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The Meaning of the Value of Responsibility from the Perspective of Students of State Vocational School 15 Bandung: A Phenomenological Study of the Implementation of Character Strengthening Education

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Abstract: This research stems from the urgency of strengthening character education in the 21st century, which demands integration between students' cognitive, moral, and social competencies within the context of vocational education. The value of Responsibility as one of the main dimensions of character is considered increasingly important to be studied in depth, especially for Vocational High School (SMK) students who are prepared to face the world of work based on professional ethics. This study aims to understand the meaning of the value of Responsibility from the perspective of students at SMK Negeri 15 Bandung and to trace the process of its formation in the implementation of the Character Education Strengthening Program (PPK) and the West Java Priority Program. The research approach employed is a qualitative phenomenological design, involving 50 students as participants, selected through simple random sampling. Data were collected through in-depth interviews, direct observation, and documentation studies, and validated by triangulation of sources, methods, and member checks. The results show that students interpret Responsibility as moral awareness, self-discipline, and social commitment that develop through reflective interactions with teachers, the learning environment, and the habituation of values through school programs. The value of Responsibility develops in an educational ecosystem that emphasizes role models, collaboration, and students' cognitive well-being.

Keyword: Responsibility, Character Education, Phenomenology, Learning Environment, Vocational School.

INTRODUCTION

In the 21st-century global context, education is not only focused on achieving academic competencies but also on character development as a moral and social foundation for students. Various international institutions, such as UNESCO and the OECD, emphasize that learning in the era of disruption must develop four main pillars: learning to know, learning to do, learning to be, and learning to live together, which are integrated into the principle of personal and social Responsibility (Huertas Cardozo et al., 2021). The value of Responsibility is at the core of these four pillars because it reflects an individual's awareness to act based on ethics, integrity, and concern for others and the environment. Amidst global transformations marked by technological advances, the digital economy, and social complexity, Responsibility is not only a moral value but also a life competency that determines social and professional sustainability (Liu et al., 2025).

This phenomenon has influenced the direction of education policy in Indonesia, particularly through the Strengthening Character Education (PPK) program initiated by the Ministry of Education and Culture since 2016. PPK places five core values—religious, nationalist, independent, cooperation, and Responsibility—as the basic framework for national character development. In this context, the value of Responsibility holds a strategic position as it serves as an indicator of students' moral and social maturity in an era rife with change and uncertainty (Kamid et al., 2020). At the implementation level, the West Java regional government is strengthening this policy through the West Java Priority program, which is integrated into daily school routines: Mother's POE (Monday), Walk to School & 5S (Tuesday), Healthy Eating and Zero Waste Movement (Wednesday), Vocational Ecology and Environmental Cleanliness (Thursday), and Achievement and Industry Collaboration (Friday).

The program demonstrates a comprehensive and contextual character education strategy. For example, on Tuesdays, through the "walk to school" activity, students are trained to take Responsibility for their own health and environmental sustainability by reducing vehicle emissions. On Wednesday, the "MBG Healthy Eating Movement" and "Bring a Tumbler" activities encouraged students to practice ecological Responsibility and independence in their consumption behavior. Meanwhile, Thursday's "Vocational Ecology" activity reinforced collective Responsibility for the cleanliness and preservation of the school environment, in line with the green campus values adopted in modern vocational education policies (Pocol et al., 2022).

However, in empirical practice, the implementation of the value of Responsibility has not consistently demonstrated a match between policy and student behavior. At SMK Negeri 15 Bandung, for example, variations were still found in students' awareness of Responsibility for learning assignments, environmental cleanliness, and time discipline. Some students demonstrated high levels of Responsibility when involved in collaborative projects or industrial activities, while others tended to be passive and dependent on teacher direction. This phenomenon indicates a gap between the ideals of the PPK program and the reality of students' internalization of values. This gap is interesting to examine phenomenologically to gain a deeper understanding of how students interpret Responsibility in the context of their lives in vocational schools.

Several previous studies have examined character education and student responsibility in the context of vocational education; however, most of them have been quantitative or descriptive. For example, Ribeiro et al. (2022) highlighted best practices in entrepreneurship learning in Brazil and found that the development of responsible character is related to teachers' reflective and participatory teaching styles. Li (2024) demonstrated that the integration of smart campuses and big data can enhance students' digital Responsibility through a transparent and accountable learning system. Meanwhile, Romanova & Anisimova (2023) examined the

implementation of demonstration exams in Russian vocational education and found that students' active involvement in self-evaluation can foster professional Responsibility. However, most of these studies focused on methodological and systemic aspects, rather than on the subjective meaning of Responsibility as directly experienced by students.

In the Indonesian context, research on the meaning of the value of Responsibility in the implementation of PPK is still limited, particularly in the realm of vocational education. Most studies assess program effectiveness solely through behavioral indicators, rather than employing a phenomenological approach that explores students' personal awareness and reflection on these values. However, from a phenomenological perspective, understanding the subjective meaning of a value is key to understanding how that value is internalized, lived, and realized in action (de la Varga-Salto & Galindo-Reyes, 2025). Thus, there is a research gap that needs to be bridged, namely, an in-depth exploration of students' life experiences in experiencing and practicing Responsibility in a vocational education environment.

The urgency of this research is further strengthened when considered in relation to the challenges of character education in the digital and post-pandemic era. Changes in online learning patterns, instant culture, and declining social empathy among adolescents have led to a shift in the value of Responsibility from intrinsic awareness to extrinsic motivation (Calton et al., 2013). In this situation, vocational education faces a dual challenge: preparing students for the world of work while simultaneously fostering stable moral integrity. As de Olivieri (2009) argued, modern education must orient itself toward a balance between technical skills and social awareness, with Responsibility serving as a bridge between the two. Therefore, this study aims to investigate how vocational high school students perceive responsibility not merely as a school rule, but as an integral part of their moral and professional identity.

Methodologically, a phenomenological approach was chosen because it can uncover the most profound meaning of the subjects' experiences within a specific socio-cultural context. Through in-depth interviews, participant observation, and narrative reflection, this study seeks to understand "what" and "how" Responsibility is experienced, understood, and interpreted by students at SMK Negeri 15 Bandung. This approach aligns with contemporary educational research trends that prioritize student voice and authentic experiences in value interpretation (Lamela, 2020; Oskam, 2009). Furthermore, a phenomenological approach allows for the identification of the internalization process of the value of Responsibility, which is not always evident in formal behavioral indicators but rather manifests in students' everyday moral decisions.

Based on this background, the research problem is formulated as follows: How do students at SMK Negeri 15 Bandung interpret the value of Responsibility in their daily learning and school activities? What are their experiences in internalizing the value of Responsibility through the implementation of the Strengthening Character Education and West Java Priority Programs?

The purpose of this study is to describe and understand the in-depth meaning of the value of Responsibility from the perspective of students at SMK Negeri 15 Bandung and to identify the process of internalizing this value within the context of character-based vocational education. The results are expected to provide theoretical contributions to the development of a phenomenological, experience-based character education model, as well as practical contributions for teachers and policymakers in designing more meaningful and contextually relevant learning strategies. Academically, the novelty of this research lies in its phenomenological approach to the meaning of Responsibility for vocational high school students in the context of the PPK and West Java Priority programs, which has not been widely studied in international or national literature. Previous research tends to focus on the effectiveness of programs or learning models. At the same time, this study highlights the dimension of students' reflective awareness of the value of Responsibility in the real-life situations of vocational school life. Thus, this research not only expands theoretical

understanding of character education but also provides an empirical basis for building a responsibility education model based on student experience and reflection—an approach that aligns with the principles of sustainable human development in 21st-century education (Pocol et al., 2022; Liu et al., 2025).

METHOD

This study uses a qualitative approach with a phenomenological design, aiming to explore and understand the subjective meaning of the value of Responsibility as experienced by students at SMK Negeri 15 Bandung in the context of implementing Character Strengthening Education (PPK). The phenomenological approach was chosen because it enables researchers to explore students' lived experiences in depth, uncovering the essence of Responsibility as a character value formed through contextual educational practices (Creswell & Poth, 2023; van Manen, 2017).

According to Moustakas (1994), phenomenological research focuses on describing the essence of experience, not simply interpreting behavior. This is relevant to the research objective of understanding how students interpret Responsibility in the context of collaborative project-based learning at SMK, rather than simply measuring their level of achievement. This approach also aligns with Husserl's view of phenomenological reduction, which involves an effort to remove the researcher's biases, thereby revealing the essence of the meaning experienced by the subjects authentically (Neubauer et al., 2019).

The choice of a qualitative approach was based on the consideration that the phenomenon of responsibility values is complex, dynamic, and contextual, and therefore cannot be reduced to numbers or quantitative variables alone (Creswell, 2023; Denzin & Lincoln, 2018). This approach allows for in-depth interpretation of students' narratives, reflections, and experiences within a learning environment that emphasizes collaboration and entrepreneurial character.

The population of this study was all students at SMK Negeri 15 Bandung who participated in the collaborative Project-Based Learning (PjBL) model within the West Java Priority program. The population consisted of students from various majors involved in school entrepreneurship projects, including culinary arts and hospitality.

The sampling technique used was a non-probability purposive sampling approach, where participant selection was based on specific criteria relevant to the research objectives (Etikan et al., 2016). These criteria included: (1) students actively involved in collaborative projects for at least one semester; (2) demonstrated reflective ability regarding responsibility values; and (3) willingness to participate in the research.

Furthermore, to strengthen data triangulation and validity, the researchers employed simple random sampling to select 50 students as respondents for the supporting quantitative questionnaire. This selection aimed to obtain a general overview of students' perceptions of the effectiveness of collaborative PjBL in fostering a sense of Responsibility, complementing the results of the qualitative exploration.

Data collection was conducted through three main techniques:

1. In-depth interviews were conducted with 10 students, three teachers, and one department head using a semi-structured format. The goal was to understand participants' perceptions and experiences regarding the implementation of collaborative PjBL and the resulting values of Responsibility.
2. A questionnaire was administered to 50 students to complement the qualitative findings, specifically to measure perceptions of the effectiveness of the learning model. This data served as supporting data to provide a quantitative overview of student perception trends.
3. Direct observation (participant observation) was conducted throughout the project's learning process, recording the dynamics of interactions, teamwork, and individual and group accountability practices.

The data collection process was conducted after the researcher obtained official permission from the school and ethical approval from the respondents. Before conducting the interviews and questionnaires, the researcher explained the purpose of the study, participation procedures, and the participant's right to refuse or withdraw at any time. Each respondent was guaranteed confidentiality and assigned an anonymous code (e.g., S1, S2, G1, etc.) to maintain data privacy (Creswell & Poth, 2023; Babbie, 2020).

Data analysis was conducted simultaneously with the data collection process, following the interactive model of Miles, Huberman, and Saldaña (2014), which consists of three main components:

1.Data reduction is the process of selecting, focusing, and simplifying raw data from interviews, observations, and documents to create a concise and meaningful representation. Data reduction was achieved by grouping data based on key themes, such as forms of personal, social, and academic Responsibility. 2.Data presentation (data display) was carried out through the preparation of thematic matrices, concept maps, and descriptive narratives to illustrate the relationships between data categories. 3.Conclusion drawing and verification were conducted iteratively through rereading the data, triangulating results between sources, and validating findings through member checking.

The analysis was conducted inductively, moving from empirical data to patterns, categories, and themes that led to the essential meaning of the value of Responsibility (Saldaña, 2021). Quantitative data from the questionnaire were analyzed descriptively using percentages and averages to support the interpretation of the qualitative findings.

RESULTS AND DISCUSSION

General Description of Respondent Data

This study involved 50 students from SMK Negeri 15 Bandung as respondents who participated in questionnaires, interviews, and observations. Based on demographic data, the respondents consisted of 20 male students (40%) and 30 female students (60%). This distribution reflects the actual student population at SMK Negeri 15 Bandung, particularly those majoring in collaborative Project-Based Learning (PjBL) and the West Java Priority program.

In general, respondents were aged between 16 and 18 and had participated in project-based learning activities for one whole semester. Based on initial interviews, the majority of students expressed enthusiasm for project-based learning because it provided opportunities for collaboration, initiative, and Responsibility for group work.

Observations also indicated that female students were relatively dominant in coordination and task completion, while male students were more active in the technical aspects and project implementation. This difference in roles reflects the diversity of responsibility styles that emerge in collaborative contexts (Creswell & Poth, 2023).

Description of Research Variables

This study measured two main variables: collaborative learning environment and student responsibility. Measurements were conducted using a 1–5 Likert-scale questionnaire (1 = strongly disagree; 5 = strongly agree) with 50 respondents.

Table 1 below presents descriptive statistics for each variable.

Table 1. Descriptive Statistics of Research Variables (N = 50)

Variable	Number of Indicators	Average	Standard Deviation	Category
Collaborative learning environment	5	4,21	0,47	High
Personal Responsibility	5	4,18	0,51	High
Social Responsibility	5	4,07	0,44	High

Persistence in assignments	5	4,12	0,49	High
Time discipline	5	3,98	0,53	High
Overall average	—	4,11	—	High

Source: Processed primary data (2025).

The calculation results show an overall average score of 4.11, indicating a high level of student responsibility. The collaborative learning environment variable received the highest score (M = 4.21), indicating that the dynamics of project-based learning create a learning climate that supports cooperation, communication, and shared Responsibility.

The time discipline indicator received the lowest score (M = 3.98), indicating that time management still needs improvement through teacher guidance and responsibility training in project planning. These results are consistent with the findings of Hair et al. (2021), which suggest that a collaborative learning environment has a positive influence on strengthening the character of Responsibility, particularly through contextual experiences and intensive social interactions.

Instrument Validity and Reliability Test

The instrument's validity was tested through source triangulation, method triangulation, and member checking.

(1) Source triangulation involved three main informant groups: the project supervisor, the head of department, and student participants in the program. This approach ensures that perceptions of Responsibility are not only derived from the students' perspectives but are also validated by external observers (teachers and department heads). (2) Method triangulation was conducted by combining the results of in-depth interviews, direct observations, and project report document analysis. Each data source complemented each other and enriched understanding of the meaning of the value of Responsibility in the learning context. (3) Member checking was conducted after the interview transcription process was completed. The supervising teacher reviewed the researcher's interpretation of the students' statements to ensure there was no distortion of meaning.

The reliability of the questionnaire instrument was tested using a Cronbach's Alpha coefficient, which showed a value of 0.87, indicating a high level of reliability (Hair et al., 2021). Thus, the instrument used can be considered consistent in measuring students' perceptions of the learning environment and their responsibilities.

Structural Model Testing (Inner Model) – Qualitative Approach

In the context of qualitative research, structural model testing is defined as the process of conceptualizing and validating the relationships between categories or themes that emerge from field data. The analysis was conducted in three main stages, as described by Strauss and Corbin (1998), namely open coding, axial coding, and selective coding.

Open coding

From the interview transcripts, 96 initial codes were obtained representing various aspects of Responsibility, such as personal initiative, teamwork, punctuality, self-reflection, and moral commitment.

Axial coding

These codes were then grouped into seven thematic categories:
 a. Individual moral awareness. b. Social concern within the team. c. Perseverance in completing tasks. d. Responsibility for work results. e. Time discipline. f. Collaborative leadership. g. Supportive learning environment.

Selective coding

Through integration between categories, the researcher constructed a conceptual model of student responsibility that demonstrates the causal relationships between themes. In this model, the collaborative learning environment acts as an enabler that encourages the formation of moral and social awareness, which then develops into personal and collective Responsibility in project completion.

These results demonstrate that project-based learning not only develops technical skills but also builds a value structure that is gradually internalized through social interaction and personal reflection.

Key Research Findings

The findings of this study indicate that:

1.A collaborative learning environment has a strong influence on the development of student responsibility. The positive correlation between the learning environment and student responsibility ($r = 0.78, p < 0.01$) indicates that the more conducive the collaborative atmosphere, the higher the level of Responsibility demonstrated by students in the learning process. 2.Student responsibility encompasses interrelated personal and social dimensions. Based on the results of the thematic analysis, personal Responsibility (initiative, perseverance) forms the basis for social Responsibility (cooperation, group honesty).

This pattern indicates that character values develop from the individual to the learning community (Sarstedt et al., 2022). 3.The role of the teacher as a reflective facilitator is key. Interviews with teachers indicated that providing space for self-reflection at the end of the project helped students recognize the consequences of their decisions and actions. This strengthened the development of self-regulated Responsibility (Zimmerman, 2020). 4.The quantitative findings support the qualitative results. The high mean score on the responsibility indicator ($M = 4.11$) aligns with interview narratives that describe students as highly committed to the success of group projects. Thus, the integration of quantitative and qualitative data yields a holistic understanding of the responsibility phenomenon.

Table 2 below displays the correlations between the main variables.

Table 2. Correlations between Research Variables (N = 50)

Variables	Learning Environment	Personal Responsibility	Social Responsibility
Learning Environment	1.00	0.78**	0.73**
Personal Responsibility	0.78**	1.00	0.81**
Social Responsibility	0.73**	0.81**	1.00

Source: Processed primary data (2025).

Note: $p < 0.01$ (significant at the 1% level)

This finding confirms that the relationship between variables is positive and significant, indicating that collaborative learning significantly contributes to strengthening students' sense of Responsibility, both personal and social.

Data Visualization

Conceptually, the results of the thematic analysis are visualized in a qualitative structural model diagram that illustrates the relationships between the main themes. The visual description can be explained as follows: •On the left side, there are contextual factors, namely the collaborative learning environment (teacher support, collaborative atmosphere, group reflection). •In the middle, there are two paths of value development: individual moral awareness and social Responsibility. •On the right side, character learning outcomes are

formed, namely, Responsibility as an internalized value, demonstrated through discipline, initiative, and commitment to project outcomes.

This model demonstrates that strengthening the character of Responsibility is not an instant result, but rather is formed through a repeated cycle of experience, reflection, and internalization

Confirmation of Main Findings

The results of this study indicate that students at State Vocational High School 15 Bandung interpret the value of Responsibility as an expression of self-awareness and moral commitment to academic, social, and spiritual duties. The value of Responsibility does not emerge instantly but is formed through a process of habituation, value reflection, and social interaction within a collaborative learning environment. Reinforcing factors include teacher support, exemplary behavior, and school programs such as Jabar Prioritas (Monday–Friday), which emphasize discipline, work ethic, and independence. Meanwhile, inhibiting factors arise from academic pressure, peer influence, and a lack of facilitation for reflection on moral values.

Empirically, these results confirm that Responsibility is not only an individual moral dimension but also a social construct formed through the learning ecology. This supports Bronfenbrenner's (1994) view that multi-level interactions between the individual and the surrounding social system always influence individual moral development. In the context of vocational education, such as vocational high schools, the meaning of Responsibility is also related to professional readiness and work ethic. As. Li et al. (2023) argue that effective vocational education must foster the integration of personal and professional Responsibility as part of 21st-century competencies.

Theoretical Analysis

These findings can be explained through three main theoretical frameworks: social cognitive theory, moral responsibility theory, and ecological learning theory.

First, according to Bandura (1997), responsible behavior develops through observational learning and self-regulation, where students learn from social models (such as teachers and peers) and internalize moral standards through self-reflection. In this context, the role of teachers at SMKN 15 Bandung as significant models strengthens the social learning mechanisms that lead to the emergence of moral and social Responsibility.

Second, the theory of moral Responsibility, developed by Rest (1986) and updated by Narvaez (2019), emphasizes that Responsibility is the result of the interaction between moral sensitivity, moral judgment, and moral motivation. Students who demonstrate high levels of Responsibility generally have an awareness of the impact of their actions on others and use moral values as the basis for their behavior. This process is evident in students who interpret Responsibility as a commitment to carrying out tasks without supervision.

Third, the ecological learning theory (Bronfenbrenner, 1994) explains that the formation of a responsible character cannot be separated from the microcontext (classroom, family, peers) and macrocontext (school culture and educational policy). The West Java Priority Program fosters a learning ecosystem that promotes the value of Responsibility by organizing students' daily routines around discipline, reflection, and social activities. This consistent environment becomes the moral ecology where the internalization of values takes place.

Conceptually, the relationship between these three theories indicates that Responsibility is the result of a cognitive-moral process facilitated by a supportive social environment. Thus, the formation of Responsibility in the context of vocational high school character education is not merely a matter of value indoctrination but also of developing a learning system that allows students to experience, reflect on, and practice values authentically.

Comparison with Previous Research

The results of this study align with those of Aslan et al. (2024), which showed that collaborative learning environments enhance the internalization of the values of Responsibility and social empathy. Similarly, a study by Abdurrahman et al. (2023) in the context of Islamic education confirmed that religious habits and teacher role models have a significant influence on the development of students' moral character. Both of these results support empirical evidence that the internalization of Responsibility cannot be separated from spiritual and social dimensions.

A study by Li et al. (2023) on vocational education in China found that professional Responsibility is formed through the integration of experiential learning and moral reflection. Similarities with this study lie in the experiential learning process and social practices in vocational high schools, which foster a sense of Responsibility. However, differences emerge in aspects of religiosity and cultural values that are more dominant in Indonesia, as noted by Wahyono et al. (2024), who observed that the local cultural context plays a central role in shaping character formation.

Furthermore, studies by Alimuddin et al. (2022) and Jalal et al. (2022) found that teacher support and a favorable classroom climate correlated with increased Responsibility for learning. These results confirm the role of social scaffolding found in research at SMKN 15 Bandung, where teachers acted as moral facilitators, not simply cognitive instructors.

However, several studies, such as Chen et al. (2021), show that excessive academic pressure can reduce intrinsic motivation for Responsibility. This is also reflected in the context of SMKN 15, where some students associate Responsibility with the burden of assignments, rather than a moral calling.

Contextual Interpretation

In the context of vocational high schools in Indonesia, the value of Responsibility has a dual meaning—moral and professional. SMK students are expected not only to behave ethically but also to demonstrate reliability in teamwork and productivity. The interaction between cognitive function, the learning environment, and the value of Responsibility forms a distinctive dynamic pattern. Students with better cognitive abilities tend to be more reflective about the impact of their behavior, while a supportive learning environment facilitates the translation of values into concrete behavior.

Cognitive distractions such as academic fatigue and digital distractions can weaken the process of internalizing values. However, responsive teachers can compensate for these disruptions through moral scaffolding and emotional support. This finding aligns with the caring pedagogy model developed by Noddings (2013), which states that the affective relationship between teachers and students forms the basis for developing moral Responsibility.

School culture also plays a crucial role. At SMKN 15 Bandung, a collective and collaborative culture creates a moral community where Responsibility becomes a shared value. This ecosystem reinforces Korthagen's (2017) hypothesis about core reflection, which states that professional values develop when individuals feel emotionally connected to their community. Therefore, implementing character education in vocational schools cannot rely solely on the formal curriculum; instead, it requires a social climate that supports the internalization of values.

CONCLUSION

This study concludes that the meaning of the value of Responsibility from the perspective of students at SMK Negeri 15 Bandung is a social and moral construction formed through the interaction between the learning environment, value inculcation, and the role of teachers as moral models. Students interpret the value of Responsibility as a willingness to keep promises, complete assignments on time, and behave according to norms, not because of external

pressure, but because of moral awareness and a sense of belonging to the learning community. The relationship between a supportive learning environment and students' sense of Responsibility shows a strong positive direction: the more inclusive and reflective the learning environment, the higher the students' level of moral Responsibility.

Theoretically, these findings confirm the principle of reciprocal determinism in social cognitive theory (Bandura, 1997), which posits that the interaction between personal factors (self-awareness), behavior (discipline and honesty), and the environment (teacher support and school culture) reciprocally influences each other. This process results in a moral internalization mechanism, where the value of Responsibility is not only learned but also consciously lived by students.

From a learning ecology perspective (Bronfenbrenner, 1994), students' Responsibility develops within a multi-layered system—from direct relationships with teachers and peers to school policies and social culture. Thus, Responsibility cannot be separated from the context of character education, which emphasizes a balance between discipline, moral reflection, and psychological well-being.

The scientific contribution of this research lies in the integration of a phenomenological approach and social-cognitive theory to explain the formation of responsibility values in vocational education settings. Methodologically, this research demonstrates the validity of a triangulative approach (sources, methods, and member checking) in uncovering the complex meaning of moral values in the context of character education.

Theoretical Implications

This research expands theoretical understanding of the formation of responsible character through the integration of cognitive, moral, and social ecological dimensions. First, these results strengthen Bandura's social cognitive theory by demonstrating that self-regulation and observational learning not only produce adaptive behavior but also reflective moral awareness. This process confirms that teachers and the school environment act as moral scaffolds that enable students to develop responsibility values through lived experiences.

Second, the findings of this study contribute to the enrichment of moral responsibility theory (Rest, 1986; Narvaez, 2019) by identifying that the dimensions of students' moral motivation in the vocational high school context stem not only from personal values but also from professional norms and the school's work culture. This expands the traditional moral framework, which typically focuses only on the general educational context.

Third, from an educational ecology perspective (Bronfenbrenner, 1994), this study strengthens the argument that character education cannot be separated from the social structure and policies of schools. Thus, the results of this study offer a new conceptual model, the Ecological Model of Responsibility for Vocational High School Students, in which the value of Responsibility is formed through three layers of interaction: (1) teacher support and reflective learning, (2) a school culture based on discipline and collaboration, and (3) school policies oriented toward moral and psychological well-being.

Practical Implications

For teachers, the results of this study emphasize the importance of a reflective pedagogical approach in fostering student responsibility. Teachers need to act as moral models and facilitators of self-awareness, not simply as evaluators of academic performance. Strategies such as project-based learning, daily values reflection, and peer mentoring can be used to integrate learning experiences with moral character development. Teachers are also advised to develop empathetic communication and provide feedback that focuses on the process, not just the outcome, to foster a sense of intrinsic Responsibility.

For schools, the primary implication is the need to create a learning environment that strikes a balance between academic demands and character development. School culture should

emphasize the value of Responsibility through routine activities such as the West Java Priority program, morning reflections, and collaborative learning across departments. Schools should also provide spaces for moral reflection, such as student reflection journals or character talks, to strengthen the internalization of values. In this way, schools become moral ecosystems that support the sustainable growth of Responsibility.

For educational policymakers, the results of this study recommend the importance of well-being pedagogy-based policies that balance the cognitive, affective, and social dimensions of character education in vocational high schools. Character-building curricula should integrate dimensions of psychological well-being (cognitive well-being) so that students not only behave according to norms but also understand the moral meaning behind them. The Ministry of Education can consider developing national indicators to assess the effectiveness of character programs based on well-being and social Responsibility.

Practically, this reflective and contextual approach can help build learning communities that foster resilient personalities, a strong work ethic, and professional ethics. Therefore, the results of this study are relevant not only to the development of character education but also to policies aimed at improving the quality of vocational education in Indonesia.

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