

Effective Pedagogical Approaches in Fostering Student Responsibility: A Qualitative Study at an Islamic Boarding School in Indonesia

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ABSTRACT

Student responsibility attitudes are important in shaping character and discipline in school. Teachers play a big role in fostering this attitude through the right approach. At SMA Terpadu Islam Hasanka Boarding School Palangka Raya, the teacher's approach is the key to increasing student responsibility for regulations in school activities. This study aims to describe the teacher's approach in improving students' attitude of responsibility at SMA Terpadu Islam Hasanka Boarding School, Palangka Raya. This research uses a qualitative method. The subjects of this study are two teachers, consisting of 1 teacher of Moral Faith and one teacher of Islamic Religious Education. Meanwhile, the informants in this study are the principal, vice principal for student affairs, and students. Data collection techniques include observation, interviews, and documentation. Data analysis is carried out qualitatively through four stages: data collection, data reduction, data presentation, and drawing a conclusion. The results of this study show that students of Hasanka Boarding School Palangka Raya Integrated Islamic High School generally have an attitude of responsibility towards school regulations, both in learning activities and outside of learning. In the classroom, students tend to complete assignments on time, be active, and be ready to learn, although some are still inconsistent. Outside of the classroom, students are quite disciplined in participating in activities such as congregational prayers, Qur'an halaqah, ceremonies, and extracurricular activities, although some have not fully complied with the rules of attributes. Teachers use persuasive, communicative, and personal approaches through example and guidance to foster student responsibility. This approach has proven to be effective in shaping students' attitudes of discipline and compliance with school rules.

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1. Introduction

Education plays a very important role in preparing the younger generation to be the successors of nation-building. Education is a benchmark for the younger generation that will bring progress and development to the nation. Improving the character of each individual to be aware of the importance of education, which is the main capital to advance the nation, where every individual must be aware of the importance of education [1]. In this case, education is a process to improve, improve, and change the knowledge, skills, attitudes, and behaviors of each individual with the aim of educating human life through an educational institution, as currently the biggest obstacle to rapid technological progress that is able to bring positive and negative influences [2].

Based on Law No. 20 of 2003-chapter 2 Article 3 paragraph 1 which states that: "National education functions to develop abilities and shape the character and civilization of the nation in order to educate the life of the nation, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen" [3]. In this context, education can be said to be successful if it can make its students human beings who can increase their potential, become human beings who believe and fear God Almighty, have noble character, knowledge, capability, creativity, independence, and become democratic and responsible citizens. Therefore, every young generation must acquire knowledge, learn skills and develop a high attitude of responsibility. Attitudes must be maintained through words and teaching approaches from teachers so that students are able to show maturity in attitudes, actions, deeds, speech, or mindsets.

For national education goals to be achieved, it is necessary to have an education system that can produce professional and responsible educators who can carry out their duties as teachers. Improving teacher performance and professionalism is important in realizing true educational goals. Because of the importance of the approach used by teachers, they must understand and internalize the responsibilities carried out in the education and learning process [4]. The presence of a teacher plays a very important role in determining the success of students in learning activities and outside of learning activities.

One of the teachers' efforts to improve students' attitude toward responsibility is through a moral education approach. Moral education in Islam is the most important aspect of shaping human behavior in building the Indonesian nation, which is currently experiencing a crisis due to the lack of understanding of morals. In general, the condition of moral development among students is still concerning. In this case, moral education is the main basis for improving students' attitude of responsibility. The approach to moral education is very important for humans because moral education is the main basis that can give humans a better character.

The Moral Education approach is a teacher's way to help students understand, improve, and apply their spiritual attitudes in daily life. One aspect of attitude that needs to be developed at this time is an attitude of responsibility [5]. Thus, the approach to moral education carried out by a teacher is not only to help students know and understand good attitudes and behaviours, but also to help them internalise moral values into themselves and reflect them in their daily actions.

A teacher is tasked with teaching religious science and must educate and nurture students spiritually. Teachers have the responsibility to instil and improve good ethics and morals and be role models for students so that students can behave and be responsible in their daily lives in accordance with the commands of Allah SWT [6]. Based on this, the presence of a teacher in schools is very important to foster and improve the personality of students so that they become human beings who always believe in and fear Allah SWT, and are responsible.

Life in a boarding school-based school environment is intended to facilitate the process of internalizing Islamic values into students' personalities through the formation of commendable attitudes or morals. One of the commendable attitudes taught and applied in boarding schools is the attitude of responsibility. An attitude of responsibility is an attitude and behavior that requires awareness of the situation in carrying out duties and obeying regulations. This obligation of

responsibility includes oneself, society, the environment, the country, and God Almighty [7]. The attitude of responsibility is a foundation of the school that requires a teacher to provide education to build knowledgeable human beings and be able to position themselves as part of a responsible society [8]. Responsibility can be measured by using indicators that state that students can complete the tasks that are their responsibility, they can manage time well in planning schoolwork, are serious in completing something and obey the rules at school, followed sincerely [9].

As time goes by and technological sophistication becomes more rapid, morals decline, especially in a person's attitude of responsibility. This is because most education in Indonesia only focuses on the cognitive aspect, while on the aspect of cultivating noble morals such as responsibility, there is still less emphasis on formal education in schools. The decline in student responsibility attitudes in schools is characterized by student behavior that does not obey school regulations such as students who do not collect assignments on time, students who skip class hours, students who make noise and do not pay attention to the teacher when teaching in class, students who do not use school attributes completely, students who do not use time efficiently which makes students come to school late because they are late for class and do not collect assignments punctual, skipping during class hours and other as [10].

Based on the first relevant research by Camerino (2019), this research focuses on investigating the effectiveness of the TPSR model in enhancing student autonomy and responsibility through modifications in teacher behaviour [11]. The results of this study show that teachers who underwent TPSR training exhibited better teaching behaviours compared to expert teachers, indicating the model's potential in fostering student responsibility. Second, Hepburn's research focuses on the effectiveness of preventive classroom management practices in fostering student engagement and responsibility. The results of this study found that teachers who use proactive strategies to set expectations and involve students in learning activities are more successful in promoting responsible behavior and reducing unproductive behavior. Third, Ariyani's research [12] has a research focus to understand the cultivation of responsibility character through Pancasila Education learning, as well as to know the teacher's strategy in instilling this character and identifying factors that support and hinder the process. Fourth, Hadi [13] research focuses on efforts to increase learning responsibility for students of SMA Negeri 2 Lambu grade XI by using a reality group counselling approach. Although many previous studies have explored various methods for shaping student responsibility including the TPSR model (Camerino), classroom management strategies (Hepburn), value integration in Pancasila Education learning (Ariyani), and group counselling approaches (Hadi), there has been no research that specifically examines teachers' approaches as a whole in the context of integrated Islamic schools. Previous research has generally placed more emphasis on specific aspects, such as learning models or psychological interventions, and has not explored the dynamics of the formation of responsible attitudes that occur through daily interactions between teachers and students in the context of an environment based on religious values and sustainable character development. Therefore, this study is here to fill this gap by examining the teacher's approach in improving student responsibility attitudes at the Hasanka Boarding School Palangka Raya Integrated Islamic High School, which combines the role of teachers as educators, coaches, and role models in a boarding school environment that is full of Islamic values.

Hasanka Boarding School is one of the private schools that implements a boarding school system (dormitory) in the city of Palangka Raya, Central Kalimantan. Based on the results of initial observations on August 23, 2024, the researcher observed that the Hasanka Boarding School Integrated Islamic High School implemented activities starting from students being required to attend the flag ceremony every Monday, students were required to carry out *Dhuha*, *Dzuhur* and *Asr* prayers in congregation, students were required to follow the Halaqah Qur'an, students were required to follow learning properly, students were required to participate in Islamic religious holiday activities organized by the school and Students are required to participate in extracurricular activities. This decline in responsibility attitude even occurs in students who attend Hasanka Boarding School, Palangka Raya Integrated Islamic High School. The problem of decreasing the attitude of responsibility was found based on the results of an interview conducted by the researcher with one of the teachers. TD teacher said that: "The attitude of student responsibility is quite good, but it is not

fully optimal because there are still students who violate the rules in school activities such as students who do not collect assignments on time, students who sleep when the teacher explains, students who come to school late, students who do not use their attributes completely during the ceremony".

Based on the results of this interview, it is the background for the need for this research, because if teachers ignore students who do not obey the rules at school, students will act arbitrarily and do not show a sense of responsibility for what has been done, so that in the end the goals of national education are not achieved properly.

2. Method

2.1. Participants or Subjects

This research uses a qualitative approach. The subjects in this study are *Akidah Akhlak* teachers, Islamic Religious Education teachers and their informants are the principal, vice principal for student affairs, and students at the Hasanka Boarding School Palangka Raya Integrated Islamic High School.

2.2. Materials and Instruments

The data collection techniques in this study used observation, interviews, and documentation. In order to obtain the level of data validity, the author uses triangulation, namely making a comparison between one data source and another. Triangulation was carried out by comparing the results of teacher interviews, student behavior observation records, and attitude report cards to verify data consistency.

The data analysis technique in this study uses qualitative descriptive analysis. Qualitative data analysis is carried out continuously until it is complete, so that the data is saturated. There are four activities in qualitative data analysis: data collection stages, data reduction, data presentation, and conclusion or verification [14].

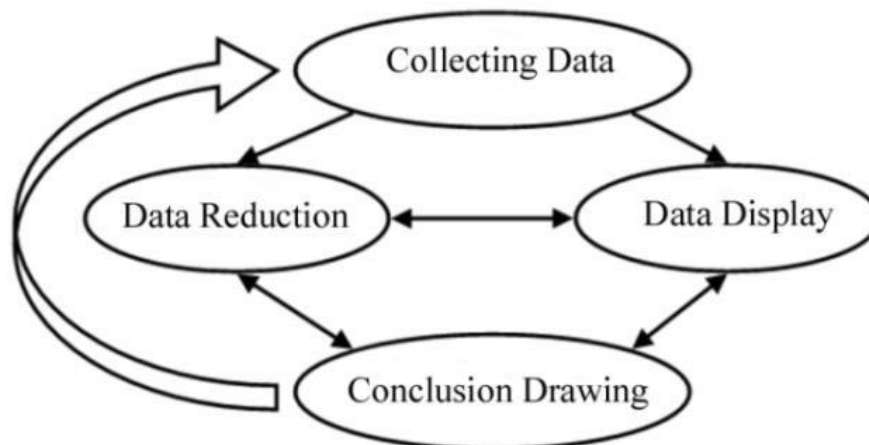


Fig.1. Miles and Huberman data analysis

3. Results and Discussion

3.1. Students' Attitude Towards Responsibility to the Regulations at the Hasanka Boarding School, Palangka Raya Integrated Islamic High School

This attitude of responsibility can be seen from two assessments, namely (1) students are able to be responsible for the rules in learning activities which include: (a) doing and completing assignments on time, (b) having readiness to learn before learning starts, (c) actively participating in learning activities, and (d) taking the initiative to be involved in doing individual assignments and group assignments (2) students are able to be responsible for regulations outside of activities learning which

includes: (a) coming to school on time, (b) attending congregational prayers on time, (c) following the *halaqah* of the Qur'an in an orderly manner, (d) using complete attributes during ceremonies, (e) participating in activities celebrating Islamic holidays, and (f) participating in extracurricular activities.

Based on the results of interviews with Teachers of Moral Faith, Islamic Religious Education Teachers, School Principals, Vice Principals for Student Affairs, and Students, the results of this study show that students at Hasanka Boarding School Palangka Raya Integrated Islamic High School have a responsible attitude towards the regulations at school. During the learning activities, this can be seen from students who are able to do and complete the assignments given by the teacher on time, although there are still some students who are not completely consistent with the reason for sleep and often feel lazy. Students are also able to take responsibility for preparing themselves before learning activities begin. When learning activities take place, students participate actively, are enthusiastic and are able to take the initiative to be involved in doing individual and group assignments, but there are still some students who sleep while the teacher explains.

During activities outside of learning activities, students are also able to show their attitude of responsibility towards the regulations at school. This result is in line with the observation that most students are able to be responsible for coming to school on time, but it is still seen that some students arrive late because they wake up late. During congregational prayer activities, students can be responsible for coming on time because there is a section of the student council, the religious section and teachers who direct students to come early to the mosque for prayer. Students are also able to be responsible for participating in Qur'anic *halaqah* activities in an orderly manner. During the ceremony, some students were responsible for wearing the full attributes, and some other students did not use the attributes completely, such as not wearing a *peci* (male), not wearing a hijab (female) and not wearing a belt. The celebration of Islamic religious holidays organized by the school was attended by students enthusiastically, and they were responsible for participating in attending. Students are also responsible for participating in extracurricular activities and attending and being active and enthusiastic when undergoing compulsory extracurricular activities and optional extracurricular activities.

The results obtained from these interviews and observations can reflect that most of the students are already able to be responsible for the regulations at the Hasanka Boarding School Palangka Raya Integrated Islamic High School. The responsibility shown by students is seen not only when they obey the rules at school, but also in students who are ready to be responsible for receiving sanctions from teachers if they violate the rules at school. Students will provide confirmation to the teacher for permission if they are late to school, and also provide other reasons if they do not comply with the rules at school. This shows the existence of a student's responsibility to spiritual obligations.

Similar to previous research, the attitude of responsibility can be improved using the VCT learning model [15]. This result certainly has a different side in terms of realizing student responsibility attitudes, where this research focuses more on applying regulations rather than using learning models. Other research shows that instilling a social attitude of responsibility through character habituation through character education strengthens apples and positively impacts the development of students' social character, especially the attitude of responsibility [16]. So, it can be concluded that this study reveals that students' attitude of responsibility is formed through compliance with regulations and active participation in school activities. In contrast to previous studies that emphasized more on learning models such as VCT, this study focuses more on habituation and discipline. Although the approaches are different, both studies show that student responsibility can be developed effectively.

3.2. Teachers' Approaches in Improving Students' Attitude Towards Responsibility Towards Regulations at Hasanka Boarding School, Palangka Raya Integrated Islamic High School

Based on the results of interviews with Teachers of Moral Faith, Islamic Religious Education Teachers, Principals, Vice Principals for Student Affairs, and Students, the results of this study show that teachers at Hasanka Boarding School Palangka Raya Integrated Islamic High School use a variety

of approaches to increase the attitude of responsibility in students to comply with regulations in learning activities and outside of learning activities at school. The approach is persuasive and communicative, and prioritizes a personal approach.

When learning activities take place, teachers strive so that students can participate in learning properly, such as doing and completing assignments on time, having readiness to learn before learning starts, actively participating in learning activities and taking the initiative to be involved in doing and completing individual assignments and group assignments. The results obtained from interviews and observations show that during learning activities, some students are already responsible for following learning activities properly and some are still not responsible for following learning properly because there are still students who do not complete assignments on time, sleep when the teacher explains and several factors such as difficulty in catching learning make the student's laziness appear. The approach teachers take to deal with students like this is by using a persuasive and communicative approach in the form of advising the student without cornering and giving directions to other students not to bully friends who have difficulty participating in learning.

When outside of learning activities, all teachers actively participate in improving students' attitude of responsibility. The approach used by teachers varies if in learning activities the teacher prioritizes a persuasive and communicative approach in the form of advice and if outside of learning activities the teacher prioritizes a personal approach in the form of an example, namely that each teacher must be a good example in front of his students so that students can see and emulate these actions and are also assisted by a persuasive and communicative approach. The approach taken by teachers to increase the attitude of student responsibility to be able to be responsible for coming to school on time, participating in congregational prayer activities on time, following the *halaqah* of the Qur'an in an orderly manner, using complete attributes during ceremonies, participating in Islamic holiday celebration activities and participating in extracurricular activities is with the teacher to set an example first to students if they want students to come to school and pray on time, then teachers must come on time before students come and teachers also use persuasive and communicative approaches to improve students' attitude of responsibility to other regulations.

Based on the results obtained from interviews and observations, it is shown that students can be responsible for complying with the rules while in learning activities and outside of learning activities. The persuasive, communicative, and personal approach used by teachers effectively increases students' attitude of responsibility because most students can understand and carry out the teacher's orders through this approach. Apart from the approach used by teachers, one of the rules that can increase students' awareness of responsibility is during congregational prayer activities.

The process of implementing character education to shape students' social attitudes and behaviours is carried out outside the classroom through school rules that become habits and, in the classroom, which is adjusted to materials related to character values, which can ultimately shape students' social attitudes and behaviours. Students' attitude and social behavior at SMA PGRI 1 Pati can be considered good. However, history teachers face obstacles due to frequently changing government regulations and varying student characteristics [17]. This research highlights the personal and persuasive approach applied by teachers in building student responsibility, in line with previous studies that emphasized the importance of school climate and the relationship between teachers and students. However, this study focused more on the direct role of teachers, while previous studies focused more on the overall school environment. Punctuality in completing assignments in general, students show a good level of responsibility by completing assignments assigned by teachers on time. This demonstrates strong adherence to school regulations and commitment to their academic duties [18]. While most students are consistent in their responsibilities, some still struggle with maintaining this consistency. This inconsistency can be attributed to a variety of factors, including personal challenges and different levels of maturity [19]. Overall, students demonstrate a commendable level of responsibility for school regulations through timely assignment completion and active participation in learning activities. However, there are areas that need attention, such as addressing developmental differences and ensuring that the criteria for value-based behaviors are clear and age-appropriate. By focusing on these areas, schools can further increase students' sense of responsibility and consistency

in complying with school regulations. A student's punctuality is crucial because it reflects their discipline and responsibility. Problems common in school can lead to wider problems such as absenteeism and poor academic performance [20]. However, students who manage their time effectively tend to perform better academically [21]. Even when students are late, those who are responsible by giving advance notice or asking permission show a higher level of accountability and discipline. These behaviors can reduce the negative impact of tardiness on their academic and social outcomes [22].

Compliance with school rules goes beyond timeliness, including maintaining cleanliness and respecting school facilities. Proper hygiene and maintenance of school facilities are essential for a safe and conducive learning environment [23]. Schools that implement effective maintenance and hygiene practices see better student performance [24]. Student involvement in maintaining cleanliness and facilities supports a healthy environment and fosters a sense of responsibility and community. Student involvement in maintaining cleanliness and school facilities contributes to a healthy environment. Good sanitation facilities in schools can prevent diseases and improve student well-being [25]. Involving students in cleaning and facility maintenance activities fosters a sense of responsibility. Students who engage in these activities feel a sense of belonging and care more about their school environment [26]. Student involvement also strengthens the sense of community in the school. Students who are active in maintaining cleanliness and facilities tend to have better relationships with peers and teachers, and feel more attached to the school [27]. The formation of a hygiene committee involving students can help implement and sustain the hygiene program. This committee can oversee the maintenance of the facility and ensure the availability of cleaning materials [26]. Educational programs that teach the importance of cleanliness and maintenance of facilities can increase student awareness [28].

Teachers use a persuasive approach to encourage students to take responsibility for their actions and learning. It involves motivating students through positive reinforcement and highlighting the benefits of responsible behavior [29]. Open and effective communication between teachers and students is emphasized. This helps in building trust and understanding, making it easier for teachers to guide students towards responsible behavior [30]. Utilizing positive reinforcement can significantly motivate students. For example, persuasive systems that incorporate social influence strategies such as social upward comparison, social learning, and competition have been shown to increase student engagement and motivation [31]. Adopting student-centred teaching practices, such as project-based learning and collaborative activities, can increase student engagement and responsibility. These methods encourage students to take an active role in their learning process, leading to increased interest and motivation [32]. By combining persuasive approaches, such as positive reinforcement, student-centred teaching, and persuasive technology, teachers can effectively motivate students to take responsibility for their actions and learning. Open communication and a strong classroom community further support this process, leading to a more engaging and responsible learning environment.

4. Conclusion

The approach of teachers at the Hasanka Integrated Islamic Boarding School in Palangka Raya plays a crucial role in enhancing students' sense of responsibility towards the school's rules and activities. Teachers use persuasive, communicative, and personal approaches, which are implemented through exemplary behavior and guidance, particularly in religious activities such as congregational prayer and Quran study circles. This approach has proven effective in cultivating discipline and obedience among students, both in academic learning and non-academic activities, although there are still inconsistencies among some students. The diversity of students' characters presents a unique challenge, requiring teachers to be more adaptive in their approaches. Therefore, training for teachers is needed to implement more personalized coaching strategies. Further research needs to examine the long-term effects of this approach, especially in the context of *pesantren*-based education, to assess the sustainability of fostering students' sense of responsibility.

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