Implementation of Class Policy Based on the Reception of Vocational High School Teachers

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Article Info	Abstract
	The role of teachers in shaping students' character and ideology in Vocational High Schools (SMK) is essential, particularly in internalizing the values of heroism courage, sacrifice, integrity, and dedication. This study explores how gender differences among teachers influence classroom policy implementation as a medium for instilling the ideology of heroism. Using a qualitative descriptive approach and Moser's research design (1989), the study analyzes how 50 SMK teachers (25 male and 25 female) in Tegal Regency respond to heroic values after reading Eko Prasetyo's novel "Poor People Are Forbidden from Going to School." Data were collected through instruments reflecting teachers' classroom policies and analyzed based on gender differences. Results show that female teachers generally implement classroom policies with greater tolerance, such as permitting students to leave class for competitions or excusing those who accompany peers in the school clinic. In contrast, male teachers are more likely to adhere to strict rule enforcement, such as reprimanding students who fall asleep despite working for their families. However, both male and female teachers avoided imposing severe punishments, demonstrating a shared understanding of the educational context. This study confirms that while the core values of heroism are shared, gender influences the methods of ideological internalization. These findings contribute to understanding pedagogical gender dynamics and emphasize the need for a standardized and consistent approach to character education to avoid value confusion among students.

Introduction

The role of teachers in shaping the character and ideology of students in Vocational High Schools (SMK) is crucial, particularly in internalizing heroic values. The ideology of heroism, which encompasses a sense of heroic spirit, courage, sacrifice, and dedication, needs to be instilled to shape a young generation that is not only professionally competent but also possesses high moral integrity and nationalism (Goethals & Allison, 2012; Wongsrichanalai, 2016; Utamirohmahsari, 2024). However, the implementation of classroom policies as a means of ideology formation often faces various challenges (Pun et al., 2024; Welton et al., 2023; Ouyang et al., 2024). One interesting phenomenon is the difference in the implementation of classroom policies between male and female teachers (Bugis et al., 2021; Zahir et al., 2025; Canuto & Espique, 2023; Ha et al., 2024; Chavez et al., 2023).

This difference can affect the way values are conveyed, discipline is enforced, and even the approach to motivating students, ultimately influencing student acceptance of the ideology of heroism (Yazici & Aslan, 2011; Ouladhadda, 2025). This phenomenon aligns with Zahir et al. (2025) opinion, which states that gender can influence leadership styles and decision-making, including in the context of classroom management.

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Supriyanto highlighted that differences in background, experience, and gender perceptions can shape how teachers interact with students and manage the learning environment (Hagenauer et al., 2023; Wang et al., 2025; Masoom, 2021; Bochatay et al., 2022). In this context, there may be no difference in the emphasis on heroic values, but there are differences in teaching methods between male and female teachers (Pattison-Meek, 2024; Brooks et al., 2024; Silva, 2022). Furthermore, Berkowitz et al. (2017) in his research on character education emphasized that the effectiveness of instilling values depends heavily on consistency and alignment in practice. If there are significant differences in classroom policies implemented by male and female teachers, this has the potential to create confusion or bias in students' understanding of the ideology of heroism (Tagaza & Manalansan, 2025; Walsh et al., 2025; Zimmerman, 2025) Mardikantoro emphasized the importance of standardization and a shared vision among educators to achieve optimal educational goals. On the other hand, Rosiak (2023) suggested that students' acceptance of an ideology is strongly influenced by how the ideology is presented and internalized through daily experiences at school.

The differences in approaches by male and female teachers in presenting the ideology of heroism in the classroom can result in varying interpretations and understandings among students (Vučković & Premović, 2024; Vanner et al., 2022; Setiyonugroho et al., 2022; Harris, 2023; Shah, 2023; Luo, 2024). Pristiwati highlighted that inconsistent learning experiences can reduce the effectiveness of instilling noble values. Based on this background, this study is relevant to examine in depth how the acceptance of the ideology of heroism by vocational high school teachers in Tegal Regency, both male and female, influences the implementation of classroom policies, as well as how gender differences contribute to variations in approaches and their impact on instilling the ideology of heroism in students (Utami & Yulianawati, 2025; Okeke, 2024). This research is expected to provide a comprehensive understanding of gender dynamics in pedagogical practices and their contribution to the formation of student character in vocational high schools.

Methods

This study was designed within a qualitative descriptive approach and framed by the perspective of the sociology of literature (Guenther et al., 2024). The approach was chosen because the research is not limited to examining a literary work as an isolated text. Instead, it seeks to understand how teachers as readers engage with the values embedded in literature and allow those values to influence their thinking and behavior in educational settings. In this case the novel becomes more than a source of entertainment or moral lessons. It becomes a bridge through which teachers reflect on heroic values and reinterpret them in relation to classroom policies. This perspective acknowledges that responses to literature are never neutral but are shaped by lived experiences, cultural contexts, and professional responsibilities.

The study was conducted in Tegal Regency where both public and private vocational schools operate with distinct traditions and expectations (Oktari et al., 2024). In order to capture this diversity the research included ten schools, five from the public sector and five from the private sector. Fifty teachers took part in the study with equal numbers of male and female participants. This balance was not incidental but an intentional design choice, since the aim of the study was to investigate how gender differences shape the reception of heroic values and their application in school policy. By bringing together teachers from varied institutional contexts and ensuring equal gender representation, the research provided a foundation for meaningful comparison.

The literary source selected for this study was Eko Prasetyo's novel *Orang Miskin Dilarang Sekolah* which translates as *Poor People Are Forbidden from Going to School*. The novel was chosen because it vividly portrays themes of sacrifice, resilience, courage, and justice. These

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are the very values that underpin the ideology of heroism explored in this research. Teachers were asked to read the novel in its entirety and to reflect on how the struggles and ideals portrayed in the story might inform their own approaches to classroom management. Their reflections offered a way to see how literature could inspire concrete decisions in real educational situations, especially when teachers are confronted with dilemmas involving fairness, compassion, and discipline.

The methodological framework of Moser was adopted to guide the study. The first stage was the preparation of data. At this stage the research identified the material object, which consisted of the teachers' responses gathered through research instruments. These instruments presented classroom situations that required teachers to decide on appropriate policies after engaging with the novel. The formal object of the study was the classroom policies themselves as articulated by the teachers. By carefully distinguishing between these two layers, the study ensured that data collection and analysis remained focused and relevant.

The second stage was the identification of gender roles and needs. After reading the novel the teachers were asked to respond to scenarios that required balancing empathy with discipline or justice with compassion. They wrote their responses on prepared instruments which enabled them to state both the action they would take and the reasoning behind it. Once collected, the responses were grouped according to gender so that the analysis could highlight how male and female teachers approached similar situations differently or in some cases in remarkably similar ways (Shi et al., 2024; Salimi & Rad, 2024)

The third stage involved the analysis of data. At this point the focus was not limited to classifying responses into categories such as tolerance, reprimand, or punishment. The study also explored the reasons teachers gave for their choices and the values they emphasized. For instance, some teachers stressed the importance of maintaining order and rules, while others underscored the significance of understanding students' personal circumstances. Through this deeper reading the analysis was able to reveal how heroic values were interpreted differently depending on teachers' perspectives and experiences (Gadaza et al., 2025; Isro'iyah & Herminingsih, 2023).

The fourth stage was the construction of a policy matrix. This step brought together the findings in a structured way, showing where male and female teachers converged in their decisions and where they diverged. The matrix helped make visible the areas of consensus such as a shared willingness to tolerate students in cases of illness, as well as the areas of difference such as the treatment of students who fell asleep in class due to family obligations. By presenting the data in this manner, the study was able to offer a clear overview without losing the richness of individual reasoning.

The final stage was the drawing of conclusions. At this point the patterns identified in the policy matrix were considered in relation to the central questions of the study. The conclusions were not presented as rigid generalizations but as reflective interpretations rooted in the evidence of teachers' responses. The findings emphasized that although male and female teachers often approached situations with different emphases, both groups shared a common refusal to impose harsh punishments. Instead, their decisions reflected a consistent commitment to instilling heroic values in ways that respected students' dignity and circumstances.

Taken as a whole, these stages illustrate a methodology that was carefully structured yet open to the nuances of human experience (Li et al., 2023; Lloyd & Gifford, 2024). By linking a literary work with classroom practice and by paying close attention to the influence of gender

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on decision making, the study provides a comprehensive picture of how the ideology of heroism can be internalized and enacted within the daily realities of vocational education.

Results and Discussion

This study presents the result of the research in five related fields. These are the demographic profile of teachers, the attitudes of students towards teacher behavior, the school institutional setting, the comparison between the answers that were given prior to reading literature, and lastly the uniformity of the teacher policies in various classroom settings. Both of the areas lead to a stratified interpretation of how the ideology of heroism is received, interpreted, and acted in vocational high schools in Tegal Regency.

Teacher Demographics and Tendencies of the Policy.

The sample of teachers taking part in the research was thoroughly designed to balance the number of men and women but within this balance there was a great variation in terms of age, teaching experience, specialization in the subject taught and the school where one was serving.

Table 1. Teacher Demographics

Variable	Category	Number of Teachers
Age of teachers	20–30	8
	31–40	20
	41–50	15
	>50	7
Years of teaching	0–5	10
	6–10	15
	11–20	15
	>20	10
Teaching field	Practical subjects	30
	Theoretical subjects	20
School type by gender	Male teachers, Public	13
	Male teachers, Private	12
	Female teachers, Public	12
	Female teachers, Private	13
Educational background	Bachelor's degree	40
	Master's degree	10

One male teacher with more than twenty years of experience explained, *"For me, discipline is part of preparing students for life outside of school. If we are too soft, we do not help them face the real world."* This reflects how senior teachers often equated heroism with firmness and long-term responsibility.

By contrast, a younger female teacher teaching culinary arts noted, *"I see my students as children who sometimes need a second chance. Heroism for me is not punishing them but giving them room to improve."* Her view illustrates how empathy and support were interpreted as heroic values in practical learning contexts.

Another male teacher in a theoretical subject said, *"Fairness means every student must face the same rules. If I make exceptions, other students will see it as favoritism."* Here, fairness becomes inseparable from uniformity, showing how theoretical-subject teachers linked heroism to impartial enforcement of rules.

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As indicated in the table, the majority of the teachers were within the age group of thirty-one to forty years and almost fifty percent of the teachers had a teaching experience of over a decade. The given demographic profile is important since the professional maturity of teachers in most cases determines how they approach the classroom dilemmas. Teachers who were younger tended to use leniency more (probably due to their wish to keep students on their side or their relative proximity to the students in terms of their generation), or they just can be closer to their students. Senior teachers, on the contrary, were inclined to more rigorous application, considering the possibility of disciplining students as the key to their long-term development.

Teacher orientation also appeared to be dependent on the kind of subject taught. Practical subject teachers like automotive or cooking training were more likely to focus on responsibility, collaboration and toughness. To them, toleration was frequently explained by the hard-naked truths of the working life, in which errors are necessary in learning and teamwork is a crucial necessity. Educators of theoretical courses, in turn, focused more on fairness, objectivity, and rulefulness, but these qualities are more consistent with the structured form of academic evaluation. These observations indicate that the differences between genders though significant cannot be examined in isolation. They have age, experience, and teaching fields interactions to obtain a more detailed profile of teacher decision-making.

Student Perspectives on Teacher Policies

Since the end outcome of character education is student formation, the perceptions of the students towards the teacher policies are invaluable to know. Two hundred students were surveyed to capture their perception about male and female teachers, their perception about whether they felt that there were fair in the classroom, and how teacher decisions affected their motivation.

Table 2. Student Perspectives

Variable	Category	Number of Students
Perception of male teachers	Stricter	124
	Fair	50
	Harsh	26
Perception of female teachers	Tolerant	116
	Supportive	56
	Permissive	28
Fairness perception	Fair	128
	Not fair	72
Policy impact on motivation	Improved	96
	No change	64
	Decreased	40

One male student shared, *"Our male teachers are stricter, but I think they are fair. I know what to expect when I make mistakes."* This illustrates how consistency in strictness was often interpreted positively by students who valued predictability.

A female student reflected differently, *"Sometimes female teachers forgive us, but not always. When that happens, I feel confused about what the real rule is."* This reveals that tolerance, when inconsistent, could create uncertainty and weaken the moral clarity of the classroom.

Another student emphasized motivation, stating, *"When my teacher listened to my reason before deciding on punishment, I felt motivated to try harder. It showed me she cared."* This

quote highlights that policies perceived as compassionate were often powerful motivators, affirming the role of empathy in student engagement.

The data indicate that students were very conscious of the gendered patterns of teacher behavior. The male teachers were typically described to be more strict, which most students viewed as just but others perceived it as being rather harsh. Women teachers were perceived as more tolerant and supportive, and less number of students described them as permissive, which means that leniency can be interpreted as a sign of weakness instead of empathy.

In response to the question of fairness, most students said that they were satisfied, but almost a third of them told that they believed that policies were not consistent or fair. This is also in tandem with the premise in which inconsistency, though driven by compassion may also bring about confusion. Students also gave their stories on how the policies influenced their motive. Although almost 50 percent of them were inspired by the choices of their teachers, a significant percentage said that they were not motivated by haphazard methods or even that they were even less motivated to learn. These results confirm that heroic values are not something that can be simply declared, but they have to be conveyed in such a manner so that they are not only understood as fair and consistent by students.

School Contexts and Institutional Influence

The schools themselves were also under investigation, as the institutional culture tends to determine the behavior of the teachers. The participating ten schools were of different sizes, socio-economic status of the students, and whether they had character education or not.

Table 3. School Contexts

School	Approx. Size (students)	Dominant Socio-economic Background	Policy Orientation
SMK A	450	Low	Moderate discipline
SMK B	320	Middle	Character program in place
SMK C	240	Low	Strict discipline
SMK D	180	Middle	Flexible toward extracurriculars
SMK E	400	Low	Moderate discipline
SMK F	150	High	Intensive character program
SMK G	220	Middle	Formal mid-level rules
SMK H	300	Low	Strong school clinic support
SMK I	270	Middle	Clear remedial rules
SMK J	200	Low	Practice-focused vocational curriculum

A teacher from a school with many low-income students remarked, *"When a student is late because he was working at night, I cannot treat him the same as others. That effort is already a form of heroism."* This shows how socio-economic context demanded compassion as a heroic response.

Another teacher in a school with a strong character education program explained, *"Our school rules already emphasize respect and responsibility, so it is easier for us to be consistent."* This

highlights how institutional frameworks supported teachers in aligning their decisions with shared values.

One student from a smaller school reflected, *"Because our school is not too big, teachers know us personally. Sometimes this makes them more tolerant."* This suggests that school size influenced the degree of personal connection, shaping how policies were applied in practice.

An examination of the table reveals that a large number of schools accommodated students with low income. It is this fact that typically led teachers to face instances of absenteeism or exhaustion towards the students since students were supposed to help support their families economically. Tolerance in such schools was not only a choice but a necessity as well based on circumstances. By comparison, schools with a more intense character-education tended to provide teachers with more explicit frameworks, which occasionally minimized the gender difference in the response. Discipline in the institutions was also important. Strict schools had regulations that limited teachers to being firm whereas flexible schools provided room to teachers to be emphatic. These trends indicate that the heroic values can be understood not only by the personal beliefs but also by the institutional context, which teachers operate in.

Shifts Before and After Reading the Novel

The reflection of literature was one of the rare features of this study. The teachers were requested to answer the classroom situations on pre-reading the novel Orang Miskin Dilarang Sekolah by Eko Prasetyo.

Table 4. Comparison of Responses Before and After Reading the Novel

Teacher Group	Response Type	Before Reading	After Reading
Male teachers (25 total)	Tolerant	6	9
	Reprimand	17	14
	Light punishment	2	2
Female teachers (25 total)	Tolerant	8	15
	Reprimand	12	8
	Light punishment	5	2

One male teacher admitted, *"After reading the novel, I realized some students carry burdens I cannot see. That made me hesitate before punishing."* His words show how literature opened a window to unseen realities, shifting decisions toward tolerance.

A female teacher expressed, *"The story reminded me that students also struggle to be responsible in their own way. It gave me strength to be more patient."* This suggests that literature not only encouraged empathy but also reframed patience itself as a heroic quality.

A student who noticed the change remarked, *"My teacher became calmer after we read that story in class. She asked me why I was tired instead of just scolding me."* This confirms that the influence of literature was visible not only to teachers but also to students who experienced the shift in approach directly.

The table shows a definite movement to the direction of tolerance following the exposure to the novel. Male teachers who were initially very subjective in terms of reprimands started to add more understanding in their responses. There was an even stronger increase in tolerance shown by female teachers who were already oriented towards empathy. This observation highlights the transformational power of literature in education. A story of courage, sacrifice, and social justice can assist educators to see the actions of students not as a violation of the rules but rather, as a sign of strength and accountability. The change also implies that literature

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can be used as a practical method in teacher development that does not provide abstract theories but lived narratives which appeal to the professional realities of teaching.

Consistency of Classroom Decisions

The last field of analysis was whether the teachers used policies in a consistent manner regardless of their situations..

Table 5. Consistency of Teacher Policies

Consistency Category	Number of Teachers
High (4–5 scenarios)	18
Medium (2–3 scenarios)	22
Low (0–1 scenarios)	10
Total	50

One teacher who showed high consistency stated, *"I try to apply the same standard because students need to know where the boundaries are."* This demonstrates how consistency was seen as central to building trust.

Another teacher with medium consistency explained, *"Sometimes I must be strict, but other times I cannot ignore the reasons behind a student's actions."* This reflects the idea that flexibility was necessary even when consistency was valued.

A student from a class with low-consistency teachers said, *"I never know what will happen if I make a mistake. It depends on the teacher's mood."* This quote underscores the risks of inconsistency, where unpredictability undermines the credibility of character education.

The results indicate that a majority of teachers were in the middle range where they were responsive to different situations. Eighteen teachers were highly consistent, used similar approaches in different circumstances and ten teachers were very lowly consistent. Consistency is also necessary since the students depend on consistent patterns to internalize values. With a policy that is too diverse, students will be left with no idea of what they are supposed to do and this will destroy the ethics of character education. Simultaneously, the complete consistency can as well be not ideal, as compassion usually involves flexibility. The teachers are faced with the challenge of ensuring that they have a steady moral compass but must also adjust to the circumstances of the lives of the students they deal with.

This study shows that the ideology of heroism does not reach the teachers in a homogeneous manner, but rather the teachers redefine it across the backgrounds of their experiences, careers, and institutions. Although the statistics prove that gender is a significant variable, it is evident that the difference between male and female teachers cannot be perceived in the vacuum. There is also the influence of age, years of experience, the specialization of subjects and the school culture in general. Heroic values, as this complexity highlights, are not mediated by some abstract principle but by realities of life practiced by teachers as they have to deal with the reality of everyday classroom life.

Among the most compelling lessons is the fact that strictness and tolerance are the parallel forms of heroism that come out. Fairness, discipline, and responsibility were other common traits among male teachers which are characteristics of a classical conception of the hero as an actor that protects order and promotes rules. Women teachers, on the other hand, were more inclined to empathy, support, and tolerance, which represented one more aspect of heroism which was based on compassion and care towards others. Instead of regarding these approaches as opposites, it is more convenient to consider them as complementary. Discipline in itself can be a heroic quality when it helps one to feel resilient and responsible in a manner empathy can

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be heroic when it sees the struggles that other people are going through but that would otherwise be ignored. What this makes us see is that heroism in education is not a definite attribute but a range of values which can be manifested in different ways given the situation.

This interpretation is not only supported by the views of students, who demonstrate the ways of how the decisions of teachers are formed, but also accepted. The students were fast to observe the variations between male and female teachers and they reasoned the variations based on the concepts of fairness, support, or permissiveness. That a large percentage of students reported teacher policy to be inconsistent is a sign of a very pertinent conflict in character-building: values need to have flexibility to situations but predictability enough to be relied upon. To the students, equity did not merely exist in being treated equally but it was rather the ability to predict how the teacher would handle similar cases. They lacked motivation at times when they were unable to do so. This implies that heroic values will only become embedded in students when they are able to experience them not as an abstract lesson but as a consistent lived practice exemplified by their teachers.

This is further complicated by institutional contexts. Educators in the schools with low-income populations usually had to face the instances in which the act of compassion has become a practical requirement like in the scenario when students were obliged to work late in order to help support their families. Tolerance in such instances was not just a personal preference, but an awareness of structural facts. In comparison, those schools that had implemented a well-developed character-education program offered frameworks that facilitated uniformity so that teachers would respond similarly. These results point out that the decisions taken by teachers are never made alone. They are influenced by school cultures, socio-economic status of students and the disciplinary policies used. This definition of heroism is not just an issue of personal belief but also a community bargain in the school fraternity.

The most powerful evidences of this negotiation perhaps was the role of literature. Teachers after reading Orang Miskin Dilarang Sekolah started to make new interpretations of known classroom dilemmas. In the instances where a sleeping student could be viewed as a disobedient student, some teachers were able to see sacrifice and resilience. This shows how narrative can be used to enhance moral imagination. In literature, teachers are encouraged to venture into those viewpoints that they never would have known about without literature so that they can observe survival acts as heroic actions themselves. The change in the direction of tolerance that is presented in the results is not an insignificant thing. It mentions the potential of literature not only as a means of educating students but also as an instrument of professional reflection, where a teacher can challenge his/her ownvalues and improve them.

Nevertheless, the aspect of consistency is still a problem. The results indicated that most teachers changed their answers based on the situation and there was only a small number of teachers who were consistent in their answers regardless of the situation. This brings up a critical issue, which is, what is it to be consistent in moral education? On the one hand, students use predictability to know what is expected of them and inconsistency may cause confusion or even mistrust. Conversely extreme consistency may cause teachers to become blind to the realities of the lives of students and develop policies that are technically just but inhumane. It is not to remove variation but to develop what could be defined as principled flexibility when it comes to following through with the values but can also provide room to empathy and situational judgment.

Combined, these results indicate that heroism in education should be perceived as a complex practice and not a single characteristic. It is manifested in discipline and empathy, in fairness and compassion, in consistency and flexibility. The influence of gender on the emphasis of

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these values is evidenced, though it has many relationships with other factors, such as the experience of teachers, the subject matter, and the institutional culture. These values are made by students themselves and validated by them when they are perceived as reasonable and positive and doubted when they are seen as unclear. The last impetus, finally, is literature, which provides teachers with a fresh perspective on how to make the virtues of being courageous, Sacrificing, and Just in their classrooms.

Through this, the study presents us with the challenge to view heroism not as an abstract ideology but as a living practice, which teachers and students negotiate with each other. Heroic values become meaningful in the day in day out choices that involve discipline, empathy, fairness, and care. The consequences are obvious: character education should establish some room between rigidity and tenderness, and the educational institutions should understand that the practice of values is never universal, never spatial and always subject to examination. Education heroism is thus less concerned with adherence to rules and more concerned with the wisdom to know when to be strong and when to yield, when to be strict and when to be tolerant.

Conclusion

The present case study in vocational high schools in Tegal Regency has shown that no single uniform way of taking in the ideology of heroism ever takes place. teachers receive and work with it in their own experience, context, and the circumstances of their schools. Male teachers also focused more on discipline and fairness whereas female teachers were more empathetic and tolerant. But these patterns were not fixed and they tended to change according to the age, teaching experience of the subjects of study and institutional setting. What is witnessed is a portrait of educative heroism that is complex and dynamic that is conditioned by the interplay of personal beliefs and classroom reality.

The results further reveal that there is no single quality that can be applied to heroism in teaching. It is conveyed both in firmness and compassion, both in fairness and care. A disciplinary teacher who administers justice can be a hero because he keeps order, equips a student to live through tough times, whereas the one who answers the cry of a student in distress is a hero too because he worships sacrifice and mankind. Teaching requires both styles and the wisdom of knowing when to discipline and when compassion should be used in the reaction is what makes teaching a heroic experience.

The significance of this balance was ensured by student voices. They could not perceive the behavior of teachers as being neutral, but they engaged it as equal, unequal, encouraging or depressing. Others appreciated strictness as long as it was in a consistent way, and others found it brutal. Tolerance was deemed to be helpful at times but at other times it was even dismissed as permissiveness. The clarity and confidence in the tenets that informed the decisions of their teachers were the most desired attributes by students. These views remind us that heroic values are transmitted, but are also in practice, and that they become strong when students are able to see and to discern the moral rationale of them.

Lastly, the impact of the institutional culture and transforming nature of literature were also pointed out in the study. Those teaching low income families were prone to dilemmas where the need to show compassion arose and schools with high character education programs helped to promote uniformity. The literature, especially the novel Orang Miskin Dilarang Sekolah, provoked the teachers to reconsider known dilemmas, and brought many of them to the point of tolerance. Narrative helped teachers to find the new forms of defining heroism in the daily struggles of their learners. All these points lead to the conclusion that not only exceptional deeds but also minor daily decisions teachers make day after day make them

heroes in the educational field. In such decisions, which are informed by thought and concern, the teachers model values which provide the students with the strength to envision themselves as owing their lives to heroism.

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