

## STUDENT RESPONSIBILITIES IN DISTANCE LEARNING IN ELEMENTARY SCHOOL AGES 10 TO 11 YEARS

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### Abstract

*When school students are required to stay at home, as is the case with the current COVID-19 pandemic, parents need good parenting skills and a good level of education. Apart from monitoring the temperament and performance of their children, parents should try to meet their children's educational needs as effectively as possible. This study aims to provide a basis for decisions about data preparation and analysis and how the research results should be interpreted and reported. Thus, the main problem addressed in this study is the attitude of students' responsibility in distance learning. The type of research used is a descriptive quantitative research that only uses one variable, namely the attitude of responsibility. The results of this study concluded that students could make their own decisions, being able to keep time, being able to complete assigned tasks, being able to get through difficult times, being able to accept the consequences, and learn from failure.*

**Kata Kunci:** *students' responsibility; distance learning; elementary schools; COVID-19*

### 1. INTRODUCTION

In the spring of 2020, schools in many countries face unprecedented challenges due to the COVID-19 virus pandemic (Bubb & Jones, 2020). Due to the COVID-19 (coronavirus) pandemic, many school districts implement alternative teaching approaches, including socially distanced classrooms, hybrid teaching, or 100% virtual teaching (Tim Pressley<sup>1</sup>, 2021). These new demands add to the already full workload of teachers, which even before COVID-19 influenced changes in attitudes that students had, such as a lack of caring, honest, and responsible attitude towards their assignments while studying online.

The quality of human resources as a result of education is in the ability to master science and technology well and has good character as an individual (Erlisnawati et al., 2020). The weight or weight of the task depends on how students respond to their responsibilities. As a student, the responsibilities and duties of the teacher must be completed (Helker et al., 2014).

In strick encourage teachers to learn new pedagogy and virtual instruction platforms and make resource teacher first for parents who use instructional technology district (Tim Pressley<sup>1</sup>, 2021). The success of primary school education is measured from the cognitive aspect and the attitude aspect. Elementary

schools in Indonesia must be the basis for the formation of students' personalities in the characteristics of students. As the capital city of Indonesia, Jakarta is very critical regarding the decline in the moral quality of students in the era of globalization. Elementary school age is a vital age to form students' character. The failure of moral development for elementary school students will cause more significant problems in the future (Marini et al., 2019).

Nowadays, most terms in learning that used networks. They are online learning, open learning, web-based learning, computer-mediated learning, blended learning, and m-learning. They use a network-connected computer, which offers the possibility to learn from anywhere, anytime, in any rhythm, in any way (Cojocariu et al., 2014). Online learning can be termed a tool that makes the teaching and learning process more student-centered, innovative, and even more flexible. Online learning is defined as "a learning experience in a synchronous or asynchronous environment using different devices (e.g., mobile phones, laptops) with internet access. Students can be anywhere (independent) in this environment to

learn and interact with instructors and other students (Singh et al., 2019).

During this difficult time, the concern is not whether online teaching and learning methods can provide quality education but how academic institutions will adopt online learning massively (Carey, 2020). Web-based learning has become widespread along with the maturation of information and communication technology. However, it is a challenge to develop web-based learning that is appropriate for the different needs of students. Previous research has shown that student learning is influenced by various factors, such as age, gender, and socioeconomic status. In addition, learner attributes such as interest, attitude, or motivation are some of the concepts that researchers in distance education are likely to study (Çiftci et al., 2010).

By mid-April 2020, 1.5 billion children and youth were affected by school closures in 195 countries and pre-primary to tertiary education. Despite this decline, 1.3 billion students in 186 countries are still unable to attend school. Of the 195 countries that had closed schools in April, 128 have not announced their reopening plans (Tzivinikou et al., 2020).

Based on the results of a survey by UNICEF (United Nations Children's Fund) Indonesia, while studying at home: 35% mentioned poor internet access, 38% of students who were respondents said the lack of guidance from teachers was the main obstacle. 66% of 60 million students from various levels of education in 34 provinces admit that they are not comfortable studying at home. During distance learning, not a few teachers received complaints from parents about their children's condition who were reluctant to learn. This result shows that the child's attitude of responsibility for learning at home is reduced.

This study aims to analyze whether there is a decrease or increase in student's responsibility attitude due to distance learning? The subject of this research was conducted on elementary school students in Indonesia, the city of Jakarta. The novelty of this study shows that there has been a change in students' attitudes of responsibility since distance learning because of lack of supervision from teachers and the role of parents who cannot always supervise students during distance learning.

When school students are required to stay at home, as is the case with the current COVID-19 pandemic, parents

need good parenting skills and a good level of education. Apart from monitoring their children's temperament and performance, parents should try to meet their children's educational needs as effectively as possible. Therefore, it is important to understand parents' perceptions of barriers to distance learning. It will enable government and education decision-makers to create solutions to remove the obstacles that affect parents the most and support their children to achieve a good education (Abuhammad, 2020).

Study research is to understand the attitude of responsibility in charge of students when applying learning distance away in Indonesia, to understand the causes of decline and the increasing attitude of responsibility in charge of students in learning distance away. The purpose of research is also to provide the basis for a decision on the preparation and analysis of data and how the analysis results should be interpreted and reported. A significant problem addressed in the research is the attitude of responsibility of the student in the learning distance away. By because it is, the question of research this is:

1. Do learning distance away can cause a decrease or increase attitude

bear responsibility in yourself student?

2. How to determine the attitude of responsibility in charge of students at the time of learning distance away?
3. Why learning distance away into the cause of the change in the attitude of responsibility in charge of students?

Findings principal revealed that analyzing the students' attitude at the time of learning distance away can know the increase and decrease of attitude bear responsibility who owned the students.

## **2. RESEARCH METHODOLOGY**

This research type is descriptive quantitative research that only uses one variable, namely the attitude of responsibility. The design of this research is with the survey. This design allows the researcher to collect and analyze quantitative data.

### **Data Participants**

Data of participants obtained for the object of research is derived from as many as two classes in grade 4 School Elementary with a range of ages 10 to 11 years, the city of North Jakarta in Indonesia as a subject of study, and the

population in the study of this. With a defined population of limited resources that clearly can be calculated as a quantitative amount and the samples were studied, numbering as many as 33 students of the school elementary grade 4 with ages 10 to 11 years. This research is conducted in January to March 2021 at the time the learning takes place.

### **Data Collection and Analysis**

Primary data in a study of this, using the instrument of research in the form of sheet statement of scale Likert questionnaire test the attitude of responsibility via the platform google form that is given to teachers and distributed to students grade 4 elementary school cities in North Jakarta in Indonesia. The object of this research is 4th-grade students with an age range of 10 to 11 years. The secondary data of this research took data from reports of articles, books, and other information relevant to this research. Equipment collecting the data used in the study is in the form of a questionnaire attitude bear responsibility. In the preparation of the questionnaire, there are five alternative answers to the questionnaire determined by the item as follows:

**Table 1. The Scale Likert**

Attitude Statement	Always	Often	Sometimes	Rarely	Not Ever
Positive Statement	4	3	2	1	0
Negative Statement	0	1	2	3	4

Responsibility is the obligation of individuals to carry out the tasks which are given to them. For responsibility indicator found that readiness to bear all the risk on his actions alone. Responsibility is formed in line with the growth and development of children. Responsibility answer comes from the heart and willpower alone to perform obligations (Kemendikbud, 2016).

The questionnaire is the data collection technique used. The questionnaire by using a scale Likert was distributed to students grade 4 school basis with ages 10 to 11 years. The questionnaire contains as many as 25 point statements which consist of 15 grains of statements positive and 10 grains of statements negative about the attitude bear responsibility for learning distance away. The questionnaire was distributed in the form of a google form through the WhatsApp Group platform. Validity and reliability tests were carried out to test the instrument. Instruments do testing the first advance, which tests the

validity and reliability before distributed to students.

The questionnaire that was tested is given to the students as many as 33 students. They answered some statements regarding the attitude of responsibility in charge of students when learning distance away. After the questionnaires were distributed and the results received, the interpretation of the students' responsibility attitude scores was tested.

$Pd = x 100\%$  Pd  
 = presentation of student responsibilities

S k = Scores overall were obtained  
 $\Sigma sm$  = sum score maximum

This study uses a validity test to measure an instrument's accuracy (valid) or is used to explain how well the data has been collected. Then, test reliability is used to measure the level of trust in the data and the extent to which the data's level of stability and consistency is mentioned.

### 3. RESULT AND DISCUSSION

#### Result

**The results of the responsible attitude of 4th-grade elementary school students aged 10 to 11 years**

Responsibility of students based on indicators that contain, among others, were able to make decisions alone, keep

time, complete the task that is given, pass through times difficult, accept the consequences, and learn from failure. The five indicators were asked to as many as 33 grade 4 students and can be seen in Table 1 below.

**Table 3. Overall Results of the Questionnaire of Attitudes of Responsibility for Elementary School Students Grade 4 Ages 10 to 11 years old**

No.	Indicator	Number of Students	Pretage Of Students Responsibility	Category Of Responsibility
1.	Able to make own decisions	Always = 137 Often = 27 Sometimes = 1 Rarely = 0 Not Never = 0	Always = 83% Often = 16% Sometimes = 1 % Rarely = 0 % Not Never = 0%	
2.	Able to keep time	Always = 1 51 Often = 14 Sometimes = 0 Rarely = 0 Not Never = 0%	Always = 92% Often = 8% Sometimes = 0% Rarely = 0 % Not Never = 0%	
3.	Able to complete the given task	Always = 1 49 Often = 16 Sometimes = 0 Rarely = 0 Not Never = 0	Always = 90% Often = 10% Sometimes = 0% Rarely = 0 % Not Never = 0%	
4.	Able to get through tough times	Always = 1 60 Often = 5 Sometimes = 0 Rarely = 0 Not Never = 0	Always = 9 7 % Often = 3% Sometimes = 0% Rarely = 0 % Not Never = 0%	
5.	Able to accept consequences and learn from failure	Always = 1 50 Often = 13 Sometimes = 2 Rarely = 0 Not Never = 0	Always = 91% Often = 13% Sometimes = 2% Rarely = 0 % Not Never = 0%	
Total Overall Students		33		

Table 1 describes the results of each indicator with details for the indicators. Indicators can make their own decisions as many as 137 answers which always state 83%. It was demonstrated that the indicator that can take the decision itself is in a category higher. Indicators of

keeping time there are as many as 151 answers that always state with 92%. It indicates that the indicator can save time to be in the category of extremely high. Indicators were able to complete the task given as 149 answers which were always expressed with 90%. It indicates that the

indicator that can meet the task that was given is in a category higher. Indicators were capable of in past times difficult as 160 answers which always expressed 97%. It is indicated that the indicator can in the past period is difficult to be in a category is very high. And indicators can accept the consequences and learn from failure as many as 150 answers which always state with 91%. Indicators of being able to get the effects and learn from failure are in the high category.

### **Discussion**

Educational distance away to provide education for all people. It is directing people to learn as individuals and assigning sole responsibility to learn from instructors to students. Facilitate the selection of students' courses and content to reflect their needs and motivations. Provide ideas and information that are creative and quality to motivate students from various backgrounds (Dabaj & Isman, 2004). The involvement of the parents during the phase of this can be a significant help students cope with the challenges of a significant posed by learning online, stimulating learning active and independent they are. People parents with lower education may also have an attitude negative towards learning itself, so that crumble the

importance of the support they are for the development of skills of the children they are and as a result, help them less than the old educated high (OECD, 2020).

The importance of teachers' enthusiasm as a factor driving students' learning and helped instill in ourselves the student experience affective related eye subjects was positive and a sense of the importance of subject matter (Keller et al., 2014) Teachers motivate and inspire students and increase the time voluminous they spend on learning tasks (Hoidn & Kärkkäinen, 2014; Keller et al., 2018). Things they spend on learning tasks the parents and teachers influence students' attitudes in learning distance away, one of them the attitude of responsibility of the student to the task of schools for monitoring the elderly in learning distance away. It is also supported by UNICEF USA (2020) that the parents help the child in learning distance out at home with making schedules, and together share the feelings that encourage children to open with his feelings in the face of learning distance away.

Based on knowledge of this, efforts should be made by governments and heads of schools to support teachers in the insert tool online is effective to the

practice of teaching them, by fostering pedagogy teacher who aims to provide guidance and motivation to students to learn actively (Peterson et al., 2018). While the attitude positive towards the significant plunger achievement of Education students during the time of normal, they may become more important in the context of the time of this, because of the challenges unique that posed by learning online: learning online requires students to control the motivation intrinsic and learn independently. People's parents may also feel unable to support the children due to lack of digital skill, familiarity with the school children's content task, or attitude negative towards materials. For example, differences in the level of Education of parents cause of inequality are more advanced in the achievement of the Education and because it should be a concern great for makers policy.

A study recently is from the Netherlands shows, for example, that the parents who are less educated are less supportive of the children they are and feel less able to help the children of their (Bol, 2020). Because it is, is essential for governments and schools to take action immediately to solve problems this and encourage the involvement of the parents

(OECD, 2020) explained that the family, the teacher plays the role of a fundamental in helping students take advantage of the learning digital with more helpful.

In special, practice the most effective associated with how teachers stimulate reading in students (e.g., a teacher asking questions that motivate students to participate in activities or demonstrate how the text is built based on what already they know). Support teachers are more common, for example, when teachers show interest in each student's learning, continued to teach until all students understand, and provide extra assistance when students need it and instruction directed. Teachers set a goal that is obvious to students' learning, asking questions to check whether students understand the material, presenting a summary of the class earlier at the beginning of each lesson). Same as with the support of emotional older people, teachers' practice can significantly improve students' performance in the school. It may be very relevant in this context, helping students remain focused on studying them and keep the motivation and disposition them to learn.

Provision of information to the parents about how to effectively support children's learning also can improve the outcomes of education. For instance, Wide Open School, a web platform made in the United States, offers a power source for educators and families for students from preschool to intermediate education top. In addition to providing access to a source of energy which is a curated platform, it also suggests a daily schedule to help students and families have a balance of activity that is either (Vincent-Lancrin et al., 2020).

Explanations are the same as with learning activities in Indonesia by using the platform google classroom to assist and facilitate learning online. As for research that is not in line with this research, in online learning, the teacher can not directly direct students with the expected character values by the curriculum. Teachers can deliver it orally values of character. It is showing the role is essential for the parents for the children they learn at home. People parents can create a compelling atmosphere and put the value of the sublime by the education characters in the curriculum.

Not only focusing on material learning, but character education is also essential, especially for the mental

development of students at the elementary school level (Hignasari & Wijaya Budi, 2020). Research other argues that learning is an innate and development of children who are significantly influenced by the school, parents, and investment with the risk of high inequality significant in the entire social-economic group. Students who are lucky in the social economy are significantly more likely to have a goal of learning that is ambitious compared with less fortunate students (OECD, 2020). This study gives an overview, discussion, and reflection on the effect of learning a distance away against the students' school basis with the implementation of the policy to learn from home or learning online as an act of prevention of transmission of COVID-19 in Indonesia. The research aims to understand the causes of decline or increase in the attitude of responsibility in charge of students in learning distance away and provide the basis for a decision on the preparation and analysis of data and how the results of the research should be interpreted and reported. The results showed an increase in the attitude of student's responsibility in the task of the school because the supervision of the

elderly is more frequent when the implementation of learning at home.

However, studies have also revealed some decrease in the students' attitude in learning distance away. Learning distance away makes the teacher is not able to direct the students indirectly. So from that, the parents who accompany children they were studying at home have a significant role in encouraging children to learn actively and passion for learning online. The research results show that the student has the attitude to bear responsibility for implementing learning distance away. Learning distance away is, emphasize to the parents as accompanying students for study at home so that the children they could complete the task that is given, can pass through times difficult, and can accept the consequences and learn from failures that led to the indicator attitude bear responsibility.

Research is also revealed that teachers and parents can influence the students' attitudes during the learning distance away. Learning distance can also cause the decline in students' attitudes responsibility of students because their parents who have Education low so dismissive of support and assistance for the children of their time studying at

home. Lack of skill digital owned by the parents also can inhibit the children they are in learning at home. So, the barriers that make changing or declining attitude bear responsibility who held the students as for who becomes the cause of declining attitude sole responsibility of the student, because of the lack of access and facilities to support learning online. Lack of access and facilities can decrease the motivation or spirit of learning of children during the learning distance away, thus decreasing the attitude of responsibility in charge who owned the students.

#### **4. CLOSING**

The attitude of responsibility in distance learning can be seen from being able to complete the given task, going through difficult times, accepting the consequences, and learning from failure, which leads to indicators of an attitude of responsibility. Parents are tasked with assisting children in fulfilling these responsibilities properly. The increase and decrease in the attitude of responsibility in students depend on parents' level of education. Parents' lack of digital skills can also prevent children from learning at home, thereby reducing students' attitudes of responsibility. In addition, the lack of access and facilities

to support online learning can also be the cause of the decline in students' attitudes of responsibility during distance learning.

### Suggestion

Schools should use online media that can support distance learning by the characteristics of parents and schools. Parents also have the enthusiasm to support students' distance learning because, without parental support, schools are more difficult to implement distance learning.

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