that the ideal roles of the teacher (as theoretically identified) have not been optimally implemented or perhaps face specific contextual barriers at that school. Therefore, this research becomes important to explore and describe how the teachers there are truly carrying out their functions—as motivators, facilitators, evaluators, role models, and disciplinarians—in their tangible efforts to cultivate responsibility in eighth-grade students.

The novelty of this research lies not in an attempt to redefine the teacher's role, which has been widely discussed theoretically. The innovation of this research lies in its focus on understanding the practical realization (implementation on the ground) of these various teacher roles in character development. This study will specifically examine how these roles are manifested in the unique context of SMP Negeri 3 Lotu, which has its own student characteristics and socio-cultural environment. By using a qualitative approach, this study aims to obtain a rich and in-depth picture of the strategies, challenges, and successes of teachers in instilling the value of responsibility. The results of this research are expected not only to benefit the partner school but also to serve as a practical improvement model for responsibility-based character education in other schools with similar backgrounds and challenges, providing an empirical contribution to the literature on the implementation of character education in the region.

RESEARCH METHODS

This study employed a descriptive qualitative method aimed at gaining a deep understanding of the teachers' roles in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu. The descriptive qualitative approach was used because it allows the researcher to describe, interpret, and analyze the teachers' actions and experiences naturally and contextually without numerical analysis. The research was conducted at SMP Negeri 3 Lotu, located in Lombuzaua Village, Lotu Sub-district, North Nias District, North Sumatra, Copyright (c) 2025 EDUCATIONAL : Jurnal Inovasi Pendidikan & Pengajaran

during April to May 2025. The participants in this study were three teachers who taught the eighth grade, consisting of an English teacher, a homeroom teacher, and a deputy principal for student affairs. These participants were selected purposively because of their direct involvement in guiding and supervising students both academically and in character development, particularly in fostering students' responsibility.

The data in this study were obtained from primary and secondary sources. The primary data came from teachers and students through observation, interviews, and questionnaires, while secondary data were collected from school documentation such as attendance records, disciplinary notes, and teacher-student interaction reports. Three instruments were used to collect the data, namely observation sheets, interview guides, and questionnaires. The observation sheet was used to record teachers' roles in the classroom as motivators, facilitators, evaluators, role models, and instillers of discipline values. Each observed indicator was assessed using a Guttman scale (done/undone) accompanied by descriptive field notes. The interview guide consisted of semi-structured questions that explored the teachers' strategies, experiences, and challenges in shaping students' responsibility. Meanwhile, the questionnaire was distributed to students to verify whether the teachers' roles in promoting responsibility were actually practiced in classroom activities. The questionnaire also used a Guttman scale with two response options, "Yes" and "No."

Data collection was carried out through direct classroom observations, interviews with the three teachers, and questionnaires administered to eighth-grade students. The researcher directly observed how teachers carried out their roles in teaching and managing classroom behavior, interviewed them to gain deeper insight into their strategies and challenges, and distributed questionnaires to students to obtain their perceptions about the teachers' efforts to develop responsible behavior. To ensure data validity, the researcher conducted triangulation by comparing the results of observations, interviews, and questionnaires. The collected data were analyzed using the interactive model of Miles and Huberman (1994), which consists of three stages: data reduction, data display, and conclusion drawing. In the data reduction stage, the researcher selected and focused on the most relevant information from observations, interviews, and questionnaires that addressed the research objectives. The data display stage involved organizing the reduced data into descriptive narratives, tables, and percentages to make the findings easier to interpret. Finally, in the conclusion drawing stage, the researcher interpreted the results to answer the research questions, which included describing how teachers performed their roles and identifying the supporting and inhibiting factors that influenced the process of shaping students' attitudes of responsibility at SMP Negeri 3 Lotu.

RESULTS AND DISCUSSION

Character education plays a vital role in shaping students' moral values and social behavior, particularly the attitude of responsibility, which serves as a foundation for discipline and integrity. Teachers, as the main agents of education, not only function as transmitters of knowledge but also as role models who influence students' character through attitudes, actions, and interactions in daily school life. This study aimed to describe and analyze the roles of teachers in shaping students' attitudes of responsibility at the eighth grade of SMP Negeri 3 Lotu.

Results

A. Identification of Teacher Roles in Shaping Responsibility

In-depth interviews conducted with the English teacher, homeroom teacher, and vice principal for student affairs revealed that they adopt highly diverse roles to instill a sense of responsibility. These teachers demonstrate a strong commitment not only to guiding students

academically but also to intensively shaping their character. When confronting irresponsible student behavior, their applied strategies are comprehensive. Teachers first identify the problem's root cause, then provide applicable solutions, offer clear appreciation to responsible students, and implement constructive sanctions for violators. Upon finding students who are inactive in class, teachers employ an empathetic, personal approach, striving to understand their learning difficulties and offering individualized motivation. In handling students who disrupt order or act disrespectfully, teachers provide polite yet firm reprimands, enforce class rules consistently, and always emphasize the importance of mutual respect among all school members.

In addition to direct intervention strategies, the interview findings also consistently highlighted the importance of the teacher's role as a role model. All three interviewees agreed that setting an example is key to character education. They consciously model good behavior in their daily activities at school. This is manifested through tangible actions such as arriving at class on time, demonstrating fairness to all students regardless of their background, and being disciplined in executing their professional duties, including submitting reports or administrative tasks. The teachers believe that students more easily absorb values of responsibility when they see concrete, direct examples from authority figures they respect. Therefore, consistency between words and actions is a priority. Teachers do not only demand students be disciplined; they first discipline themselves, thereby creating an infectious positive culture and strengthening the teacher's credibility in the students' eyes.

B. Implementation of Teacher Roles in Learning Practices

Classroom observations confirmed that the teachers have implemented these various roles effectively, although variations in consistency and methods were found. In the role of motivator, all teachers were seen actively giving encouragement and verbal praise to motivate students to be more responsible for their tasks. However, the form of appreciation given was still very limited to verbal rewards, and there was no significant variation in non-verbal rewards. As facilitators, clear differences in approach were found; two of the three teachers utilized interactive media like learning videos and online quizzes to attract student interest, while the other teacher still predominantly relied on textbooks as the main learning source. Nevertheless, all three teachers were observed providing intensive personal guidance to students experiencing learning difficulties. In the evaluator role, teachers generally gave polite and educational reprimands to students who broke rules or neglected tasks. However, only one teacher consistently provided detailed and constructive feedback on student work.

On the dimension of role modeling, field observation results reinforced the interview findings. The three observed teachers consistently demonstrated discipline, responsibility, politeness, and fairness in every interaction with students and peers. They arrived on time, dressed neatly, and spoke with polite language, thereby providing tangible examples of the values they taught. This role appeared very strong and was well-implemented by all teachers without exception. Lastly, in the role of instilling discipline, the teachers did not only verbally emphasize the importance of obeying class and school rules. They also implemented sanctions that were educational and proportional. Observations noted the use of a point system and written reflection tasks, where students who broke rules were asked to analyze their behavior and formulate a commitment to improvement. This approach was designed to help students learn from mistakes, not just to provide a deterrent effect.

C. Student Perceptions and Contextual Factors of Implementation

Findings from these interviews and observations were strongly supported by quantitative data obtained from questionnaires distributed to 14 eighth-grade students. Analysis using the Guttman scale showed very positive results, where 96% of total student responses

were "Yes." This figure indicates that students generally perceive that teachers have effectively carried out their roles in shaping responsibility. Students openly acknowledged that the motivation, appreciation, and consistent application of discipline by teachers had a direct positive impact on their behavioral changes. When detailed, the teacher's roles as motivator and role model received the highest ratings, with 100% positive responses from students, indicating that the teacher's example is the most perceived aspect. This was followed by the roles of facilitator (93%) and evaluator (89%). All students also confirmed that the enforcement of discipline and the educational sanctions applied had encouraged them to act more responsibly.

This research also identified contextual factors influencing the effectiveness of the teacher's role implementation. The main supporting factor identified was the existence of solid collaboration between teachers, the principal, and parents. Good communication among these stakeholders creates an aligned educational ecosystem. Furthermore, a positive, orderly, and well-regulated school environment also reinforces the instillation of discipline and responsibility values. On the other hand, significant hindering factors were also found. The main challenges came from external sources, namely a lack of parental attention, especially for students whose parents work out of town, resulting in minimal supervision at home. Negative influences from peers or communities outside the school environment also posed a serious obstacle. To overcome these challenges, teachers proactively established intensive communication with parents, conducted home visits if necessary, and provided continuous personal mentoring for students requiring special attention.

Discussion

The findings of this study demonstrate that the five main teacher roles motivator, facilitator, evaluator, role model, and instiller of discipline have been implemented effectively in shaping students' responsibility at SMP Negeri 3 Lotu. These roles are consistent with the principles of character education that emphasize teachers as central agents in developing moral and behavioral values (Ismeiranti & Ferdiansyah, 2022; Wahid & Rindaningsih, 2023). As motivators, teachers successfully inspired students through praise, encouragement, and recognition, which improved students' awareness of their duties. Wahid and Rindaningsih (2023) also argued that appreciation and encouragement can significantly foster students' responsibility. Similarly, Wati et al. (2021) found that recognition, even in simple forms such as verbal praise, helps students become more engaged and disciplined. The positive responses in this study confirm that motivation from teachers plays a vital role in shaping responsible behavior.

As facilitators, teachers provided instructional media and personal support that made learning more engaging and effective. Panjaitan and Hafizzah (2025) stated that effective facilitation with appropriate learning media enhances students' comfort and engagement. Likewise, Gesi et al. (2025) emphasized that a supportive learning environment encourages active participation and nurtures responsibility. Although one teacher relied mainly on traditional methods, most students still reported feeling supported by teachers' guidance, proving that facilitation contributes to fostering responsibility. Teachers also acted as evaluators by giving feedback, reprimands, and guidance to improve students' performance and discipline. Ananda et al. (2023) stated that constructive feedback encourages students to reflect on their mistakes and build self-discipline. Although some teachers in this study did not consistently provide written comments, their evaluative role still had a positive impact on student behavior. This finding is consistent with Wati et al. (2020), who noted that firm but polite reprimands can help students realize their responsibilities and correct their actions.

The role model function was the most dominant in shaping responsibility. All students confirmed that their teachers demonstrated discipline, fairness, and politeness. Sari (2021) and Gesi et al. (2025) asserted that modeling positive behavior is the most powerful method for internalizing moral values, as students tend to imitate teachers' actions. The findings of this study support that teachers who consistently display responsible behavior significantly influence students' own sense of accountability. As instillers of discipline, teachers reinforced classroom rules and gave educational sanctions designed to foster self-awareness. Deswanti (2024) noted that reflective activities such as writing about one's mistakes help students develop discipline and responsibility. Rahmawati et al. (2023) added that participatory discipline where students understand and accept the consequences of their actions helps build accountability more effectively than punishment alone. The consistent enforcement of school rules at SMP Negeri 3 Lotu thus reflects effective character education practices.

The study also revealed supporting and hindering factors affecting teachers' effectiveness. Supporting factors included collaboration between teachers, principals, and parents, as well as a positive school climate, as stated by Astuti (2022) and Supriadi et al. (2023). Meanwhile, hindering factors included limited parental involvement and negative peer influences outside school, which are consistent with the findings of Sari (2021) and Ismeiranti & Ferdiansyah (2022). Teachers' efforts to conduct home visits and communicate with parents reflect the recommendations of Gesi et al. (2025), who emphasized that strong school-family collaboration can help overcome these barriers. Compared with previous studies, this research extends the understanding of teachers' roles in character education. While Ismeiranti and Ferdiansyah (2022) identified only three roles motivator, facilitator, and role model this study expands them into five by including the evaluator and instiller of discipline roles. This broader perspective reflects the complexity of character formation at the junior high school level, where moral development requires both guidance and consistent behavioral modeling. In practical terms, the findings highlight that character education cannot rely solely on curriculum content but must be integrated into teachers' daily interactions with students. Schools should strengthen teacher training in classroom management, communication, and value-based instruction while fostering collaboration with parents to ensure continuity between school and home. A positive and disciplined school environment, supported by cooperative relationships among teachers, principals, and parents, will help sustain students' sense of responsibility and prepare them to become disciplined, ethical, and independent individuals in the future.

KESIMPULAN

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.

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