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Character Formation through Islamic Religious Education Teachers' Roles: A Qualitative Study of Students' Responsibility

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Abstract

This study aims to explore how Islamic Religious Education (*Pendidikan Agama Islam dan Budi Pekerti* [PAI BP]) teachers cultivate students' responsibility by examining the multiple professional roles they perform during classroom instruction and character education. The study addresses the limited understanding of responsibility formation as a dynamic educational process rather than as the outcome of isolated instructional strategies. This research employed a qualitative approach using a single-case study design conducted at SMP Negeri 1 Kecamatan Situjuah Limo Nagari, Indonesia. Data were collected through classroom observations, semi-structured interviews, and document analysis involving one Islamic Religious Education teacher and twenty junior high school students selected through purposive sampling. The data were analysed using the interactive model of Miles, Huberman, and Saldaña, including data condensation, data display, and conclusion drawing, while trustworthiness was ensured through triangulation, prolonged engagement, and member reflection. The findings revealed that students' responsibility was cultivated through six interconnected teacher roles: educator, role model, motivator, evaluator, mediator, and facilitator. These roles operated synergistically through classroom habituation, exemplary behaviour, motivational support, formative assessment, mediation of Islamic values, and student-centred learning experiences. Responsibility emerged not merely from moral instruction but from continuous interactions and authentic educational practices embedded in everyday school life. Unlike previous studies that examined teachers' roles separately, this study conceptualizes responsibility formation as a multifaceted character-building process in which multiple professional roles interact dynamically to foster students' responsibility within Islamic Religious Education. This study enriches the literature on character education by proposing an integrated conceptual framework that combines character education, social learning, and sociocultural perspectives. The findings also provide practical implications for teachers, school leaders, and policymakers in designing more comprehensive and sustainable character education programmes.

Keywords: Islamic Religious Education teacher; character formation; students' responsibility; teacher roles; qualitative case study.

Introduction

Character formation has become one of the central priorities of educational systems worldwide because schools are expected not only to improve students' academic achievement but also to cultivate ethical values, social responsibility, and responsible citizenship. Rapid technological advancement, digital transformation, globalization, and the expansion of social media have created new challenges for adolescents, including declining responsibility, reduced self-discipline, academic dishonesty, and weakened social commitment. Consequently, education is increasingly expected to develop learners who demonstrate responsible behaviour in academic, social, and moral contexts. International organizations likewise emphasize that education should promote responsible citizenship, ethical decision-making, and sustainable human development alongside cognitive competencies (UNESCO, 2021; OECD, 2023). Responsibility therefore represents an essential educational competency involving self-regulation, accountability, discipline, commitment, and ethical awareness. Rather than emerging naturally, responsible behaviour develops through continuous interaction between individuals and their educational environment. Effective character education requires the integration of moral knowing, moral feeling, and moral action, supported by school culture, teacher modelling, classroom practice, and students' lived experiences (Lickona, 2013; Berkowitz & Bier, 2005).

Despite extensive efforts to strengthen character education, cultivating students' responsibility remains a significant challenge. Many students continue to experience difficulties in completing academic tasks independently, complying with school regulations, managing learning responsibilities, and maintaining discipline (Mustika et al., 2024). Similar concerns have been reported internationally, including declining student engagement, increased dependence on external supervision, and reduced personal accountability (Nucci et al., 2014; Tirri, 2018). These findings indicate that responsibility cannot be transmitted through classroom instruction alone but requires continuous habituation, supportive learning environments, meaningful teacher–student interactions, and consistent moral reinforcement.

Teachers are widely recognized as one of the most influential agents in students' character development because they establish classroom norms, model ethical behaviour, facilitate reflective learning, and create opportunities for students to practice responsibility in authentic situations. According to Social Learning Theory, behavioural patterns develop through observation and interaction with significant role models (Bandura, 1986). Consequently, teachers' professional behaviours—including punctuality, fairness, consistency, and responsibility—serve as powerful models that shape students' moral development, prosocial behaviour, responsibility, and self-regulation (Berkowitz & Bier, 2005; Nucci et al., 2014; Tirri, 2018).

Within the Indonesian educational context, character education constitutes an integral component of the national curriculum, emphasizing religious values, integrity, independence, cooperation, and responsibility.

Nevertheless, implementation remains challenging because schools frequently prioritize cognitive achievement while character formation receives less systematic attention. As a result, students may understand moral concepts theoretically but struggle to apply them consistently in daily life. Previous studies have shown that strengthening responsibility requires sustained collaboration among teachers, school leadership, families, and the wider educational environment, while teachers' classroom interactions and continuous guidance substantially influence students' responsibility development (Mustika et al., 2024; Farid & Aziz, 2023).

Islamic Religious Education (Pendidikan Agama Islam [PAI]) occupies a distinctive position because it integrates cognitive understanding, spiritual cultivation, moral development, and behavioural transformation. Its objective extends beyond religious literacy toward developing individuals who embody Islamic values through responsible behaviour, honesty, discipline, compassion, and accountability (Marzuki, 2017). Consequently, Islamic Religious Education teachers are expected not only to transmit religious knowledge but also to facilitate students' moral growth through guidance, habituation, exemplary conduct, and reflective educational experiences. Previous studies consistently demonstrate that PAI teachers contribute significantly to students' character development through religious habituation, ethical guidance, classroom interaction, and behavioural modelling (Rahman et al., 2024; Lubis, 2024; Marwan & Masjudin, 2025).

Although previous studies have highlighted the importance of Islamic Religious Education teachers, several limitations remain. First, most studies examine character education broadly without specifically investigating responsibility as a multidimensional construct involving accountability, commitment, self-regulation, and independent decision-making (Fathoni, 2024; Rahman et al., 2024; Lickona, 2013). Second, previous research generally focuses on isolated instructional strategies such as habituation, classroom management, value internalization, or exemplary behaviour rather than explaining how multiple teacher roles interact throughout the character formation process (Lubis, 2024; Marwan & Masjudin, 2025; Sugianto, 2023). Contemporary educational research suggests that teachers simultaneously function as educators, facilitators, mentors, evaluators, counsellors, and moral exemplars whose interconnected roles collectively shape students' learning experiences and character development (Darling-Hammond et al., 2020; Hattie, 2023). Third, existing qualitative studies remain largely descriptive and rarely explore participants' experiences through an in-depth case study capable of explaining how responsibility is cultivated within authentic educational contexts (Creswell & Poth, 2024; Yin, 2024).

These limitations reveal three major research gaps: an empirical gap concerning responsibility as a distinct educational outcome, a conceptual gap regarding the integration of teachers' multiple professional roles, and a methodological gap related to the limited use of interpretive qualitative case studies. Responsibility develops through sustained interactions among classroom instruction, teacher modelling, moral guidance, reflective evaluation, supportive learning environments, and students' active

participation rather than through isolated instructional strategies (Bandura, 1986; Berkowitz & Bier, 2005; Nucci et al., 2014). Therefore, Islamic Religious Education teachers should be understood as central agents performing multiple interconnected educational roles that collectively shape students' moral development.

Accordingly, this study conceptualizes Islamic Religious Education teachers' professional responsibilities as an integrated character-building process by examining how teachers enact six interconnected roles—educator, role model, motivator, evaluator, mediator, and facilitator—to cultivate students' responsibility. Unlike previous studies that examined these roles separately, this study explains how they operate simultaneously through continuous interaction, habituation, reflection, and value internalization. The novelty of this research lies in proposing an integrated conceptual framework that explains responsibility formation as a dynamic process emerging from the interaction of multiple teacher roles rather than isolated instructional practices. Therefore, this study aims to explore how Islamic Religious Education teachers cultivate students' responsibility through these interconnected professional roles and to contribute both theoretically and practically to the development of more integrated and sustainable character education programmes in Islamic educational settings.

Method

This study employed a qualitative approach using a single-case study design to explore how Islamic Religious Education (*Pendidikan Agama Islam dan Budi Pekerti* [PAI BP]) teachers cultivate students' responsibility through their multifaceted professional roles. A qualitative approach was appropriate because the study sought to understand participants' experiences and interpretations of character formation within its natural educational context, while the case study design enabled an in-depth investigation of this contemporary educational phenomenon in a real-life setting (Creswell & Poth, 2024; Yin, 2024). The research was conducted at SMP Negeri 1 Kecamatan Situjuah Limo Nagari, West Sumatra, Indonesia.

Participants were selected through purposive sampling (Patton, 2015) and consisted of one Islamic Religious Education teacher and 20 junior high school students. The teacher served as the primary informant because of direct responsibility for planning, implementing, and evaluating character education, whereas students were selected based on their participation in Islamic Religious Education learning and their ability to reflect on responsibility development. Data collection continued until thematic saturation was achieved (Saunders et al., 2018).

The researcher served as the primary research instrument and adopted the role of a non-participant observer while maintaining reflexive field notes throughout the study (Berger, 2015). Data were collected through classroom observations, semi-structured interviews, and document analysis. Observations focused on teacher–student interactions, classroom management, religious habituation, and students' responsibility-related

behaviours. Semi-structured interviews explored teachers' professional roles as educators, role models, motivators, evaluators, mediators, and facilitators, as well as students' learning experiences and perceptions of responsibility formation (Kallio et al., 2016). Documentary evidence, including lesson plans, teaching modules, school regulations, character education programmes, student discipline records, and photographs of school activities, was collected to complement observational and interview data.

Trustworthiness was established using the criteria of credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). Credibility was strengthened through prolonged engagement, triangulation of observations, interviews, and documents, as well as member reflection with the participating teacher (Birt et al., 2016). Transferability was supported through rich contextual descriptions, while dependability and confirmability were ensured by maintaining an audit trail and reflexive documentation throughout the research process.

Ethical approval was obtained from the school prior to data collection. Participants received information regarding the study objectives, voluntary participation, confidentiality, and their right to withdraw at any time. Written informed consent was obtained from the participating teacher, while student participation followed school procedures and parental approval where required. Participant anonymity and secure data management were maintained in accordance with the British Educational Research Association (BERA, 2024) ethical guidelines.

Data were analysed using the interactive qualitative analysis model of Miles, Huberman, and Saldaña (2014), comprising data condensation, data display, and conclusion drawing/verification. Interview transcripts, observation notes, and documentary evidence were coded through open, axial, and selective coding to identify themes related to teachers' professional roles in responsibility formation. Emerging themes were continuously compared across participants and data sources to ensure analytical consistency and empirical validity.

Results and Discussion

Results

Classroom observations conducted between 23 and 25 May 2026, complemented by semi-structured interviews between 6 June and 15 July 2026, identified six interconnected roles performed by the Islamic Religious Education (*Pendidikan Agama Islam dan Budi Pekerti* [PAI BP]) teacher in cultivating students' responsibility: educator, role model, motivator, evaluator, mediator, and facilitator. The following sections present the findings derived from classroom observations and participants' interview accounts.

The Role of Islamic Religious Education Teacher as an Educator

The findings indicate that the teacher's educational role was fundamental in developing students' responsibility through continuous classroom practices rather than through theoretical instruction alone. Classroom observations showed that responsibility was embedded in daily learning routines, including attendance checking, punctuality, classroom discipline, and assignment completion. These activities encouraged students to recognize and fulfill their academic responsibilities independently.



Figure 1. The Role of Islamic Religious Education Teacher as an Educator in Cultivating Students' Responsibility

Interview findings confirmed these observations. The teacher explained that responsibility was cultivated through continuous habituation, timely completion of assignments, adherence to classroom rules, and educational guidance rather than punishment. Students who failed to complete assignments received constructive reminders and educational consequences designed to promote reflection and accountability (Teacher Interview, 16 May 2026). Likewise, students (SZ, GL, TF, & MK) stated that assignments consistently trained them to become more responsible because incomplete work required them to complete additional tasks before returning to classroom activities. They perceived these corrective actions as learning experiences that strengthened discipline and responsibility rather than as punitive measures.

Overall, the consistency between classroom observations and interview findings demonstrates that the teacher's educational role extended beyond knowledge transmission by systematically cultivating responsibility through structured learning experiences, continuous guidance, and classroom habituation.

The Role of Islamic Religious Education Teacher as a Role Model

The findings further reveal that teacher modelling constituted another essential mechanism for responsibility formation. Observations showed that the teacher consistently demonstrated responsible behaviour through punctuality, careful lesson preparation, professional commitment, consistent implementation of classroom rules, and respectful interactions with students. Such behaviours provided students with authentic examples of responsibility that could be observed and imitated during everyday school life.



Figure 2. The Role of Islamic Religious Education Teacher as a Role Model in Cultivating Students' Responsibility

Interview data supported these findings. The teacher emphasized that responsibility cannot be effectively developed through verbal instruction alone but requires teachers to consistently demonstrate responsible behaviour in their professional practice (Teacher Interview, 16 May 2026). Students (FJ, RN, JP, & MA) similarly acknowledged that the teacher's punctuality, discipline, and consistency encouraged them to become more responsible during classroom learning. Although several students admitted occasionally violating classroom rules, they recognized these behaviours as inconsistent with the values exemplified by their teacher.

These findings suggest that teacher modelling strengthened students' understanding of responsibility by providing consistent behavioural examples that were gradually internalized through everyday classroom interaction.

The Role of Islamic Religious Education Teacher as a Motivator

The findings indicate that motivation played an important role in strengthening students' responsibility. Classroom observations revealed that motivational support was consistently integrated into classroom instruction and school religious activities. The teacher encouraged students to complete assignments independently, participate actively in learning, and recognize responsibility as an essential aspect of both academic achievement and personal development.



Figure 3. The Role of Islamic Religious Education Teacher as a Motivator in Cultivating Students' Responsibility

Interview findings further demonstrated that motivation was provided through encouragement, constructive advice, appreciation, and positive reinforcement. According to the teacher, students needed to understand both the benefits of responsible behaviour and the consequences of neglecting their academic responsibilities (Teacher Interview, 16 May 2026). Students (MK, ZA, FS, & IB) confirmed that these motivational practices encouraged them to complete assignments on time, avoid procrastination, and become more committed to fulfilling their responsibilities as learners. Continuous encouragement also increased students' classroom participation and willingness to complete learning tasks voluntarily.

Overall, the findings demonstrate that the teacher's motivational role extended beyond verbal encouragement by fostering students' self-awareness, self-discipline, and commitment to responsibility through continuous reinforcement across classroom learning and school activities.

The Role of Islamic Religious Education Teacher as an Evaluator

The findings indicate that evaluation played a significant role in strengthening students' responsibility through continuous assessment of both academic performance and behavioural development. Classroom observations showed that the teacher monitored students' punctuality in completing assignments, participation during learning activities, discipline, honesty, and compliance with classroom rules. These continuous evaluations enabled the teacher to identify students requiring additional guidance while reinforcing responsible behaviour.



Figure 4. The Role of Islamic Religious Education Teacher as an Evaluator in Cultivating Students' Responsibility

Interview findings confirmed that responsibility was evaluated not only through academic achievement but also through students' attitudes and daily behaviour. According to the teacher, constructive feedback and individualized guidance were provided to help students improve their responsibility rather than merely assigning grades (Teacher Interview, 16 May 2026). Students (FZ, AF, CH, & RN) similarly reported that the teacher consistently monitored assignment completion and provided advice whenever responsibilities were neglected. They perceived evaluation as a continuous learning process that encouraged greater discipline and accountability rather than simply an assessment of academic performance.

Overall, the findings demonstrate that the evaluative role of the Islamic Religious Education teacher contributed to responsibility formation through continuous monitoring, formative feedback, and behavioural guidance integrated into everyday classroom learning.

The Role of Islamic Religious Education Teacher as a Mediator

The findings reveal that the teacher served as a mediator by connecting Islamic values with students' everyday behaviour. Classroom observations showed that religious concepts were consistently related to practical situations, encouraging students to apply responsibility, discipline, honesty, and respect during classroom learning and school activities. Whenever students became inattentive or disrupted learning, the teacher immediately provided guidance linking these behaviours to Islamic moral principles.

Interview findings supported these observations. The teacher explained that Islamic Religious Education should bridge students' understanding of religious teachings with their practical implementation in daily life through continuous guidance and contextual explanation (Teacher Interview, May 2026). Students (LT, HH, MA, & ID) likewise stated that the teacher regularly reminded them to remain attentive and responsible during learning activities,

helping them understand that responsible behaviour represented an important expression of Islamic values.



Figure 5. The Role of Islamic Religious Education Teacher as a Mediator in Cultivating Students' Responsibility

These findings indicate that the mediating role extended beyond instructional communication by facilitating the internalization of Islamic values through meaningful interaction, reflective guidance, and continuous reinforcement of responsible behaviour.

The Role of Islamic Religious Education Teacher as a Facilitator

The findings demonstrate that the facilitative role of the teacher created learning experiences that enabled students to develop responsibility through active participation. Classroom observations revealed that collaborative learning, group discussions, presentations, and problem-solving activities encouraged students to share responsibilities, cooperate with peers, and complete tasks independently while receiving continuous guidance from the teacher.



Figure 6. The Role of Islamic Religious Education Teacher as a Facilitator in Cultivating Students' Responsibility

Interview findings further indicated that students were encouraged to organize their learning, manage assignments, and participate actively in collaborative activities (Teacher Interview, 16 May 2026). Students (ZH, HH, AG, & JP) explained that instructional media, group discussions, and collaborative tasks helped them develop responsibility, cooperation, and accountability for both individual and group learning outcomes. Continuous teacher supervision ensured that students remained actively engaged while learning to manage their own responsibilities.

Overall, these findings suggest that the teacher's facilitative role promoted responsibility by providing supportive learning environments in which students practiced independence, collaboration, and active participation through authentic educational experiences.

The findings collectively demonstrate that the Islamic Religious Education teacher cultivated students' responsibility through six interconnected professional roles: educator, role model, motivator, evaluator, mediator, and facilitator. Rather than functioning independently, these roles operated synergistically through instructional guidance, exemplary behaviour, motivational support, formative evaluation, value mediation, and collaborative learning experiences. Together, these interconnected roles enabled students to develop responsibility through observation, continuous practice, reflective feedback, and the internalization of Islamic values within authentic school contexts.

Discussion

The findings demonstrate that the teacher's educational role extends beyond transmitting religious knowledge to cultivating responsibility through structured classroom routines, including attendance monitoring, punctuality, discipline, and assignment completion. These practices enabled students to experience responsibility as a habitual behaviour rather than merely understanding it as a moral concept. This finding supports Lickona (2022), who argued that character education integrates moral knowing, moral feeling, and moral action. Likewise, previous studies have shown that responsibility develops more effectively when teachers consistently integrate character values into classroom instruction and behavioural guidance (Marwan & Masjudin, 2025; Martoyo & Santi, 2025). Internationally, Berkowitz and Bier (2005) and Nucci et al. (2014) similarly emphasized that responsibility is cultivated through continuous educational experiences rather than isolated moral lessons. The present study extends these perspectives by demonstrating that classroom assignments, corrective guidance, and learning routines simultaneously function as instructional and character-building practices.

Teacher modelling emerged as another key mechanism in responsibility formation. Students consistently identified punctuality, consistency, professional commitment, and adherence to classroom rules as behaviours that influenced their own responsibility. These findings strongly support Bandura's Social Learning Theory (1986), which explains that behavioural patterns develop through observation and imitation of significant role models.

They are also consistent with previous studies highlighting the importance of exemplary teacher behaviour in promoting students' discipline and moral development (Julismawati & Eliana, 2025; Maghfiroh et al., 2025). International evidence further emphasizes that teachers' ethical conduct and authentic teacher–student relationships foster both academic and socio-emotional development (Tirri, 2018; Darling-Hammond et al., 2020). This study contributes by demonstrating that modelling functions as a continuous educational process through which responsibility is reinforced daily via consistent professional behaviour.

The findings indicate that motivation strengthened students' responsibility through encouragement, appreciation, constructive advice, and positive reinforcement. Beyond increasing learning participation, motivational practices encouraged students to recognize responsibility as a personal commitment affecting both academic success and future life. These findings support Sardiman (2020) and Uno (2021), who emphasized the importance of teacher motivation in enhancing learning engagement, as well as previous studies by Rahman et al. (2024) and Zulhiza et al. (2024), which linked motivational support with improved responsibility and discipline. They also align with Self-Determination Theory, which emphasizes autonomy, competence, and relatedness as foundations of responsible behaviour (Ryan & Deci, 2020), and Hattie's (2023) view that positive feedback and teacher expectations significantly influence student development. The present study extends previous research by showing that motivational practices were integrated across classroom instruction, religious programmes, and school activities, thereby strengthening students' intrinsic responsibility.

The findings demonstrate that evaluation functioned as a formative strategy for strengthening responsibility rather than merely assessing academic achievement. Responsibility was evaluated through both academic indicators, such as assignment completion and participation, and behavioural indicators, including discipline, honesty, and respect for others. These findings support previous studies emphasizing continuous behavioural observation and constructive feedback in character assessment (Sholekhah et al., 2025; Nababan et al., 2025; Rofiah et al., 2025). They also correspond with international perspectives on formative assessment, which emphasize feedback as a means of improving students' self-regulation and responsibility (Black & Wiliam, 2009; Hattie, 2023). This study contributes by demonstrating that academic and behavioural evaluation function as an integrated character-building process rather than separate assessment practices.

The findings reveal that the teacher's mediating role connected Islamic teachings with students' everyday behaviour by continuously relating responsibility, discipline, honesty, and respect to authentic classroom situations. This finding supports previous studies showing that teachers strengthen character by integrating value education into classroom interactions (Farid & Aziz, 2023; Farih Kurniawan et al., 2023; Ngantung et al., 2023). It also aligns with Vygotsky's (1978) sociocultural theory, which explains that learning develops through guided social interaction, and with

Veugelers (2011), who emphasized reflective dialogue in moral education. The present study extends these perspectives by conceptualizing mediation as an ongoing educational process through which Islamic values are progressively internalized through continuous communication, guidance, and contextual reflection.

The findings further demonstrate that the teacher's facilitative role created authentic learning experiences through collaborative learning, classroom discussions, presentations, and student-centred activities requiring students to organize tasks, cooperate with peers, and assume responsibility for individual and group learning outcomes. These findings support previous studies highlighting the importance of student-centred learning in fostering responsibility (Hanila et al., 2025; Solehudin et al., 2025; Sella et al., 2025; Faidina et al., 2026; Rahmatillah et al., 2026). They are also consistent with international research emphasizing that collaborative and problem-based learning strengthens students' responsibility, autonomy, and self-regulation (Darling-Hammond et al., 2020; Hmelo-Silver, 2004). This study further demonstrates that responsibility is strengthened when Islamic values are integrated into collaborative learning experiences rather than taught solely through individual instruction.

Collectively, the findings indicate that responsibility formation is best understood as a dynamic process emerging from the interaction of six interconnected teacher roles—educator, role model, motivator, evaluator, mediator, and facilitator. Rather than functioning independently, these roles reinforce one another to support students' moral and behavioural development. Theoretically, this study enriches the literature by integrating Lickona's Character Education Theory, Bandura's Social Learning Theory, and Vygotsky's Sociocultural Theory into a comprehensive framework explaining responsibility formation within Islamic Religious Education. Practically, the findings suggest that schools should strengthen character education by encouraging teachers to integrate instructional guidance, exemplary behaviour, motivational support, formative assessment, value mediation, and collaborative learning into everyday educational practice. Such an integrated approach has the potential to create more sustainable character education programmes while strengthening students' responsibility as both an educational competency and a lasting moral disposition.

Conclusion

This study demonstrates that students' responsibility in Islamic Religious Education is cultivated through the integration of six interconnected teacher roles: educator, role model, motivator, evaluator, mediator, and facilitator. Rather than functioning independently, these roles collectively strengthen responsibility through classroom instruction, behavioural modelling, motivational support, formative evaluation, value mediation, and student-centred learning experiences. The findings indicate that responsibility develops through continuous educational interaction and authentic learning

experiences rather than through moral instruction or disciplinary practices alone.

From a scientific perspective, this study confirms and extends previous research by proposing an integrated conceptual framework in which teachers' multiple professional roles operate synergistically to foster students' responsibility. By integrating perspectives from character education, social learning, and sociocultural learning, the study provides a more comprehensive explanation of how responsibility is constructed through instructional practice, teacher modelling, value internalization, and collaborative learning within Islamic Religious Education.

This study is limited by its single qualitative case design involving one teacher and a relatively small number of students in one junior high school; therefore, the findings should be interpreted within their specific educational context. Future research should involve multiple schools, larger and more diverse participants, and comparative or mixed-methods approaches to provide broader evidence regarding responsibility formation across different educational settings.

Practically, the findings suggest that schools should strengthen character education by encouraging teachers to integrate instructional guidance, exemplary behaviour, motivational support, formative assessment, value mediation, and collaborative learning into everyday educational practice. Professional development programmes and curriculum policies should also promote holistic character education so that responsibility becomes a sustainable educational outcome as well as an enduring moral disposition.

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