Increasing Children's Sense of Responsibility Through Poster Comment Media Group B

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Abstract
This research focuses on how rights, obligations and compliance with rules reflect children's responsibilities at school. Where this still really needs to be improved. There are still many children in group B of Raudhatul Jannah IT Kindergarten who have low levels of responsibility, even in the summative assessment of learning themes that contain this aspect, less than 50% of children are able to achieve it. Children still need to increase their motivation because children's motivation to be responsible is still very low, disregard for rules is often shown and other things related to a sense of responsibility. This research is PTK research with 2 implementation cycles, namely cycles I and II. The subjects of this research were 11 children. The data collection method is observation. From the results of the analysis of research data, it can be concluded that aspects of social-emotional development (children's sense of responsibility) can be improved through the creation of poster comment media with guided discussions for Group B children of Raudhatul Jannah IT Kindergarten. The results of research in cycle I showed that as many as 63% (7) children had not yet completed or were still in the T.T.KKM / BB (Not Yet Developing) and MB (Starting to Develop) criteria and as many as 36% (4) children had completed or were on the Ter.KKM / BSH (Developing According to Expectations) and BSB (Very Well Developing) criteria. Meanwhile, an increase occurred in cycle II where as many as 91% (10) children completed or were already at the Ter.KKM / BSH (Developing According to Expectations) and BSB (Very Well Developing) criteria. As many as 8% (1) of children have not completed or are still in the T.T.KKM category.
*Key Words:*Children's Sense of Responsibility, Media Poster Comment, Group B

Introduction

Today, the world seems to be increasingly advanced and dynamic. In the past, humans were limited by space and/or time in interacting, even this happened for centuries and became the main obstacle for humans to expand their interactions with each other. But now, it can be easily done by humans, humans are able to connect with each other through the internet network (Sauludin & Harbelubun (2021). The internet network forms a much wider social community and is connected virtually. Not only that, now, with the concept of the internet of things in the era of the industrial revolution 4.0 (Syasaran, 2021) and even the era of society 5.0 (Mubarak, 2022) all aspects are integrated with the internet to not only be connected virtually, but in all aspects including economic, social, cultural, political activities and other aspects that are much larger. In short, with the presence of the internet with all its conveniences, it can be assumed that globalization in all fields can occur faster than expected and touch almost all aspects of human life (Rodin, 2021). This is because the content spread on the internet varies greatly, from just text, to images and videos about various aspects of life so that everything becomes very relevant and can be accessed easily and cheaply by anyone including early childhood. Thus, it is certain that all of this will greatly affect the characteristics and attitudes of children, including all aspects of their development without exception. A study has proven that internet content in the form of animated videos can significantly

influence children's attitudes of responsibility (Irawan, et.al., 2021). Responsibility is directly related to rights, obligations, and obedience to rules (Tyas, 2020). The study managed to find a negative correlation between how a video changes a child's responsible character where children imitate what happens in the video they watch through internet channels such as YouTube and other social media. Even in another study conducted by Pratiwi, et.al., 2020), the impact is notonly related to responsibility, but also in terms of the child's level of self-confidence in making decisions and solving broader problems**.**

This can be said to be a fundamentalist problem, because responsibility is a basic character of life that must be possessed by every child as the future generation of the nation. The character of responsibility has basically been planned and implemented through character education patterns in schools. Character education is one of the efforts made by the government on the importance of the aspect of responsibility in children. The implementation of character education, not all of which are in accordance with expectations, most teachers interpret the pattern of character education can only be done through habituation and examples as well as strict prohibitions and recommendations (Suharso, 2020). Even for slightly moderate teachers, character education to increase children's responsibility is carried out through game games (Andini, 2020). Even teachers also try to apply rewards to motivate children to be responsible (Shabrina, 2020). As the research reports, in reality, strict prohibitions and recommendations and imitation behavior through examples and habits are increasingly not enough. This actually makes children increasingly uncontrolled, the harder parents make children traumatized, habits under fear actually make children act the opposite, different in front of different behind. Children grow up to be fearful individuals and often lie to cover up punishment due to their guilty behavior. Change does not grow from awareness and regret, but from fear to meet parental expectations, this will make children "two-faced" and insincere individuals, good behavior is born from fear not awareness of sincerity in admitting mistakes and this is very dangerous for the growth of children's character in the future.

The application of rewards is basically very good for providing motivation, but provides little opportunity for children to expect rewards for good behavior. What if there is no reward, will children still behave well, this is certainly very dangerous. Therefore, rewards without the right procedure also have a bad impact on children's sense of responsibility. Moreover, now, learning must be based on children's likes and interests, where teachers flock to use games as the main stimulation, but teachers and parents forget that irrelevant games and the many game vendors who are not in their field make teachers and parents need to worry, especially free games on cellphones often display advertisements that are not educational and vulgar.

Therefore, it is necessary to reform how to apply simple stimulation but still on the principle of children's dependence on digital content as discussed above but safe for the sustainability of children's responsible character. To influence children, this study attempted an alternative in the form of posters. The creation of poster comment media with guided discussions makes children create independently (Susanti, 2022), there is a choice from the child himself so that according to the constructivism approach, this will make children's memories and understanding last longer (Hilir, 2021). Posters also emphasize the power of messages that come from verbal messages that are made into written language that is an invitation and appeal (Syarifuddin & Utari, 2022). Like the way advertising works, posters are very effective in conditioning information so that it rings in the memory. Furthermore, to actively involve children, guided discussions are applied, namely in a guided manner so that learning activities are more focused and guaranteed to continue productively (Rohmah, 2021). This will also further train children's problem-solving skills (Subakti, 2022) because it is interactive and confirmatory, which is very important in the problem-solving process (Sutianah, 2022). As explained by Tyas (2020), responsibility is directly related to rights, obligations,

and obedience to the rules. So, in this study, the problem of transforming problem solving for children's responsibility issues in group B of TK IT Raudhatul Jannah was carried out through poster comment media through guided discussions as explained above. This study will focus on how rights, obligations and obedience to rules reflect children's responsibilities at school. Where this still really needs to be improved. Many children in group B of TK IT Raudhatul Jannah still have lowresponsibility, even in the summative assessment of the learning theme that contains this aspect, less than 50% of children are able to achieve it. Children still need increased motivation because children's motivation to be responsible is still very low, ignoring the rules is often shown and other matters related to a sense of responsibility.

Method

The location of this research is in TK IT Raudhatul Jannah. The learning theme used as learning content in implementing this learning improvement is "work". This theme is a running theme in TK IT Raudhatul Jannah group B. The subjects of this research are students in group B or aged 5-6 years.

This research is classroom action research, namely a reflective research model to solve learning problems experienced by practitioners including class teachers. Classroom action research is research that runs according to the classroom, step by step that reflects problem solving procedurally and in accordance with the needs of class-based problem solving. The classroom action research model that is used as a guideline in solving problems in this research is the Kemmis and Taggart Model (2008) which consists of 4 steps/implementation procedures. These steps are as illustrated in the PTK model chart below.

Planning

In this planning, the researcher did several things that were important parts in preparing the implementation of the action of Improving the Aspect of Social-Emotional Development (Children's Sense of Responsibility) Through the Creation of Poster Comment Media with Guided Discussion in Group B Children of TK IT Raudhatul Jannah. Identification and analysis of problems (as attached). Analysis of problematic SK KD content in the Social-Emotional STPPA (children's sense of responsibility) in the 2013 Curriculum. Development of a one-cycle implementation plan containing opening, core and closing activities for each action unit implemented (as attached). Development of RPPH (5 RPPH) ready to be used in each meeting whose design refers to the one-cycle implementation plan (as attached). Development of assessment tools for the achievement of target indicators (development achievements) (as attached). Development of learning media, tools and learning materials used. Establishing a number of rules and steps in class management (class setting/environment) implementation of actions, learning management needs for each action, class ornaments, layout of chairs and tables, the position of each party between teachers, children, research assistants and others when the action is implemented and others. Determine the tasks and functions of each party in implementing learning actions. The agreement on tasks between these parties maximizes the process of implementing actions in this study.

Implementation

The implementation of actions is guided by a number of plans. The plans made become references, there is no implementation that deviates from what is planned. The parties are in accordance with their respective duties in implementing learning/actions in this study. The principal as a supervisor and advisor in implementing actions, especially in the readiness of the necessary resources and procedurally guarantees that the research runs with a clear and controlled corridor until it achieves the expected results. Third parties such as colleagues help supervise the implementation of learning, assist in analyzing and collecting research data.

Observation

Observation is carried out with a third party as an assistant. Observation that takes place to find out how active the child really is. Activeness shows how active the child is in learning. Active reflects many things, the child's liking for learning, motivation to achieve, full involvement in learning. Active children respond well to learning and usually get better learning outcomes than passive children.

Reflection

Reflection involves colleagues and researchers if it is considered important then it directly involves the supervisor. Reflection is carried out by looking at a number of aspects such as shortcomings, advantages, responses and activeness and improvements made in the future in the next cycle.

Data analysis using descriptive data analysis determines the completeness of the development of the indicator achievements of each child. The instrument uses Observation (Social-Emotional observation sheet). Research indicators: (1) Students know their rights (2) Students obey class rules (activities and rules) (3) Students are responsible for their behavior for their own good.

The child's score the on results of the instrument observations is then added up and the total is calculated to interpret the results. The intended interpretation is listed in the following table on the results of data processing on the above instrument.

Table 2. Children's Social Emotional Measurement Scale

Skala Pengukuran	B.B.		B.A.
BB (Undeveloped)	3	-	5,25
MB (Starting to Develop)	5,25	-	7,5
BSH (Developing As Expected)	7,5	-	9,75
BSB (Very Well Developed)	9,75	-	12

** B.B = Lower Limit, B.A = Upper Limit

Results and Discussion of Research Results

Cycle I

In implementing actions to improve aspects of social-emotional development (children's sense of responsibility) through the creation of poster comment media with guided discussions in Group B children of TK IT Raudhatul Jannah, several things were implemented: The implementation of actions in cycle I was with the approval of the supervisor, colleagues and the principal of TK IT Raudhatul Jannah. Learning was attended by 11 children in group B. Each child was accompanied as well as possible as a research subject. The same treatment in terms of implementing actions, there was no grouping based on developmental maturity or level of achievement, all of them were children with the same status, namely research

subjects. Table 2. Level of Child Development Achievement in Cycle I

Tingkatan capaian perkembagan (rasa tanggung jawab anak)	B.B.	s.d.	B.A.	Subjek	%	Ket.	Kumulatif
BB (Undeveloped)	3	-	5,25	3 child	27%	T.T.KKM	7 Not Yet

MB (Starting to Develop)	5,25	-	7,5	4 child	36%	T.T.KKM	Completed
BSB (Very Well Developed)	9,75	-	12	1 child	9%	Ter.KKM	
Amount				11	100%		11
BSH (Developing As Expected)	7,5	-	9,75	3 child	27%	Ter.KKM	4 Completed

The five (5) levels of development achievement based on the table above include; BB (Not Yet Developing), MB (Starting to Develop), BSH (Developing According to Expectations), and BSB (Developing Very Well). The assessment range with the lowest score is 3 and the highest is 12 with each development achievement based on the 5 scale levels above. T.T.KKM is an abbreviation for Not Achieving Minimum Completion Criteria while Ter.KKM is an acronym for Achieving KKM. As many as 63% (7) children have not completed or are still in the criteria of T.T.KKM / BB (Not Yet Developing) and MB (Starting to Develop) and as many as 36% (4) children have completed or are in the criteria of Ter.KKM / BSH (Developing According to Expectations) and BSB (Developing Very Well). Improvements that must be made in improving the aspect of social-emotional development (children's sense of responsibility) through the creation of poster comment media with guided discussions, because the number of children who have completed has not reached 80%, include: Data shows that as many as 63% (7) children have not completed or are still in the criteria of T.T.KKM / BB (Not Yet Developing) and MB (Starting to Develop) and as many as 36% (4) children have completed or are in the criteria of Ter.KKM / BSH (Developing According to Expectations) and BSB (Developing Very Well). The data shows that most of the children who have not completed have been able to master the indicator of children achieving the indicator "students know their rights". Children are still not very able to show their strictness in terms of obeying class rules (activities and rules). In the indicator of being responsible for their behavior for their own good, children also still need to be improved significantly. The rights as students have been known, but the appearance of material about rights must use large images or LCDs to display the material so that the material is more interesting. There must be a worksheet that regulates children's activities so that children understand in depth the material on rights and obligations from the aspect of social-emotional development (children's sense of responsibility) which is improved in the application of creative learning of poster comment media with guided discussions. The poster comments that are made must be accompanied by worksheets that support each other and are interrelated, for example how to make a poster, a good poster, poster size and so on under the supervision and guidance of the teacher. The poster of the rules needs to be permanently attached, so that it is a reinforcement every day until the last meeting so that it helps understanding at each meeting in carrying out the action. In guided discussions, more focus is placed on exploring aspects of morality, such as why knowing rights and obligations is important, why rules must be made and enforced, why it is important to be responsible for the behavior that is done and so on. Guided discussions must touch on aspects of morality. In the next cycle, it is also necessary to emphasize the poster themes including the consequences of each indicator so that children have a broader perception of the indicators learned in the implementation of the action. The poster making media must be complete, in cycle I often in their groups children still fight over the tools and materials for making posters because they are not enough so that it often takes up time and has an impact on the effectiveness of learning.

Learning activities using poster comments on social-emotional development (children's sense of responsibility) through the creation of poster comment media with guided discussions have a good impact on learning. In cycle II, children have shown their ability to obey class rules (activities and rules) listed by the teacher both in posters, in this case almost all children have shown this. Rewards and punishments in the posters that are made are able to provide an effect on children psychologically that there are serious consequences for disobedience that is carried out (if) done. Furthermore, rewards and punishments in daily agreements also instill (suggestions) in children.

The creation of poster comment media with guided discussions makes children create independently (Susanti, 2022), there is a choice from the children themselves so that according to the constructivism approach, this will make children's memories and understanding last longer (Hilir, 2021). Posters also emphasize the power of messages that come from verbal messages that are made into written language that is an invitation and appeal (Syarifuddin & Utari, 2022). Like how advertising works, posters are very effective in conditioning information so that it rings in the memory. Furthermore, to actively involve children, guided discussions are implemented, namely in a guided manner so that learning activities are more focused and guaranteed to continue productively (Rohmah, 2021). Posters that are permanently attached also increase the power of suggestion every day to children todo what the indicator wants. The longer it is, the more suggestible it is depending on the visual intensity (see) of the poster.

Siklus II

Table 3. Level of Child Development Achievement in Cycle II

BB (Undeveloped)	B.B.	s.d.	B.A.	Subjek	%	Ket.	Kumulatif
MB (Starting to Develop)							
BB (Undeveloped)	3	-	5,25	0 child	0%	T.T.KKM	1 Not
BB (Undeveloped)	5,25	-	7,5	1 child	9%	T.T.KKM	Completed
BB (Undeveloped)	7,5	-	9,75	7 child	64%	Ter.KKM	10
MB (Starting to Develop)							BB
(Undeveloped)	9,75	-	12	3 child	27%	Ter.KKM	

Table 4. Level of Child Development Achievement in Cycle II

BB (Undeveloped)	B.B.	s.d.	B.A.	Subjek	%	Ket.	Kumulatif
MB (Starting to Develop)							
BB (Undeveloped)	3	-	5,25	0 child	0%	T.T.KKM	1 Not
BB (Undeveloped)	5,25	-	7,5	1 child	9%	T.T.KKM	Completed
BB (Undeveloped)	7,5	-	9,75	7 child	64%	Ter.KKM	10
MB (Starting to Develop)							BB
(Undeveloped)	9,75	-	12	3 child	27%	Ter.KKM	

Table 5. Level of Child Development Achievement in Cycle II

BB (Undeveloped)	B.B.	s.d.	B.A.	Subjek	%	Ket.	Kumulatif
MB (Starting to Develop)							
BB (Undeveloped)	3	-	5,25	0 child	0%	T.T.KKM	1 Not
BB (Undeveloped)	5,25	-	7,5	1 child	9%	T.T.KKM	Completed
BB (Undeveloped)	7,5	-	9,75	7 child	64%	Ter.KKM	10
MB (Starting to Develop)							Completed
BB (Undeveloped)	9,75	-	12	3 child	27%	Ter.KKM	

Children have shown their ability to obey class rules (activities and rules) listed by the teacher, both in posters, in this case almost all children have shown this. Rewards and punishments in the posters made are able to provide an effect on children psychologically that there are serious consequences for disobedience that is carried out (if) it is done. Furthermore, rewards and punishments in daily agreements also instill (suggestions) in children. Posters that are permanently attached also increase the power of suggestion every day to children to do what is desired by the indicator. The longer it is, the more suggestible it is depending on the visual intensity (see) of the poster. The completeness of the poster media increases the effectiveness of learning because children no longer fight over the tools and materials used and this is very good for the overall research results.

Discussion

Learning activities using poster comments on social-emotional development (children's sense of responsibility) through the creation of poster comment media with guided discussions have a good impact on learning. In cycle II, children have shown their ability to obey class rules (activities and rules) listed by the teacher both in posters, in this case almost all children have shown this. Rewards and punishments in the posters that are made are able to provide an effect on children psychologically that there are serious consequences for disobedience that is carried out (if) done. Furthermore, rewards and punishments in daily agreements also instill (suggestions) in children.

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is desired by the indicator. The longer it is, the more suggestive it is depending on the visual intensity (see) of the poster. The completeness of the poster media increases the effectiveness of learning because children no longer fight over the tools and materials used and this is very good for the overall research results..

This will also further train children's problem-solving abilities (Subakti, 2022) because it is interactive and confirmatory, which is very important in the problem-solving process (Sutianah, 2022). By attaching the poster, it makes children better suggestible in cycle II because the intensity of children's viewing of the poster is maximized. Added to this is the guided discussion method, which is more focused on exploring aspects of morality, such as why knowing rights and obligations is important, why rules must be made and enforced, why it is important to be responsible for the behavior that is done and so on. The led discussion must touch on the moral aspect. In cycle II, the poster themes have been emphasized to include the consequences of each indicator so that children have a broader perception of the indicators learned in the implementation of the action. The completeness of the poster media increases the effectiveness of learning because children no longer fight over the tools and materials used and this is very good for the overall research results. Moreover, in terms of rights as students, it has been known with the appearance of material on rights that must use large images or LCDs in cycle II, this displays more interesting material. Effectiveness is also in the poster comment because there are worksheets that support each other and are interrelated, for example how to make a poster, a good poster, poster size and so on under the supervision and guidance of the teacher.

Learning activities using poster comments on social-emotional development (children's sense of responsibility) through the creation of poster comment media with guided discussions have a good impact on learning. In cycle II, children have shown their ability to obey class rules (activities and rules) listed by the teacher both in posters, in this case almost all children have shown this. Rewards and punishments in the posters that are made are able to provide an effect on children psychologically that there are serious consequences for disobedience that is carried out (if) done. Furthermore, rewards and punishments in daily agreements also instill (suggestions) in children.

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Conclusion

It can be concluded that the aspect of social-emotional development (children's sense of responsibility) can be improved through the creation of poster comment media with guided discussions in Group B children of TK IT Raudhatul Jannah. The results of the study in cycle I showed that as many as 63% (7) children had not completed or were still in the T.T.KKM / BB (Not Developing) and MB (Starting to Develop) criteria and as many as 36% (4) children had completed or were in the Ter.KKM / BSH (Developing According to Expectations) and BSB (Developing Very Well) criteria. Meanwhile, an increase occurred in cycle II where as many as 91% (10) children had

completed or were already in the Ter.KKM / BSH (Developing According to Expectations) and BSB (Developing Very Well) criteria. As many as 8% (1) children had not completed or were still in the T.T.KKM category.

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