

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Pupil Right and Responsibilities**

##### **1. Definition of Pupil Right and Responsibilities**

The rights and obligations of students are a form of school effectiveness to support effective schools where students can play an active role in the school environment and increase student self-esteem in the effectiveness of the learning process in the school environment and to find out what kind of learning process students want. The communication relationship between teachers and students is also an important part of the school and the learning process for students which in the end is mutually beneficial for both parties and will get mutual success.

Responsibility is something that must be instilled in each student, students must be responsible for all assignments given by the teacher at school and students must also be responsible for all behavior that is carried out while students are in the school environment, both positive and negative behavior (Sammon 1995:25).

##### **2. Indicators Of Pupil Right and Responsibilities**

According Sammons, Hillman, Mortimore (1995: 25) reveals that there are 3 indicators in student rights and responsibilities, namely increasing student self-esteem, position of responsibility, and work control, as follows explanation of each indicator:

###### **a. Raising Pupil Self-esteem**

The level of self-esteem is significantly influenced by the treatment of others and is a major factor determining achievement (Helmreich, 1972; (Bandura, 1993). In terms of student self-esteem, the teacher's attitude can be expressed and expressed in several ways, such as how the teacher establishes good communication with students at school, the extent to which students' opinions can also be accepted and respected by the teacher, and makes students feel understood and the efforts made by

the teacher to respond to the individual needs of each student. According to (Sammons 1995: 25) the relationship between students and teachers has a beneficial influence on outcomes, and a number of other studies have shown a positive relationship between teachers and students to be a dimension associated with success. Mortimore et al, (1988) found a positive effect where teachers communicate enthusiasm to students, and where teachers show interest in students as individuals. The relationship between teachers and students can also be improved outside the classroom. British studies of secondary schools have found that when there are shared out-of-school activities between teacher and pupils (Rutter et al, 1979; Smith & Tomlinson, 1990) and where pupils feel able to consult their teacher on personal matters (Rutter et al, 1979), there was a positive effect on the outcome.

According to Coopersmith (in Lestari & Koentjoro, 2002) says that self-esteem is the result of a student's evaluation of himself which is expressed in attitudes towards himself. This evaluation expresses an attitude of acceptance or rejection and shows how much the student believes that he is capable, significant, successful, valuable according to his personal standards and values. In line with the opinion expressed by Coopersmith, (Rosenberg et al. 1995) also argued that the most common self-esteem refers to the overall positive evaluation of students towards themselves. students regarding their ability to carry out a task at school) refers to the extent to which students see themselves as capable and effective. The value dimension (value-based self-esteem) refers to the extent to which students feel they are valuable and valued people at school.

The school environment is also an important part that can influence student behavior at school, so that schools also have a role in shaping student character and behavior. The role of the teacher as part of the school and in direct contact with students in the classroom has a great responsibility in shaping the character, personality and behavior of

students. teaching and learning process the teacher must first know the characteristics of each student so that the learning process can be achieved as expected. That way the teacher will more easily convey the subject matter to students and students can also receive the material taught by the teacher properly, and are able to anticipate any changes that occur in student learning behavior. For this reason, every teacher at school also needs to reflect critically on what is happening in the classroom because student behavior is often the result of a reaction from factors within the school. Teachers need to reflect on the learning environment they have created and whether it engages all children in an active and meaningful way.

**b. Position of Responsibility**

Responsibility shows a positive effect on student behavior and exam success through giving great positions of responsibility within the school system conveying confidence in students' abilities and setting standards of adult behavior (Sammon 1995: 25). Discipline according to Johar (2010) is a condition that is formed from a process and a series of behaviors that describe the values of obedience, obedience, loyalty, order, or order. So, discipline means obedience to rules or obedience to supervision, as well as control to develop oneself to behave in an orderly manner. Individual and community discipline is very important and must be developed in all lines of life. The progress of a person or a group of people may occur if good discipline is applied in their daily life. Superior human resources are needed in the era of globalization. Superior human resources will be created if there is self-awareness from conscience to apply good self-discipline.

**c. Control of Work**

According to Mortimore (1988) says that when students respond well when they are given greater control over what happens to them at school, it can improve a number of outcomes. This learning responsibility is divided into ten indicators, namely carrying out learning

tasks routinely, being able to explain the reasons for the learning he is doing, not blaming others, being able to make choices of learning activities, carrying out his own tasks with pleasure, being able to make decisions that are different from other people. others in their group, have an interest in pursuing learning, respect and value the rules at school, can concentrate on complex learning, have a sense of responsibility that is closely related to achievement at school. One of these indicators is in accordance with the opinion of Sudani (Sudani *et al.*, 2013) that one of the characteristics of students who have learning responsibility is that the assignments given by the teacher can be completed by students well. Learning responsibility is one thing that is very important for the future of students, therefore it is necessary to instill learning responsibility in students.

### **3. Importance of Pupil Right and Responsibilities in School**

Rights and attitudes of responsibility are very important for students to have in school because they will form the basis of their future responsibilities. So that students must try to instill responsibility in each of them. It is very important for a student to have an attitude of responsibility, especially learning responsibility.

### **B. Previous Study**

There are some previous studies that are cited in this research that share some of its traits. There may be similarities in the research topic, the research variables, and the research design. Prior research-related studies have compared some of their findings on purpose. It can also be referred to using it. Two research studies are included below:

The first study "The Effectiveness of Teaching Personal and Social Responsibility Teaching Model in Improving Responsibilities" by Ihsan Abdul Patah, Juntika Nur Ihsan, and Amung Ma'mun, Mulyana, Suryakencana University, Jl. Pasirgede Raya, Bojongherang, Kec. Cianjur, Kabupaten Cianjur, Jawa Barat 43216. Researchers in this study used quasiexperimental

research design pre-test - post-test control group design, with a quantitative approach that uses numbers to conclude the results of his research. The research data obtained is in the form of quantitative data, namely the results of understanding evaluation, while the results of interviews, observation results, and documentation results are qualitative data. Researchers used data collection techniques obtained from interviews, observations, tests, and documentation. Source triangulation and technique triangulation were used as data validity techniques. The data analysis technique used is an interactive analysis technique for qualitative data developed by Miles Huberman. Researchers used a type of classroom action research in the form of a cycle. The analytical model used by researchers consists of data collection, data reduction, data presentation, verification and drawing conclusions.

The second research is " Students' Understanding of Citizens' Obligations and Rights" by Ridha Haifarashin, Yayang Furi Furnamasari, Dinie Anggraeni Dewi Indonesian University of Education (2021). Researchers in this study used library research as their research method. Literature study is an analytical method by understanding journals, literature, research reports related to a problem to be solved. The research was carried out by digging up sources that explained the importance of students' understanding of the rights and obligations of citizens. Many previous studies examined the rights and responsibilities of students using the technique as a reference. the previous researchers concentrated on how to understand the rights and responsibilities of students at school, this study used both quantitative and qualitative strategies. This research is different from previous research because it uses a qualitative descriptive methodology, with direct communication and direct observation as data collection methods as well as observation, interviews, and recording as data collection strategies. This research focuses on implementing the rights and obligations of students at school, this research also aims to determine the influence of teachers on students and the importance of the impact of the principal on students, what are the responsibilities as a school principal and

what are the impacts. How can students carry out their rights and obligations at school and in the community.

The third research is research from Ramalinggam (2022) "The Status of Students as Children and the Responsibilities of Teachers in a Legal Context" The results of this study are that the rights and obligations of students have become the responsibility of the teacher according to the law that has been implemented. A teacher has an obligation to care for his students, the special relationship between the teacher and his students allows a teacher to always supervise his students from all risks.