



Instilling the Value of Responsibility for Children Aged 2-3 Years at the SPS Al-Wildan Manyarsidomukti Institution

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Abstract

Instilling responsibility in early childhood is essential for character development, particularly for children aged 2-3 years who are beginning to understand rules and order. This study aims to describe the process of fostering responsibility through tidy-up activities at SPS Al-Wildan Manyarsidomukti. A qualitative case study approach was used, involving observation and documentation to examine children's behaviors and teachers' strategies in guiding daily routines. The results indicate that most children began to show responsible behaviors, such as organizing toys, following simple rules, demonstrating independence, and maintaining cleanliness, although some still required adult assistance. The study concludes that consistent routines, teacher support, and a structured learning environment effectively promote responsibility in early childhood.

Kata kunci:

tanggung jawab, anak usia dini, pembiasaan, perilaku mandiri, lingkungan belajar.

Abstrak

Penanaman nilai tanggung jawab pada anak usia dini merupakan proses penting dalam pembentukan karakter sejak usia 2-3 tahun, ketika anak mulai mengenali aturan sederhana dan keteraturan. Penelitian ini bertujuan mendeskripsikan proses penanaman nilai tanggung jawab melalui kegiatan membereskan mainan di SPS Al-Wildan Manyarsidomukti. Metode penelitian menggunakan pendekatan kualitatif studi kasus dengan teknik observasi dan dokumentasi untuk memahami perilaku anak serta strategi pendidik dalam membimbing rutinitas tersebut. Hasil penelitian menunjukkan bahwa sebagian besar anak mulai menunjukkan perilaku bertanggung jawab, seperti merapikan mainan, mengikuti aturan sederhana, berperilaku mandiri, dan menjaga kebersihan, meskipun beberapa anak masih membutuhkan arahan. Penelitian ini menyimpulkan bahwa pembiasaan rutin, dukungan pendidik, dan lingkungan yang kondusif sangat efektif dalam menumbuhkan nilai tanggung jawab pada anak usia dini.

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INTRODUCTION

Instilling the value of responsibility in early childhood is a very important component in character formation from the early stages of development. At the age range of 2 to 3 years, children begin to understand the concepts of order, ownership, and the relationship between actions and consequences. The value of responsibility in this phase is manifested through basic behaviors, such as tidying up toys after play, placing objects in the right location, and obeying the educator's instructions. Based on Bandura's social learning theory, children learn by imitating modeling the behavior of adults and their peers. Therefore, the role of educators and the educational environment holds important significance or *scaffolding* in providing role models and establishing a stable routine, so that children can effectively instill the value of responsibility (Irwan et al., 2022).

At the SPS Al-Wildan Manyarsidomukti educational institution, the formation of responsibility can be implemented through routine activities such as cleaning sessions after playing. The routine not only teaches cleanliness, but also fosters a sense of ownership and concern for the surrounding environment. According to Vygotsky's theory, through the concept of the proximal developmental zone, emphasizes the need for gradual support from adults so that early childhood can complete simple tasks. With positive guidance and reinforcement, children will gradually be able to carry out their responsibilities independently without direction (Oktaviani & Laely, 2024).

Responsibility based on the results of observations at the Al-Wildan Manyarsidomukti SPS institution it was found that there were some children who could not be responsible, it was found that when Ak and Sz came sometimes immediately took toys, and did not want to tidy them up. When Zayyan returned, Arhan, and Wira were not able to tidy up the toys according to the instructions. Of the 15 children, 10 children have been responsible and 5 children have not been charged, including Sz, Wr, Zy, Ak and Ah. The value of responsibility is a very important element in the formation of children's character from the early stages of development. This is an interesting thing based on the theory of responsibility for children aged 2-3 years.

Various research studies support the significance of the activity of tidying up toys as a medium for instilling responsibility values. Izumi-Taylor & Lin (2017) Found that children who were accustomed to the routine of fireplace sessions had an easier time adhering to norms and showing empathy for shared property. Research Nishio et al. (2023) indicates that simple activities such as inserting and removing objects from containers help children understand the concept of regularity as well as practice fine motor coordination associated with tidy habits (Aziz et al., 2024; Aziz & Amir, 2025). Meanwhile, Harden et al. (2015) Through observational studies in preschoolers, it was shown that the provision of clear instructions and verbal praise increased children's compliance in toy tidying activities.

In addition, the research Breeland et al. (2022) Affirmed that a positive emotional atmosphere before transition activities such as warm-up games increases the collaboration of two-year-olds when asked to tidy up toys. (Lockman & Tamis-LeMonda, 2021) also explained that children's interaction with objects during play is an element of the meaningful learning process that fosters awareness of the function of objects and social responsibility. These findings reveal that the cultivation of responsibility is not solely through command, but rather through practical experience, habituation, and concrete example in a supportive environment.

Thus, the implementation of the instillation of responsibility values at SPS Al-Wildan Manyarsidomukti, especially in children aged 2 to 3 years, must be carried out consistently, gradually, and interestingly. Educators serve as the primary model, while learning environments need to be designed to support routines that allow children to practice and achieve small milestones every day. Through simple activities such as tidying up toys, children learn not only about cleanliness, but also about discipline, empathy, and responsibility that are the foundation for future moral and social development. For this reason, the researcher wants to find out how the process of instilling the value of responsibility for children aged 2-3 years at the Al-Wildan Manyarsidomukti SPS Institution.

RESEARCH METHODS

This study applies a qualitative method, which emphasizes a deep understanding of the process of instilling responsibility values in children aged 2-3 years at the Al-Wildan Manyarsidomukti SPS Institute, as a social phenomenon that is explored through direct interaction with the research subjects. As stated by (Moleong, 2019), Qualitative research aims to interpret the underlying meanings of individual behaviors, actions, and experiences in a natural context. With this approach, the researcher was able to describe the process of instilling responsibility values in early childhood comprehensively and contextually in an authentic learning environment.

This study adopts a case study approach as a type of research, considering that this study examines intensively and in-depth the phenomenon of instilling responsibility values that occur in one specific institution, namely SPS Al-Wildan Manyarsidomukti. The selection of the case study approach was based on the consideration that this study focuses on specific contexts that have unique attributes and cannot be separated from the social environment in which the phenomenon develops. As explained by Creswell & Cresswell (2018), Case studies are methods applied to investigate phenomena in the reality of life comprehensively and thoroughly through the collection of diverse data, including observation and documentation. This approach facilitates researchers to understand the process of instilling responsibility values

holistically, including aspects of children's behavior, educator strategies, and support from the educational environment.

The data collection method in this study was applied through direct observation and documentation recording (Adhimah, 2020). Observations were carried out directly at SPS Al-Wildan Manyarsidomukti to observe the behavior of children aged 2-3 years in tidying up toys as a form of implementing the value of responsibility, including children's responses to educators' instructions and their expressions of independence. Meanwhile, documentation recording is used to enrich the results of observations by utilizing pictures of activities, teachers' diaries, and learning schemes that reflect the habituation routine of responsibility. Both methods are integrated simultaneously to generate credible data and describe the process of instilling responsibility values holistically (Suwaryaningrat, 2023).

The data analysis method in this study adopts an interactive analysis model Miles dan Huberman (1994), which includes three main components: data reduction, data presentation, and conclusion drawn. In the data reduction phase, the researcher selects, focuses, and simplifies the observation and documentation data, by only storing information that is closely related to the process of instilling responsibility values in children aged 2-3 years at SPS Al-Wildan Manyarsidomukti. The data presentation phase is carried out through organizing the reduction results into a narrative description, table, and description format of children's behavior to illustrate the pattern of learning activities in a structured and easy-to-interpret manner. Next, in the conclusion and verification phase, the researcher interprets the data that has been presented by confronting it against theories and findings of previous research to achieve a deep and credible understanding of how the value of responsibility is internalized in early childhood through habituation activities in the institution (Zulfirman, 2022).

This research was carried out at the Al-Wildan Manyarsidomukti SPS Institute, Manyar District, Gresik Regency, East Java. The research subjects consisted of five children aged 2-3 years and one classroom assistant teacher. The selection of subjects was carried out by *purposive sampling* (a technique of sampling data sources with certain considerations), with the consideration that the children showed varying levels of responsibility, so as to provide a comprehensive picture of the process of instilling the value of responsibility that took place in the institution (Santina et al., 2021) The following assessment instruments were used in this study:

Based on observations of four students, the development of children's abilities showed variation but generally increased in various fields. In the aspect of developmental achievement (CP), all children began to show independence in doing simple activities, such as tidying up toys, following the teacher's instructions, and maintaining personal and environmental hygiene. However, the level of progress of each child is different; Some have been able to complete tasks without assistance, while

others still need assistance. In the aspect of responsibility (TP), children begin to try to tidy up toys according to the directions, even though the consistency is not completely stable. This is in line with the aspect of trying to do (MB), where three children show the ability to try to tidy things up on their own after being given an example, while one other child is already able to do it without help.

In addition, in the aspect of developing according to expectations (BSH), some children have shown the ability to arrange tools and maintain the cleanliness of the learning place without assistance, but some can only do it after being directed. Meanwhile, in the undeveloped (BB) aspect, there are still some children who are not able to show independence in tidying up things, maintaining the cleanliness of the study room, and obeying instructions without repetition. Additional notes in the caption column indicate that there are still about 5 to 10 children in the MB and BSH stages, which indicates that most of them are already showing positive development but still need ongoing guidance to reach optimal developmental stages. Overall, the data illustrates that children's independence, discipline, and responsibility skills continue to develop even at different speeds, so that the role of teacher mentoring remains an important factor in maximizing children's character growth and positive behavior.

Tabel 1.

Instrumen Penilaian Penanaman Nilai Tanggung Jawab terhadap Anak Usia Dini 2-3 Tahun di Lembaga SPS Al-Wildan

No	CP	TP	MB	BSH	BB	Keterangan
1	Anak menunjukkan perilaku bertanggung jawab terhadap benda miliknya.	Anak mulai membereskan mainan digunakan sesuai arahan guru.	Anak dapat membereskan mainan dengan bantuan guru.	Anak mulai membereskan mainan sendiri tanpa diingatkan.	Anak mau membereskan mainan walaupun sudah diarahkan.	belum 5 anak masih pada tahap BB, belum mampu membereskan mainan sesuai arahan.
2	Anak mengenal rutinitas aturan sederhana sekolah.	Anak mengikuti aturan sederhana seperti menaruh barang pada tempatnya	Anak mampu memahami aturan dengan bantuan.	Anak mulai mengikuti aturan sederhana tanpa diarahkan.	Anak konsisten memahami aturan diberikan.	belum Sebagian besar anak sudah menunjukkan perilaku tanggung jawab sederhana
3	Anak menunjukkan kemandirian dalam	Anak mencoba menata alat bermain	Anak mencoba membantu menata makan	Anak menata alat sendiri tanpa bantuan.	Anak menunjukkan keinginan membantu.	belum 10 anak sudah berada di tahap MB dan BSH.

	kegiatan sehari-hari.	sendiri digunakan.	setelah dengan arahan guru.				
4	Anak memahami pentingnya menjaga kebersihan lingkungan bermain.	Anak dapat membuang sampah tempatnya setelah kegiatan bermain.	Anak mau membuang sampah setelah diminta guru.	Anak mau membuang sampah tempatnya tanpa diingatkan.	Anak belum mau membuang sampah pada tempatnya.	Sebagian anak terbiasa menjaga kebersihan.	besar mulai menjaga kebersihan.

Keterangan:

MB : Mulai Berkembang

BSH : Berkembang Sesuai Harapan

BB : Belum Berkembang

RESULTS OF RESEARCH AND DISCUSSION

Result

The results of the study were obtained on the indicator that children began to show responsible behavior towards their objects. WR began to do responsible behavior such as cleaning up ball toys in the place of toy containers according to the teacher's direction, ZY began to do responsible behavior such as cleaning up pompom toys to his place according to the teacher's direction, SF began to do responsible behavior such as cleaning up block toys but still doing it for a longer time, AK began to do responsible behavior such as cleaning up shirt button collage toys with the help of parents, ARH began to do responsible behavior such as cleaning up the hand doll toys in the closet.

In the indicator, children know simple routines and rules at school. WR has been able to do routines and follow the rules at school such as saying hello when you come, following the rules, patiently waiting for your turn. ZY has been able to do routines and follow the rules at school such as saying hello when coming to follow the rules, but still needs more motivation in patiently waiting for their turn. SF began to be able to do routines and follow the rules at school such as saying hello when they arrived, but in following the rules, they still needed direction from the teacher and patiently waited for their turn. AK began to be able to do routines and follow the rules at school, such as following the rules, still needing directions from the teacher and patiently waiting for their turn, but in greeting when they arrived, sometimes they were still shy in saying it. ARH has been able to do routines and follow the rules at school such as saying hello when you come, following the rules, patiently waiting for your turn.

The indicator shows independence in daily activities. WR, ZY, AK, AR, at the time of independence children are able to go to school on their own without waiting for

their parents, when doing activities in class children are already independent in doing activities such as eating by themselves, cleaning their own food, using their own bags, wearing their own shoes, washing their own hands. However, SF in terms of wearing shoes is still with the help of teachers. When doing activities still depends on the mood

In the indicator, children understand the importance of maintaining a clean playing environment. All children are able to do well according to the teacher's direction such as washing hands, handing out toys, throwing garbage in their place, helping the teacher sweep the floor that is affected by food debris during break time. The following are the results of the assessment of the instillation of responsibility values.

All children are at the beginning of development stage (MB) in showing responsible behavior towards objects at school, and begin to get to know simple rules with the direction of the teacher. In the aspect of independence in daily activities, some children are already at the stage of developing according to expectations (BSH), although they still need guidance in certain conditions. In addition, all children also showed the ability to understand school hygiene rules at the BSH stage, indicating that their understanding of the basic rules was good enough although it still needed to be strengthened consistently.

Tabel 2.

Hasil Penilaian Penanaman Nilai Tanggung Jawab terhadap Anak Usia Dini 2-3 Tahun di Lembaga SPS Al-Wildan

No	Nama Anak	Anak mulai menunjukkan perilaku bertanggung jawab terhadap benda miliknya.	Anak mengenal rutinitas dan aturan sederhana di sekolah.	Anak menunjukkan kemandirian dalam kegiatan sehari-hari.	Anak memahami pentingnya menjaga kebersihan lingkungan bermain
1	WR	MB	BSH	BSH	BSH
2	ZY	MB	BSH	BSH	BSH
3	SF	MB	MB	MB	BSH
4	AH	MB	BSH	BSH	BSH
5	AK	MB	MB	BSH	BSH

Discussion

Based on the results of observations of five children aged 2-3 years during the activity of cleaning toys at SPS Al-Wildan Manyarsidomukti, it was seen that there was a difference in the level of responsibility between them. This difference shows that the formation of responsibility occurs gradually and is influenced by daily habits, habits,

and support from the surrounding environment. Children such as WR, ZY and ARH show excellent responsibility with initiative and cooperation without the need for the teacher's direction, which indicates that the value of responsibility has been firmly instilled through constant habituation. This is in accordance with the opinion (Irda et al., 2021) that the value of responsibility can evolve through repetitive routines and a supportive environment. On the other hand, children such as ARK and SF who still need guidance show that the instillation of these values is not yet fully strong, so intervention from teachers is still needed.

Differences in children's behavior also emphasize the importance of the teacher's role as an example and temporary supporter. Teachers who provide concrete models and gradual direction help children move from dependence to independence. This concept is in line with Vygotsky's theory which explains that temporary support is essential to facilitate the development of child independence. In addition, the behavior of children such as ZY who are able to complete activities with little help from the teacher shows the effectiveness of this gradual guidance. The teacher acts as a facilitator who provides support according to the child's development zone, then slowly reduces the assistance when the child is able to carry out his own tasks.

In terms of motivation, it can be seen that children with high intrinsic motivation, such as WR, and ARH are more enthusiastic and independent than children with low motivation such as Shefaraz. This is in line with research (Harden et al., 2015) which emphasizes the importance of consistent positive reinforcement in forming responsible behavior in early childhood. Teachers need to use a combination of verbal reinforcement, praise, and opportunities to vote so that children feel valued and motivated from within. Positive habituation and proper reinforcement will strengthen children's responsibility skills in the long run.

In addition to motivation, the development of executive functions such as attention, self-control, and emotion regulation also affect children's ability to complete tasks. ARK and SF that still require direction may be due to unstable emotion regulation and short concentration. (Lockman & Tamis-LeMonda, 2021) explained that at an early age, children's executive functions are still developing so they need a clear activity structure and emotional support from teachers to be able to complete social tasks such as cleaning up toys. Thus, teachers need to create a calm, fun, and supportive learning environment so that children can develop focus and independence.

Furthermore, Arh's behavior that shows cooperation and collaboration with friends while cleaning up toys illustrates the formation of strong social responsibility. This attitude confirms that a positive emotional atmosphere and social interaction can increase children's involvement in group activities. According to (Breeland et al., 2022), Transitional activities such as "tidying time" that are done in a fun way can foster a sense of shared responsibility and strengthen children's social skills. Thus, a warm and

collaborative classroom environment is an important factor in shaping responsible behavior from an early age.

The results of this study show that the process of instilling responsibility values at SPS Al-Wildan Manyarsidomukti has gone well through simple activities that are routinely carried out, such as cleaning toys. However, continuous mentoring and habituation are still needed for children who are not yet independent. Strategies that can be applied include actively involving children in routines, providing real examples from teachers, implementing a positive reinforcement system, and involving cooperation between teachers and parents so that habituation takes place consistently at home and at school. This is in line with Bandura's view of social learning, that children will be more likely to imitate and maintain positive behaviors when they see consistent behavior models and get appropriate reinforcement. Instilling an attitude of responsibility through simple habits such as cleaning up toys is effective in shaping early childhood character (Nurkhofifah et al., 2024). Teacher mentoring and cooperation with parents are the key to success in ensuring consistency of habituation in the school and home environment (Nopita et al., 2024).

Overall, the activity of cleaning toys is not just a routine activity, but also an effective means to instill the values of responsibility, independence, and order in early childhood. The differences in levels of responsibility found reflect variations in individual development, motivation, and environmental support. Therefore, the application of consistent habituation strategies, positive reinforcement, and a supportive learning environment will greatly affect the success of the formation of responsibility character in children aged 2-3 years in early childhood education institutions.

CONCLUSION

Based on the observations and analyses that have been carried out, it can be concluded that the data shows good progress in children's responsible attitudes and independence based on the indicators that have been monitored. Despite individual differences in skills, most children are able to demonstrate awareness and perform basic tasks well. To reinforce existing outcomes, support from teachers and parents is essential, especially in developing patience, courage, and consistency in routine. The application of this value of responsibility can be more effective through teaching methods that provide clear direction and provide encouragement throughout the child's learning process.

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