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Application of Assignment and Award Methods to Build Character of Responsibility of Elementary School Students

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ABSTRAK

Character education on responsibility in elementary school students still faces various challenges, particularly in terms of consistency in student behavior in completing learning tasks. This study aims to investigate the implementation of the task and reward method in fostering students' responsibility character at SDN Mojolangu 3, Malang City while also examining students' responses as well as the supporting and inhibiting factors affecting its implementation. This study uses a descriptive qualitative approach with subjects consisting of fourth, fifth, and sixth grade students, classroom teachers, the principal, and parents. Data collection techniques include observation, interviews, and questionnaires, which are analyzed through the stages of reduction, presentation, and conclusion drawing with source triangulation. The results showed that the implementation of structured tasks and consistent rewards had a positive impact on improving students' responsible character, as indicated by the positive responses of the majority of students. The main supporting factors included the role of teachers, school support, and parental involvement, while the inhibiting factors included inconsistency in rewards, limited facilities and low intrinsic motivation among some students. This study concludes that the method of assigning tasks and rewards is effective in shaping students' responsible character when applied consistently and contextually.

Kata kunci: Assignment methods, rewards, character responsibility, elementary school, character education

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INTRODUCTION

Character education is one of the inseparable aspects of the education system in Indonesia. As stated in Law No. 20/2003 on the National Education System, character education must be an integral part of the learning process to form individuals who are not only intellectually intelligent but also virtuous. Along with the rapid development of technology and social change, children are increasingly exposed to information that does not always have positive moral value (Prabandari, 2020). In this era of globalization, the ethical challenges faced by the younger generation are increasingly complex, making character education an important element in shaping a moral person. In elementary school, children are in an early developmental stage that is important to form basic moral values that they will carry with them into adulthood. Without proper character education from an early age, children may struggle to face ethical challenges in the future. Character education in elementary school is a strong foundation for children who are not only academically competent but also have good personalities.

Elementary school is a strategic initial phase in the formation of students' character. At this stage, children are in a period of cognitive and emotional development that is very sensitive to the internalization of social values and norms. Character education at the elementary school level not only functions to form good moral behavior, but also prepares children to face various life challenges in the future (Safinaz Sahira & Rejeki, 2021). Character values that are instilled from an early age will become the foundation of children's personalities in behaving and making decisions when they grow up (Rachmadyanti, 2017).

The moral development of children aged 0-12 years shows that children begin to understand moral concepts such as honesty, justice, responsibility and cooperation that are taught since children interact at home. Children begin to understand right and wrong and apply the values taught by parents, teachers, and the surrounding environment (Salehuddin et al., 2025). Parents play the role of the first educator at home, while teachers have a strategic role in instilling and strengthening moral values in the school environment. Character education that is carried out consistently and meaningfully will help children build a strong ethical foundation as a guideline for behavior in personal and social life (Birhan et al., 2021)

One of the important characters that needs to be instilled early is the character of responsibility. Responsibility includes the individual's awareness in carrying out obligations, completing tasks and accepting the consequences of actions taken. This character is closely related to discipline, perseverance and integrity, which are the basis for positive behavior in academic and social life (Nurhabibah, 2025). At the elementary school level, students begin to learn to understand academic and social obligations so that the education of responsibility character becomes very relevant to be developed systematically (Harahap et al., 2025).

In the context of education in Indonesia, strengthening the character of responsibility has become part of the curriculum policy, including in the Independent Curriculum which places character development as an integral part of the learning process. The school serves as the first formal environment that habits positive behavior through various learning activities and social habituation. (Palunga & Marzuki, 2017) The cultivation of the character of responsibility does not only occur through the subject matter, but also through the daily learning experience at school and the social interaction of the students (Lestari & Mahrus, 2025)

The results of initial observations conducted at SDN Mojolangu 3 Malang City show that the application of responsibility character in students still faces a number of challenges. Although teachers have given clear and structured assignments, some students have not shown a consistent attitude of responsibility in completing assignments. Many students still view assignments as administrative obligations that aim to obtain grades alone, without interpreting the learning process

as a means of character formation. This condition indicates a gap between the expected character education goals and the learning practices that take place in the classroom.

One of the important characteristics to instill in children from an early age is responsibility. Responsibility includes the willingness to complete a task or obligation and relates to an attitude of discipline, perseverance and integrity in the face of challenges. Responsibility is an important element that underlies the formation of a strong character and forms the basis of future positive behavior in personal, social and professional life (Palunga & Marzuki, 2017). In this case, character education becomes essential, especially for students at the developmental stage at the elementary school level (Sumar et al., 2025). At this age, students begin to be taught to understand their obligations both in the form of academic tasks and in social interactions in the school environment. Effective character education can help students understand and carry out their responsibilities with self-awareness, which will form a better personality (Net et al., 2023).

The character of student responsibility must be formed through a diverse and sustainable approach. At this age, students are at a very sensitive stage of development in shaping their attitudes and behaviors. In Indonesia, character education is an important part of the curriculum that focuses on teaching materials and the formation of moral and social values. An independent curriculum places character development as part of subject mastery, and schools play a role in forming positive behavior habits, where children first learn in a formal environment. Instilling the character of responsibility is part of the learning process when the individual is in school and the socialization process in the community (Rosala & Budiman, 2020).

However, in practice, assignments alone are often not enough to form the character of responsibility optimally. Awards or rewards are an important supporting element in increasing student motivation. Rewards are not always material, but can be in the form of praise, recognition or opportunities to play an active role in learning activities (Celin, 2022). Most students only perform tasks to fulfill obligations that must be completed without having anything to do with the formation of positive character. This can be seen from the fact that many students still consider assignments as a burden and do not have a strong commitment to complete assignments well. Based on the data obtained from observation, many students do assignments just to get grades without paying attention to the quality of the learning process itself (Susetyarini et al., 2019).

One method that teachers can use to instill a character of responsibility in students is to give clear and structured assignments. The right assignments can help students understand the importance of completing their work well and on time. In addition, assignments can teach discipline and time management skills, which are part of the responsibility (Safinaz Sahira & Rejeki, 2021). In providing clear and structured tasks, will form a character of responsibility, learn to manage time independently and plan ways to complete work. Assignments can stimulate students to think critically and look for solutions faced during the process. (Subakti & Prasetya, 2021)

However, assignments alone are often not enough to form the desired character of responsibility. Awards are an important supporting element in motivating students to complete their assignments better. Rewards are not only material rewards but can also be verbal appreciation, recognition of the efforts made by students or the opportunity to lead in a particular activity (Illahibaccus-Sona, 2024). Previous research has shown that rewards given in the right way can increase students' motivation and strengthen their sense of responsibility. Prizes are given not only to appreciate the final result but also to appreciate the effort and commitment made by students in completing the assignment (Hayati & Wafa, 2021).

In practice, the method of assigning tasks and awards in character education does not always run smoothly. There are challenges faced by both teachers, students and parents in implementing these two methods effectively. Findings in the field show that although students are given tasks regularly and are rewarded after completing the task, not all students show optimal attitudes of responsibility in carrying out their tasks. On the other hand, the assignments given to students are

also often not challenging enough or irrelevant to their daily lives which causes them not to feel challenged to do them responsibly (Sunan et al., 2023).

The challenges felt by teachers are related to their role as educators who have a great responsibility in motivating and guiding students to develop their attitude of responsibility. Most teachers may not fully understand how to assign effective assignments and the relevance of rewards that have a greater impact on student character development. This is reflected in the lack of innovation in designing engaging assignments and the way rewards are not enough to educate. (Yaziz & Jayadi, 2023). Teachers are challenged in designing assignments that can motivate students to take responsibility rather than simply fulfilling obligations without a deep understanding. Therefore, this research is important to analyze the application of the method of assigning assignments and awards in shaping the responsibility character of elementary school students, examining students' responses to the application of these methods. This study aims to identify how the two methods are applied (Fikriyah & Faiz, 2019)

METHODS

This study employed a descriptive qualitative approach aimed at describing and analyzing the implementation of assignment and reward methods in fostering the responsibility character of elementary school students. The research was conducted at SDN Mojolangu 3, Malang City, from September to November 2025. The research participants consisted of 45 students from grades IV, V, and VI, who served as the primary subjects of the study. In addition, the informants included three class teachers, one school principal, and six parents of the participating students. The selection of participants and informants was carried out using purposive sampling, based on their direct involvement and relevance to the implementation of learning activities applying assignment and reward methods.

Data collection was carried out through observation techniques, interviews, questionnaires, and documentation studies. Observation is carried out during the learning process to directly observe the assignment and the application of awards as well as student responsible behavior in learning activities. Interviews were conducted with class teachers, principals and parents of students to obtain in-depth information about school policies, learning strategies and the role of the school and family environment in shaping the character of student responsibility. Questionnaires were given to students to find out their responses to the application of assignment and reward methods in the learning process.

Data analysis in this study was conducted inductively and followed the data analysis stages embedded within the research stages presented in Figure 1. These stages comprised data collection, data reduction, data display and conclusion drawing. Data reduction involved selecting, focusing, and simplifying the collected data in accordance with the research objectives, while data were displayed in the form of narrative descriptions and tables to facilitate systematic interpretation. The validity of the data is ensured through the triangulation technique of sources and methods by comparing the results of observations, interviews, questionnaires and documentation (Sugiyono, 2015). The following stages of research are carried out and presented in the form of a chart in Figure 1.

The research stages in this study were systematically organized as illustrated in Figure 1. The first stage is data collection, which refers to the process of gathering empirical data relevant to the study through classroom observations, interviews with research participants and informants, and document analysis. The second stage is data reduction, which involves selecting, focusing and simplifying raw data to ensure alignment with the research objectives and focus of the study. The third stage is data presentation, in which the reduced data are organized into narrative descriptions and tables to facilitate systematic understanding of the research findings. The final stage is inference, which involves interpreting the presented data to identify patterns, meanings, and conclusions that address the research

questions. The sequence of these research stages is visually summarized in Figure 1 to clarify the relationship among each stage.

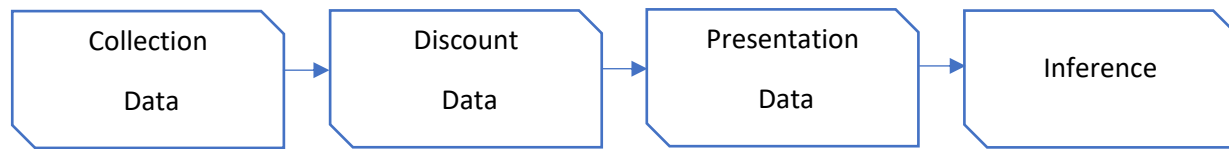


Figure 1: Research Stages

RESULT

Based on the results of the analysis carried out, it was found that the application of assignment and award methods succeeded in improving the character of student responsibility in grades IV,V and VI of SDN Mojolangu 3. However, there are still some students who have not fully carried out their responsibilities properly, mostly due to negligence. This is reflected in the responses of 79 questionnaire respondents where 44% of respondents chose the category of strongly agree (SS), 38% chose agree (S), 10% chose disagree (TS), and 5% chose strongly disagree (STS). This data shows that teachers' efforts in building students' character of responsibility provide positive results and show improvement even though they still need improvement to achieve more optimal results. The graph shows the following results.

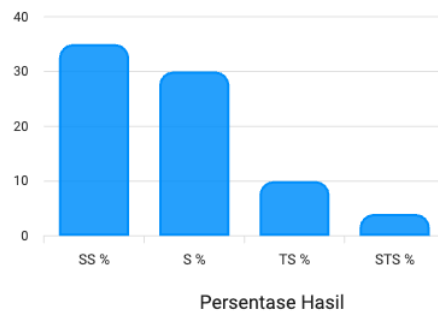


Diagram 1: Students' Responsibility Character in Grades IV, V, and VI

1. Implementation of student responsibility character through assignments and awards

The implementation of student responsibility character through assignments and rewards is the main focus of this research because both play an important role in forming positive habits and increasing student awareness of their obligations. One of the most effective ways to motivate behavior change is through reinforcement. In the context of education, clear assignments and appropriate rewards can be reinforcers that support the development of students' character, especially the character of responsibility. Assigning assignments can help students understand the importance of completing their work on time while rewards serve as appreciation for their efforts in completing assignments (Setiawan et al., 2024).

The character of responsibility itself is one of the important components in the formation of good people. According to Kohlberg (1981), moral development in children involves understanding the consequences of their actions, one of which can be influenced by the application of discipline and duties at school. When students are given tasks with clear deadlines and they are expected to complete them responsibly, they learn to value the time, effort, and consequences of

their actions. That way, their responsible character can develop naturally through the experience they gain in handling those tasks (Fauzi & Hasanah, 2024).

In this study, assignment and reward methods were chosen because they were considered effective in forming positive habits and behaviors in children. The tasks given to students not only serve to measure their academic abilities but also as a means to practice responsibility, hone self-organization and time management skills. The awarding of awards or awards is expected to be an additional motivation for students to continue to carry out their duties well so that they can strengthen the character of responsibility (Burhanuddin et al., 2021). In this context, rewards are not only given in material form but also through social recognition such as praise in front of the class that can motivate students to behave more responsibly.

The results of the study showed that there was an increase in the character of student responsibility after the implementation of the assignment and award methods. Clear assignments and a consistently implemented reward system have a positive impact on the development of students' character of responsibility. This can be seen from the survey results which show that most students feel more motivated to complete their assignments after getting a reward that matches their efforts. Based on data from the questionnaire distributed to 79 respondents, the majority of students gave a positive response to this method. A total of 44% of respondents chose the category strongly agreed and 38% voted agreed, indicating that most students feel that assignments and rewards play an important role in shaping their responsibilities. However, there are about 10% of respondents who choose to disagree and 5% who strongly disagree. This suggests that there are a small number of students who have not fully benefited from this method. A small number of students feel less motivated or do not fully understand the relationship between the assignment given and the reward received. This suggests that the effectiveness of assignments and rewards largely depends on how well the system is understood and accepted by students. (Samrin, 2016).

Teachers' efforts in developing students' responsibility characters through assignment and reward methods are a very important approach in basic education. In this context, teachers have a key role in directing students to understand and internalize the values of responsibility that are important in their lives. Effective learning can occur when students are given the opportunity to learn from hands-on experience, including through challenging tasks and rewards that drive their motivation. (Mardiana, 2017). Teachers are responsible for designing tasks that not only test students' academic abilities, but also educate them to be responsible for the completion of those tasks ((Lavasani & Khandan, 2011).

The assignment and reward method is a very useful tool for teachers in shaping student character. Providing rewards can increase student motivation, both intrinsic and extrinsic motivation. In this case, the assignments given must be adapted to the students' abilities so that they feel challenged to complete them well (Dwi Astuti et al., 2020). After the assignment is completed, the rewards given by the teacher serve as positive reinforcement, which provides recognition for students' efforts and achievements. These rewards can be in the form of praise, recognition in front of the class or other forms of appreciation that can motivate students to continue to increase responsibility in each assignment given. (Maisah Asmawati, 2021).

In addition, good task management by teachers can lead to the development of time management and organizational skills in students. Effective learning is greatly influenced by social interaction and commands given by adults, in this case teachers (Siregar et al., 2024). The teacher acts as a facilitator who helps students understand the importance of completing assignments on time and helps manage their time well. Students will become accustomed to the routine of doing tasks responsibly which will have a positive effect on their character development.

Teachers also need to adopt a more flexible approach to assignments and rewards. This is important so that students do not feel burdened with tasks that are too difficult or too easy. Consistent reinforcement and in accordance with the student's ability level will result in positive behavior changes. Assigning tasks that are structured and tailored to students' abilities will reduce frustration and increase their confidence in completing tasks. (Fitri & Ain, 2022). Students will be more responsible for the assignments assigned and more motivated to complete them well.

2. Students' responses to the method of assigning tasks and awards in shaping the character of responsibility

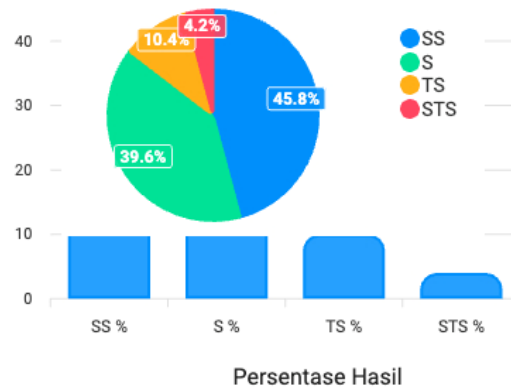


Diagram 2: Students' Responses to Teachers' Assignments

Based on the results of the questionnaire distributed to 79 students in grades IV, V and VI of SDN Mojolangu 3 regarding their responses to the assignments given by the teacher, it can be concluded that the majority of students (82%) gave a positive response (*strongly agree* and *agree*) to the assignments given by the teacher. This shows that the assignments given by teachers are considered useful by students in improving discipline and learning responsibility. Assignments help students to have targets to complete work, learn to manage time and improve their understanding of the subject matter. However, there are 18% of students who give a negative response (*disagree* and *strongly disagree*). Factors that cause negative responses include the volume of tasks that are considered excessive, the level of difficulty of tasks that do not match the student's abilities, and the lack of intrinsic motivation in students to complete the task.

The application of assignment and reward methods in education aims to shape the character of student responsibility. According to Lickona (1991), responsibility is one of the main figures that must be developed in education. (Faradiba & Royanto, 2018). This method is based on the theory of behaviorism, which states that behavior can be formed through stimulus and response. In this context, tasks serve as a stimulus that encourages students to act, while rewards become positive responses that reinforce desired behaviors. Student responses to this method vary, but many studies show positive results. Students who receive clear assignments and are rewarded for their accomplishments tend to show an increase in their sense of responsibility (Maulana et al., 2022).

In providing rewards, it is important to consider that the type of reward given does not always have to be material, verbal recognition, certificates or the opportunity to lead class activities can also be effective rewards. According to research, the application of rewards wisely and in accordance with the individual needs of students is the key to success in improving the quality of learning (Nafisa Alfazuri, 2016). Teachers need to understand the preferences and needs of students in determining the type of reward to be given. In addition, assignments must be adjusted to the student's ability level and development. Tasks that are too difficult or too easy can lead to boredom or frustration, which ultimately hinders the formation of a responsible character. Teachers need to design tasks that are challenging but still within the student's range of abilities so that they are encouraged to try and feel satisfied after completing them. (Dierendonck, 2024).

The interaction between teachers and students also influences responses to these methods. Teachers who show a supportive attitude and provide constructive feedback will encourage students to be more responsible. On the contrary, an authoritarian attitude or lack of appreciation can lower student motivation. Therefore, it is important for teachers to build positive relationships with students so that they feel valued and motivated to fulfill their responsibilities. A conducive learning environment also plays a role in shaping the character of responsibility (Yan, 2016). Schools that implement a culture of discipline and provide opportunities for students to take initiative will encourage them to be more responsible. Extracurricular activities such as scouting can be an effective means of developing students' disciplined and responsible character (Musa et al., 2017). Engaging in this kind of activity, students learn to work together, lead and take responsibility for the assigned tasks. Overall, assignment and reward methods can be effective tools in shaping the character of student responsibility, applied taking into account factors such as clarity of instruction, consistency of reward, appropriate types of rewards, teacher-student interaction and a supportive learning environment.

3. Supporting and inhibiting factors in the application of assignment and reward methods to form the character of student responsibility

The application of assignment and reward methods in shaping the character of student responsibility has various supporting and inhibiting factors that affect its effectiveness. One of the main supporting factors is the role of teachers as learning facilitators. Teachers who have pedagogical competence and a deep understanding of this method tend to be more effective in designing assignments and providing appropriate rewards (Ryan & Deci, 2017). Teachers have the responsibility to create a positive and challenging learning environment so that students can develop the character of responsibility optimally. The teacher's ability to provide direction and evaluation also helps students understand the task and the importance of completing the responsibilities given (Woro & Marzuki, 2016).

In addition to the role of teachers, the support of the school environment is also a significant supporting factor. Schools that have a culture of discipline, a transparent reward system and policies that support student character development can accelerate the formation of responsible character. A conducive school environment encourages students to be more motivated to complete their assignments. A learning environment that supports character values can provide a positive incentive for students to exhibit responsible behavior both in completing assignments and in daily activities at school (Trianawati et al., 2013). The next supporting factor is parental involvement in the educational process. Parents who provide support at home by helping children understand the importance of completing tasks and appreciate children's efforts play a major role in shaping the character of responsibility. Collaboration between teachers and parents can increase students'

motivation to complete assignments and build their confidence. Reinforcement from the family environment helps students to internalize the values of responsibility, which are then carried over to the school environment (Amiruddin et al., 2022).

On the other hand, there are several inhibiting factors in the implementation of assignment and reward methods. One of them is the lack of consistency in giving gifts. Teachers who are inconsistent in rewarding can cause confusion in students and decrease the effectiveness of this method. In behaviorist theory, reinforcement must be given consistently to create the expected behavior. Inconsistencies in the application of rewards can cause students to lose motivation and feel less appreciated for their efforts. (Ningrum et al., 2020).

Another inhibiting factor is the lack of understanding of the assignments given. Tasks that are too complicated or not appropriate for the student's ability level can lead to confusion and frustration. According to Vygotsky in the theory of "Zone of Proximal Development" (ZPD), the assignments given should be in the student's proximal development zone, where they can complete the task with a little help from the teacher. If the assignment is too difficult, the student will tend to give up and not complete his or her responsibilities (Dagama et al., 2021).

In addition, limited facilities and infrastructure can also be an obstacle in the application of this method. Schools that have limited facilities are often unable to provide varied rewards so this method does not run optimally. Adequate facilities and infrastructure are important in supporting the implementation of learning methods that focus on developing student character. The unavailability of facilities can hinder teachers' creativity in designing practical assignments and rewards.

Internal student factors, such as low intrinsic motivation, also hinder the application of this method. Not all students have an internal drive to complete assignments and earn rewards. Basic psychological needs, such as competence, autonomy, and connectedness, greatly influence intrinsic motivation. If these needs are not met, students will tend to show passivity and lack of responsibility. Teachers need to understand the psychological state of students in order to devise effective strategies to arouse their motivation. Communication barriers between teachers and students can hinder the successful implementation of assignment and reward methods. Poor communication can prevent students from misunderstanding, the instructions of the task or the purpose of the gift itself (Sauls et al., 2024)

Teachers and schools can identify appropriate solutions to overcome barriers by understanding these supporting and inhibiting factors. Supporting factors such as the role of teachers, the school environment and parental involvement must continue to be maximized. Meanwhile, obstacles such as award inconsistency, limited facilities and low student motivation must be minimized through careful planning and the right approach. The application of assignment and reward methods will be more effective in shaping the character of student responsibility.

DISCUSSION

The application of the method of assigning assignments and awards in this study showed a positive contribution to the formation of the character of responsibility of elementary school students. Clearly designed and structured assignments encourage students to realize their academic obligations more consistently. The process of completing assignments helps students build the habit of managing time and completing work according to the demands of learning (Mayasar & Adrian, 2024). The character of responsibility develops through repetitive and directed learning experiences. Assignment activities not only function as a means of academic evaluation, but also as a medium for internalizing the value of responsibility. Learning that is integrated with character

values provides space for students to learn through real practice. These findings show that learning strategies have an important role in strengthening character education in elementary schools. (Tuhuteru et al., 2023)

The results of this study can be explained through the perspective of children's moral development which emphasizes the importance of direct experience in understanding the consequences of actions. Students who face deadlines and the demands of completing learning assignments understand the relationship between actions and responsibilities. The experience helps students develop moral awareness gradually (Salehuddin et al., 2025). This view is in line with Kohlberg's theory which states that children's moral development takes place through interaction with social rules and obligations. The school environment is an effective space in introducing moral values in a concrete way. Assignments serve as a means of moral learning that is contextual and easy for students to understand. The formation of a responsible character emerges as a result of a meaningful and continuous learning process (Nainggolan & Naibaho, 2022).

The role of teachers in the application of assignment and reward methods has a very significant influence on the success of student character formation. Teachers function not only as material presenters, but also as facilitators and models of responsible behavior. Assignments given proportionally help students feel challenged without creating excessive pressure. Awards given in an educational manner are able to increase students' motivation in completing assignments. Positive interaction between teachers and students strengthens the process of internalizing the value of responsibility. This view is in line with Bandura's social learning theory which emphasizes the importance of hands-on experience and positive reinforcement. The quality of the teacher's role is a key factor in the success of character education in elementary schools (Ramadhani et al., 2024).

The positive response of most students to the assignment and reward methods indicates that this approach is well received in learning practice. Students feel more motivated when their efforts get recognition. Awards act as a reinforcer that encourages students to maintain responsible behavior. The theory of behaviorism explains that behavior can be formed through stimuli and appropriate responses. Tasks serve as a stimulus that drives action, while rewards reinforce expected behaviors (Ayu et al., 2025). However, the negative response from a small percentage of students shows a difference in characteristics and learning needs. This condition requires teachers to adjust their assignment and reward strategies to be more inclusive (Hanafiah, 2024)

The supporting and inhibiting factors found in this study show that the formation of responsibility character is not only determined by learning methods in the classroom. A conducive school environment and a culture of discipline strengthen the effectiveness of the implementation of assignments and awards. School policy support provides a clear foundation in strengthening character education (Sumar et al., 2025). Parental involvement helps students understand the importance of responsibility outside the school environment. Obstacles such as inconsistencies in awarding and limited infrastructure have the potential to reduce learning effectiveness. Students' low intrinsic motivation also affects the success of this method. Synergy between teachers, schools and families is an important aspect in supporting the formation of students' character (Lestari & Mahrus, 2025).

The results of this study show that the assignment and reward methods are relevant as a character education strategy in elementary schools. The effectiveness of the method relies heavily on planning assignments that suit students' abilities. Consistency in the application of awards helps build students' trust in the learning system. A positive learning environment strengthens the process of internalizing the value of responsibility (Birhan et al., 2021). The findings of this study

enrich the study of character education by emphasizing the importance of integrating character values in daily learning. The practical implications of this study lead to the need for teachers to be reflective and adaptive in designing learning. The theoretical contribution of this research lies in strengthening the understanding of character-based learning strategies at the elementary school level.

CONCLUSION

The results of the study showed that the application of the method of assigning assignments and awards had a positive impact on the formation of the character of student responsibility at SDN Mojolangu 3 which was reflected in the increase in discipline, the ability to manage time and the awareness of students in completing academic obligations. Assignments that are designed in a structured manner and accompanied by educational rewards are able to increase learning motivation and strengthen students' responsible behavior in the learning process. These findings affirm the importance of the role of teachers in designing proportional assignments and applying rewards consistently according to student characteristics. School support through a culture of discipline and parental involvement in learning assistance also contribute to strengthening the internalization of the value of responsibility. The limitations of this study lie in the scope of subjects and locations that are limited to one school and have not studied the variations in individual characteristics of students in depth. The next research is suggested to expand the research context, using diverse methodological approaches and examining other character dimensions in order to obtain a more comprehensive understanding of character education strategies in elementary schools.

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