

Responsibility Development Efforts through Online Learning at Vocational High School

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ABSTRACT

This study was based on the development of the times which increasingly shows attention to character education – the responsibility of students who are starting to worry about education staff and parents. Civics subjects that focus on the formation of citizens who understand and are able to carry out their rights and obligations. However, in the current state of the Corona Virus Disease 2019 (Covid-19) outbreak, it demanded to implement social restrictions and organize an activity from home through government circular number 15 of 2020. The obstacles faced in the implementation of online learning, among others, related to the readiness of human resources, limitations in facilities and infrastructure, as well as limitations in communication. This study determined the efforts to develop the character of responsibility from both teachers and students during online learning at a vocational high school in Cimahi City. This study used a qualitative approach, where the data were involving the results of interviews with teachers, curriculum representatives, and students. The results of the study, strengthening the character of responsibility can be seen from the objective conditions of online learning, lesson planning, implementation, evaluation, and school support programs, and PPKn teachers. To improve the quality of online learning, schools provide learning services according to needs during a pandemic, policy socialization is needed by teachers, curriculum representatives, as well as students. The results of the study, strengthening the character of responsibility can be seen from the objective conditions of online learning, lesson planning, implementation, evaluation, and school support programs, and PPKn teachers.

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1. INTRODUCTION

A school has a duty and role to develop and instil character in students, because the decline in the quality of human morals in Indonesia (especially among students), has become the reason for the need of the implementation of character education. Muslich (2011) states that character education teaches habit in a way of thinking and behaving that help individuals to live and work together as families, communities and nations, as well as to make responsible decisions. A school develops character education through learning processes, habituation, extra-curricular activities, and working with families and communities (Komara, 2018).

The problem of character is the most crucial problem in human life. Most people realize the importance of character education in the midst of rampant acts of violence and immoral behaved. Character education that emphasizes the ethical dimension of religion, becomes relevant to be applied. According to Julaiha (2014), the implementation of character education needs to be carried out in an integrated manner in planning and learning activities by introducing values, integrating values in the delivery of subject matter, and designing learning activities that train students to apply character values. In line with it, it is important to do, so that character education can run optimally and be able to bring about a mission of change in the culture and lives of students (Fahmy et al., 2015). Therefore, the implementation of character education must be carried out integrally in the learning process and needs to be practiced continuously on students. The implementation of character education is the right solution to shape students' responsibilities. The implementation of student responsibility can be through intra-curricular, co-curricular, and extracurricular activities and participatory-based environmental activities (Husen & Abdillah, 2019).

The responsibility in the process of forming the character of student through the implementation of character education is carried out in a holistic and integrated manner through the provision of motivation, class rules, delivery of subject matter, group discussions and reflection activities. A study by Halimatusadiah et al. (2017) shows that children's responsibility has increased after being given cooking class activities, namely the results of the presentation of children's responsibility character development in the first cycle by 0%. This happens because the child is still at the BSH stage, while in the second cycle is 50.42%, and the third cycle is 89,89%. The results of the study can be used as an activity that can develop children's character. A study by Nugraha and Jatiningsih (2022) has found that the formation of the character of responsibility in SMAN 4 Probolinggo can be formed through; moral knowledge by explaining learning materials as student academic information by building a conducive learning environment and understanding student assignment materials; moral feelings with mutual sensitivity in the teaching and learning process by being active students online and building mutual respect by using good language so as to lead to discussions during learning; while moral action was by helping students learn from mistakes by giving punishment and self-evaluation online. Sari and Bermuli (2021) also indicate that the process of forming the character of students' responsibility through the implementation of character education is carried out in a holistic and integrated manner through the provision of motivation, class rules, delivery of subject matter, group discussions and reflection activities. The formation of the character of student responsibility is carried out optimally – covering all aspects of students themselves, namely cognitive, affective and psychomotor.

Learning responsibility is prominently important for students at school, because with a sense of responsibility, it will create motivation and interest to learn and participate in every activity in school. The formation of the character of student responsibility is carried out optimally covering all aspects of students themselves, namely cognitive, affective and psychomotor (Sari & Bermuli, 2021). The implementation of the character of responsibility can be carried out through solving the problem of learning topics and the responsibility of helping fellow group members to complete tasks and master the learning material (Nastiti, 2017). Sobri et al. (2020) clarify that students have the responsibility to organize learning independently, diagnose learning needs and evaluate learning outcomes, in order to improve the learning process better during online learning. This shows that it is important for students to be aware of their respective responsibilities to achieve an ideal learning process during online

learning. In fact, students are still not aware of their responsibilities while participating in online learning.

Online learning is a new challenge for teachers during the pandemic, whereby requires teachers to use online learning media to carry out online learning as well as to increase their creativity in the learning process (Rahmayanti & Mubarak, 2022). One of teacher's strategy to shape the character of the responsibility of students is through the exemplary method, because it has a very large contribution in educating character. There is no need for sanctions for this learning method; it is enough that students are grown aware of the task (Taylor, 2005). In fact, when students are given assignments, they are required to be able to complete them well. During the pandemic, learning is carried out online and using technology. However, the problem is that teachers have obstacles that they cannot carry out online learning perfectly. The current online learning context requires students to be responsible for designing and implementing active and independent learning activities (Widyanti et al., 2020).

Based on the results of initial observations on October 4, 2021 at SMK PGRI 1 Cimahi, West Java, during the online learning process, we found following results. Thirty percent of students who took part in online learning, forty five percent of students did assignments given by PPKn (Pancasila and Citizenship Education) teachers, and studying effectively and efficiently at home. This means that students were still not optimal in the online learning process because of various factors, one of which is economic problem. Other are the limited learning facilities and internet access. The character of responsibility must be owned by students, so that they become responsible individuals in the future. Teachers can teach responsibility more effectively and efficiently to their students about a sense of responsibility with a simple case. If it is carried out well, students can be taught a greater sense of responsibility (Kurniawan, 2017). Students can have responsibility on themselves; everyone's awareness to fulfil his own obligations to develop his personality as human being. They can solve problems about themselves (Doni, 2010; Soelaiman, 1991).

Based on the initial observations, the students at the school did not fully have responsibility for themselves. The value of the character of responsibility should be one of the characters that must be possessed by students and become the foundation to deal with learning situations and conditions. Therefore, this confirms this study to be conducted by focusing on how teacher's efforts to strengthen the character of students' responsibility in Civics subjects during online learning.

2. METHODS

This study was using qualitative approach. According to Creswell (2017), qualitative research is a cyclical process that begins with the identification or issue to be studied. This research starts from determining or selecting a research project, then asking research questions related to the research problem. Afterwards, we collected data by making field-notes along with analyzing the data. This process was repeated, so that research questions got proper answers as well as conclusions could be made.

This study was conducted at SMK PGRI 1 Cimahi, West Java, and was carried out in semester 1 of the 2020/2021 academic year. Observation and interview were conducted to collect the data – involving the Head Deputy of the Curriculum, as well as teachers and students. Miles and Huberman model (Sugiyono, 2020), namely data reduction, data presentation, and conclusion drawing, were used to analyze the data. This study principally examined the natural object, whereby the position of the researcher as the key instrument with data were collected through a combined manner, and the inductive way of analysis.

3. FINDINGS AND DISCUSSION

This study was conducted at SMK PGRI 1 Cimahi, West Java. The following is the map of the study site.

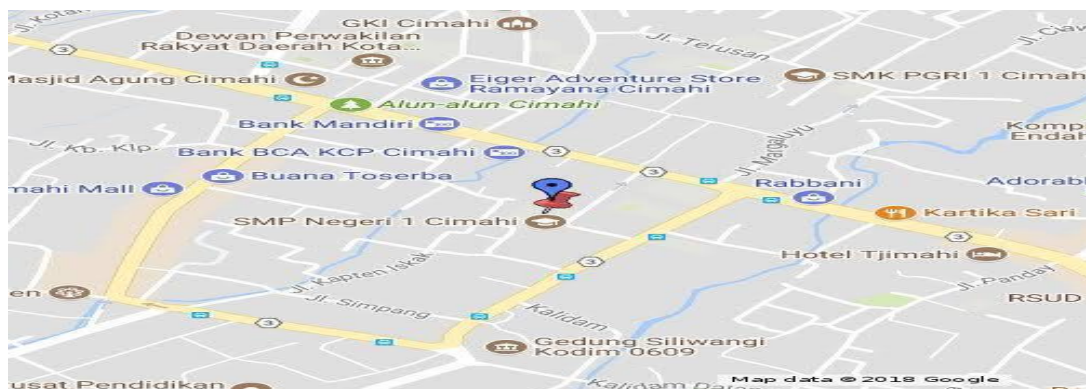


Figure 1. Research Location

(Source; Google Maps)

The basis to implement online learning in school is based on Circular from the education office of West Java Province (Figure 2).



Figure 2. Circular of the Implementation of Online Learning

Generally, online learning is not easily accepted by both teachers and students. Hidayah et al. (2020) state that in online learning, there are good and bad students' learning attitudes in the Citizenship Education subject. A good student learning attitudes are shown by enthusiasm in video-based learning, while bad student attitude is indicated by a lack of effectiveness in understanding the concept of Citizenship Education. This phenomenon is experienced by students at SMK PGRI 1 Cimahi, and found that they had difficulty in understanding the subject matter that had been delivered by the teacher, whereby 30% of students took online learning, 45% of students did assignments, and the rest

were copy-pasted. On the other hand, students had limited learning facilities, especially electronic media needed in online learning.

In industrial revolution 4.0 era, technology has an important role to support and create innovative learning through e-learning models, especially during a pandemic (Sutarto et al., 2020). The effort that must be made by the teacher is according to Nwosu et al. (2017), that the success of interactive e-modules in online learning shows that the use of interactive e-modules is categorized very well with an average score of 84.72% (Imansari & Sunaryantiningsih, 2017). The use of learning media (i.e., interactive e-modules) has become a solution for interesting and fun learning media (Andi, 2015). Based on initial observations, the students at our study site, not many of those using study time effectively and efficiently during online learning due to various factors, one of which is economic limitations i.e., the lack of the use of laptops, smartphones, and internet access. A report resulted that 48% of students have limited access to the internet during remote learning, 68% use data packages and another 32% use wireless internet networks (Wi-Fi). The limited ownership of computer or laptop devices as well as internet connections are the main obstacles that have an impact on the uneven implementation of online learning, especially in remote villages, which are generally middle to lower economic levels.

This problem is often experienced by rural communities, where digital divide is a problem that arises in society because of the uneven development of ICT (Oktavianoor, 2020). One of the obstacles to online learning is the limited access. Based on initial observations, students at our study site were not fully responsible for themselves. The factors that cause the low attitude of learning responsibility experienced by students are caused by two factors that influence the behavior of students themselves, namely the students themselves and the surrounding environment (Yulita et al., 2021). The value of the character of responsibility should be one of the characters that must be possessed by students and become the foundation to be able to deal with learning situations and conditions. The teacher's efforts in shaping the character of responsibility include three aspects, namely planning, implementation, and evaluation (Yuliyanto & Indartono, 2019).

Online Learning Implementation at SMK PGRI 1 Cimahi

Based on the results of interviews on PPKn subject teachers, it was found that teachers made lesson plans that did not fully refer to online learning lesson plans but used a combination of offline and online lesson plans.

In line with the above description, Ratnawati (2017) explained that teachers as educators need to establish a learning plan before starting the teaching and learning process, namely by compiling a Learning Implementation Plan (called as RPP) as a form of written plan that will assist in the ongoing learning process in the classroom for the sake of efficiency, effectiveness, and student-oriented. No exception during the online learning period, teachers are also required to make a combination of offline and online lesson plans. According to Solong (2021), the RPP (Figure 4) is designed and implemented online, without face-to-face mode of learning. Learning is carried out with various supporting media for mobile phones, and laptops with various obstacles faced by teachers, students, and schools. In this situation, teachers are more focused on efforts to complete learning materials according to the basic competencies of the curriculum.

RENCANA PELAKSANAAN PEMBELAJARAN DARING (Sesuai Edaran Kemdikbud No 14 Tahun 2019)			
Sekolah	: SMA	Kelas/Semester	: X / 1
Mata Pelajaran	: PKN	Alokasi Waktu	: 2 x 45 menit
Materi	: Nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara		
		KD	: 3.1 dan 4.1
		Pertemuan ke	: 1
A. TUJUAN PEMBELAJARAN			
<ul style="list-style-type: none"> Mendefinisikan tentang nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara Mengidentifikasi tentang nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara Mengidentifikasi dan mengajukan pertanyaan mendalam/ditulis dengan menggunakan high-order thinking skills (HOTS) tentang Nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara Mendeskripsikan tentang nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara Menganalisis tabulasi data dan informasi tentang nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara Menganalisis dan menerapkan keputusan bersama berdasarkan nilai-nilai Pancasila dalam kehidupan sehari-hari. Menganalisis dan mendemonstrasikan langkah-langkah untuk mewujudkan Pancasila sebagai Dasar Negara Menganalisis dan menyaji nilai-nilai Pancasila terkait dengan kasus-kasus pelanggaran hak dan pengingkaran kewajiban warga negara dalam kehidupan berbangsa dan bernegara. Menyimpulkan hasil asosiasi data dan informasi tentang nilai-nilai Pancasila dalam kerangka praktik penyelenggaraan pemerintahan Negara Menganalisis dan mempresentasikan hasil analisis kerja kelompok. 			
B. KEGIATAN PEMBELAJARAN			
Media	Alat/Bahan	Sumber Belajar	
<ul style="list-style-type: none"> Whatsapp, Google classroom, Telegram, zoom, google form dll Slide presentasi (ppt) 	<ul style="list-style-type: none"> Laptop, Handphone, tablet dan lain lain 	<ul style="list-style-type: none"> Buku guru dan siswa Modul, bahan ajar, internet, dan sumber lain yang relevan 	
PENDAHULUAN	<ul style="list-style-type: none"> Guru memberi salam dan mengajak peserta didik berdoa bersama (<i>Religious</i>) Guru mengecek kehadiran peserta didik (<i>melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>) Guru menyampaikan tujuan dan manfaat pembelajaran tentang topik yang akan diajarkan Guru menyampaikan garis besar cakupan materi dan langkah pembelajaran 		
KEGIATAN INTI	<ul style="list-style-type: none"> Peserta didik diberi motivasi dan panduan untuk melihat, mengamati, membaca dan menuliskannya kembali. Mereka diberi tayangan dan bahan bacaan (<i>melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya</i>) terkait materi <i>Sistem Pembagian Kekuasaan Negara. (Literasi)</i> Guru memberikan kesempatan untuk mengidentifikasi sebanyak mungkin hal yang belum dipahami, dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik. Pertanyaan ini harus tetap berkaitan dengan materi <i>Sistem Pembagian Kekuasaan Negara. (ICTS)</i> Peserta didik diberi kesempatan untuk mendiskusikan, mengumpulkan informasi, mempresentasikan ulang, dan saling bertukar informasi mengenai <i>Sistem Pembagian Kekuasaan Negara. (Collecting information and Problem solving)</i> Melalui Whatsapp group, Zoom, Google Classroom, Telegram atau media daring lainnya, Peserta didik mempresentasikan hasil kerjanya kemudian ditanggapi peserta didik yang lainnya (<i>Communication</i>) Guru dan peserta didik membuat kesimpulan tentang hal-hal yang telah dipelajari terkait <i>Sistem Pembagian Kekuasaan Negara</i>. Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami (<i>Creativity</i>) 		
PENUTUP	<ul style="list-style-type: none"> Guru bersama peserta didik merefleksikan pengalaman belajar Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya dan berdoa 		
C. PENILAIAN (ASESMEN)			
Penilaian terhadap materi ini dapat dilakukan sesuai kebutuhan guru yaitu dari pengamatan sikap, tes pengetahuan (berupa tes tulis) dan presentasi unjuk kerja/hasil karya atau proyek dengan rubrik penilaian sebagai nilai ketrampilan.			
Mengetahui,			2020
Kepala Sekolah	Guru Mata Pelajaran		
RODIMAN GURUYES, S.Pd Nip. 196604211994121088	RODIMAN, S.Pd Nip. 197511062010012088		

Figure 3. RPP Used by Teachers in Online Learning

The use of virtual learning in the remote learning process is believed to provide more convenience in learning, being able to communicate directly, so that the material is easy to accept, but to do so, adequate facilities and infrastructure are needed, such as internet networks, mobile phones, and laptops. parents, support, and help (Handarini & Wulandari, 2020). According to Supriadi (2015), learning is an activity both with the guidance of the teaching staff as well as their own efforts and the support of parents and the community, the presence of teachers in learning activities using the learning from home method is intended to make learning smoother, easier, more fun, and more successful.

Based on the results of research on the implementation of online learning for Civics subjects at SMK PGRI 1 Cimahi, it was found that students' skills in the field of digital literacy in the ICT field had problems regarding the use of the Google Classroom application. The results of interviews with one of the students showed that students' understanding in online learning was very lacking, because students understood better when the teacher explained directly. The results of online learning of cultural arts (dance) with YouTube media are in the form of dance practice videos. Students master the material that has been given by the teacher, and this is evidenced by the results of grades that have met the standards for assessing cultural arts subjects. YouTube learning media can improve discipline in completing creative dance video practice assignments, because each student has made an agreed schedule of activities (Anggraeni & Wahyuning, 2021). The role of the media according to Kurniasari et al. (2020), the use of teaching media in the teaching and learning process can generate new desires and interests, generate motivation and stimulation of learning activities, and even bring psychological effects on students. The learning process will take place more effectively and efficiently. This was also conveyed by Bastudin (2021) that the development of information and communication technology is so

fast and its progress is rapid that it is unavoidable that technological devices, such as computers, mobile gadgets, and the internet are very important.

One of the most conspicuous obstacles is that 80.36% of the teachers are digital immigrant generations so that these teachers include teachers who have limited human resources, namely lack of technology (internet) skills. Halimah et al. (2021) found that most teachers in the learning process do not always use technological aids, social networks or use current issues, sometimes even never even assign learning materials broadly and deeply. Certainly, in online learning, many are affected by both teachers and students. The constraints encountered during the implementation of online learning are limited human resources, limited facilities and infrastructure and constraints on students' personalities (Faorika et al., 2021).

However, so far, at our study site, the efforts of teachers in delivering Civics learning can be overcome despite many obstacles, along with the implementation of online learning in schools (Figure 4).

The screenshot displays a Google Classroom page for a lesson titled "MATERI DAN TUGAS 2 BAB 2 PPKn HARI SENIN, TANGGAL 13-SEPTEMBER-2021". The lesson is created by Sidek Samsul Hidayat on September 13, 2021. The page content includes the lesson title, a description of the material (BAB 2 Sistem dan Dinamika Demokrasi Pancasila), and a list of tasks for students to complete. On the right side, there is a "Your work" section showing two graded assignments with a "Resubmit" button. Below this, there is a "Classmates" section listing 40 students, including Fahmi Abdul Azis, Fahmi Abdul, Natalia Abigail, Septian Adi Saputra, Pinky Aliastra Negara, Fauji Andrian, Danang Andrian Nugraha, Widia Anggraeni, and Sigit Fajar Nugroho.

Figure 4. Implementation of Online Learning

The development of student learning understanding since online learning in its development there are students who respond, because students can accept and get used to understanding the learning material, while the rest respond that there is no progress in understanding the material during the learning process. In line with this opinion, Rosali (2020) says that online learning can be felt by most teachers and students, where it is less ideal than conventional learning. The communication that is sometimes done asynchronously makes it difficult for some students to ask questions during the learning process, and causing the material to be difficult to understand. Learning requires students to

actively build their own knowledge through various activities that exist during the learning process (Hanik & Harsono, 2021). In this case, students are expected to be able to read the material on their own, look up sources that are relevant to the topic discussed, and ask the lecturer if they do not understand the material.

Based on the results of online learning evaluation research in this study, student responses in online learning were very mediocre both regarding material understanding, student interaction with teachers, development of student learning understanding, and delays in collecting duty (Figure 5).

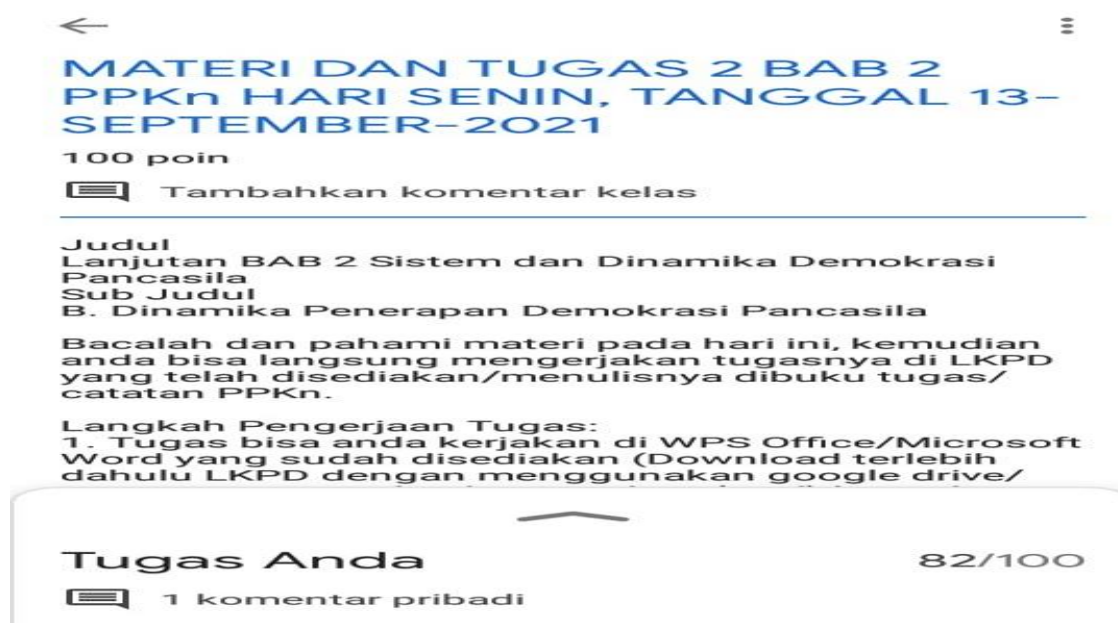


Figure 5. Assessment of Student's Assignments in Online Learning

Evaluation plays a very important role in the educational process; evaluation activities are always preceded by measurement and assessment activities. The purpose of evaluation is to improve the performance of the individual and the institution. Flexibility is required in defining and designing assessment systems as the learning environment changes. During this online lecture period, lecturers conduct learning assessments and evaluations during the teaching and learning process using instruments, such as discussion forums, assignments and exams. Online learning should have a big influence on the character of student responsibility. According to Lickona and Lita (2013), responsibility is an effort made by individuals to take care of themselves and others

According to Purwanto et al. (2020), evaluations of the implementation of online learning include student participation in online learning, applications used in online learning, network quality conditions during online learning, quality of material provided by teachers during online learning, availability of discussion time between teachers and students during online learning. The results of the assessment are used as evaluation materials to provide enrichment or remedial to students (Afrillia, 2020). Exercise is needed to foster the process of student learning independence, namely through positive discipline. The weakness in online learning is the lack of maximum student involvement.

However, some of the problems faced by teachers are the limitations of teachers in assessing students through online learning because some of the tasks of students are done by their parents, so this makes it difficult for teachers to assess students. In addition, teachers also have difficulty controlling students and the lack of students who are active in learning. The Covid-19 pandemic has made teachers and students unprepared for online learning. Various problems faced by teachers and students by dealing with teachers must increase creativity and ability in mastering learning technology by looking for learning models that are suitable for learning conditions during the pandemic, and the



Figure 7. Group Tasks

The role of the teacher as an educator is closely related to the character development of students, where the teacher is tasked with providing assistance and encouragement, supervision and guidance, as well as tasks related to disciplining children, so that children become obedient to school rules and norms of life in the family and community, so that the growth and development of the child's character can be pursued to gain further experiences (Juhji, 2016). As stated by Palunga and Marzuki (2017), teachers are role models and examples that motivate students to obey school rules. Teachers help intellectual, affective and psychomotor development and are expected to instil character in the form of an intelligent, skilled and serious attitude (Sukmadinata, 2007). Responsibility character education is a very important national foundation and needs to be instilled in students from their early age.

Hariyanto et al. (2019) explain that PPKn teachers have the responsibility of exploring, fostering and shaping the personality of their students to understand, and practice Pancasila, this is in accordance with the Article 3 of the Presidential Regulation of the Republic of Indonesia Number 87 of 2017. Strengthening character education is carried out by applying Pancasila values in character education, especially including values religious values, honesty, tolerance, discipline, hard work, creative, independent, democratic, curiosity, national spirit, love for the homeland, respect for achievement, communicative, love peace, love to read, care for the environment, care about social, and be responsible. Therefore, PPKn subject teachers have roles and responsibilities in efforts to strengthen the responsibility character of students in the formal education path. The role of PPKn subject teachers is not only substantively educating the younger generation to become citizens who are intelligent and aware of their rights and obligations in the context of community, national and state life as an emphasis in terms of Pancasila and Citizenship Education, but also builds the readiness of citizens to become citizens (global society). It is necessary to work together in strengthening the character of responsibility which includes the role of family, teacher and community, because these three roles are the closest people who are able to change the character of students, especially teachers as educators and Civics subjects who teach values and morals (Halimah & Anisah, 2018). Sutyon (2017) says that one of the

strengthening of the character of responsibility in Civics subjects aims to build and equip students as the golden generation of Indonesia in 2045 with the spirit of Pancasila and good character education to face the dynamics of change in the future, develop a national education platform that places responsibility character education as the main soul in providing education for students with the support of public involvement through formal, non-formal and informal education, taking into account the diversity of Indonesian culture, and revitalizing and strengthening the potential and competence of educators, education staff, students and the family environment to strengthen the character of responsibility.

School support programs in order to strengthen the character of student responsibility which has not been fully implemented by the teacher other than in learning. School facilities, in terms of facilities and infrastructure at this study were reading corners. These facilities did not only require students to read but also to be responsible in all aspects (Figure 8).

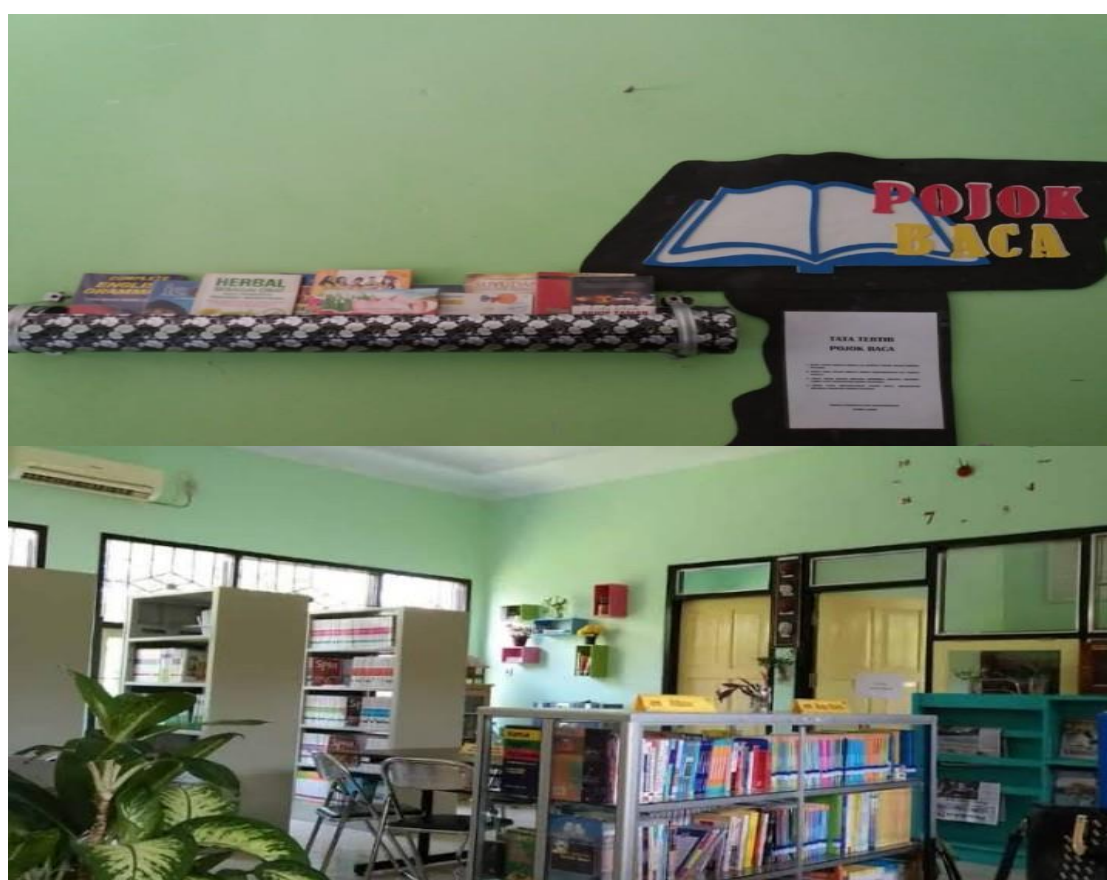


Figure 8. Responsibility Empowerment Support Program

Dewi and Isnarmi (2018) said that character education can be done through existing programs in schools, one of which is the school literacy movement program. This is in line with the Minister of Education and Culture Regulation Number 23 of 2015 concerning the development of character to improve the character of responsibility through school facilities, one of which is through a school literacy culture, such as providing reading books and a comfortable place for students to learn. The principle of good school literacy is a balanced nature, namely the school as a place to implement a balanced literacy program and can realize that each student has different needs (Syamsuri et al., 2020).

Furthermore, Rahayu (2016) explained that the implementation of the school literacy movement must follow certain steps, so that it can develop students' abilities. By reading, students can understand

and feel something to cause action, so that it can foster a sense of sympathy and empathy for students to receive a value that ultimately leads students to show a character in the form of positive ways of thinking, acting and behaving (Prawanti & Sumarni, 2020).

4. CONCLUSION

The problem of character is the most urgent problem in human life, more and more people realize how important character education is in the midst of rampant acts of violence, and daily behaviour that is without concern for others. The process of forming the character of student responsibility through the implementation of character education is carried out in a holistic and integrated manner through the provision of motivation, class rules, delivery of subject matter, group discussions and reflection activities. The formation of the character of student responsibility is carried out optimally covering all aspects of students, namely cognitive, affective and psychomotor. Learning responsibility is very important for students at school, because it will create motivation and interest to learn and participate in every activity in school. Online learning is a new challenge for teachers during this pandemic, which requires teachers to be able to use online learning media, carry out online learning and increase their creativity in the learning process. Teachers can teach responsibility more effectively and efficiently to their students about a sense of responsibility from small things, of course, if small things can be carried out well, then students can be taught a greater sense of responsibility. The use of virtual learning in the remote learning process is believed to provide more convenience in learning, and to communicate directly, so that the material is easy to accept. Yet, to do so, adequate facilities and infrastructure are needed, such as internet networks, mobile phones, and laptops. parents support, and assistance.

The development of student learning understanding since online learning is that there are students who respond, because students can accept and get used to understanding the learning material and some students respond that there is no progress in understanding the material during the learning process. However, some of the problems faced by teachers are the limitations of teachers in assessing students through online learning because some of the tasks of students are done by their parents, so this makes it difficult for teachers to assess students. In addition, teachers also have difficulty controlling students and the lack of students who are active in learning. The school support programs to strengthen the character of student responsibility is one of the efforts carried out by the teacher in learning. School facilities, in terms of facilities and infrastructure at the study site are reading corners, whereby these facilities did not only require students to read, but also to be responsible in all aspects.

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