

## Development of Responsibility Character Instruments for Junior High School Students

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The authors declare that they have no significant competing financial, professional or personal interests that might have influenced the performance or presentation of the work described in this manuscript.

**Abstract:** The aims of this study is to produce an instrument for measuring the character of responsibility in students. The type of research is research and development. In this study there are 10 steps that must be taken, namely: (1) setting the test objectives; (2) analysis of books and other learning resources, (3) making grids; (4) writing questions; (5) examine the questions (concept validation); (6) revision or improvement of questions; (7) limited test reproduction; (8) test trials (for empirical validation); (9) analysis of test results (validity test); and (10) assemble the questions into tests. The validation test was carried out by 5 counseling guidance experts consisting of 3 counseling guidance lecturers and 2 counseling guidance teachers. The results of CVI and CVR data analysis were +1, which means 45 statements were stated as relevant. Based on the empirical validation test with product moment, it is known that  $r_{hit} > r_{tab}$  so that 45 statements can be declared valid. Furthermore, the results of the reliability test using the Cronbach alpha technique obtained  $r_{11} = 1.0$  with a very high category.

**Keywords:** Responsibility character, measurement instrument, guidance and counseling.



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## Introduction

Character education is an absolute requirement in the development of education at every level of education. Of course, in developing and implementing character education, it aims to minimize changes in the behavior and attitudes of the nation's generation that are easily eroded due to globalization in this modern era. It is hoped that through character education in the learning process, it can increase the recognition of values, there is awareness regarding the importance of values in the behavior of students in everyday life, both inside and outside the classroom.

Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 20 of 2018 Regarding PPK in Formal Education Units Article 2 paragraph 1 explains that: "Strengthening Character Education (PPK) is carried out by applying the values contained in Pancasila. The main character education consists of religious values, honest, tolerant, disciplined, hard working, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, love peace, love to read, care for the environment, social care, and responsible" (Kemendikbud, 2018, p. 3).

This character education program can help the personal formation of students who are better able to respect, appreciate, think and behave positively and responsibly in every task and obligation that must be completed. Character education is carried out consciously and planned in an atmosphere of fun learning activities so that it can help students develop their potential. The character that is instilled in students must of course be in accordance with the norms that apply in society so that later students can take every decision properly and responsibly.

Based on the results of observations made to students at SMP Negeri 1 Kuta, it was found that several students had symptoms or behaviors such as not being able to complete assignments seriously, rarely carrying out their picket duties, being late in collecting assignments, always borrowing or cheating on their friends' assignments, and do homework at school. In addition, in the observations it was also found that there was a behavior of students who liked to procrastinate doing the homework given by the teacher and delaying collecting it on the grounds that the assignments given were not easy to understand and difficult. The behavior of students who are often shown at school based on the results of observations, namely many students who do not do assignments seriously, are late in collecting assignments, forget to bring assignments, borrow work from friends and do it at school, like to delay doing assignments, and do not pay attention and rarely carry out the schedule. The low interest of students to be responsible in their learning activities can be seen from the lack of student motivation in participating in the learning process activities, the lack of activeness of students to interact and discuss with their friends in the discussion of learning, as well as the lack of growth in spirit, student behavior that is agile and structured in completing assignments.

The character of low student responsibility indicates that the student is less able to complete his tasks with full responsibility and the student's low self-motivation. While the character of high student responsibility can be shown by the behavior of students who are able to complete their assignments seriously and thoroughly, appreciate every learning activity that they participate in, collect and complete all learning activities and assignments on time. Students who have low responsibility behavior certainly cannot complete all their work or assignments with enthusiasm and never give up so that the results are less than optimal and effective. While students who have high responsible behavior will certainly try to be enthusiastic in completing their assignments and have scheduled and regular learning activities in their daily lives.

The character of responsibility really needs to be instilled in students' personalities so that they are able to become responsible individuals in carrying out every task and obligation that must be completed. The importance of inculcating the character of responsibility in students can form a person who is able to commit and face the consequences of every task and obligation he does. The formation of the character of students' responsibility in learning must go through a process of habituation of tasks and activities given by the teacher to students. It aims to shape and improve the character of students' responsibility in learning.

The formation and development of the character of responsibility starting from the school period will greatly affect the character of the student at the next level. The importance of a student having the character of responsibility is to realize himself to a task that must be done with full commitment and able to complete it. In addition, it is also necessary to collaborate between counseling guidance teachers and homeroom teachers and subject teachers to help improve and develop the character of students' responsibility in learning. The existence of collaboration and cooperation between schools, it can embrace students who have problems in having a responsible character.

Responsible behavior in learning activities at school is very important to be instilled and formed from an early age to produce a good character of responsibility in students. Education by prioritizing the inculcation of the character of responsibility in students can form a person who is able to complete every task and obligation and is able to accept the consequences of every action he does. Students who are able to have the character of responsibility in learning activities will certainly be able to compete and be trusted in completing their tasks.

In general, responsibility is the ability to carry out a task or obligation obtained from experience and training so that the individual is ready to accept all risks for the actions and actions taken by the individual (Primayanti, Antari, & Dantes, 2014).

Responsibility is human awareness of their intentional or unintentional behavior or actions. Responsibility also means acting as an embodiment of awareness of one's obligations. Because basically, problems occur when people neglect their duties and responsibilities. In summary, a person's level of responsibility is the capacity concerned in carrying out the burden that has become a commitment within him which includes 1) Bearing the consequences of his actions, 2) Will not blame others, 3) Realizing weaknesses, 4) Trying to improve himself, 5) Taking risk, and 6) Proactive (Purwadi, 2016).

The Ministry of National Education states that responsibility is the attitude and behavior of a person to carry out his duties and obligations, which he should do to himself, society, the environment (nature, social, and culture), the state, and The One Almighty God (Kurniasih, 2017, pp. 138–139).

According to Sukiati in a book entitled *Management Of Organization and Human Resources* formulates responsibility as a commitment to complete a task that has been received completely with maximum effort in accordance with the competencies possessed (Hanim, Mamesah, & Anzelyna, 2018).

Meanwhile, according to Miller responsibility is interpreted as a person who is responsible can be trusted to make a strong effort to carry out his duties, and is able to appreciate commitment. When a person acts responsibly, others realize that person is strong and reliable (Hanim et al., 2018).

According to Apriani and Wangid defines responsibility as “brave, ready, and determined in accepting decisions and actions that are carried out intentionally or unintentionally, that is, students are said to be responsible if they are aware make decisions and are willing to face all the consequences” (Yuliyanto, Fadriyah, Yeli, & Wulandari, 2018).

Responsibility in learning is the obligation to complete the task that has been accepted completely through maximum effort and dare to bear all the consequences. Responsible individuals are individuals who can fulfill their own duties and needs, and can fulfill their responsibilities towards the surrounding environment well. Individuals must be trained continuously, so that they become responsible individuals (Syafitri, 2017, p. 58).

Responsibility can be synthesized as the ability to carry out obligations by being able to accept the risks of the actions taken, discipline in completing each task, being honest in carrying out duties and obligations, having commitment in completing tasks, and respecting every task and obligation carried out.

The indicators of responsibility, namely: a) Able to accept the risk of the actions taken; b) Discipline in completing tasks; c) Honest in carrying out duties and obligations; d) Have a commitment in completing the task; e) Appreciate every task and obligation carried out.

In the research on developing this questionnaire instrument, it can be seen that the counseling guidance teacher is very important in developing and owning the responsibility questionnaire instrument that will be given to students. The purpose of the responsibility questionnaire instrument can help counseling guidance teachers in knowing and assessing the character of student responsibility so that later it can be used as a reference in providing counseling guidance services. Data collection in the development of the responsibility instrument is carried out online through the google form.

The results in this study are in accordance with previous research, namely research by Nuroniyah (2018) entitled *Development of Instruments for Measurement of Responsible Attitudes for Madrasah Aliyah Students*. This study aims to (1) determine the measurement of student responsibility attitudes, (2) produce a standard instrument for measuring student responsibility attitudes, (3) determine the tendency of students' responsibility attitudes at MAN 3 Bantul. The method used to measure students' attitudes of responsibility before compiling the instrument is by conducting a literature study to find theories and concepts of responsibility. The results of the construct validity test using factor analysis showed that 41 items of the responsibility attitude measurement instrument were declared valid, consisting of 22 factual items and 19 valence items spread into 6 indicators and 11 factors were obtained. With factor analysis, the KMO is 0.809 and the reliability with Cronbach Alpha is 0.897. All indicators have valid items so that content validity is met.

The next research is research conducted by Primayanti et al (2014) entitled Application of Humanistic Existential Counseling Through Group Counseling to Increase Learning Responsibilities of Class VIII B Students of SMP Negeri 3 Singaraja. This study aims to determine the application of humanistic existential counseling through group counseling to increase learning responsibility in class VIII B students of SMP Negeri 3 Singaraja. Data collection by using questionnaires was carried out through various stages such as compiling instrument grids, formulating statement items, conducting validity, content, item, and device reliability tests.

Furthermore, research conducted by Retnowati (2019) with the title Development of an Attitude Assessment Instrument for Middle School Students' Responsibility. The method used in this research is Research and Development (R&D). The standard of the instrument with item validity, content validity tested, and concurrent tested and the reliability value of Cronbach's Alpha  $0.954 > 0.700$  as well as the tested construct value with factor analysis obtained a number of 10 factors and a KMO value of 0.762. 3 From the results of the instrument test on the attitude of responsibility of the students of SMP Negeri 2 Gamping, it shows that the level of student responsibility tends to be high with an average total score of 150.59.

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## Method

### Research Design

This type of research is research and development or Research and Development (R&D). According to Dantes (2019) there are 10 steps that must be taken in instrument development research, namely: (1) setting test objectives; (2) analysis of books and other learning resources, (3) making grids; (4) writing questions; (5) examine the questions (concept validation); (6) revision or improvement of questions; (7) limited test reproduction; (8) test trials (for empirical validation); (9) analysis of test results (validity test); and (10) assemble the questions into tests.

### Research Subject

The validation test was carried out by 5 counseling guidance experts consisting of 3 counseling guidance lecturers, Postgraduate, Ganesha Education University and 2 counseling guidance teachers at SMP Negeri 1 Kuta. Subjects in this study included class VIII SMP Negeri 1 Kuta with a total of 48 students. Data collection is done by distributing online questionnaires via google form. Research conducted on class VIII students is due to the need to form and instill the character of responsibility in students so that they are able to complete each task and obligation.

### Data Analysis

In carrying out data analysis techniques, it means analyzing the information/data that has been obtained from the test scores of experts and education practitioners using the Lawshe CVR and CVI tests. This data analysis technique aims to determine the feasibility of a product development research in the form of a responsibility questionnaire instrument. Lawshe's CVR (content validity ratio) is one of the widely used methods to measure content validity. This technique was developed by (Lawshe, 1975). This technique is used to test the feasibility by using the Lawshe CVR test (content validity ratio) with the formula:

$$CVR = \frac{ne - \frac{N}{2}}{\frac{N}{2}}$$

This formula produces values that range from +1 to -1, a positive value indicates that at least half of the panelists rated the item as important/essential. The greater the CVR value of 0, the more "important" and the greater the content validity of the product (Hendryadi, 2017, p. 174).

One approach that is also recommended for evaluating content validity is the content validity index (CVI) (Hendryadi, 2017, p. 174). For each item, the I-CVI was calculated as the number of experts who gave a

good rating of 3 or 4 (thus dichotomizing the ordinal scale to relevant = 1 and irrelevant = 0), divided by the total number of experts. The I-CVI score must be 1.00 if there are five or fewer raters. If there are six or more raters, the standard can be looser, but Lynn recommends that the I-CVI be not lower than 0.78 (Hendryadi, 2017, p. 175).

Based on the opinion of Muljono (2002, pp. 19–20) states that after an instrument is considered conceptually valid, the next step is for the instrument to be tested on a group of respondents who are the trial sample. The data analysis of the test results or item analysis is basically intended to test the validity of the instrument items or test questions empirically or based on empirical data obtained from trials. Testing the validity of instrument items or test items is carried out internally for item consistency by calculating the correlation coefficient between the scores of the instrument items or test items with the total score of the instrument or test. The empirical validation process is carried out through trials using the product moment formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y)^2\}}}$$

Source: Koyan (2012, p. 67)

Reliability is a measure that shows how high an instrument can be trusted or relied upon to be used as a data collection tool because the instrument is already good. The reliability test aims to determine the consistency of the results achieved/consistency of the research instruments used. According to Arikunto measurements in the form of a questionnaire or a rating scale were tested using the alpha cronbach technique (Oktaviani, 2018, p. 72). The alpha cronbach formula is used to find the reliability of the instrument whose scores are not 1 and 0. According to Setiawan the results of instrument data generated from calculations using the Cronbach alpha formula using the SPSS program, if the reliability coefficient ( $r_{11}$ ) 0.7 is declared reliable (Oktaviani, 2018, p. 72).

## Results and Discussion

The results of this study are a product in the form of developing an instrument for measuring the character of responsibility for students at SMP Negeri 1 Kuta. The responsibility instrument is a data collection tool used to measure the character of responsibility in students at SMP Negeri 1 Kuta.

Expert validation assessment instruments that have been assessed by experts or experts, then analyzed with the Lawshe CVR (Content Validity Ratio) and CVI (Content Validity Index) tests to obtain the content validity of the developed research product. The assessments of the five experts are accumulated in the table with a score of 3 if the statement is relevant and a score of 1 if the statement is not relevant.

**Table 01. Results of Expert Judgements**

Items	Expert Rating					Relevant Quantity	CVR	Status
	Expert I	Expert II	Expert III	Expert IV	Expert V			
1	3	3	3	3	3	15	1	Used
2	3	3	3	3	3	15	1	Used
3	3	3	3	3	3	15	1	Used
4	3	3	3	3	3	15	1	Used
5	3	3	3	3	3	15	1	Used
6	3	3	3	3	3	15	1	Used
7	3	3	3	3	3	15	1	Used
8	3	3	3	3	3	15	1	Used
9	3	3	3	3	3	15	1	Used
10	3	3	3	3	3	15	1	Used
11	3	3	3	3	3	15	1	Used

12	3	3	3	3	3	15	1	Used
13	3	3	3	3	3	15	1	Used
14	3	3	3	3	3	15	1	Used
15	3	3	3	3	3	15	1	Used
16	3	3	3	3	3	15	1	Used
17	3	3	3	3	3	15	1	Used
18	3	3	3	3	3	15	1	Used
19	3	3	3	3	3	15	1	Used
20	3	3	3	3	3	15	1	Used
21	3	3	3	3	3	15	1	Used
22	3	3	3	3	3	15	1	Used
23	3	3	3	3	3	15	1	Used
24	3	3	3	3	3	15	1	Used
25	3	3	3	3	3	15	1	Used
26	3	3	3	3	3	15	1	Used
27	3	3	3	3	3	15	1	Used
28	3	3	3	3	3	15	1	Used
29	3	3	3	3	3	15	1	Used
30	3	3	3	3	3	15	1	Used
31	3	3	3	3	3	15	1	Used
32	3	3	3	3	3	15	1	Used
33	3	3	3	3	3	15	1	Used
34	3	3	3	3	3	15	1	Used
35	3	3	3	3	3	15	1	Used
36	3	3	3	3	3	15	1	Used
37	3	3	3	3	3	15	1	Used
38	3	3	3	3	3	15	1	Used
39	3	3	3	3	3	15	1	Used
40	3	3	3	3	3	15	1	Used
41	3	3	3	3	3	15	1	Used
42	3	3	3	3	3	15	1	Used
43	3	3	3	3	3	15	1	Used
44	3	3	3	3	3	15	1	Used
45	3	3	3	3	3	15	1	Used
$\Sigma$ CVR							45	

The results of the analysis with the Lawshe CVR test obtained a value of +3 for each statement item (CVR > 0) and there was no statement item with a value of 0 (CVR = 0) and no value less than 0 (CVR < 0). This formula produces a value of +1 which means it is relevant and shows that the panelists rate the item as very important/essential. So, based on this, the expert assesses that the instrument product for measuring the character of responsibility is declared valid or feasible

Furthermore, to calculate CVI the following formula is used:

$$CVI = \frac{\sum CVR}{K}$$

$$CVI = \frac{45}{45}$$

$$CVI = 1$$

The results of CVI data analysis from the instrument of measuring the character of responsibility that have been assessed by 5 experts or experts are +1 which means it is relevant. These results indicate that the instrument developed has a content validity index (CVI) in accordance with the value of experts or experts and practitioners who use the instrument in the form of 45 statement items.

An empirical validation test was conducted to measure the character of responsibility in the students of SMP Negeri 1 Kuta with a total of 48 people. The formula used in the empirical validation test is the product moment which is calculated manually and also through the IBM SPSS 4.2 statistical application.

**Table 02. Result of Validity Test**

Case Processing Summary		N	%
<b>Cases</b>	Valid	48	100.0
	Excluded <sup>a</sup>	0	0.0
	Total	48	100.0

**a. Listwise deletion based on all variables in the procedure.**

The results of the calculations performed manually and using the IBM statistical SPSS 4.2 application with a total of 45 questionnaire statements were used to determine the criteria for the statement items in the valid category if  $r_{hit} > r_{tab}$  at a significant level of 5%,  $N = 48$ , then  $r_{tab} = 0.284$ . Based on the results of calculations performed manually and using the IBM statistical SPSS 4.2 application, it is known that  $r_{hit} > r_{tab}$  and 45 items of questionnaire statements can be declared valid or feasible.

Reliability analysis was calculated manually and using the IBM statistical application SPSS 4.2.

**Table 03. Results of Reliability Test**

Cronbach's Alpha	N of Items
<b>0.935</b>	<b>45</b>

Based on the results of the reliability test, the result = 1.0 with the excellent category (extraordinary). So, the results of the reliability test analysis can be stated as reliable with a value  $> 0.9$  and a very high value.

This development research resulted in a product in the form of an instrument (questionnaire) measuring the character of responsibility for students at SMP Negeri 1 Kuta. The instrument is a data collection tool that can be used to measure the character of responsibility in students at SMP Negeri 1 Kuta. Responsibility can be synthesized as the ability to carry out obligations by being able to accept the risks of the actions taken, discipline in completing each task, being honest in carrying out duties and obligations, having commitment in completing tasks, and respecting every task and obligation carried out.

In this study, the results of the content validity analysis of the responsibility instrument used to measure student responsibility were classified as valid with the results obtained from the CVR and CVI analysis of +1 which means relevant. This states that the items on the instrument can be used to measure the responsibility of the students. Furthermore, an empirical validation test (item validation test) was carried out with a total of 45 questionnaire statements, so it was known that  $r_{hit} > r_{tab}$  at a significant level of 5%,  $N = 48$ , then  $r_{tab} =$

0.284 so that the results of the calculation were carried out manually and using the IBM statistical application SPSS 4.2 can be declared valid or feasible.

After conducting the content validity test and empirical validation test, then a reliability test was carried out to determine the consistency of the results achieved from the research instruments used. Based on the results of the calculation of the reliability test manually, the result = 1.0 and the result of the calculation using the IBM statistical SPSS 4.2 application, the result = 0.935 with the excellent category (extraordinary). So, the results of the reliability test analysis can be stated as reliable with a value > 0.9 and a very high value.

This product is designed to assist counseling guidance teachers in the implementation of counseling guidance services in schools. In addition, through this product, counseling guidance teachers can obtain data related to student responsibilities so that the implementation of counseling guidance services can be directed and targeted according to student needs. The implementation of counseling guidance services provided to students can help develop the character of student responsibility in learning activities in a better direction. Counseling guidance teachers also coordinate with subject teachers in order to improve the achievement of student learning outcomes in schools.

## Conclusion

Based on the results of research and development, it can be suggested the following: Instrument of responsibility so that it can be used as an instrument by counseling teachers in schools to develop the character of student responsibility; Further research and development is needed on the instrument of responsibility for other psychological aspects so as to be able to complete the instrument of counseling guidance services in schools; and The results of this research and development can be disseminated and utilized more widely.

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