

# CHAPTER I

## INTRODUCTION

### **A. Research Background**

A school that is effective as a school where students progress more than expected when considering admission. Therefore, effective schools focus more on student achievement than others that offer similar accreditation. Conversely, students in effective schools progress less than expected based on their admission characteristics (Mortimore, 1991). Consistent with Mortimore (Getzels, J.W., & Csikszentmihalyi, M. (1969) also concluded that a school is said to be effective if it can accomplish what it is designed to do. A general understanding of effective schools also has to do with the formulation of what the outcomes should be. A school is said to be effective if there is a strong relationship between what is formulated and the results achieved by the school. According to (Mortimore, 1993), research on effective schools focuses on effective learning as one of the most important outcomes of school. According to (Cheng 1996), an effective school defines a school that can optimally perform its functions: economic, social, humanitarian, political, cultural, and educational. The economic function of the school is to provide opportunities for students to engage in economic activities so that they can live well. The social function of mankind is school as a vehicle for adapting students to community life. The political function of the school is to acquire knowledge of the rights and obligations of a citizen.

According to (Sammons et al., 1995), there are 11 variables that describe the effectiveness of schools. 1) Professional Leadership 2) Shared Vision and Goals 3) Learning Environment 4) Focused Teaching and Learning 5) Educational Goals 6) High Expectations 7) Positive Reinforcement 8) Monitoring Progress 9) Student Rights and Responsibilities 10) homeschool partnerships; 11) learning organizations. Of the 11 variables included in this book, this study focuses on one valid school variable: student rights and responsibilities. This study examines only one of the 11 variables that exist due

to the difficulty of reaching data sources scattered across West Kalimantan where data collection time is limited. Therefore, the results of this study cannot be generalized nor represent the entire West Kalimantan schools, but only apply to the schools where the study was conducted.

A student's right at school is that the student has the right to study and acquire knowledge at school, and the right of other students is to use other facilities of the school. For example, in laboratories, computer labs, libraries, etc. to enhance the effectiveness of teaching and learning activities. All students have the right to use school facilities in accordance with the rules, but remain responsible for their maintenance. At school, students can not only take lessons from teachers, but also improve their soft skills. For example, dare to think critically, express opinions, and ask questions. The school has students with different backgrounds. But all students deserve to be treated fairly, regardless of background. Students have the right to be treated fairly and without discrimination by other students and school staff. Responsibility for learning is very important for students in school. Responsibility creates motivation and interest in learning and allows them to participate in all school activities. Responsibility in learning is the obligation to complete the given task with utmost effort and to face all the consequences. Responsibility in learning is the obligation to complete a given task with utmost effort and to bear all the consequences. Kemendiknas (2010:10) Responsibility is defined as attitudes and actions to fulfill the obligations and obligations one has to oneself, one's society, one's environment (nature, society, culture), one's country and God Almighty. Furthermore Lewis (Lewis, M., & Haviland-Jones, 2000), Responsibility for learning is the willingness of a person to do the best learning task and bring about all the consequences that come with it. Responsibility is also interpreted as a task that can coordinate itself with the achievement of a student's competence. Students have no way of knowing what their abilities are, because students who do not take responsibility for their learning achieve suboptimal results. Students must take full responsibility for their learning in order to achieve their desired goals. Students with a high sense of

responsibility for learning achieve what they want. Listetti (2012:8) Responsible learning attitudes include attitudes and behaviors to fulfill one's obligations and obligations to oneself as well as to others and the environment. This study untitled "Rights and Obligations of Pupils in Schools" will be conducted to find out Pupil Right and Responsibility Practices in school. There are several previous studies that have been conducted by researchers, one of them is "The Impact of Student Rights and Responsibilities" by (Hrinko, 1974). The similarities between this study and previous study are the focus of the discussion, both discussing the rights and responsibilities of students in schools, but this previous research more focus on the implications of student rights and responsibilities. This research will be conducted on 26 schools in West Kalimantan. No research on this subject itself has ever been done in West Kalimantan. The purpose of this study was to ascertain the level of school expectations regarding the implementation of student rights and responsibilities in schools, which has been considered as one of the indicators for determining effective schools. This research will improve the understanding of schools and the implementation of student rights and responsibilities can influence student learning outcomes and improve school performance, increasing school effectiveness.

## **B. Research Question**

Based on the background explanation above, there were some questions ?

This research:

1. How are Pupil Right and Responsibility practiced in school by the teachers?
2. What are the variations of Pupil Right and Responsibility practices on 26 schools in West Kalimantan by school levels and region of origin by the teachers?

### **C. Research Purposes**

The purpose of this study as follows:

1. To find out how Pupil Right and Responsibility practiced on 26 schools in the West Kalimantan by the teachers.
2. To find out the variations of Pupil Right and Responsibility practices on 26 schools in the West Kalimantan by school levels and region of origin by the teachers.

### **D. Benefits of the Research**

The present research would benefit in the following aspects:

#### **1. Theoretical Benefits**

This research will help other researchers determine whether the topic under study is feasible. Researcher want to make this study an excellent source of information on the rights and responsibilities of students and the intensity of the use of positive reinforcement in schools.

#### **2. To Participants**

This research helps increase students' knowledge of their rights and responsibilities in the conduct of education in schools. Train students to exercise their rights responsibility. Then, as a student, create good behavior in school. This can be applied through positive reinforcement to support the implementation of the learning process.

#### **3. To Teachers**

This research will help teachers increase their knowledge of students' rights when conducting education in schools. This is also an important aspect of the teaching and learning process in schools.

#### **4. To Researchers**

This study helps other researchers determine whether the subject under study is feasible. This study may be an excellent source of information for future researchers on student rights and responsibilities in schools.

## **E. Scope of Research**

### 1. Research Variabel:

Variables are used for checking because they are the subject of research and it shows when doing research. According to (Shukla, 2018), Variables involve variations in the proximity of things directly, objects, creatures, place or circumstance or in a normal wonder. Sugiyono (2007; 2), research variables are things that make up what is characterized the inward look has to be focused to get data about it, never mind the tip being pulled direct. This research will focus with one variable that is Pupil Rights and Responsibilities

### 2. Research Terminology

A common finding of effective school's research is that there can be quite substantial gains in effectiveness when the self-esteem of pupils is raised, when they have an active role in the life of the school, and when they are given a share of responsibility for their own learning. This can usually be experienced such as:

#### a. Raising pupil self-esteem

Levels of self-esteem are significantly affected by treatment by others and are a major factor determining achievement. In the case of pupil self-esteem, the attitudes of teachers are expressed in a number of ways: the way that they communicate with pupils; the extent to which pupils are accorded respect, and feel they are understood; and the efforts teachers make to respond to the personal needs of individual pupils. student-teacher rapport has a beneficial influence on outcomes, and a number of other studies have shown positive teacher-pupil relations to be a dimension linked with success.

#### b. Positions of responsibility

British studies have also shown positive effects on both pupil behaviour and examination success through giving a high proportion of children positions of responsibility in the school system, thus conveying trust in pupils' abilities and setting standards of mature behaviour.

c. Control of work

Some studies have shown that when pupils respond well when they are given greater control over what happens to them at school, enhancing a number of outcomes, even at the primary level. A British study of primary schools showed that there are positive effects when pupils are encouraged to manage their work independently of the teacher over short periods of time, such as a lesson or an afternoon.