The Character of Responsibility and Honesty: Its Impact on Science Learning Outcomes

Harlinda Syofyan[1*], Ainur Rosyid [2], Nurul Febrianti[3], Ratih[4]

[1,2] Pendidikan Guru Sekolah Dasar, Universitas Esa Unggul, Jakarta, Indonesia

A B S T R A K

Dampak negatif yang dirasakan di masa pandemi yang dialami dosen dalam pembelajaran online seperti sekarang ini adalah sulitnya memberikan sentuhan humanis kepada mahasiswa, salah satunya pendidikan etika dengan nama pendidikan karakter. Pendidikan karakter hal yang sangat penting untuk ditanamkan kepada peserta didik, juga kepada mahasiswa. Pada saat pembelajaran online seperti sekarang ini ialah tanggung jawab dan kejujuran penting untuk tetap dikontrol. Namun nyatanya karakter tanggung jawab dan kejujuran ini diabaikan oleh mahasiswa. Penelitian ini bertujuan untuk menganalisis keterkaitan karakter tanggung jawab dan kejujuran terhadap hasil belajar Ilmu Pengetahuan Alam. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode survei. Subjek yang terlibat dalam penelitian ini adalah sebanyak 170 orang. Pengumpulan data dilakukan dengan menyebarkan angket kepada responden. Data yang telah terkumpul kemudian dianalisis dengan beberapa pengujian, yaitu uji analisis deskripsi data, uji regresi, uji normalitas, uji korelasi, uji determinasi, uji-t dan uji F. Hasil penelitian menunjukkan bahwa F_{hitung} = 9,780 > F_{tabel} = 3,05 dengan signifikan 0,000 < 0,05 yang artinya terdapat pengaruh positif dan signifikan antara tanggung jawab dan kejujuran secara simultan terhadap hasil belajar IPA. Berdasarkan temuan tersebut, pengajar hendaknya memperhatikan karakter tanggung jawab dan kejujuran dan terus menumbuhkembangkan karakter tersebut didalam diri siswa.

A B S T R A C T

The negative impact felt during the pandemic experienced by lecturers in online learning as it is today is the difficulty in giving a humanist touch to students, one of which is ethics education with the name character education. Character education is an essential thing to be instilled in students and students. When online learning is like today, it is responsibility and honesty that are important to keep in check. But in fact, the character of commitment and honesty is ignored by students. This study aims to analyze the relationship between the character of responsibility and honesty on learning outcomes in Natural Sciences. This research is quantitative research using the survey method. The subjects involved in this study were 170 students. Data collection is done by distributing questionnaires to respondents. The collected data was then analyzed by several tests, namely data description analysis test, regression test, normality test, correlation test, determination test, t-test, and F test. The results showed that F-count = 9.780 > F-table = 3.05 with a significant 0.000 <0.05, which means that there is a positive and significant influence between responsibility and honesty simultaneously on science learning outcomes. Based on these findings, teachers should pay attention to the character of responsibility and honesty and continue to develop these characters in students.

1. INTRODUCTION

Currently, Indonesia is experiencing a pandemic due to Covid-19. During this pandemic, teaching and learning activities were carried out online (Diningrat et al., 2020; Siahaan, 2020). Likewise, with all universities in Indonesia doing online learning. There are positive and negative impacts for lecturers and students (L. Dewi, 2017; Kristiawan et al., 2021). The positive impact felt during the pandemic as it is today is saving time because lecturers and students do not need to come to university to carry out learning, are more creative in utilizing ICT media, and can use applications that have previously been known or have never been used. In addition to positive impacts, there are also negative impacts. The negative impact is to inhibit the learning process due to network constraints, communication tools, and difficulties in using available media (Hutauruk & Sidabutar, 2020; Jariyah & Tyastirin, 2020). In addition, in online learning, many students also meet the collection of assignments and pursue grades by doing various ways. One of them is practicing a sense of responsibility and honesty in doing this online learning. Another difficulty experienced by lecturers in online learning is the difficulty in giving a humanist touch to students, one of which is ethics education with the name character education.

*Corresponding author.
E-mail addresses: herlinda99@gmail.com (Harlinda Syofyan)

Character education needs to be implemented early and continuously to overcome problems that will arise in the future such as dishonesty, irresponsible, not caring about others or the surrounding environment and others (Jumardi, 2017; Wahono, 2018). For this reason, this character education must be given to students. Moreover, it is essential to create graduates who have good character (Lickona, 2013; Sutiyono, 2018). So it is essential to character education for students, hoping that it will produce human character by the goals of national education (Darma et al., 2018). However, at the implementation of online learning, character education feels a little neglected. If face-to-face learning, character education is carried out with the supervision of lecturers, while during this learning, lecturers cannot supervise students directly. Character education that is very important to be supplied to students during a pandemic like today is responsibility and honesty. Responsibility is a human behavior that is willing and able to perform tasks or obligations (Arfiah & Sumardjoko, 2017). In addition, responsibility is a person's character or behavior in performing his duties or obligations sincerely and wholeheartedly (Nuroniyah, 2018; Soraya, 2020). The criteria of a person who has a responsibility to check the task to be done and complete the task he has without being asked. Aware of the mistakes he made, when he wants to act something, always think about it first, do the task that is there wholeheartedly and as much as possible to produce the best results and do not stop trying (Pasani et al., 2018).

Honesty is the act of not lying in saying or doing something, always conveying the truth, and daring to admit mistakes (Julia & Ati, 2019; Khotimah et al., 2020). Everyone should instill the value of honesty in themselves likewise, as a student must have the value of honesty in yourself. Honesty is a person's attitude in actions must follow the circumstances, do not lie, be as is, and do not cover honesty (Aisyah, 2019; Mulyati et al., 2020). Implementing online learning is also essential for students' honest attitudes because lecturers cannot directly monitor students in doing assignments. Both of these behaviors are very important to be instilled in students so that online learning can run effectively. At the time of the implementation of online learning, of course, there are obstacles faced by lecturers and students, especially during the implementation of learning that requires direct lecturer explanation or requires practice and during Science learning. At the time of learning this science, there is a discussion or task that must be practiced directly by lecturers as an example to students, and there are also students who must practice it directly. But at this time, it is an obstacle that lecturers and students must overcome. If these obstacles are left alone, they will impact student science learning outcomes.

However, it will be tough for lecturers and students to solve these obstacles because of online learning time. Lecturers can only use the web provided by the university, video conferences to conduct two-way communication with all students, or use youtube to retrieve the materials available in it. For this reason, lecturers and students must be able to solve these obstacles so as not to impact student science learning outcomes. Science learning outcomes result from one's ability to understand, know, apply and analyze discussions in science learning (Cintia et al., 2018; Syofyan, 2018). Science learning outcomes apply one's abilities, both behavior and other things obtained from learning activities and measured through learning outcome tests (Rati et al., 2017; Syofyan & Yuliati, 2017). In addition, science learning results result in the form of grades or numbers obtained by someone after learning (Windasari & Sofyan, 2018). Based on the results of field studies conducted, during this science online learning, some students get below average grades, students who are caught plagiarizing their friend's assignments or plagiarizing answers from the internet, and students who are late in collecting assignments. This happens because of the lack of supervision from related lecturers because they do not meet in person and because communication tools or networks constrain them. In addition to technical problems, it can be seen that the student is not responsible for the task at hand and also does not behave honestly in completing his task. This happens because of the low character education of responsibility and honesty. Thus, if in learning students do not care about the attitude of responsibility and honesty, it will impact the learning outcomes of science obtained by students. This research aims to analyze the relationship of the character of responsibility and honesty to the learning outcomes of Natural Sciences.

2. METHOD

This study uses a quantitative approach. The method used in this study was the survey method. This research was carried out in the science Class of Elementary School Teacher Education Students (PGSD) of Esa Unggul University. The students who responded to this study were 170 students. Researchers spread questionnaires to all Elementary School Teacher Education students who took science classes using questionnaires. In this study, spread questionnaires or questionnaires using google form. Respondents filled in the statements contained on the google form with a selection of options available. In this study, there were three variables, namely two free variables and one bound variable. Free variables were responsibility and honesty, while bound variables were science learning outcomes.

This research was conducted to obtain an overview of character education in the learning of science students of Elementary School Teacher Education Students Universitas Esa Unggul. Character education that will be studied in this study was responsibility and honesty. In this study, researchers collected data using questionnaires using a Likert scale score consisting of 4 alternative answers: strongly agree, agree, disagree, and strongly disagree. In this study, questionnaires were distributed to research samples; namely, all PGSD students took science learning courses. In this study, the learning outcome data were obtained from the student's science scores, while the responsibility and honesty data were obtained from the questionnaires' results. In this study, researchers spread two questionnaires to students: responsibility and honesty questionnaires. The results of the validity test conducted on the responsibility questionnaire obtained 25 items of valuable statement items from a total of 25 statement items, for honesty questionnaires received 24 valid statement items from a total of 25 items of statement items and science learning results obtained from the value of PGSD students of Esa Unggul University.The instrument used in this study was a questionnaire of responsibility and honesty, as for the learning results obtained from the student's science value. Instruments were an essential tool in research for getting data in quantitative analysis. The instrument is arranged first after being compiled and then tested first. Trials were conducted to determine whether the instrument was worth using. After a problem, researchers spread questionnaires to students who took science classes. Furthermore, after obtaining data from the disseminated questionnaire, the data was tested with existing tests. Testing in this study used data description analysis tests, regression tests, normality tests, correlation tests, determination tests, t-tests, and F tests. In the test, researchers used the help of the SPSS version 22.0 program.

3. RESULT AND DISCUSSION

Result
Descriptive Analysis

The summary of descriptive data analysis can be seen in Table 1.

Table 1. Descriptive Statistics Summary

Statistics	Variable		
	X₁	X₂	Y
N	170	170	170
Mean	84.01	76.18	77.15
Std. Error of Mean	0.553	0.517	0.686
Median	84.00	76.00	79.00
Mode	75	75	80
Std. Devition	7.260	6.744	8.949
Variance	51.923	45.483	80.079
Range	36	37	61
Minimum	64	59	31
Maximum	100	96	92
Sum	14281	12950	13115

Multiple Linear Regression Test

This test was used to determine how influential variables x_1 and x_2 have on Y. The test results showed that the regression results of Y (40,818), X1 (0.182), x_2 (0.227), so that the equation can be written: $\hat{Y}$ = 40,818 + 0.182 x_1 + 0.227 x_2. The regression equation meant that the responsibility variable (x_1) and the honesty variable (X2), if obtained the number 0, then the variable of learning outcomes science (Y) 40.818; variable student responsibility if experienced increased by 1 point. While the variable of student responsibility remains, it will cause an increase in student science learning outcomes by 0.182. This showed that the responsibility regression coefficient (X1) had a positive effect on the results of science (Y); variable student honesty if it increases by 1 point, while the student honesty variable remains, it will cause an increase in student science learning outcomes by 0.277. This indicated that the responsibility regression coefficient (X2) positively affects Y.

Data Normality Test

From the normality test above, the significance value is 0.008 < 0.05, which means that the data was distributed normally. After conducting a data analysis requirement test, the researcher performed a

hypothesis test calculation. Researchers conduct hypothesis tests using correlation tests, determination tests, t-tests, and F tests.

Correlation Test

The results of the correlation test calculation can be seen in Table 2.

Tabel 2. Correlation Test X1, X2 and Y

Variable		Responsibility	Honesty	Learning Outcomes
Responsibility (X_1)	Pearson Correlation	1	0.656	0.283
	Sig. (2-tailed)		0.000	0.000
	N	170	170	170
Honesty (X_2)	Pearson Correlation	0.656	1	0.305
	Sig. (2-tailed)	0.000		0.000
	N	170	170	170
Learning Outcomes (Y)	Pearson Correlation	0.283	0.304	1
	Sig. (2-tailed)	0.000	0.000	
	N	170	170	170

Table 4 shows that X_1 and Y gain 0. 283 with a significant 0. 000 < 0. 05, which means X1 and Y correlate. Next, X1 and X2 get 0. 656 with a significant 0. 000 < 0. 05, which meant X1 and X2 were correlated. Next, X_2 and Y got 0. 304 with a significant 0. 000 < 0. 05, which means X2 and Y correlate. After conducting a correlation test on each variable, a correlation test was conducted between responsibility and honesty simultaneously on science learning outcomes. The results of the correlation test simultaneously obtain an R-value of 0. 324, which meant the value of the coefficient of responsibility (X_2) and honesty (X1) to the learning outcome of science (Y) is 0. 324 with a significant 0. 000 < 0. 05, which meant that variables X1, X2, and Y were correlated.

Determination Test

This test determined how much responsibility and honesty influence science learning outcomes. Based on the results of the analysis that has been done, an R Square value of 0 was obtained. 105. Thus, the influence between the variables of responsibility and honesty on science learning outcomes received a percentage of 10.5%, and other factors influenced the rest.

T-test

Based on the results of the t-test for responsibility (X1), a calculation of 1,508 < a t_{table} of 1,974 with a significant value of 0.133 > 0.05. These results showed that H_o is accepted and H1 is rejected, which meant that there was no influence between the responsibility variables on the science learning outcome variable. The results of the honesty t-test (X_2) were obtained to take into account 2,149 > 1,974 with a significant value of 0.033 < 0.05, this result showed that Ho was rejected and H1 was accepted, which means that there was an influence between the honesty variables on the science learning outcome variable, and the effect was significant. The t-test results for the responsibility variables (X1) and honesty (X_2) were obtained $t_{counting}$ = 11,263 > t_{table} = 1,974, with a significant value of 0.000<0.05. This result showed significant $t_{calculations}$ so that H0 was rejected and H1 is accepted, which meant there was a positive influence between responsibility and honesty.

F-test

Test results F showed the value of F_{calc} = 9,780 > F_{table} = 3,050 with a significant value of 0.000 <0.05. These results showed significant $F_{counting}$ so that H0 was rejected and H1 was accepted. Based on these results, there was a positive and significant influence between responsibility and honesty on students' science learning outcomes.

Discussion

The character of responsibility and honesty has a positive and significant effect on the learning outcomes of PGSD Students of Esa Unggul University. Character education is the training or teaching of character in cooperation with others (Khotimah et al., 2020; Marjohan & Afniyanti, 2018). The agreed contention of character education is to understand moral values and change behavior to create positive change for humans and finally take good deeds in their lives (Amri et al., 2020; Harfiani, 2018). In addition, this character is in line with the values of life, which are various habits that universally underlie kindness

and harmony between us and others around us (Komalasari & Saripudin, 2018). Personal and social values include peace, appreciation, love, responsibility, happiness, cooperation, honesty, humility, and tolerance. Responsibility and honesty are also part of the character values learned in character education. Responsibility is the mentality and behavior of a person to perform his duties and commitments as he should, towards himself, society, climate (natural, social, and social), state, and God YME (Syofyan et al., 2020). The research conducted was also in line with this study, which states a relationship between responsibility and student civic learning outcomes with a correlation value of 0.636 and contributes by 40.4%. So, it can be said that student responsibility attitudes influence student learning outcomes it is the same as the research conducted (R. A. Dewi & Ansori, 2018). This is also in line with the opinion that good character must still be implemented well under any conditions, even in online learning (Lickona, 2013; Sulisstyowati & Amrullah, 2021). If this is done, it can be stated that students' character related to honesty and a sense of responsibility has been formed.

In addition to the value of responsibility, honesty was also. Honesty is a behavior that depends on trying to establish himself as a person who is always confident in the statements, actions, and work of individuals, both to oneself and others (Fitri et al., 2016; Khotimah et al., 2020). The results of this study were in line with previous research that has concluded that discipline and honesty affect biology learning outcomes. This is also in line with the statement that this attitude of responsibility and honesty describes the character of a person in the activities he does that are depicted in actual deeds and must be strengthened by attitudes that affect him (Wolf, 2015). Character education needs to be implemented early and continuously to overcome problems that will arise in the future, such as dishonesty, irresponsible, not caring about others or the surrounding environment and others (Jumardi, 2017; Wahono, 2018).

For this reason, this character education must be given to students. Moreover, it was imperative to create graduates who have good character (Lickona, 2013; Sutiyono, 2018). So it is essential to character education for students, hoping that it will produce human nature following national education goals (Darma et al., 2018). However, at the implementation of online learning, character education feels a little neglected. If face-to-face learning character education was carried out with the supervision of lecturers during this learning, lecturers cannot supervise students directly. Character education that is very important to be supplied to students during a pandemic like today is responsibility and honesty. Responsibility is a human behavior that is willing and able to perform tasks or obligations (Arfiah & Sumardjoko, 2017). In addition, responsibility is a person's character or behavior insincerely and wholeheartedly performing his duties or obligations (Nuroniyah, 2018; Soraya, 2020). The criteria of a person who has responsibility were always to check the task. Complete the task he has without having to be asked. Aware of the mistakes he made when he wants to act something, always think about it first, do the task that is there wholeheartedly and as much as possible to produce the best results, and do not stop to try (Pasani et al., 2018).

Honesty is the act of not lying in saying or doing something, always conveying the truth to admit mistakes (Julia & Ati, 2019; Khotimah et al., 2020). Everyone should instill the value of honesty in themselves likewise, as a student must have the value of honesty in yourself. Honesty is a person's attitude in doing actions that must follow the circumstances, do not lie, be as is, and do not cover honesty (Aisyah, 2019; Mulyati et al., 2020). Implementing online learning was also essential for students' honest attitudes because lecturers cannot directly monitor students in doing assignments. Both of these behaviors were very important to be instilled in students so that online learning can run effectively. At the time of the implementation of online learning, of course, there were obstacles faced by lecturers and students, especially during the performance of learning that requires direct lecturer explanation or requires practice and during science learning. When learning this science, there was a discussion or task that lecturers must practice directly as an example to students, and there were also students who must practice it directly. But at this time, it was an obstacle that lecturers and students must overcome. If these obstacles were left alone, they would impact student science learning outcomes.

4. CONCLUSION

There was a positive and significant influence between responsibility and honesty on student science learning outcomes simultaneously. In addition, the results of each variable were free and bound, namely, obtained results between variables. There was no influence between responsibility variables to variables of science learning outcomes. Furthermore, there was an influence between the honesty variable on the science learning outcome variable, but the effect is not so meaningful (significant). And there was a positive influence between responsibility and honesty.

5. REFERENCES

Aisyah, S. (2019). Menanamkan Nilai Kejujuran Sebagai Revolusi Mental Pada Generasi Penerus Bangsa. *Tarbiyah Wa Ta'lim: Jurnal Penelitian Pendidikan Dan Pembelajaran*, *6*(1), 101–108. https://doi.org/10.21093/twt.v6i2.2028.

Amri, F., Djatmika, E. T., Wahyono, H., & Mintarti Widjaja, S. U. (2020). The Effect of Using Simulation on Developing Students' Character Education in Learning Economics. *International Journal of Instruction*, *13*(4), 375–392. https://eric.ed.gov/?id=EJ1270700.

Arfiah, S., & Sumardjoko, B. (2017). Penguatan Karakter Tanggung Jawab Dan Kemandirian Pada Mahasiswa PPKN Melalui Perkuliahan Kescoutan Dalam Upaya Mempersiapkan Mutu Lulusan Sebagai Pembina Ekstrakurikuler Di Sekolah. *Jurnal Pendidikan Ilmu Sosial*, *27*(2), 76–92. http://journals.ums.ac.id/index.php/jpis/article/view/5721.

Cintia, N. I., Kristin, F., & Anugraheni, I. (2018). Penerapan Model Pembelajaran Discovery Learning Untuk Meningkatkan Kemampuan Berpikir Kreatif Dan Hasil Belajar Siswa. *Perspektif Ilmu Pendidikan*. https://doi.org/10.21009/pip.321.8.

Darma, Y., Susiaty, U. D., & Fitriawan, D. (2018). Pendidikan Karakter Dalam Pembelajaran Pada Mahasiswa Calon Guru Matematika. *Jurnal SAP (Susunan Artikel Pendidikan)*, *3*(2), 110–115. https://journal.lppmunindra.ac.id/index.php/SAP/article/view/3029.

Dewi, L. (2017). Rancangan Program Pembelajaran Daring Di Perguruan Tinggi: Studi Kasus Pada Mata Kuliah Kurikulum Pem-Belajaran Di Universitas Pendidikan Indonesia. *Edutech*, *16*(2), 205. https://doi.org/10.17509/e.v16i2.7616.

Dewi, R. A., & Ansori, I. (2018). Hubungan Kedisiplinan dan Tanggung Jawab Terhadap Hasil Belajar PKN Kelas IV. *Joyful Learning Journal*, *7*(2), 64–71. https://journal.unnes.ac.id/sju/index.php/jlj/article/view/25063.

Diningrat, S. W. M., Nindya, M. A., & Salwa, S. (2020). Emergency Online Teaching: Early Childhood Education Lecturers' Perception of Barrier and Pedagogical Competency. *Jurnal Cakrawala Pendidikan*, *39*(3), 705–719. https://doi.org/10.21831/cp.v39i3.32304.

Fitri, N., Safei, & Marjuni, H. (2016). Pengaruh sikap kedisiplinan dan kejujuran peserta didik terhadap hasil belajar biologi. *Jurnal Biotek*, *4*(1), 83–100. https://journal3.uin-alauddin.ac.id/index.php/biotek/article/view/1892.

Harfiani, A. (2018). Penguatan Pendidikan Karakter melalui Budaya Literasi dalam Konteks Pembelajaran Abad 21 di Sekolah Dasar. *Prosiding Seminar Dan Diskusi Nasional Pendidikan Dasar*, 141–150. http://journal.unj.ac.id/unj/index.php/psdpd/article/view/10002.

Hutauruk, A., & Sidabutar, R. (2020). Kendala pembelajaran daring selama masa pandemi di kalangan mahasiswa pendidikan matematika: Kajian kualiatatif deskriptif. *Journal of Mathematics Education and Applied*, *02*(01), 45–51. https://doi.org/10.36655/sepren.v2i1.364.

Jariyah, A., & Tyastirin, E. (2020). Proses dan Kendala Pembelajaran Biologi di Masa Pandemi Covid-19 : Analisis Respon Mahasiswa The Biology Learning Processes and Constraints in the Covid-19 Pandemic Period : Analysis of Student Responses. *Jurnal Penelitian Dan Pengkajian Ilmu Pendidikan: E-Saintika*, *4*(2), 183–196. https://litpam.com/journal-center/index.php/e-Saintika/article/view/224.

Julia, P., & Ati, A. (2019). Peranan Guru Dalam Meningkatkan Nilai Karakter Disiplin dan Kejujuran Siswa. *Jurnal Dedikasi Pendidikan*, *3*(2), 112–122. http://jurnal.abulyatama.ac.id/index.php/dedikasi/article/view/278.

Jumardi, J. (2017). Peranan Pelajaran Sejarah Dalam Pengembangan Karakter Siswa melalui Pembelajaran Berbasis Nilai Sejarah Lokal di SMA Negeri 65 Jakarta Barat. *Jurnal Pendidikan Sejarah*, *6*(2), 70–80. https://doi.org/10.21009/JPS.062.08.

Khotimah, R. P., Putro, D. S., Utomo, G. W., Hidayah, A. F., Astrianti, N. E., Sari, Y. R., Alfanani, T. R., Muthmainnah, H. T., Mazliza, & Zakiah. (2020). Penanaman Karakter Kejujuran Melalui Kantin AntiKorupsi pada Siswa SD/MI Ngargorejo, Ngemplak, Boyolali. *Buletin KKN Pendidikan*, *2 (1)*, 24–27. https://doi.org/10.23917/bkkndik.v2i1.11167.

Komalasari, K., & Saripudin, D. (2018). The Influence of Living Values Education-Based Civic Education Textbook on Student' s Character Formation. *International Journal of Instruction*, *11*(1), 395–410. https://eric.ed.gov/?id=EJ1165225.

Kristiawan, M., Aminudin, N., & Rizki, F. (2021). Optimalisasi Pembelajaran Daring Berbasis Aplikasi Online bagi Calon Guru Pendidikan Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *5*(2), 1905–1914. https://doi.org/10.31004/obsesi.v5i2.942.

Lickona, T. (2013). *Character Matter* (2nd ed.). Bumi Aksara.

Marjohan, M., & Afniyanti, R. (2018). Penerapan Nilai Pendidikan Karakter Peduli Lingkungan Di Kelas Tinggi Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, *3*(1), 111–126. https://doi.org/10.22437/gentala.v3i1.6767.

Mulyati, Hidayati, M., & Hariyanto, M. (2020). Pengaruh Keteladanan Guru dan Orang Tua Terhadap Sikap Kejujuran Siswa SMK Klaten, Jawa Tengah. *Cendekia*, *14*(2), 183–195. https://doi.org/10.30957/Cendekia.v14i2.641.Selain.

Nuroniyah, S. (2018). Pengembangan Instrumen Pengukuran Sikap Tanggung Jawab Siswa Madrasah Aliyah. *Wiyata Dharma: Jurnal Penelitian Dan Evaluasi Pendidikan*, *6*(2), 134. https://doi.org/10.30738/wd.v6i2.3392.

Pasani, C. F., Kusumawati, E., & Imanisa, D. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Scramble Dalam Pembelajaran Matematika Untuk Membina Karakter Tanggung Jawab Dan Disiplin Siswa. *EDU-MAT: Jurnal Pendidikan Matematika*, *6*(2), 178–188. https://doi.org/10.20527/edumat.v6i2.5682.

Rati, N. W., Kusmaryatni, N., & Rediani, N. (2017). Model Pembelajaran Berbasis Proyek, Kreativitas Dan Hasil Belajar Mahasiswa. *JPI : Jurnal Pendidikan Indonesia*, *6*(1), 60–71. https://doi.org/10.23887/jpi-undiksha.v6i1.9059.

Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah*, *1*(1), 73–80. https://doi.org/10.31599/jki.v1i1.265.

Soraya, Z. (2020). Penguatan Pendidikan Karakter untuk Membangun Peradaban Bangsa. *Southeast Asian Journal of Islamic Education Management*, *1*(1), 74–81. https://sajiem.iainponorogo.ac.id/sajiem/article/view/10.

Sulisstyowati, E., & Amrullah, M. (2021). Implementation Responsibility Character Education at SMP 5 Muhammadiyah Tulangan Studens In Onlne-Based Elearning. *Proceedings of The ICECRS*. https://doi.org/10.21070/icecrs20211069.

Sutiyono, S. (2018). Reformulasi Pendidikan Pancasila Dan Kewarganegaraan Untuk Menguatkan Nasionalisme Warga Negara Muda Di Wilayah Perbatasan. *Citizenship Jurnal Pancasila Dan Kewarganegaraan*, *6*(1), 1. https://doi.org/10.25273/citizenship.v6i1.1824.

Syofyan, H. (2018). Analisis Gaya Belajar dan Motivasi Berprestasi terhadap Hasil Belajar IPA. *Jurnal Eduscience*, *3*(2), 76–85. https://www.esaunggul.ac.id/wp-content/uploads/2018/02/4.-Analisis-Gaya-Belajar-Dan-Motivasi-Berprestasi-Terhadap-Hasil-Belajar-IPA.pdf.

Syofyan, H., Susanto, R., Setiyati, R., Vebryanti, V., Ramadhanti, D., Mentari, I., Ratih, R., Dwiyanti, K., Oktavia, H., & Tesaniloka, M. (2020). Peningkatan Penguatan Pendidikan Karakter Siswa Melalui Pemberdayaan Kompetensi Sosial dan Kepribadian Guru. *International Journal of Community Service Learning*. https://doi.org/10.23887/ijcsl.v4i4.29840.

Syofyan, H., & Yuliati. (2017). Pengaruh gaya belajar dan motivasi berprestasi terhadap hasil belajar ipa mahasiswa pgsd universitas esa unggul. *Prosiding Seminar Nasional Multi Disiplin Ilmu &Call for Papers Unisbank Ke-3*.

Wahono, M. (2018). Pendidikan Karakter: Suatu Kebutuhan Bagi Mahasiswa di Era Milenial. *Integralistik*, *29*(2), 145–151. https://journal.unnes.ac.id/nju/index.php/integralistik/article/view/16696.

Windasari, T. S., & Sofyan, H. (2018). Pengaruh Penggunaan Media Audio Visual Terhadap Hasil Belajar IPA Siswa Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dasar*, *10*(4), 6. https://doi.org/10.21009/10.21009/JPD.081.

Wolf, S. (2015). Character and responsibility. *The Journal of Philosophy*, *112*(7), 356–372. https://doi.org/10.5840/jphil2015112722.