

## Social responsibility among junior high school students

Ali Mahfud <sup>a \*</sup>, IM Hambali <sup>b</sup>, Arbin Janu Setiyowati <sup>c</sup>

Universitas Negeri Malang, Semarang St. No. 5. Malang, East Jawa, 65145, Indonesia

<sup>a</sup> [ali.mahfud.2301118@students.um.ac.id](mailto:ali.mahfud.2301118@students.um.ac.id); <sup>b</sup> [im.hambali.fip@um.ac.id](mailto:im.hambali.fip@um.ac.id); <sup>c</sup> [arbin.janu.fip@um.ac.id](mailto:arbin.janu.fip@um.ac.id)

\* Corresponding Author

*Received: March 2, 2025; Revised: 10 November 2025; Accepted: 13 November 2025*

**Abstract:** Character education in Indonesia plays a crucial role in shaping students to be well-balanced in both academic competence and social responsibility. Social responsibility is a fundamental human capacity to live in harmony within society, helping to maintain a balance between individual behavior and societal norms. The purpose of this study is to measure the percentage of each dimension of social responsibility at State Junior High School 1 Turen. This research employs a survey method, with data analyzed using descriptive analysis. The results of the percentage analysis for each dimension of social responsibility at State Junior High School 1 Turen, Malang, are as follows: (1) The dimension of self and others understanding scored 70.89%, which is categorized as fair. (2) The dimension of socialization scored 64.15%, categorized as low. (3) The problem-solving dimension scored 62.72%, also categorized as low. (4) The communication dimension scored 78.20%, categorized as good. (5) The sharing ability dimension scored 70.45%, categorized as fair. (6) The dimension of empathy and concern scored 65.84%, also falling under the fair category.

**Keywords:** Social Responsibility; Guidance and Counseling; Junior High School Students

**How to Cite:** Mahfud, A., Hambali, IM. & Setiyowati, A. J. (2025). Social responsibility among junior high school students. *Psychology, Evaluation, and Technology in Educational Research*, 7(2), 225–233. <https://doi.org/10.33292/petier.v7i2.273>



### INTRODUCTION

Character education in Indonesia is highly important in guiding students to achieve a balance between academic competence and social responsibility (Iksal et al., 2024). The youth generation today faces increasingly complex moral and social issues due to the rapid pace of globalization (Bagaskara Rizqy et al., 2022). Social responsibility attitudes, such as care, sympathy, and contributing to society, should indeed be nurtured from an early age in students (Chasanah & Mustaqim, 2024). Social responsibility is a basic human ability in community life to help maintain the balance between individual behavior and the norms that apply in society (Surahman & Mukminan, 2017)

One of the demands of social duties in community life as well as in educational institutions is the attitude of social responsibility in each individual (Ali et al., 2021). Therefore, humans are expected to always act in accordance with the existing norms, both in the community and in education (Ali et al., 2021). When an individual understands the meaning of social responsibility within themselves, they will take responsibility for themselves and all their actions, which will then have an impact on their social environment (Pratama & Rahmat, 2018).

When individuals are in their teenage years, between the ages of 12 and 17, parents and teachers play an important role in instilling a sense of responsibility in them (Kandiri & Arfandi, 2021). In addition, the family and school are places where students learn, and they will also

contribute to the formation of their sense of responsibility (Sri & Sari, 2019). When parents and teachers begin to give responsibility to students, it will teach them how individuals should act in community life in the future (Rulmuzu, 2021).

The positive impact that students will experience when they have a sense of social responsibility is the development of good social awareness, empathy, and strong communication skills. This can help students develop their character, leadership qualities, and self-confidence, which will have an impact on their education and career (Humaeroh & Dewi, 2021). Social responsibility plays an important role in the character development of adolescents, helping to train their interaction skills. In addition, according to the Social Skills and Attitude Scale (SSAS), it was found that the development of children's and adolescents' competencies is significantly correlated with an individual's ability to create constructive interpersonal relationships (Ghobadi et al., 2020).

However, the initial observation data conducted by the researcher shows that there are students in grade IX at State Junior High School 1 Turen who still have a relatively low level of social responsibility. This can be seen from various negative behaviors exhibited by the students, such as a lack of concern for the school environment, low participation in social activities, and selfish behavior that prioritizes personal interests over the common good. This clearly presents a challenge for teachers and the school in efforts to foster a sense of social responsibility among students. Based on the results of interviews with the school counselor over one semester during the 2023-2024 academic year, it was found that various social issues in the school environment, particularly at State Junior High School 1 Turen, include a high number of conflicts between groups (12 cases), neglect/delay in completing collective tasks (18 incidents), and low concern among classmates.

The results of the initial survey present a challenge for the school counselor to implement guidance and counseling service strategies that align with the school's conditions. Various approaches and techniques can be used by the school counselor to help manage students' social responsibility attitudes (Rizki et al., 2025). The role of the counselor in schools is to help develop students' abilities optimally in personal, social, academic, and career fields through various services available in guidance and counseling (Fausta et al., 2022)

The phenomenon occurring at the school is an indication of weak social responsibility attitudes among grade IX students at State Junior High School 1 Turen. Therefore, the purpose of this research is to measure the dimensions of social responsibility in percentage at State Junior High School 1 Turen, which will assist the counselor in developing the existing guidance and counseling service programs at the school.

## METHOD

This research is a survey type study, aimed at describing the percentage of each indicator of social responsibility. The implementation procedure of this study is divided into three parts: the first is distributing the social responsibility instrument to grade IX students, the second is collecting the results of the distributed instrument through Google Forms, and the third is conducting statistical descriptive analysis to determine the level of each indicator of students' social responsibility.

The research instrument was distributed to all grade IX students of State Junior High School 1 Turen, with 125 students as respondents. The research instrument consists of 25 questions adopted from Richardson (2009). This instrument is designed to measure social responsibility competence in adolescents as part of the development of social and emotional skills. Each item reflects aspects such as concern for others, cooperation, adherence to rules, and the ability to

take responsibility for one’s own actions. The scale is used to assess the extent to which students demonstrate behaviors that reflect social responsibility within the context of learning and social interactions.

The answer choices in the research instrument use a Likert scale with four options: Strongly Agree (SA); Agree (A); Disagree (D); and Strongly Disagree (SD). The counselor's focus on selecting the type of guidance and counseling service is determined by the social responsibility instrument given to the students, presented in percentage form. Decision-making in this study is based on a 5-level achievement scale developed by Agung (2018). This scale enables researchers to measure responses in a more detailed and structured manner, ranging from very low to very high levels of achievement. Consequently, the data obtained become more accurate, comparable, and easier to analyze statistically. The scale also facilitates objective and systematic interpretation of research findings.

**Table 1.** The Level of Achievement Uses a 5-point Scale

Qualification	Level achievement
Very poor	0-54%
Poor	55-64%
Fair	65-74%
Good	75-89%
Very good	90-100%

**Table 2.** Blueprint Social Responsibility Instrument

No.	Dimension	Indicator
1	Understanding of Self and Others	Confident in completing new tasks Able to socialize with different people Does not easily blame others
2	Socialization	Can accept criticism or guidance from adults Behaves appropriately in various places and situations Can work/play cooperatively in a group Uses social etiquette Interested in social activities
3	Problem-Solving	Able to solve problems without adult intervention Aware of the consequences of inappropriate behavior Can identify feelings related to problems
4	Communication	Responds appropriately when disturbed by a friend Able to start conversations with peers and adults Can communicate needs and wants appropriately Does not interrupt conversations Listens attentively
5	Sharing Ability	Gives compliments appropriately Shares ideas with friends without guidance Shares materials and knowledge with friends Appreciates when friends share Uses compromise skills
6	Empathy and Care	Understands the feelings of others Shows sympathy to friends who are sad Demonstrates kindness to friends and adults Shows care through words and actions

The data obtained by the researcher will be analyzed using descriptive analysis through percentage calculations. The quantitative data collected via Google Forms from each indicator of students' social responsibility will be processed using percentage analysis, which serves to illustrate the proportion or level of achievement of each indicator in an easily understandable form. Therefore, the use of percentage calculations is highly relevant for processing quantitative data from the social responsibility instrument, in order to produce valid and comprehensible information within the context of educational research. The formula is as follows:

$$P = \frac{F}{N} \times 100\% \tag{1}$$

### RESULTS AND DISCUSSIONS

The purpose of this study is to determine the level of social responsibility among ninth-grade students at State Junior High School 1 Turen Malang. Through the obtained quantitative data, counselors will find it easier to design guidance and counseling services specifically related to students' social responsibility. The analysis results for each dimension of social responsibility are presented in percentage form. A detailed breakdown of the calculation results for each dimension can be found in Table 3.

**Table 3.** Blueprint Social Responsibility Instrument

Dimension	Result in Percentage	Qualification
Understanding of Self and Others	70.89%	Fair
Socialization	64.15%	Poor
Problem-Solving	62.72%	Poor
Communication	78.20%	Good
Sharing Ability	70.45%	Fair
Empathy and Care	65.84%	Fair

The results obtained from the percentage analysis of each dimension of social responsibility at State Junior High School 1 Turen show that the understanding of self and others scored 70.89%, which falls into the "fair" category. Self-concept is not something that individuals are born with, but rather develops through daily experiences and the outcomes of personal learning (Lamar et al., 2019). The guidance and counseling services provided by counselors to support students' self-concept development at SMP Negeri 1 Turen have primarily involved classical guidance services and group counseling using group discussion techniques. Classical guidance can be effectively used to enhance students' understanding of self-concept, as supported by the study conducted by Nur Anita (2024) which states that the implementation of classical guidance services enriched with Johari Window materials can improve junior high school students' self-understanding. In addition, findings from Canida (2023) also indicate that school counselors can help students better understand their self-concept through classical guidance services, which are relatively easy to implement.

In the socialization dimension, a percentage of 64.15% was obtained, which falls into the "low" category. The socialization dimension of social responsibility represents a phase in which students are learning about social values, norms, and ethics within their surrounding environment (Brydon-Miller & Coghlan, 2019). Based on previous research findings, guidance and counseling services that can be used to develop students' social etiquette include the implementation of group counseling services. This is evidenced by the improvement in social etiquette at State Junior High School Sumenep, where the initial percentage score of 32% increased to 74% by the second cycle of implementing group counseling services (Mashudi,

2020). In addition, strengthening the orientation services can also help students train their social etiquette (Mashudi, 2020).

The problem-solving dimension scored 62.72%, placing it in the "low" category. Up to now, counselors have typically used classical guidance methods, and occasionally group counseling, to train students in problem-solving. However, previous research reviewed by the researcher suggests that to effectively develop students' problem-solving skills, learning methods such as Problem-Based Learning (PBL) can be integrated into group counseling sessions (Albab et al., 2021). In addition, the case study method can also be applied to help students practice their problem-solving skills (Rabeea Mahdi et al., 2020).

The communication dimension, based on the data analysis results, obtained a percentage of 78.20% with a "good" category. Communication in social responsibility plays an important role in shaping active participation among students in teaching and learning activities. Through effective communication, students can be helped to express ideas, share thoughts, and collaborate in fulfilling social responsibility (Tong et al., 2021). The service used by the counselor to train students' communication skills is often carried out through group counseling with the sociodrama technique. The sociodrama technique is one way to understand problems through role-playing activities, aimed at demonstrating social dynamics in everyday life, both within the educational environment and the community (Fausta et al., 2024). In addition, the application of the sociodrama technique also helps train students' everyday communication, as through the implementation of sociodrama, students are encouraged to create sociodrama scripts that are relevant to the social issues at hand (Gumilang, 2019)

The next dimension is the ability to share, based on the percentage analysis results, a score of 70.45% was obtained with a "good" category. The ability of students to share within the scope of social responsibility plays an important role in developing attitudes of care, empathy, and solidarity towards peers (Arpianti et al., 2023). The school counselor mentioned that there is currently no specific program to train students' willingness to share. However, various school activities can support the creation of sharing behaviors among students. The extracurricular scouting activities can help foster the ability to share among student. This finding is supported by research from Aqodiah (2023) which states that students who regularly participate in scouting extracurricular activities will show improvement in social attention aspects and good character traits such as helping one another, discipline, and leadership.

The final dimension, empathy and compassion, scored 65.84%, placing it in the "fair" category. Although this dimension is categorized as fair based on the percentage analysis, it still requires significant development among students. Fostering empathy in students can enhance their concern for others and contribute to the creation of a more harmonious and just environment, both within the school setting and in the broader community, ultimately supporting the improvement of individuals' social relationships (Frick & Kemp, 2021). Previous research has shown that the implementation of group guidance services using the sociodrama technique, as reported by Nafilasari (2023) demonstrates that group guidance services with sociodrama techniques containing local cultural values, such as the Javanese cultural value "*Tepa Salira*" can help improve students' empathy. Individual counseling services through a humanistic and experiential approach can also assist students in enhancing their empathy, as supported by Naelatus (2023) research, which states that counseling approaches using humanistic and experiential techniques can improve students' empathy. The research results from Hidayat & Yelfino (2024) describe results on 28 students with low and very low empathy attitudes at SMPN 1 Pariangan showed a significant effect of classical guidance on students' empathy attitudes, with a t-value of 11.97 > t-table value of 1.31 at a 5% significance level.

## CONCLUSION

Strategies that can be applied to improve each dimension of social responsibility are as follows: The self-concept dimension, which scored 70.89%, can be enhanced through classical guidance services based on the Johari Window theory. The social etiquette dimension, with a score of 64.15%, can be developed through group guidance and orientation services. The problem-solving dimension, which scored 62.72%, may be improved through group guidance using Problem-Based Learning (PBL) and case study methods. The communication dimension, with a score of 78.20%, can be strengthened through the sociodrama method, applied in both classical and group guidance services. The sharing ability dimension, which scored 70.45%, can be fostered through school-based activities such as scouting (Pramuka) extracurricular programs. Finally, the empathy dimension, with a score of 65.84%, can be improved through group guidance using sociodrama techniques, with the integration of Indonesian cultural values into the activities. In addition, both individual and group counseling services employing humanistic and experiential approaches can be implemented to further support the development of students' empathetic attitudes.

The limitation of this study lies in the distribution of the social responsibility instrument, which was restricted to ninth-grade junior high school students. Future researchers are advised to administer the instrument across all educational levels to obtain responses that are more representative of the overall school population. The benefit of this study for schools is that it provides a basis for implementing more diverse guidance and counseling services aimed at enhancing students' sense of responsibility.

## REFERENCES

- Agung, A. A. G. (2018). *Metodologi penelitian kuantitatif*. Singaraja, Indonesia: Universitas Pendidikan Ganesha.
- Al-Samarraie, H., & Saeed, N. (2018). A systematic review of cloud computing tools for collaborative learning: Opportunities and challenges to the blended-learning environment. *Computers & Education*, 124, 77–91. <http://doi.org/10.1016/j.compedu.2018.05.016>
- Albab, R. U., Wanabuliandari, S., & Sumaji, S. (2021). Pengaruh model problem based learning berbantuan aplikasi Gagung Duran terhadap kemampuan pemecahan masalah siswa. *Aksioma: Jurnal Program Studi Pendidikan Matematika*, 10(3), 1767–1775. <http://doi.org/10.24127/ajpm.v10i3.3969>
- Ali, M., Mustapha, I., Osman, S., & Hassan, U. (2021). University social responsibility: A review of conceptual evolution and its thematic analysis. *Journal of Cleaner Production*, 286, 124931. <http://doi.org/10.1016/j.jclepro.2020.124931>
- Aqodiah, A., Hasanah, N., & Humaira. (2023). The role of scout extracurriculars in shaping the character of social care. *Mudarrisa: Jurnal Kajian Pendidikan Islam*, 15(2), 158–195. <http://doi.org/10.18326/mudarrisa.v15i2.404>
- Arpianti, D., Jusmawati, J., Iskandar, A. M., & Supardi, R. (2023). Profil pelajar Pancasila berbasis Kurikulum Merdeka untuk membentuk karakter gotong royong peserta didik. *Jurnal Ilmiah Profesi Pendidikan*, 8(4), 2566–2572. <http://doi.org/10.29303/jipp.v8i4.1403>
- Bagaskara Rizqy, M., Adiguna, A. J., Putri, D. C. S., Banuati, N., Pambudi, A. L., Broto, L. S. W., & Harmadi, M. B. R. (2022). Moral education and social attitudes of the young generation: Challenges for Indonesia and the international community. *Jurnal Panjar: Pengabdian*

- Bidang Pembelajaran*, 4(2), 173–222. <http://doi.org/10.15294/panjar.v4i2.55045>
- Brydon-Miller, M., & Coghlan, D. (2019). First-, second- and third-person values-based ethics in educational action research: Personal resonance, mutual regard and social responsibility. *Educational Action Research*, 27(2), 303–317. <http://doi.org/10.1080/09650792.2018.1445539>
- Canida, R. (2023). Upaya meningkatkan konsep diri dan motivasi belajar siswa dengan layanan bimbingan klasikal. *Journal of Innovation Research and Knowledge*, 2(12), 4529–4536. <http://doi.org/10.53625/jirk.v2i12.5606>
- Chasanah, I., & Mustaqim, A. (2024). Membentuk karakter sikap peduli sosial pada anak melalui giat “Ramadhan Berbagi” di Madrasah Diniyah Nurul Qolbi. *ISC: Islamic Science Community*, 3(1), 36–49. Retrieved from <http://jurnal.iairm-ngabar.com/index.php/isc/article/view/782>
- Depow, G. J., Francis, Z., & Inzlicht, M. (2021). The experience of empathy in everyday life. *Psychological Science*, 32(8), 1198–1213. <http://doi.org/10.1177/0956797621995202>
- Fausta, T. E., Herestusiwi, C. B. R., Ramli, M., & Wahyuni, F. (2022). Konseling person centered dengan nilai budaya Minang dalam membantu penyesuaian diri siswa. *Prosiding Konseling Kearifan Nusantara (KKN)*, 2, 464–473. Retrieved from <https://proceeding.unpkediri.ac.id/index.php/kkn/article/view/3108>
- Fausta, T. E., Muslihati, M., & Indreswari, H. (2024). Keefektifan layanan bimbingan kelompok teknik sosiodrama bermuatan nilai Kakawin Sutasoma untuk mengelola kebhinekaan global siswa. *Bulletin of Counseling and Psychotherapy*, 6(3). <http://doi.org/10.51214/002024061118000>
- Frick, P. J., & Kemp, E. C. (2021). Conduct disorders and empathy development. *Annual Review of Clinical Psychology*, 17, 391–416. <http://doi.org/10.1146/annurev-clinpsy-081219-105809>
- Ghobadi, M., Leili, E. K., Asl, M. J., & Shafipour, S. Z. (2020). The relationship between social skills and attitude towards substance abuse among high school students. *Journal of Holistic Nursing and Midwifery*, 30(3), 151–158. <http://doi.org/10.32598/jhnm.30.3.1079>
- Gumilang, G. S. (2019). Developing handbook of sociodrama to improve interpersonal communication skills for junior high school students. *European Journal of Education Studies*, 0(0). <http://doi.org/10.46827/ejes.v0i0.2193>
- Hidayat, P. R., & Yelfino, E. (2024). Pengaruh bimbingan klasikal terhadap sikap empati siswa di SMPN 1 Pariangan. *Al-Kaaffah: Jurnal Konseling Integratif-Interkonektif*, 2(1), 1–11. Retrieved from <http://ejournal.uinmybatusangkar.ac.id/ojs/index.php/al-kaaffah/article/view/13134>
- Humaeroh, S., & Dewi, D. A. (2021). Peran pendidikan kewarganegaraan di era globalisasi dalam pembentukan karakter siswa. *Journal on Education*, 3(3), 216–222. <http://doi.org/10.31004/joe.v3i3.381>
- Iksal, Hayani, R. A., & Aslan. (2024). Strengthening character education as a response to the challenges of the times. *Indonesian Journal of Education*, 4(3), 761–774.
- Kandiri, K., & Arfandi, A. (2021). Guru sebagai model dan teladan dalam meningkatkan moralitas siswa. *Edupedia: Jurnal Studi Pendidikan dan Pedagogi Islam*, 6(1), 1–8. <http://doi.org/10.35316/edupedia.v6i1.1258>
- Kim, J. Y., Choi, D. S., Sung, C. S., & Park, J. Y. (2018). The role of problem solving ability on

- innovative behavior and opportunity recognition in university students. *Journal of Open Innovation: Technology, Market, and Complexity*, 4(1), 1–13. <http://doi.org/10.1186/s40852-018-0085-4>
- Lamar, M. R., Clemens, E., & Dunbar, A. S. (2019). Promoting doctoral student researcher development through positive research training environments using self-concept theory. *Professional Counselor*, 9(4), 298–309. <http://doi.org/10.15241/mrl.9.4.298>
- Marsh, H. W., Pekrun, R., Parker, P. D., Murayama, K., Guo, J., Dicke, T., & Arens, A. K. (2019). The murky distinction between self-concept and self-efficacy: Beware of lurking jingle-jangle fallacies. *Journal of Educational Psychology*, 111(2), 331–353. <http://doi.org/10.1037/edu0000281>
- Mashudi, F. (2020). Peningkatan pemahaman pengembangan sosial pada materi tatakrama pergaulan melalui layanan orientasi siswa kelas IX SMP Negeri 1 Sumenep. *Estetika: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1(2), 54–60. <http://doi.org/10.36379/estetika.v1i2.100>
- Matthee, M., & Turpin, M. (2019). Teaching critical thinking, problem solving, and design thinking: Preparing IS students for the future. *Journal of Information Systems Education*, 30(4). Retrieved from <http://jise.org/Volume30/n4/JISEv30n4p242.htm>
- Naelatus, Y., Supriatna, M., Sunarya, Y., & Fahriza, I. (2023). Konstruksi program bimbingan pribadi-sosial dalam meningkatkan empati siswa. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(1), 468–483. <http://doi.org/10.31316/gcouns.v8i01.5175>
- Nafilasari, H. I., Indreswari, H., & Muslihati. (2023). Integrasi nilai budaya Jawa Tepa Salira dalam bimbingan kelompok teknik sosiodrama untuk mengembangkan empati peserta didik. *G-Couns: Jurnal Bimbingan dan Konseling*, 8(1), 444–452. <http://doi.org/10.31316/gcouns.v8i01.5457>
- Nur Anita, L. (2024). Penerapan layanan bimbingan klasikal dengan teori Johari Window untuk meningkatkan pemahaman konsep diri siswa SMP. *Jurnal BK UNESA*, 14(1). Retrieved from <https://ejournal.unesa.ac.id/index.php/jurnal-bk-unesa/article/view/58955>
- Pratama, F. F., & Rahmat, R. (2018). Peran karang taruna dalam mewujudkan tanggung jawab sosial pemuda sebagai gerakan warga negara. *Jurnal Civics: Media Kajian Kewarganegaraan*, 15(2), 170–179. <http://doi.org/10.21831/jc.v15i2.19182>
- Rabeea Mahdi, O., Nassar, I. A., Ali, H., Almuslamani, I., & Rabeea, O. (2020). The role of using case studies method in improving students' critical thinking skills in higher education. *International Journal of Higher Education*, 9(2), 297–308. <http://doi.org/10.5430/ijhe.v9n2p297>
- Richardson, R. C., Myran, S. P., & Tonelson, S. (2009). Teaching social and emotional competence in early childhood. *International Journal of Special Education*, 24(3), 143–149.
- Rizki, M., Hidayah, N., & Janu Setiyowati, A. (2025). Kompetensi profesional konselor dalam penguasaan asesmen karir siswa SMK. *G-Couns: Jurnal Bimbingan dan Konseling*, 9(2), 1037–1055. <http://doi.org/10.31316/g-couns.v9i2.7153>
- Rulmuzu, F. (2021). Kenakalan remaja dan penanganannya. *JISIP (Jurnal Ilmu Sosial dan Pendidikan)*, 5(1). <http://doi.org/10.58258/jisip.v5i1.1727>
- Sri, O., & Sari, Y. (2019). Eksistensi keluarga dalam pembentukan karakter anak usia dini. *Primary Education Journal*, 3(1). <http://doi.org/10.30631/pej.v3i1.29>
- Surahman, E., & Mukminan. (2017). Peran guru IPS sebagai pendidik dan pengajar dalam

meningkatkan sikap sosial dan tanggung jawab sosial siswa SMP. *Harmoni Sosial: Jurnal Pendidikan IPS*, 4(1), 1–13. <http://doi.org/10.21831/hsjpi.v4i1.8660>

Tong, D. H., Uyen, B. P., & Quoc, N. V. A. (2021). The improvement of 10th students' mathematical communication skills through learning ellipse topics. *Heliyon*, 7(11). <http://doi.org/10.1016/j.heliyon.2021.e08282>