

## OPTIMIZING THE ROLE OF TEACHERS IN INSTILLING THE CHARACTER OF RESPONSIBILITY OF GRADE III STUDENTS OF MI ALAM YA BUNAYYA BUNGO

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### Abstract

This study aims to analyze the optimization of the role of teachers in instilling the character of responsibility in grade III students of MI Alam Ya Bunayya Bungo, identify the supporting and inhibiting factors, and explain the implications of the findings for the development of character education in madrasah ibtidaiyah. The method used is descriptive qualitative research with data collection techniques through observation, interviews, and documentation of school principals, grade III teachers, students, and parents/guardians of students. The results of the study show that the cultivation of a responsible character is carried out through the example of teachers, habituation of positive behavior, positive reinforcement, integration of values in learning, evaluation, and reflection, as well as contextual activities such as gardening, siroh stories, and group work. The novelty of this research lies in the integration between the pillars of natural school leadership, the Bloom approach, the supervision of the principal, the KKG forum, school-family communication, and real learning experiences as an ecosystem for the formation of responsibility. Implicitly, this research contributes to the strengthening of character education theory that emphasizes the integration of moral, affective, and behavioral aspects, while offering a practical model of responsibility coaching that is systematic, collaborative, contextual, and sustainable to be applied to Islamic basic education. These findings confirm that the success of character education does not rely enough on normative lectures, but rather requires teacher consistency, family support, school culture, and direct experience so that the value of responsibility is internalized in students' daily behavior in a stronger and more meaningful way.

**Keywords:** Character Education, Implications, The Role of the Teacher



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## INTRODUCTION

Education is essentially not only directed to improve academic achievement, but also to shape the character of students to grow as individuals of faith, noble character, independence, and responsibility, as affirmed in the goals of national education and reemphasized in various character education studies in Indonesia (Lestari & Mahrus, 2025). In this framework, the character of responsibility occupies a very important position because it is directly related to the readiness of students to carry out obligations, obey the rules, complete assignments, and accept the consequences of every action taken (Nugroho, Sugiyanto, & Yanus, 2024). The literature also shows that responsibility is one of the core characteristics that must be instilled from the primary education level because, in this phase, children's habits, moral orientation, and behavior patterns begin to form more steadily (Nugroho et al., 2024). Therefore, basic education, including Madrasah Ibtidaiyah, is not enough to only develop the cognitive aspect, but must consciously integrate the formation of the character of responsibility into the entire educational process.

The urgency of strengthening the character of responsibility is even greater when basic education is faced with rapid social changes, exposure to digital technology, and the tendency to decline in the consistency of students' behavior in obeying rules and completing tasks (Saputra et al., 2023). The character of responsibility is related to commitment, courage, and discipline, so that failure will have a direct impact on the low quality of student involvement in learning and school social life (Lestari & Mahrus, 2025). In line with that, the role of teachers in character education does not stop at the delivery of material, but includes behavioral examples, positive habituation, integrating values in subjects, positive reinforcement, and daily evaluation and reflection (Buan, 2021). These findings indicate that the success of instilling responsibility in elementary school students is largely determined by the quality of teacher-student interaction and by the teacher's ability to create a conducive, consistent, and meaningful learning environment.

In the context of MI Alam Ya Bunayya Bungo, the need to optimize the role of teachers in instilling the character of responsibility arises from empirical conditions that show that the responsibility of some grade III students in daily school life is still low (Bukhari, 2020). Based on initial observations in the research document, it was found that symptoms such as not carrying out class pickets, not listening to the teacher's explanations, still needing repeated reminders of obligations, not putting things in their place, not seriously following morning talks, not adhering to the habit of dawn prayers, talking dirty, blaming each other, not admitting mistakes, and being late to class. This situation shows that the issue of responsibility for students is not just a matter of technical discipline, but has touched the dimensions of moral awareness, self-control, and the internalization of values in real behavior (Abdurahman, Habibi, Muslim, Firdaus, & Rahmawati, 2025). Therefore, this study has a strong reason to examine how teachers can carry out their roles more optimally so that the formation of responsibility character takes place systematically, contextually, and sustainably.

Several previous studies have provided an important basis for this study, but at the same time show that there is still room for development that is still open. Studies on the role of teachers in shaping student responsibility show that habituation, example, discipline, student involvement in classroom activities, and reinforcement through praise or appreciation are effective strategies to build the character of responsibility (Lestari & Mahrus, 2025). However, these studies generally focus on an overview of the role of teachers or in the context of a specific elementary school, while this research is directed at efforts to optimize the role of teachers in the typical context of MI Alam Ya Bunayya Bungo which has a leadership pillar, an active learning approach, supervision of the principal, a KKG forum, collaboration with parents through a liaison book and WhatsApp, as well as gardening activities as a vehicle for practicing real responsibility (Nurmayani, Bahri, & Fathurrohman, 2024). Thus, this study not only builds on previous studies but also offers a more specific focus on the integration between

pedagogical strategies, school culture, institutional leadership, and family involvement in instilling responsibility in grade III students.

Various alternative solutions can actually be used to overcome the low character of student responsibility, such as enforcing discipline, providing rewards and punishments, strengthening daily habits, conditioning a democratic classroom climate, and parental involvement in monitoring children's behavior (Hartati & Masniar, 2026). However, this study views that the most relevant solution is not a stand-alone strategy, but rather the optimization of the role of teachers as the main node that connects learning activities, classroom culture, character development, communication with parents, and the support of the principal (Hakim, Syahril, & Abun, 2023). The choice of focus becomes logical because teachers are the educational actors who interact most intensely with students, understand the diversity of their characters the most, and are most likely to intervene directly through example, habituation, exemplary story narratives, group work, reflection, and real activities such as gardening (Bhoki, Are, & Ola, 2025). In the study, it also appears that grade III teachers at MI Alam Ya Bunayya have practiced a number of these strategies, but their implementation still needs to be strengthened so that the results of instilling responsibility character will be more consistent and measurable.

Based on this description, this research is directed to understand in depth how the optimization of the role of teachers in instilling the character of responsibility in third-grade students of MI Alam Ya Bunayya Bungo is carried out, what factors support and hinder it, and what strategies are used to strengthen the success of the process. This goal is important to achieve so that research does not stop at the description of symptoms, but is able to produce a conceptual and practical understanding of the responsibility instilling model that is in accordance with the characteristics of madrasas, the needs of elementary school students, and contemporary learning dynamics. Academically, this research is expected to enrich the treasure of character education studies, especially regarding the optimization of the role of teachers in the context of Madrasah Ibtidaiyah. Practically, the results of this research are expected to benefit teachers in strengthening character-based learning strategies, for madrasas in developing a more responsible school culture, for parents in building synergy between home and school education, and for future researchers as a reference in developing similar studies in a broader context.

## **RESEARCH METHOD**

This research uses a qualitative approach with a descriptive type of research, because it is directed to deeply understand the optimization of the role of teachers in instilling the character of responsibility in grade III students in the natural context of madrasah (Astuti, Lasmawan, & Budiarta, 2025). The research was carried out at MI Alam Yabunyya, Bungo Dani District, Bungo Regency, on the basis of location selection, because in grade III, there were symptoms of low student responsibility, while the school has developed various character development strategies. Field data shows that the initial observation was carried out on April 10, 2026, and the information collection process took place in the same year. The target of this research is the process of instilling responsibility character, while the research subjects include school principals, grade III teachers, grade III students, totaling 22 people, and parents or guardians of students as supporting informants. The data sources include primary and secondary data according to the focus of this research.

The research procedure is taken through the pre-field stage, field implementation, and final analysis on an ongoing basis. In the pre-field stage, the researcher sets the focus of the research, compiles observation guidelines, interview guidelines, and documentation formats that are aligned with the research objectives (Amane, Kertati, Hastuti, Shodiq, & Ridho'i, 2023). In the implementation stage, the researcher conducts participatory observations in the classroom and extracurricular activities to record student responsibility behavior and the

dynamics of teacher-student interaction. Data collection was also carried out through in-depth interviews with school principals, grade III teachers, students, and parents or guardians, as well as through documentation studies of teaching modules, school records, and other written materials (Ndruru, Golu, Harefa, & Harefa, 2025). In this study, the researcher acted as the main instrument supported by observation guidelines, semi-structured interview guidelines, field notes, and documentation sheets. This technique was chosen so that the data obtained is rich, in-depth, contextual, and complementary between sources during the field research process (Mashuri, Rasak, Alhabsyi, & Syam, 2022).

Analisis data menggunakan model Miles dan Huberman yang mencakup pengumpulan data, data reduction, data presentation, and simultaneous drawing of conclusions or verification from the beginning of the research to the final stage of writing (Qomaruddin & Sa'diyah, 2024);(Miles, Huberman, Saldana, & Rohidi, 1996). Through this procedure, the data obtained from observations, interviews, and documentation are classified, compared, interpreted, and then formulated into themes that explain the form of optimizing the role of teachers, supporting factors, inhibiting factors, and strategies for instilling responsible characters. The validity of the data was tested through credibility and confirmability tests by applying source triangulation, technique triangulation, time triangulation, the use of reference materials, and member checks to relevant informants. The ethics of research are carried out by asking permission from the madrasah, maintaining the confidentiality of the informant's identity, respecting the comfort of the subject, and using all data responsibly for academic purposes. Thus, the research findings are expected to have a high methodological validity and practical value.

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## RESULTS AND DISCUSSION

The responsibility of third-grade students of MI Alam Ya Bunayya Bungo in the initial condition still requires systematic strengthening. Based on initial observations, students showed behavior of not carrying out class pickets, not paying attention to the teacher's explanations, still needing repeated reminders about learning obligations, not putting things in their place, not seriously following morning talks, not adhering to the habit of dawn prayers, speaking dirtily, blaming each other, not admitting mistakes, and arriving late to class (Muttaqin & Maryanti, 2024). The data was strengthened by student observation instruments that divided the character of responsibility into five dimensions, namely responsibility towards God, self, environment, social, and academic, which were further elaborated into nine aspects and twenty behavioral indicators. Thus, the results of the study show that the problem of student responsibility is not only in the academic aspect, but also includes emotional control, social ethics, environmental cleanliness, worship compliance, and regularity of daily behavior. Analytically, this condition confirms that the internalization of the character of responsibility as described in character theory has not been fully formed in students.

Optimizing the role of teachers is carried out through the integration of school culture, learning strategies, and habituation of daily behavior. The third-grade teacher explained that MI Alam Ya Bunayya has four main pillars, namely morals, thinking skills, leadership, and business or entrepreneurship, as well as the value of responsibility placed on the pillars of leadership related to self-management and emotional management. In learning practice, teachers use a blooming approach consisting of greeting, exploration, knowing, action, and reflection, starting from morning attendance, ice breaking, stretching, and morning talk (Dharin, 2025). These findings are in line with the observation instrument of the teacher's role, which contains five dimensions, namely teacher example, behavioral habituation, positive reinforcement, integration in learning, and evaluation and reflection, each with twenty observation indicators. These results show that teachers instill responsibility not through normative lectures alone, but through repetitive, planned, and student-centered experiences. From the perspective of Lickona's theory, such a strategy is relevant because it links moral knowledge, moral feelings, and moral actions in the real learning process.

The most prominent teacher strategies in instilling the character of responsibility are habituation, example, siroh stories, group work, and gardening activities as a direct learning experience. The teacher said that the stories of the prophets and companions were used to instill trust and responsibility, while habituation was carried out through class picketing, obeying the rules, leading light activities, and completing tasks on time (Puspita, Shalahuddin, & Setyaningrum, 2024). The students' data shows that gardening activities encourage them to take care of the plants regularly, as they want to see the results of the growth of mustard greens

and lettuce grown together. Objectively, this activity shows a direct relationship between students' actions and the consequences they experience, so that responsibility is learned as a concrete experience, not just an abstract concept (Tamba & Shaleh, 2024). In theoretical analysis, the strategy is in line with the view that character grows through example, habituation, and meaningful direct experience. Therefore, gardening can be understood as an effective pedagogical medium to train consistency, discipline, care, and awareness of the consequences of each action.

Optimizing the role of teachers in instilling the character of responsibility in third grade students of MI Alam Ya Bunayya Bungo is effective when supported by the collaboration of madrasas, families, and madrasah leaders. Madrasah heads supervise through learning monitoring, routine evaluations, and KKG training, while teachers build communication with parents through WhatsApp and liaison books to monitor students' responsibilities at home (Hermawan, 2024). These findings explain that the character of responsibility cannot be formed only through the interaction of teachers and students in the classroom, but requires the continuity of values between the school and the family. When associated with previous research, these results corroborate the findings about the importance of example and habituation, but at the same time show novelty in the integration of the pillars of natural madrasah leadership, liaison books, and gardening activities as a means of internalizing character. Theoretically, this research reinforces that responsibility grows through an integrated moral process, while practically, this research emphasizes the importance of contextual, collaborative, and sustainable learning strategies in character education in Madrasah Ibtidaiyah.

The main problem behind this study is the low character of responsibility of third grade students of MI Alam Ya Bunayya Bungo, which can be seen in the behavior of not carrying out pickets, not paying attention to the teacher's explanations, needing repeated reminders, not putting things in their place, not taking morning talk seriously, not adhering to the habit of dawn prayers, speaking dirtily, blaming each other, not admitting mistakes, and arriving late to class (Mahdalina, 2025). The findings are in line with the students' observation instruments that classify responsibility into five dimensions, namely responsibility to God, self, environment, social, and academic, which are further elaborated into nine aspects and twenty indicators. Thus, this discussion answers the formulation of the first problem, namely, how to optimize the role of teachers to instill the character of responsibility, with the starting point on the data that the problems that arise are multidimensional and not limited to academic aspects alone.

In the context of the research objectives, the field findings show that the optimization of the role of teachers does not run sporadically, but rests on a clear institutional direction of the school. The third-grade teacher explained that MI Alam Ya Bunayya has four main pillars, namely morals, thinking skills, leadership, and business or entrepreneurship, while the character of responsibility is positioned mainly in the leadership pillar, which includes self-management and emotional management (Song, Tahir, Hassan, & Chen, 2025). This data is important because it shows that the cultivation of responsibility has been attached to the school culture, so that teachers do not work alone, but move within the framework of values that have been formulated by the institution. The findings explain why teachers' strategies appear to be consistent in various classroom activities, because the character education practices carried out have structural legitimacy and not just individual teacher initiatives. From the perspective of descriptive qualitative research, this condition confirms that the school context is the main explanatory factor for the emergence of a relatively systematic pattern of character development.

Optimizing the role of teachers is realized through active learning that is integrated with the school approach, namely the spirit of Bloom, which consists of greeting, exploration, knowing, action, and reflection. Teachers apply this stage through morning attendance, ice breaking, stretching, and morning talk, which not only function as a learning opener but also as

a means of habituating discipline, learning readiness, and regularity of student behavior (Lestari & Mahrus, 2025). When linked to the formulation of the research problem, this data shows that the role of teachers in instilling responsibility is not carried out through normative lectures alone, but through learning designs that transform classroom routines into a medium for character formation. These findings are also in line with the observation instrument of the role of teachers, which places integration in learning as one of the important dimensions, along with examples, behavioral habituation, positive reinforcement, and evaluation and reflection (Wati, Mahfud, & Saputri, 2021). Therefore, this discussion emphasizes that teachers play the role of designers of learning experiences that facilitate the gradual growth of responsibility through the repetition of meaningful behaviors.

If linked to Thomas Lickona's character theory used in the manuscript, the findings of this study show that the cultivation of responsibility in MI Alam Ya Bunayya moves in three domains at once, namely moral knowledge, moral feelings, and moral actions (Darwanti, Fauziati, Fathoni, & Minsih, 2025). Moral knowledge is seen when the teacher explains the value of responsibility through class rules, morning talk, and ghost stories; moral feelings are built through habituation, encouragement, and appreciation. Meanwhile, moral actions are realized when students carry out pickets, maintain cleanliness, obey the rules, complete assignments, and take care of plants in gardening activities. These findings explain why the formation of responsibility character is not enough through verbal explanations, as elementary school students still need concrete experiences, behavioral models, and consistent social reinforcement (Nadyanda & Muthi, 2025). Thus, the results support the theory that character is not born instantly, but is built through the integration of cognitive, affective, and behavioral dimensions in the process of daily education.

At the level of pedagogic practice, the role of teachers appears to be strong in the aspect of example and habituation of behavior. The teacher's role observation instrument contains indicators such as teachers arriving on time, dressing neatly, completing assignments according to schedule, consistently applying class rules, getting students used to completing assignments on time, involving students in pickets, and getting them used to obeying class rules and participating in morning talks (Rahayu, Tazkiyah, Murtadho, & Arifin, 2023). This finding can be explained through the theory that elementary school students learn grades mainly through imitation of figures close to them, so that the teacher's example becomes an important basis in the formation of responsibility. Therefore, the success of character cultivation in grade III cannot be separated from the ability of teachers to embody the value of responsibility into behaviors that are visible, consistent, and imitative for students in daily interactions (Rafif & Dafit, 2023). In the context of the research objectives, this data confirms that the optimization of the role of teachers takes place when teachers not only teach material, but at the same time become moral models who live in front of students.

In addition to example and habituation, the results of the study show the important role of positive reinforcement, evaluation, and reflection in maintaining the sustainability of the formation of responsible character (Bahri, Fauzi, & Zaini, 2025). Observation instruments place appreciation to students who obey the rules, praise for task completion, positive feedback when students admit mistakes, observation of changes in responsibility behavior, discussions with parents, and reflection at the end of learning as important parts of the teacher's role (Lestari & Mahrus, 2025). This data explains that the character of responsibility is not only formed through commands, but also through a process of social recognition that makes students understand that good behavior has value and meaning. When teachers observe, record, and reflect on the development of students' responsibilities, the process of character formation becomes more directed and does not stop at momentary control. Thus, this discussion shows that the optimization of the role of teachers also lies in their ability to build a cycle of habituation, strengthening, evaluation, and continuous improvement.

The principal plays the role of a system reinforcement that allows teachers to work more optimally. The principal stated that he supervised the preparation of teaching modules or lesson plans, monitored school activities, followed learning practices, and provided improvement assessments so that teachers were not rigid in implementing learning (Buro, Beding, & Aran, 2025). The teacher also explained that there is a routine training every Saturday through the KKG, which contains meetings, discussions, evaluations, teaching style training, and the development of innovative projects. When linked to the purpose of the research, this data explains that the optimization of the role of teachers is not only the result of personal abilities, but also the result of continuous supervision and professional development (Rusmalawati, Rizki, & Mulyadi, 2024). In a broader study, these findings support the view that fostering students' character will be more effective when schools build a professional culture that encourages teachers to continue to improve their pedagogical practices.

In terms of supporting factors, research shows that the cultivation of responsibility character in grade III is driven by several important elements, namely good communication between teachers and students, collaboration with parents, the existence of leadership pillars, and the supervision of the principal. The pillars of leadership in class III are directed at the ability to work in groups, respect the opinions of friends, express feelings with kind words, dare to lead light activities, and obey rules (Saamad et al., 2024). These findings explain that schools not only target formal compliance but also foster responsibility in the form of social-emotional and self-leadership. If linked to student observation instruments, these goals are in line with the dimensions of social, self, and academic responsibility, which are indicators of research observation (Mahmuddah & Junaidi, 2025). Therefore, the supporting factors found are not only facilities or rules, but in the form of harmony between the school's vision, character indicator design, and pedagogical practices applied by teachers daily.

The inhibiting factors found consisted of internal and external factors. Internal barriers include lack of student awareness, laziness, and low self-confidence, while external barriers include peer influence, lack of parental response to children's responsibilities, the influence of gadgets, and the family and community environment (Syafa'atin et al., 2023). This data explains why some irresponsible behaviors still appear even though teachers have been habituated and strengthened, because the formation of students' character is also influenced by experiences outside school (Balqis, Usriyah, & Mu'alimin, 2025). In the context of the formulation of the second problem regarding inhibiting factors, these results show that the limitation of the effectiveness of character education lies not only in the teacher's strategy, but also in the continuity of values between the school and the student's living environment. Therefore, this discussion emphasizes that the optimization of the role of teachers should be read as a maximum effort in complex social situations, not as a single factor that fully determines the outcome.

One of the most powerful findings in this study is the importance of collaboration between schools and families through WhatsApp-based communication and liaison books (Latifa et al., 2024). The teacher explained that parents are asked to observe and mark the child's responsible behavior at home, such as cleaning the bedroom, helping to wash dishes, preparing notebooks, and preparing stationery at night (Ramadhani et al., 2024). The principal also emphasized that the indicator of responsibility success is considered meaningful if it is connected from the school to the home and to the student's living environment (Sumar, Razak, & Akadji, 2025). These findings explain why this research does not stop at the discussion of the role of teachers in the classroom, because the character of responsibility substantively demands continuity of practice in various life contexts. In the perspective of character education theory, the data reinforces the view that the internalization of values will be stronger when the school and family environment presents a unified message, demands, and reinforcement.

The most contextual teacher strategy in this study is gardening activities, which are designed as a vehicle for direct experiential learning. These activities were carried out through several sessions, ranging from clearing the land, grouping tasks, preparing fertilizers, making beds, sowing mustard seeds, to taking care of plants regularly (Hellinger, Benkowitz, & Lindemann-Matthies, 2022). One student stated that she was diligent in watering the plants because she wanted to see the growth of mustard greens and lettuce, while another student linked the picket obligations at school with the responsibilities taught at home (Jayadiningrat, Dapet, & Suyanta, 2024). This data explains why gardening activities are effective in instilling responsibility, as students experience firsthand the relationship between action, perseverance, and outcomes that emerge. In a theoretical framework, this strategy reinforces that the value of responsibility is more easily internalized when students not only hear about the obligation, but also feel the real consequences of their own actions.

When compared to previous research contained in the manuscript, the results of this study show continuity as well as development. The continuity is seen in the findings that teacher examples, the integration of responsibility values into learning, behavioral habituation, as well as barriers from family and student motivation were also found in Kencana's research and previous research on the role of teachers in shaping the responsibilities of elementary school students (Maghfiroh, Junaidi, & Sholikhah, 2025). However, this study builds on previous findings by showing that the optimization of the role of teachers at MI Alam Ya Bunayya does not stand alone, but is strengthened by the pillars of leadership, Bloom's approach, principal supervision, KKG forums, liaison books, and gardening activities as contextual strategies (Turner et al., 2024). Thus, the novelty of this research lies in a more complete picture of the ecosystem of natural schools that supports the internalization of responsibility in a more integrative manner.

Another novelty of this research appears to be the use of an observation framework that links student behavior and the role of teachers in parallel. The student observation instrument maps five dimensions of responsibility with twenty indicators, while the teacher observation instrument maps the five dimensions of the teacher's role with twenty indicators, so that the analysis can trace the relationship between educator behavior and student character development (Kiriana & Priantini, 2021). In the methodological context, this is important because the discussion does not stop at the general narrative, but is attached to the data obtained through observation, interviews, and documentation according to the descriptive qualitative approach used in this study. This novelty enriches previous studies that tended to only highlight teachers or students separately (Khozin, Tobroni, & Rozza, 2024). Therefore, this study contributes to the understanding that the effectiveness of character education needs to be read through the reciprocal relationship between teachers' pedagogic design and the manifestation of student behavior.

The theoretical implication of the results of this study is to strengthen the view that the character of responsibility is formed through the integration of moral knowledge, affective habituation, and real actions that take place in a consistent social environment (Badriyah, 2025). Data from MI Alam Ya Bunayya shows that character theories referenced in the manuscript gain empirical support when teachers combine exemplary, habituation, reinforcement, reflection, and contextual experiences, such as gardening, in one series of Education (Bahri et al., 2025). As for the practical implications, elementary schools and madrasahs can develop similar models by strengthening school culture, principal supervision, teacher development forums, communication with parents, and experiential learning activities that are close to students' lives. For teachers, this finding confirms that every classroom activity can be used as a medium for character education if it is designed consciously and consistently (Sarkadi, Casmana, Hisyam, & Wardatussa'idah, 2022). Thus, the results of this research not only answer the purpose of the research, but also offer a pragmatic direction for the development of responsibility character education in Madrasah Ibtidaiyah.

**Table 1.** Research Results and Discussion Directions

Aspects	Core data	Meaning of discussion
Initial condition of students	Students still do not carry out pickets, do not pay attention to the teacher, need to be reminded repeatedly, do not put things in their place, are less serious during morning talks, do not obey the habit of dawn prayers, speak dirty, blame each other, do not admit mistakes, and arrive late.	It shows that the problem of responsibility arises in the religious, personal, social, environmental, and academic realms.
Dimensions of responsibility	Students' responsibilities are mapped into five dimensions, namely towards God, self, the environment, social, and academic, with nine aspects and twenty indicators.	The research findings are comprehensive and are in line with the focus of responsibility theory in the manuscript.
Optimizing the role of teachers	Teachers instill responsibility through example, habituation of behavior, positive reinforcement, integration in learning, and evaluation and reflection.	The role of teachers is not limited to teaching the material, but also to the systematic formation of character.
School culture	Responsibility is placed in the pillars of leadership along with self-management and emotional management.	Character cultivation is supported by the school system and culture, not just the teacher's personal initiative.
Learning strategies	Teachers use the Bloom approach, namely greeting, exploration, knowing, action, and reflection, through morning attendance, ice breaking, stretching, and morning talk.	Responsibility is fostered through a consistent classroom routine and daily learning experience.
Key strategies	The strategies used include habituation, example, siroh stories, group work, and gardening activities.	These findings are in line with the theory that characters grow through example, repetition, and direct experience.
Parent collaboration	Teachers use WhatsApp and a liaison book to monitor children's responsibilities at home, such as cleaning the room, helping to wash dishes, and preparing school supplies.	The character of responsibility is stronger when school and family provide one-way reinforcement.
Supporting and inhibiting factors	Supporting factors include teacher-student communication, parent collaboration, leadership pillars, principal supervision, and KKG, while inhibiting factors include lack of student awareness, laziness, low self-confidence, peer influence, lack of parental response, gadgets, and family and community environments.	The success of optimizing the role of teachers is influenced by the school ecosystem and the social context of students.

## CONCLUSION

This study emphasizes that optimizing the role of teachers in instilling the character of responsibility in third-grade students of MI Alam Ya Bunayya Bungo is the core of the success of character education in madrasas. The findings show that the problem of student responsibility is still seen in the aspects of academics, discipline, worship compliance, social behavior, and concern for the school environment. In these conditions, teachers not only function as material presenters, but also as role models, guides, reinforcements, and evaluators of student character development. Optimizing this role is realized through habituation, for example, integrating the value of responsibility in learning, reflection, and providing positive reinforcement consistently. This strategy is more effective because it is supported by a school culture that places responsibility in the pillars of leadership and the Bloom approach. Gardening activities, ghost stories, group work, and class routines become concrete media to train students' responsibilities. The success of character cultivation is also strengthened by the supervision of the principal through evaluation, monitoring, and KKG activities that help teachers improve the quality of coaching. In addition, collaboration with parents through WhatsApp and liaison books makes the habituation of responsibility can be monitored not only at school, but also at home. However, obstacles in the form of low student awareness, laziness, peer influence, gadget use, and lack of family support suggest that character education must be carried out systematically, contextually, collaboratively, and sustainably.

### AUTHOR CONTRIBUTIONS

Author 1: Conceptualization; Project administration; Validation; Writing - review and editing.

Author 2: Conceptualization; Data curation; In-vestigation.

Author 3: Data curation; Investigation.

### CONFLICTS OF INTEREST

The authors declare no conflict of interest.

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