

FOSTERING AN UNDERSTANDING OF STUDENTS' RIGHTS AND OBLIGATIONS TO FORM AN ATTITUDE OF RESPONSIBILITY IN ELEMENTARY SCHOOL

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Abstract

This study aims to describe how the understanding of rights and obligations can be used as a basis for instilling an attitude of responsibility in elementary school students. An understanding of rights, such as the right to learn and feel safe, as well as obligations, such as obeying the rules and respecting teachers, are key to the formation of students' character from an early age. This research uses a literature study method by collecting data from various sources such as books, scientific journals, articles, and relevant thesis. The data were analyzed descriptively to illustrate how the concept of rights and obligations is integrated in the educational process, especially through learning Pancasila Education and habituation in the school environment. The results showed that the instillation of responsibility attitudes in students was greatly influenced by the extent to which they understood the reciprocal relationship between rights and obligations. Teachers have a central role as a mentor, role model, and facilitator in helping students carry out their obligations consistently. Habituation through routine tasks such as class picketing, tidiness of study, and adherence to rules has been proven to be effective in increasing students' awareness of responsibility. In addition to the school factor, parental support and a conducive environment are also an important part in strengthening character formation. However, several factors such as low self-awareness, excessive use of mobile phones, and lack of parental attention are still obstacles that need to be overcome through collaboration between schools and families. Overall, the understanding of rights and obligations is an important foundation in forming a sustainable attitude of responsibility among elementary school students.

Keywords: Rights And Obligations, Student Responsibilities, Pancasila Education, Elementary Schools, Character Building



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INTRODUCTION

Education is a fundamental right that every child has, as stipulated in the constitution and various international conventions, such as the Convention on the Rights of the Child (KHA). The right to education is not only about giving children access to learning, but also about shaping the character and moral values that are the foundation for their social life. One of the subjects that has a strategic role in shaping students' character is Pancasila Education. In the context of elementary school, Pancasila Education not only provides an understanding of children's rights and obligations as citizens, but also becomes a means to instill the values of responsibility, discipline, and concern for daily duties and obligations.¹

Children's rights in education include various aspects, such as the right to access quality education, the right to feel safe in the school environment, and the right to receive fair treatment. On the other hand, children also have obligations, such as respecting teachers and friends, obeying school rules, completing assignments on time, and maintaining order and cleanliness in the classroom. This combination of rights and obligations is an important foundation for fostering students' attitude of responsibility from an early age.

Teaching that focuses on children's rights and obligations in Pancasila Education can form the character of students who are aware of their responsibilities and obligations. By understanding the rights they have acquired as well as the obligations that must be carried out, students learn to act independently, disciplined, and consistently. Pancasila education is an effective medium to instill the value of responsibility systematically through the understanding of rights and obligations, as well as direct experience in carrying out daily obligations at school.

Pancasila education is not only a subject that teaches theories about the state and society, but also serves as a means of shaping students' character. Pancasila education can increase students' awareness of their rights while instilling the principles of social responsibility.² By understanding rights and obligations, students will be more sensitive to the rights of their peers and tend to respect differences.

An understanding of rights and obligations has an important role in shaping the attitude of responsibility of elementary school students. When students understand the rights they have such as the right to learn, the right to fair treatment, and the right to feel safe, they also learn that every right is always followed by an obligation. For example, to get the right to study comfortably, students are obliged to maintain class order, respect the teacher, and not disturb friends who are

¹ Anugrah Anugrah and Rahmat Rahmat, "Character Education in the Perspective of the Pancasila and Citizenship Education Curriculum (PPKN)," *Indonesian Journal of Education and Learning (JPPI)* 4, No. 1 (2024).

² M Panjaitan, "Civic Education as Democracy Character Education," *Tambusai Education Journal* 5, No. 3 (2021).

studying. This understanding of the mutual relationship helps students foster an awareness that responsibility is not just a demand from the teacher, but part of the process of exercising their rights as learners.³

Instilling an understanding of rights and obligations can also be done through habituation in daily life at school. Teachers can integrate the values of responsibility through simple activities, such as getting students used to tidying up learning tools, adhering to class picket schedules, returning borrowed items, and completing assignments on time. This habituation activity gives students first-hand experience of how obligations must be carried out so that common rights can be enjoyed. When habituation is done consistently, students will more easily understand that an attitude of responsibility is part of the character that they must build from an early age.

In addition, the understanding of rights and obligations can be strengthened through open communication between teachers and students. Teachers can invite students to discuss examples of real-life situations at school, such as why it is important to show up on time, why you should respect your peers' opinions, or why class rules need to be followed. This kind of discussion helps students develop critical thinking skills while also understanding the moral reasons behind each obligation.⁴ Thus, students not only follow the rules for fear of being punished, but because they understand the value of the responsibility contained in them.

It is important to ensure that the values of rights and obligations are thoroughly integrated into the elementary school curriculum. A well-designed curriculum will provide students with the opportunity to understand the concept of responsibility through various subjects, not just Pancasila Education. In Indonesian lessons, for example, students can read stories that contain messages about the responsibility of carrying out roles at home or school. While in the Cultural Arts lessons, they can practice respecting diversity and working together in artistic activities, which is also part of a social obligation.

Teachers have an important role in instilling the value of responsibility in students. Teachers not only function as material presenters, but also as role models in daily life. When teachers show discipline, fairness, and respect for students' rights, it becomes a real example that is easy for students to imitate. Thus, the integration of responsibility values is not only carried out formally in learning, but also through daily interaction and example of teachers.

³ Luh Putu Susilawati, "PKN Learning Based on Contextual Teaching and Learning (CTL) as an Effort to Increase Awareness of Rights and Obligations as Citizens," *Journal of Research and Development of Science and Humanities* 9, no. 2 (2025).

⁴ Ayi Abdurahman Et Al., *Character Education* (Bandung: PT. Sonpedia Publishing Indonesia, 2025).

A supportive school environment is also an important factor in shaping students' attitude of responsibility. Schools must be safe, orderly, and provide space for every student to participate and carry out their obligations. Efforts that can be made include making clear class rules and compiling them with students, so that they feel involved and encouraged to obey these rules. In addition, teachers need to receive training on character strengthening strategies in order to be able to integrate the value of responsibility in the daily learning process.

Educational extracurricular activities, such as scouting, art groups, or literacy clubs can also be developed because they are able to train students' cooperation, discipline, and sense of responsibility. No less important, schools need to involve parents in responsibility habituation programs, for example through monitoring homework and strengthening children's positive behavior in the family environment. This collaboration between schools, teachers, students, and parents will create a conducive learning environment to foster a responsible attitude in a sustainable manner.

With these various approaches, this study emphasizes that the cultivation of an integrated understanding of rights and obligations in learning activities and daily habits in schools has an important role in shaping students' attitude of responsibility. This effort not only emphasizes understanding of concepts, but also prioritizes habituating consistent behavior so that students are able to carry out their obligations, respect the rights of others, and show responsibility in every school activity. Through cooperation between teachers, schools, and parents, the formation of an attitude of responsibility can take place systematically and continuously to support the development of students' character as a whole.

RESEARCH METHODS

This research uses the library *research* method by collecting information and data from various sources such as books, journals, scientific articles, theses, and other relevant references. Literature research aims to strengthen analysis through the study of theories obtained from various library sources. According to Sugiyono and several other experts, literature study is a systematic activity to collect, process, and analyze library data related to research topics.⁵ This process includes theory identification, reference searching, filtering relevant data, and drafting and analyzing research documents. In this study, all data was collected through literature study techniques, then analyzed using a descriptive analysis method, which is to explain the facts found and provide a clear explanation of the results of the study.

⁵ Suggestion, *Quantitative, qualitative and R&D research methodology*, 2020.

RESULTS AND DISCUSSION

Instilling a Responsible Attitude

An attitude of responsibility is a person's ability to be aware, accept, and carry out obligations and consequences of every action taken. This attitude reflects an individual's awareness to carry out the roles and obligations that are part of his life, both at school, home, and in the community. Responsibility is the ability to decide how to carry out duties and obligations with full awareness and diligence.⁶ In the context of education, the attitude of responsibility in students includes the ability to complete tasks on time, obey the rules, maintain cleanliness and neatness, and respect the rights of others. In other words, responsibility is an attitude that integrates self-awareness, discipline, and consistency in carrying out obligations and respecting the rights of others.

Students in elementary school have different attitudes of responsibility, and each student has a unique character. Not all students show a good attitude of responsibility. Therefore, teachers have a responsibility to guide and instill an attitude of responsibility in students. Teachers should not only instill through theory, but also provide direct examples through daily behavior at school. With the example of the teacher, students can imitate and understand the importance of carrying out their obligations.

Signs of successful formation of student responsibility in the classroom include completing assignments from teachers on time, picketing classes according to schedule, complying with class and school rules, wearing complete uniforms, and returning borrowed friends' belongings. The assignment aims to make students act confidently and complete their responsibilities on time. Responsibility is the ability of oneself to decide how to carry out his duties and obligations.⁷ By understanding this, students will be more aware of their role in learning activities. The attitude of responsibility that is formed can be an important provision for the development of students' character.

Although it is not evenly distributed, some students have shown an attitude of responsibility. For example, they participate in cleaning the classroom in the morning and are present in the field during apple time to listen to the teacher's directions. However, if students' attention and responsibility are low, many fail to complete the assignment and do not meet the completeness of the learning. Teachers use reprimands and punishments to help students improve

⁶ Debby Pratiwi, Fitroh Setyo Putro Pribowo, and Fajar Setiawan, "Analysis of Attitude of Responsibility in the Implementation of the Independent Learning Program during the COVID-19 Pandemic in Elementary School Students," *Gentala Journal of Basic Education* 6, no. 1 (2021).

⁷ Titin Sunaryati et al., "The Importance of Implementing Caring and Responsible Attitudes in Elementary Schools in PKN Learning," *Journal Of Education Research* 5, no. 4 (2024).

and increase their responsibility. With consistent guidance, it is hoped that students can build an attitude of responsibility gradually and continuously.

Efforts to Instill an Attitude of Responsibility through Understanding Rights and Obligations

Instilling an attitude of responsibility in elementary school students can be done through a proper understanding of rights and obligations. This understanding helps students know what they are entitled to and what they should do on a daily basis. Teachers play an important role in explaining these two aspects in a balanced manner so that students not only focus on rights, but also understand their obligations. Responsibility is the ability of an individual to decide how to carry out the duties and obligations that are part of his or her role.⁸ Thus, education about rights and obligations becomes a strong foundation in forming an attitude of responsibility from an early age.

Fostering an understanding of rights and obligations in students can be done through integrated and meaningful learning in daily activities at school. Teachers need to explain in simple terms what are the rights of students, such as the right to learn comfortably, the right to feel safe, and the right to fair treatment. At the same time, teachers must also emphasize the obligations that must be carried out, such as obeying class rules, respecting teachers and friends, and completing assignments on time. This understanding can be strengthened through dialogue, group discussions, and giving real-world examples, so that students not only know the concepts of rights and obligations, but also understand the mutual relationship between the two. The example of teachers in being disciplined and responsible is also an important key that helps students imitate these positive behaviors.

Efforts to foster responsibility can also be done through learning activities that provide opportunities for students to practice obligations directly. Teachers can assign assignments according to students' abilities so that they learn to complete work independently and on time. Activities such as class picketing, obeying school rules, or guarding personal belongings are concrete examples of exercise in responsibility. Habituation through routine activities is able to strengthen students' character because they learn from direct experience.⁹ Therefore, real practice in school life has a big role in building student responsibility gradually.

⁸ Anisa Maryanti, Abdul Rahman, and Muksal Mina Putra, "The Role of Parents in Developing Sexuality in Children Aged 3-6 Years in Talang Benih Village, Curup" (State Islamic Institute (IAIN) Curup, 2025).

⁹ Paskaria Simbolon, Yakobus Ndonga, and Daulat Saragi, "Building Religious Character through the Habituation of Positive Values in the Elementary School Environment," *Pendas: Scientific Journal of Basic Education* 10, no. 03 (2025).

In addition to classroom learning, a school environment that consistently applies rules also helps students understand the importance of carrying out obligations. An orderly school that provides space for students to participate will make it easier for them to see the connection between the rights they receive and the obligations that must be done. Teachers also need to set an example in being disciplined and responsible, because students tend to imitate the behavior of the adults around them. The example of teachers is the main factor in the formation of students' character because the values given are accompanied by real examples. With conducive and consistent environmental support, an understanding of rights and obligations can truly shape students' attitude of responsibility in daily life.¹⁰

An understanding of rights and obligations also needs to be conveyed through an open dialogue between teachers and students so that they feel involved in the learning process. Through simple discussions, students can express their opinions on what they consider to be important obligations in school. This activity helps students understand that every right they acquire is always followed by an obligation that must be fulfilled. The active involvement of students in the learning process can increase their awareness of the values taught. Thus, active dialogue is an effective means to foster a deeper awareness of responsibility.¹¹

Efforts to instill responsibility also need to involve parents as part of the student learning environment. Parents can help strengthen an understanding of rights and obligations by setting an example of discipline and consistency at home. Cooperation between schools and parents will create a continuity of habituation, so that the value of responsibility is not only learned at school, but also applied in daily life. Parental attention and involvement have a great influence on the development of children's positive behavior. With family support, the cultivation of an attitude of responsibility through the understanding of rights and obligations can run more effectively and sustainably.¹²

Factors Inhibiting the Understanding of Responsible Attitudes Among Elementary School Students

Responsibility is an important part of the character development of students in elementary school, but not all students are able to understand it well. Various internal and external factors can be obstacles in the process of instilling the value of responsibility. Therefore, it is important to identify the factors that affect students' low understanding so that schools and parents can carry

¹⁰ Mas Teguh Wibowo and Azizah Hanum Ok, "The Influence of the Exemplary Teacher of Moral Faith on the Formation of Student Character," *Al-Ilmi Islamic Education Journal* 6, no. 2 (2023).

¹¹ Imelda Lupita and Ummu Hanifah, "Overcoming the Difficulties of Grade 3 Students in Distinguishing Rights and Obligations through a Contextual Approach," *Author: Nusantara Research Journal* 1, No. 6 (2025).

¹² Syahrial Ayub, Muhammad Taufik, and Husnul Fuadi, "The Importance of the Role of Parents in Children's Education," *Scientific Journal of the Education Profession* 9, no. 3 (2024).

out coaching efforts more effectively. Here are some factors that hinder the formation of student responsibility attitudes in elementary schools:¹³

1. Lack of self-awareness

Students are still not self-aware in instilling an attitude of responsibility at school. This can be seen from some students who prefer to play when instructed by the teacher or do not understand the assignment given. Some students are also not disciplined in entering class or completing assignments. The lack of attention from parents makes some students less aware of the importance of responsibility. Therefore, schools and parents must work together to guide students in fostering an attitude of responsibility, both inside and outside of school.

2. Excessive use of mobile phones

Excessive use of technology, such as playing games or accessing the internet for too long, can interfere with students' focus on completing schoolwork. The lack of supervision from parents makes it more difficult for students to manage their time to study and play. This can reduce the opportunity for students to learn responsibility for the assignment at hand. Teachers and parents need to provide restrictions on the use of mobile phones and monitor student learning activities. With the right settings, students can learn to manage their time and increase their responsibilities.

3. Less supportive environment

The student's surroundings, including peers and school facilities, can influence attitudes toward responsibility. If the environment is less supportive, students tend to be less motivated to complete assignments or follow rules. Teachers and parents need to provide direction and supervision so that students can behave responsibly. Communication between teachers and parents is essential to monitor student activities at school and at home. With the right environmental support, students' attitude of responsibility can be further developed.

4. Lack of attention from parents

The role of parents is very important in shaping children's responsibilities. Students who receive less parental attention or supervision tend to be less disciplined in doing schoolwork. Unfollowed learning or unmonitored tasks indicate low student responsibility. Parents who are busy or less involved in a child's education can influence their attitude of responsibility. Therefore, parental involvement in guiding and monitoring children's learning activities is essential to foster an attitude of responsibility.

¹³ Puji Lestari and Miftahul Mahrus, "The Role of Teachers in Character Education to Form the Responsibility and Discipline of Elementary School Students," *Journal Of Nusantara Education* 4, no. 2 (2025).

To overcome students' lack of self-awareness, teachers need to instill the value of responsibility consistently through daily habits and providing positive reinforcement, such as praise or simple *rewards* when students exhibit responsible behavior. Daily reflection activities can be carried out so that students are aware of the obligations they have carried out. Additionally, schools can create classroom programs that motivate students to exhibit responsible behavior, such as responsibility corners or group assignments that emphasize discipline. Cooperation with parents is also very important, so the value of responsibility can be reinforced through a structured routine at home. To reduce excessive mobile phone use, parents and teachers need to set time limits on the use of gadgets and provide alternative educational and creative activities that support the development of student responsibility.¹⁴

An unsupportive environment can be improved by creating a safe, orderly school atmosphere and giving students the opportunity to actively participate. Teachers can build a positive classroom culture through shared rules, collaborative activities, and daily motivation, as well as encourage peers to remind each other in carrying out their obligations.¹⁵ Intensive communication between teachers and parents is key so that student behavior can be monitored consistently both at home and at school. Parental involvement also needs to be improved through task assistance, daily schedule arrangements, and examples of responsible behavior. With this approach, obstacles such as lack of parental attention and an unsupportive environment can be minimized, so that students' attitudes of responsibility can be optimally formed.

CONCLUSION

Based on the results of the research, it can be concluded that the instillation of responsibility attitudes in elementary school students is greatly influenced by their understanding of rights and obligations. A balanced understanding of what students have to do and what they have to do has been proven to be able to build responsible behavior in daily learning activities and interactions. The role of teachers as mentors and role models is a key factor that strengthens the process of internalizing values, supported by a school environment that consistently applies rules and provides opportunities for students to practice responsibility directly. Factors such as lack of self-awareness, excessive use of mobile phones, unsupportive environment, and lack of parental attention have proven to be the main obstacles. Therefore, efforts to instill responsibility need to

¹⁴ Sri Hartati and Dr. Hapni Laila Siregar Masniar, "The Implementation of Discipline and Responsibility Character Education in Overcoming Low Discipline of Elementary School Students," *Didactic: PGSD Scientific Journal STKIP Subang* 11, no. 04 (2026).

¹⁵ Irawan Suprpto and Desi Ratna Sari, "The Role of Classroom Teachers in Instilling Student Learning Discipline at Madrasah Ibtidaiyah Negeri 1 North Lampung for the 2023/2024 Academic Year," *Holiday rentals in Cincinnati* 10, no. 1 (2025).

be carried out collaboratively between schools, teachers, and parents so that the development of students' character can take place optimally and sustainably.

This study recommends that teachers continue to develop learning strategies that involve hands-on practice, active dialogue, and exemplary in fostering student responsibility. Schools need to reinforce positive cultures through clear and consistent rules, as well as provide regular activities that provide space for students to carry out their obligations. In addition, parental involvement must be increased through intensive communication and home learning assistance so that the habituation of responsibilities is harmonious between school and the family environment. Further research is suggested to explore specific learning models that are more specific in improving the understanding of rights and obligations in early childhood students. With ongoing collaboration and the right approach, the formation of an attitude of responsibility can be an integral part of character education in Elementary School.

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Afifah Dwi Ramadhani, Abdullah Taufik Ritonga, Herdila, Nurhafizah Lubis, Zulhidah: Fostering an Understanding of Students' Rights and Obligations to Form an Attitude of Responsibility in Elementary School

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