

## The Relationship Between The Implementation Of Classroom Duty Schedules And The Affective Attitudes Of Lower Elementary School Students

Mochammad Ramdan Samadi<sup>1\*</sup>, Laesti Nurishlah<sup>2</sup>

<sup>1,2</sup> STAI Sabili Bandung

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### **Abstrak**

*Sikap afektif mencakup aspek emosional dan sosial yang mendukung perilaku siswa, seperti tanggung jawab, disiplin, kerja sama, dan kepedulian terhadap lingkungan. Salah satu cara efektif untuk menumbuhkan sikap afektif adalah melalui penerapan daftar tugas kelas. Penelitian ini bertujuan untuk menganalisis hubungan antara pelaksanaan daftar tugas kelas dengan sikap afektif siswa sekolah dasar yang lebih rendah. Metode yang digunakan adalah kajian pustaka dengan memeriksa berbagai sumber yang relevan. Hasil penelitian menunjukkan bahwa pelaksanaan daftar tugas kelas memiliki dampak positif terhadap sikap afektif siswa. Kegiatan tugas membantu siswa mengembangkan tanggung jawab dan disiplin melalui tugas-tugas terstruktur. Selain itu, kerja sama di antara siswa dalam melakukan tugas meningkatkan keterampilan sosial dan solidaritas. Rasa peduli terhadap lingkungan juga dipupuk ketika siswa terlibat langsung dalam menjaga kebersihan dan ketertiban kelas. Dukungan dari guru dan keterlibatan aktif siswa dalam melaksanakan tugas sangat penting dalam mencapai hasil yang diinginkan.*

**Kata kunci:** sikap afektif, aspek emosional, kegiatan tugas.

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**\*Corresponding author**

kangram1103@gmail.com

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### **INTRODUCTION**

(Mochammad Ramdan Samadi, Laesti Nurishlah)

Hubungan Penerapan Jadwal Piket Kelas Terhadap Sikap Afektif Siswa Sekolah Dasar

The affective attitude of lower elementary school students is crucial as it forms the foundation of character development and social values they need throughout their lives. Affective attitudes encompass aspects such as empathy, responsibility, cooperation, and discipline, which play a significant role in students' social and emotional interactions (Nurishlah et al., 2022). Developing positive affective attitudes at an early age helps students to behave well, appreciate others, and understand the importance of rules and responsibilities in daily life. This not only aids them in the school environment but also prepares them to become positively contributing members of society. Good affective attitudes support students' academic learning. When students have a positive attitude towards learning, they tend to be more motivated, disciplined, and focused on completing school tasks. Strong affective attitudes also enhance students' abilities to cooperate with classmates and actively participate in class activities (Mulyani et al., 2021). Therefore, fostering good affective attitudes in lower elementary school students impacts not only their character development but also their academic success and engagement in the learning process.

The formation of affective attitudes in elementary school students is crucial in supporting the development of character and social values (Subiyono et al., 2021). Affective attitudes encompass various emotional and social aspects that influence students' behavior in daily life, such as empathy, cooperation, and care for others and the environment. Developing good affective attitudes from an early age can help students become more responsible individuals who contribute positively to society. One effective way to achieve this is through the implementation of classroom duty schedules.

Classroom cleaning duty schedules are an important educational tool in elementary schools because they help students develop a sense of responsibility and discipline (Anwar, 2018). Through this activity,

students learn to take responsibility for assigned tasks, such as cleaning the blackboard, sweeping the floor, and tidying up desks. By taking turns to perform these duties, students understand the importance of maintaining classroom cleanliness, which in turn fosters positive habits in their daily lives (Hartati, 2019). The discipline instilled through these duty schedules will help students manage their time and other tasks, both at school and at home.

Classroom cleaning duty schedules serve as a means to develop students' social skills. When students collaborate in duty groups, they learn to communicate effectively, help each other, and complete tasks together. Cooperation in these activities strengthens social relationships among students, encourages mutual respect, and builds solidarity (Lestari, 2021). Students involved in group tasks will learn about task division, shared responsibilities, and the importance of individual contributions in achieving common goals. These social skills are very valuable and will benefit students in various aspects of their future lives.

Furthermore, classroom cleaning duty schedules instill values of environmental care in students. By actively participating in maintaining classroom cleanliness, students develop an awareness of the importance of a clean and healthy environment. This fosters their sense of ownership and responsibility towards the school environment, which can then be extended to their home and community environments. Early environmental education through cleaning duty activities helps create a generation that is more caring and responsible towards environmental sustainability. Thus, classroom cleaning duty schedules not only support the physical cleanliness of the school but also contribute to the formation of character and positive values in elementary school students.

## RESEARCH METHODOLOGY

This study employs a literature review method by collecting and analyzing various studies and articles relevant to the topic of implementing classroom duty schedules and their impact on students' affective attitudes. The research steps include identifying relevant information sources, gathering data from academic literature, systematically analyzing the data, interpreting the findings, and preparing a report that presents practical implications for education. Data sources are taken from scientific journals, books, and articles related to elementary education. This analysis aims to understand the extent to which classroom duty schedules can shape a sense of responsibility, discipline, and social care in elementary school students (Hardani, 2020).

## RESULTS AND DISCUSSION

### *Development of Personal Skills*

Classroom duty is a routine activity where students take turns being responsible for maintaining the cleanliness and orderliness of the school environment. This activity not only helps keep the physical environment clean and comfortable but also plays a crucial role in shaping students' character. Through classroom duty schedules, students learn to follow rules, cooperate with peers, and develop a sense of responsibility for the tasks assigned to them. This activity teaches students the importance of discipline and perseverance in completing tasks.

The regular implementation of classroom duty schedules can also enhance students' sense of responsibility (Trisnawati, 2013). By being given specific tasks and scheduled times, students learn to be accountable for their duties and complete them well. This aligns with

findings that students involved in duty activities tend to show improvements in independence and initiative (Kom et al., 2020). They not only learn to complete assigned tasks but also develop the ability to take initiative and act without constant supervision. This increase in independence is crucial in forming individuals who are more self-reliant and prepared to face various challenges in the future.

Classroom duty schedules also contribute to the development of student discipline. With a regular schedule, students learn to adhere to the established rules and timelines. The discipline formed through these duty activities includes the ability to manage time, complete tasks on time, and follow the applicable rules. The discipline taught through duty activities not only applies to maintaining classroom cleanliness but can also be applied to other aspects of life, including studying and daily activities at home.

Additionally, classroom cleaning duty schedules serve as a means to develop students' social skills. When students collaborate in duty groups, they learn to communicate effectively, help each other, and complete tasks together. Cooperation in these activities strengthens social relationships among students, encourages mutual respect, and builds solidarity. Students involved in group tasks learn about task division, shared responsibilities, and the importance of individual contributions in achieving common goals. These social skills are very valuable and will benefit students in various aspects of their future lives.

Classroom cleaning duty schedules also instill values of environmental care in students. By actively participating in maintaining classroom cleanliness, students develop an awareness of the importance of a clean and healthy environment. This fosters their sense of ownership and responsibility towards the school environment, which can then be extended to their home and community

environments. Early environmental education through duty activities helps create a generation that is more caring and responsible towards environmental sustainability. Thus, classroom cleaning duty schedules not only support the physical cleanliness of the school but also contribute to the formation of character and positive values in elementary school students.

### *Development of Social Skills*

Classroom duty plays an important role in developing students' social skills. When working together to complete duty tasks, students learn to communicate effectively, resolve conflicts, and help each other. Cooperation in duty groups allows them to experience a sense of togetherness and build closer relationships with classmates. The social skills acquired from these activities are very useful in various aspects of life, both in and out of school (Hermansyah et al., 2021). Participation in duty activities helps students understand the importance of collaboration and appreciate the contributions of each team member, which is the foundation of healthy and productive social relationships.

In addition to social skills, classroom duty activities also enhance students' care for the environment. When students are directly involved in maintaining the cleanliness and orderliness of the classroom, they learn to appreciate and take care of their surroundings. This caring attitude extends beyond the school environment to their homes and communities. Thus, students will grow into individuals who are more environmentally conscious and responsible in maintaining cleanliness and order wherever they are. This experience instills environmental care values that will be beneficial throughout their lives.

Duty activities encourage cooperation among students, as they often have to work together to complete their tasks. Research shows

that cooperation in duty tasks can strengthen social relationships among students and build a sense of solidarity. Through cooperation, students learn about task division and shared responsibilities, which enhances mutual respect and togetherness. The solidarity built from this experience helps create a harmonious and supportive classroom community where every student feels valued and supported.

Classroom duties also enhance students' care for the school environment. When students are directly involved in maintaining the cleanliness and orderliness of the classroom, they are more likely to appreciate and feel responsible for maintaining it. This fosters a caring attitude and love for the environment from an early age. Such an attitude will help them become responsible individuals who contribute positively to environmental sustainability in the future. Thus, classroom duties not only help maintain the school's physical cleanliness but also shape students' character and instill positive values.

### ***Teacher Support and Student Involvement***

Support from teachers and active student involvement in the implementation of duty schedules are crucial to achieving the desired outcomes. Teachers need to provide proper guidance and motivate students to carry out their duties well. Additionally, teachers should supervise and give constructive feedback to students. Active student involvement in planning and executing the duty schedule enhances their sense of ownership and responsibility towards these tasks. With good support from teachers and active participation from students, the implementation of classroom duty schedules can be an effective tool in shaping positive affective attitudes in elementary school students (Kusuma, 2020).

The role of teachers is vital in ensuring the successful implementation of duty schedules. Teachers must provide guidance

and motivation to students and consistently monitor the execution of duties (Mashari et al., 2019). Moreover, active student involvement in planning and carrying out the duty schedule can enhance the effectiveness of these activities in fostering positive affective attitudes. Teacher support and supervision, along with active student participation, ensure that the duty schedule not only maintains classroom cleanliness but also builds students' character and social responsibility.

## CONCLUSION

The implementation of class duty schedules has a positive impact on the affective attitudes of low-level elementary school students. This activity helps improve responsibility, discipline, cooperation, and environmental awareness among students. Support from teachers and active student participation are crucial to achieving optimal results. Teachers should provide guidance, motivation, and constructive feedback, while students need to actively engage in planning and carrying out duty tasks. Therefore, it is important for schools to systematically and structurally integrate class duty schedules into their daily curriculum to shape positive student characters.

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