

## Effectiveness of student responsibility instruments in design basic learning process

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**Abstracts.** The aim of this research is to describe the responsibilities of students in basic design learning at Boutique Fashion Departement at SMK Negeri 3 Blitar. To support this study, we use a qualitative survey method approach to 32 students of class X. The result shows that there are several factors that influence student's attitudes, namely student participation, respect for others, cooperation, leading, and expressing opinions. The results of the questionnaire show that most students feel responsible for respecting others with excellent criteria, while students feel responsibility for participating, working together, leading and expressing opinions on good criteria. The result of the observations shows that there are still some students who still experience obstacles in expressing their opinions and leading

**Keywords:** instrument, design basic learning proses

### Introduction

Boutique clothing is one of the expertise programs at the vocational education level, which is mostly dominated by women. Boutique clothing is intended for those who want to develop their talents and interests in sewing, to make quality products. The design basis is one of the basics of a boutique fashion expertise program that includes knowledge and skills in design basics. The design basis addresses the notion of design in the general and specific sense and the type and aspects of design. In this type and aspect of design, it contains structural design and decorative design with its application. In the application of structural designs and decorative designs adapted to everyday life found in our environment such as structural design drawings (objects, household linen and clothing) that are given decorative designs and are finished with dry colors. Dry color settlement referred to here is the color settlement using color pencils.

In basic design learning, students are not only taught about knowledge and skills related to the basics. Students are also taught about social attitudes, one of which is responsibility. Has a viewpoint on the attitude of responsibility that students must be able to use knowledge to solve problems in real life situations,

understand the sense of learning, adopt attitudes and points of view, and strengthen responsibility for learning themselves [1]. States that responsibility is a very important graduate competency in the 21st century [2]. This is in line with the 2013 Curriculum, which emphasizes learning not only in the competencies of knowledge and skills but also attention to attitude competencies, one of which is responsibility.

A learning model should facilitate active learning from students, which leads to personal development, social and moral responsibility [3]. About this, the teacher has a very important role to be responsible for the quality of teaching and student competence. Teachers are expected to be able to determine effective learning approaches to achieve learning goals. In achieving the goal to print students who are responsible for what they do, a learning approach is needed in which includes the values of learning in each step of learning.

In Oscar's study (2015), the method used was the Tool for Assessing Responsibility-based Education (TARE) in knowing students' responsibilities. This method has a high level of reliability to observe student responsibility during the learning process which includes: (a) participation; students in the assignment follow

the instructions and participate in the activities or tasks held by the teacher, (b) involvement; students without high interest and motivation for assignments and activities that can be proven in the level of contribution of student activity, (c) Showing respect; students actively show respect for others, namely by eye contact, paying attention to others or actively listening (d) cooperation; students show the social skills needed to work effectively with others in achieving common tasks, (e) encourage others; students offer social support to others in a proactive manner, (f) help others; students take the role of helping, (g) lead; students take leadership roles related to educational assignments, (h) express opinions; students make suggestions, share opinions or reflect how to express personality and individuality and (i) ask for help; students seek help and ask for help from teachers or peers. The method of Tool for Assessing Responsibility-based Education (TARE) produces higher quality responsibility observation data. The teacher has a role in guiding students to realize their roles and responsibilities in learning. The implementation of character education is still oriented to the aspect of knowledge, while the aspects of skills and attitudes are still not conveyed. Most teachers experience various obstacles in developing mutual respect, working together, and being responsible for implementing learning.

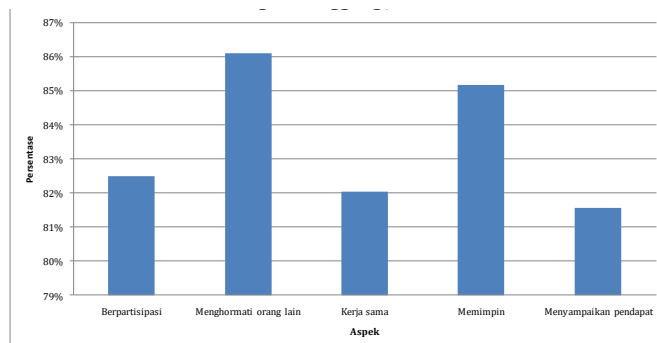
Based on this, the purpose of this study is to describe the responsibilities of students in basic design learning in the boutique fashion department of SMK Negeri 3 Blitar. The results of this study include participation, respect, working together, leading and expressing opinions during the implementation of learning, so that it can be a guide for teachers in determining the right learning approach in improving student learning outcomes.

### Research Methods

This study uses a qualitative research approach with a survey method. The subjects of this study were 32 students of Class X in Boutique in the 2018/2019 school year. The instruments used were questionnaires and observation sheets. The data analysis technique uses qualitative and quantitative descriptive analysis.

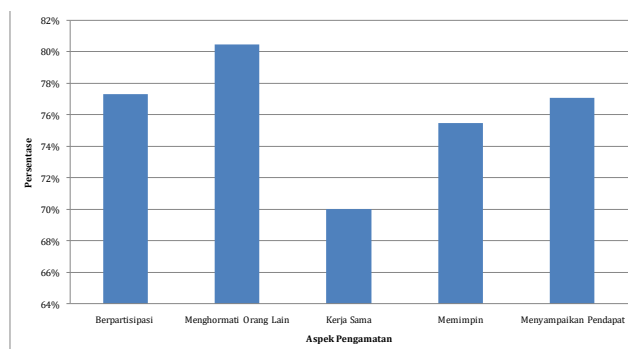
## Results and Discussion

Based on the data collection that has been done, it can be obtained the results of the questionnaire of responsibility that can be described through the graph below.



**Figure 1.** Analysis of Student Responsibility Questionnaire Results

While the observation results of student responsibility can be illustrated through the picture below.



**Figure 2.** Analysis of Results of Observation of Student Responsibilities

Berdasarkan grafik di atas maka dapat diuraikan beberapa hal diantaranya sebagai berikut.

### Participating

Participating describes the attitude of the student's responsibility in the assignment to follow the instructions and participate in the activities or tasks held by the teacher (Escarti, 2015). The results of the questionnaire of student responsibility in participating are students relying on the need to be active in each learning process to achieve the expected learning goals. This is shown in Figure 1 that most of the Class X Clothing Boutique students have participated in essential design learning, with a percentage of 80% in the excellent category. Students of Class X Clothing Boutique have a learning effort in listening to the

explanations of basic design material delivered by the teacher well, active in discussion activities and students can complete assignments from teachers both individuals and groups. This is in line with presentation that participation is the mental and emotional involvement of students in responding to activities carried out in the learning process and supporting the achievement of goals and being responsible for their commitment [4].

However, this is not comparable with the results of observations which show that students in class X of Boutique Clothing have participated in learning activities with a percentage of 77% in the still quite good category. But there are still some students who do not participate in learning activities. Some students even feel confused about working together in groups; students are more dependent on students who are active in groups without asking what needs to be done in groups. They tend to observe without trying to know about the learning objectives to be achieved

#### Respect for Others

Respect for others is a form of responsibility in showing respect for others, namely by eye contact, caring for others, or listening actively [5]. The results of the questionnaire of student responsibility in respect of other people showed a percentage of 86% in the excellent category; this shows that each student can show respect for others. Students show their efforts in paying attention to other people and listening to what others say, trying to speak politely and not offend others. Students begin to realize that fellow humans have the same position. This is in line with the opinion of [6], which states that respecting others is because all are equal and are in the same position before God and the law. Everyone should not boast by assuming he is more valuable and more important than others. Everyone is loved and accepted by God, who truly comes seeking and fearing Him.

While the observations of student responsibility show the opposite percentage of respect for others by 80% in the fairly good category, these results indicate that there are still some students who cannot respect others. They tend to be busy talking alone with their peers in front of the class or when starting learning activities. Also, when some student representatives present assignments in front of the class, some students still like to laugh at each other. Different conditions when students

remind each other, there is an impression of mutual respect. In group conditions, students tend to talk to themselves with their groups, so they don't understand what their friends are saying in front.

#### Cooperation

Collaboration is part of the behavior of responsibility in demonstrating the social skills needed to work effectively with others in achieving common tasks [5]. The results of the questionnaire of student responsibility in terms of working together reached a percentage of 82% in the excellent category. This shows that some students feel able to work together in group learning activities. Some students show their activeness in working together in discussion activities to complete the assignments given by the teacher at the specified time. Students feel the need for cooperation in interacting with fellow students in achieving learning goals. The character of cooperation can be embedded, trained, and developed in various ways, one of which is through learning activities [7]. Cooperation in learning can be done by two or more students who interact with each other, combining energy, ideas, or opinions within a certain time in achieving learning goals as a common interest. Collaborative activities in learning are part of the implementation of character education carried out to achieve one of the tasks of student social development

When compared with the results of observations, the responsibility of students in collaboration gets a percentage of 70% in the fairly good category. This shows that there are still some students who are less able to work together. Students tend to focus solely on the division of tasks given by the group leader so that students only master the subject of the part.

#### Lead

Leading is part of the responsibility of taking on leadership roles related to the task of education [5]. The results of the questionnaire of student responsibility in leading show a percentage of 85% in the excellent category. In general, each student has a leadership attitude that can coordinate what should be done in group learning to complete the task promptly and maximum results. Students show easy adjusting attitudes in a group. According to [8] several traits that are also identified relate to leadership, namely intelligence, the ability to associate with others, technical skills in their fields, the ability to motivate themselves and others, emotional stability and personal control,

planning and organizing skills, strong desire to complete work, ability to move groups, ability to do effective, efficient, and decisive.

When compared with the results of observations, the responsibility of students in leading still gets a percentage of 76% in the fairly good category. This shows that some students still cannot lead well; some students who dominate learning tend to be idealistic and impose their opinions resulting in other group members completing tasks individually or discussing with friends who understand. This condition causes group learning to be less directed and requires a longer completion time than the previous learning plan.

#### Convey Opinions

Conveying opinions is a part of responsibility in making suggestions, sharing opinions, or reflecting ways of expressing personality and individuality [5]. The results of the questionnaire of responsibility in expressing opinions obtained a percentage of 82% in the excellent category. This shows that the majority of students have an active tendency to speak in their opinions can be seen from students always raise their questions when asking questions or opinions. Reveals that the ability to express opinions is the ability to convey ideas or thoughts verbally logically, without imposing one's own will and using good language [9].

This is inversely proportional to the results of observations of responsibility in expressing opinions which get a percentage of 77% in the fairly good category. This shows that there are still some students who are still not accustomed to talking to express opinions. Some students still need a question to raise their opinions. Students who actively express opinions tend to be active in presentation activities in front of the class. Students smoothly convey the results of their assignments and ask questions.

#### Conclusion

Based on the data analysis conducted, it can be concluded that the results of the questionnaire of student responsibility show that Boutique Class X students feel they have been able to participate in learning activities, show respect for others, speak out, be able to lead and direct group learning and are able to work together in completing group assignments in a very good category. However, it is inversely proportional to the results of observations which show that Boutique Class X students can participate in learning activities, show respect for others, speak out in opinions, lead and direct

group learning and can work together in solving group assignments in fairly good categories. Based on the explanation above shows that the questionnaire instruments and observation sheets are effective and appropriate to use in the learning process.

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