

TEACHING STRATEGIES OF CIVICS TEACHERS IN INSTILING DISCIPLINE IN THE LEARNING PROCESS AT MAN 1 SAMARINDA

Ana Rahayu^{1a*}, Aloysius Hardoko^{2b}, Alim Salamah^{3c}, Jamil^{4d}

¹²³⁴ Mulawarman University, East Kalimantan, Indonesia

^a anarahayu18033@gmail.com

^b aloysiushardoko@gmail.com

^c alim.salamah@fkip.unmul.ac.id

^d jamil@fkip.unmul.ac.id

(*) Corresponding Author

anarahayu18033@gmail.com

ARTICLE HISTORY

Received : 06-07-2025

Revised : 07-08-2025

Accepted : 08-12-2025

KEYWORDS

Teacher Strategy,
Character discipline,
Learning Process

ABSTRACT

This study examines how Pancasila and Civics Education teachers instill discipline in students at MAN 1 Samarinda through a series of structured learning strategies. Using a descriptive qualitative approach through interviews, observations, and documentation as the main data collection techniques, the findings show that teachers apply strategies to instill a disciplined attitude through exemplary behavior, habit formation, a reward system, and effective communication. Teachers consistently demonstrate discipline in attendance, time management, and task execution, thereby setting a positive example for students. Through the application of these strategies, students show improvement in class attendance, timely assignment collection, and compliance with class rules. These findings confirm that the discipline-oriented strategies applied by Civic Education teachers are effective in shaping student behavior and contribute significantly to creating an orderly, active, and responsible learning environment

This is an open access article under the CC-BY-SA license.



INTRODUCTIONS

Education is an important aspect that plays a role in shaping the character of the nation's future generation. Through education, students are prepared to not only be academically intelligent but also to have strong character and be able to contribute to the progress of the nation. This is in line with Law Number 20 of 2003 concerning the National Education System, which emphasizes that education serves to develop abilities and shape the character and civilization of a dignified nation (Rukiyati, 2020). The goal of education is to develop the potential of students to become people who are faithful, pious, noble, knowledgeable, creative, independent, and responsible as citizens.

In the national education system, teachers are the main agents in shaping the personalities of students. Law No. 14 of 2005 concerning Teachers and Lecturers emphasizes that teachers are professional educators whose duties include educating, teaching, guiding, directing, training, assessing, and evaluating students in (Yani & Mahdi, 2024). This responsibility includes instilling character values, particularly discipline in learning, which includes self-regulation, time management, responsibility, and commitment to learning tasks (Rahmasita, 2024). Disciplined students show more optimal learning outcomes, so that discipline character education must be implemented consistently and continuously (Pribadi et al., 2021)

The subject of Pancasila and Citizenship Education (PPKn) has a strategic position in shaping the nation's

character. PPKn not only conveys citizenship knowledge but also instills discipline, integrity, responsibility, and national awareness (Pribadi et al., 2021) Through approach, exemplary behavior, habit formation, and reinforcement, PPKn becomes an effective means of integrating moral values and character in the learning process (Magdalena et al., 2020)

The success of instilling discipline depends on the right teacher strategies. Teachers are not merely conveyors of material, but role models, facilitators, and classroom managers who build positive habits. Effective strategies include role modeling, continuous habituation, learning contracts, positive reinforcement, and the use of collaborative learning models such as Cooperative Learning and Project-Based Learning (Akhmad, 2021). Empirical research shows that this combination of strategies contributes significantly to the formation of student learning discipline, both at the high school level (Varda & Jatningsih, 2022), junior high school level (Yuliastina et al., 2024), and vocational high school level (Retnaningtyas et al., 2021). Thus, Civic Education teachers play a crucial role in creating a conducive learning environment for the internalization of discipline values as a habit of independence among students.

According to Wibowo in (Rahmi & Anggraeni, 2023), discipline is an attitude of obedience and orderliness towards all applicable rules and regulations. Discipline also refers to a situation where students show obedience and compliance with the norms and procedures that apply at school, and have the awareness to carry out the learning process in an orderly and continuous manner, and follow the existing regulations (Rahmata, 2024) Although some students already have an awareness of discipline, strengthening their disciplinary character still needs to be done continuously through effective teacher approaches and good classroom management. Discipline contributes directly to student learning success, so teacher strategies to strengthen disciplinary character are a determining factor in the success of the learning process.

However, initial observations at MAN 1 Samarinda show that student learning discipline is still not optimal, especially in terms of class attendance, assignment collection, and readiness to participate in learning. This condition indicates the need for more effective and contextually appropriate learning strategies to strengthen student discipline.

Although a number of studies have examined teachers' strategies in instilling discipline, most still focus on general classroom management or character education programs in a broad context (Varda & Jatningsih, 2022; Sumiati et al., 2024). Only a few studies specifically analyze the concrete strategies used by Civic Education teachers in instilling learning discipline in the context of religious-based schools such as MAN. In addition, previous studies have been limited in integrating empirical classroom observations with teachers' pedagogical strategies, resulting in a gap in understanding how discipline is formed through actual teaching practices.

Therefore, the novelty of this study lies in its focus on identifying, describing, and analyzing the practical strategies used by Civic Education teachers at MAN 1 Samarinda in instilling discipline, which is reinforced through classroom observation and the teachers' direct experiences.

RESEARCH METHOD

This study uses a qualitative approach with descriptive presentation of results. This approach was chosen to describe in depth the strategies used by Civic Education (PPKn) teachers in instilling discipline in the learning process at MAN 1 Samarinda. The focus of the study was limited to the approaches, methods, models, and learning techniques used by PPKn teachers in instilling discipline in students.

The research was conducted for approximately three months, from July to October 2025, at MAN 1 Samarinda, located on Jalan Suryanata, Air Putih, Kecamatan Samarinda Ulu, Kota Samarinda, East Kalimantan Respondents were selected using purposive sampling. According to Sugiyono in (Rena Nur Halisah Saputri & Wibowo Heru Prasetyo, 2024), purposive sampling is a technique for determining samples based on certain considerations or criteria that are in line with the research objectives. Based on these criteria, the respondents in this study consisted of two Civic Education teachers who actively teach at MAN 1 Samarinda and six students representing grades X, XI, and XII. The six students consisted of three male students and three female students who were selected based on teacher recommendations and their involvement in the Civic Education learning process.

Data collection techniques included observation, interviews, and documentation. Observations were conducted through direct visits to the research location to observe the actual conditions of the learning process and student discipline behavior. After observation, structured interviews were conducted with teachers and students to obtain in-depth information

about the discipline-building strategies applied in PPKn learning. Documentation was used to reinforce the data from observation and interviews, in the form of photos of activities, field notes, and teaching tools.

Data analysis in this study used the interactive analysis model of Miles and Huberman in Sugiyono (Sahabsari & Suwanda, 2021). The analysis process consisted of four stages. First, data collection from observation, interviews, and documentation. Second, data reduction by selecting, summarizing, and focusing on relevant data according to the research objectives. Third, presenting the data in the form of descriptive narratives based on field findings. Fourth, drawing conclusions or verification, carried out by interpreting all the data to obtain a complete picture of the PPKn teachers' learning strategies in instilling discipline in the learning process at MAN 1 Samarinda.

RESULTS AND DISCUSSION

Based on the results of the research conducted by the researcher at MAN 1 Samarinda through interviews observation, and documentation, it was found that students' understanding of discipline in the learning process was still low. Given this condition, PPKn teachers need strategies to instill discipline by applying appropriate approaches, methods, models, and learning techniques so that the values of discipline can be instilled properly in students.

Approaches used by Civic Education teachers to instill a disciplined character

According to Dimiyati and Mudjiono in (Sabir et al., 2022), learning is a process carried out by teachers to help students understand, acquire, and process knowledge, skills, and attitudes. The role of PPKn teachers as educators is not only limited to providing knowledge about civic values, but also plays an important role in instilling a disciplined character in students. In the context of learning, PPKn teachers apply various learning strategies that emphasize exemplary behavior, habit formation, and supervision so that students are able to practice disciplined attitudes both in the classroom and in the school environment.

G1, as an informant, shared the approach used to instill a disciplined character in the learning process. The following is her explanation:

"Perhaps the approach that I direct towards students to instill a disciplined character is, first, that I am often with the children. Then, the second approach is that I always get to know the students, not only from the students themselves but also from their parents. That's why I am very honest if there are students who have problems, for example, if they are often late for my class. In addition to contacting the students, I always contact their parents. Why is this child like this? One of the teacher's goals is to instill discipline, especially in her subject, because frankly, in civics, especially at our school, even though their other subjects are 60, for civics we emphasize that it must be 83. What is assessed here is, frankly, discipline, not a person's intelligence."

Based on the interview results, the personal approach taken by the teacher shows that instilling discipline is not only done through formal rules, but taught interpersonal relationships involving students and parents. This approach emphasizes that discipline is built through communication, attention, and understanding of the individual conditions of students. This strategy is more effective because it builds intrinsic discipline, which is discipline that grows from self-awareness.

When compared to other strategies, the personal approach has strength in the affective aspect because it touches on the emotional side of students. This is in line with the opinion of (Lickona, 1991) that character education requires a warm relationship between teachers and students as the basis for the emergence of disciplined behavior. This finding is also reinforced by Sahabsari and Suwanda (2022), who explain that the personal approach of Civic Education teachers plays a significant role in shaping discipline, especially when teachers involve parents and establish two-way communication.

Thus, a personal approach has been proven to be a foundation that strengthens other strategies such as learning methods and techniques, because it creates relationships that allow disciplinary values to be accepted consciously, not by force.

Methods used by Civic Education teachers in instilling a disciplined

In the PPKn learning process, teachers not only apply a personal approach and exemplary behavior, but also use various learning methods aimed at instilling a disciplined attitude in students. According to (Utami, 2017), a method is a set of steps or ways used by teachers to convey knowledge to students. The use of appropriate methods can create an

active and focused learning atmosphere that supports the formation of a disciplined character.

G2, as an informant, explained the methods used to instill a disciplined character in students. The following is his explanation:

"I usually apply the methods of habituation and positive reinforcement. For example, I start class on time, emphasize class rules, and give appreciation to students who arrive on time or complete their assignments according to the schedule."

From this explanation, it can be understood that habituation and positive reinforcement are effective tools in building discipline. Habits such as arriving on time and submitting assignments on schedule condition students to live a disciplined life. Meanwhile, positive reinforcement helps maintain this behavior because students feel appreciated and motivated.

When compared to the personal approach, the habituation and positive reinforcement methods place more emphasis on behavioral aspects. In other words, the personal approach builds awareness of discipline, while the methods form concrete habits of discipline. They complement each other.

This finding is reinforced by (Aunurrika & Puspitaningrum, 2023) which states that positive reinforcement can increase students' internal motivation to behave in a disciplined manner. In addition, Yuliastina et al. (2024) also emphasize that the habituation method used by Civic Education teachers is very effective in shaping students discipline gradually and continuously.

The learning model used by Civic Education teachers in instilling a disciplined character

The learning model plays an important role in helping students practice forms of discipline in the learning process. According to Kristina in (Ika & Sari, 2022), the learning model is a conceptual structure that provides direction in learning experiences to achieve specific goals.

G2 explains the models used in learning as follows:

"The Cooperative Learning and Project-Based Learning models are quite effective in this model, as students learn cooperation, respect time, and take responsibility for group tasks indirectly, which forms a habit of discipline."

The Cooperative Learning and Project-Based Learning (PjBL) models require students to engage in group work, manage time, and complete tasks on time. Unlike routine habit-forming methods, these learning models encourage students to apply discipline in the context of more complex academic activities. Because activities are carried out collaboratively, students also learn to obey group rules.

Analytically, the learning model has a strategic position because it makes students practice discipline through meaningful learning activities. These findings are reinforced by (Nurhayati et al., 2018), which explains that Cooperative Learning is effective in building character discipline through interaction and cooperation. Meanwhile, research by (Ika & Sari, 2022) shows that PjBL helps students internalize discipline through the stages of a project, from planning to evaluation.

Compared to approaches and methods, learning models provide more space for direct experience, so that student discipline develops through practice, not just instruction.

Techniques used by Pancasila and citizenship Education (PPKn) teachers to instill discipline

Teaching techniques are practical steps for implementing learning methods. (Widyana et al., 2024) states that learning techniques directly influence the formation of discipline because they reflect how teacher manage the classroom, give instructions, and enforce rules.

G2 explains the techniques used as follows:

"I usually use a combination of habits and reflection. After each lesson, I invite students to reflect on their attitudes and behavior during the learning process so that they can realize the importance of discipline independently, for habits such as arriving on time, submitting assignments on time, and respecting not only the teacher but also their peers."

Additionally, one student (S1) stated:

"In my opinion, the way the teacher accustoms us to arrive on time, submit assignments according to the schedule, and respect each other is very helpful. It always feels difficult, but because we are constantly accustomed to it, we gradually become disciplined ourselves."

Habituation and reflection techniques have been proven to help students realize the meaning of discipline in the

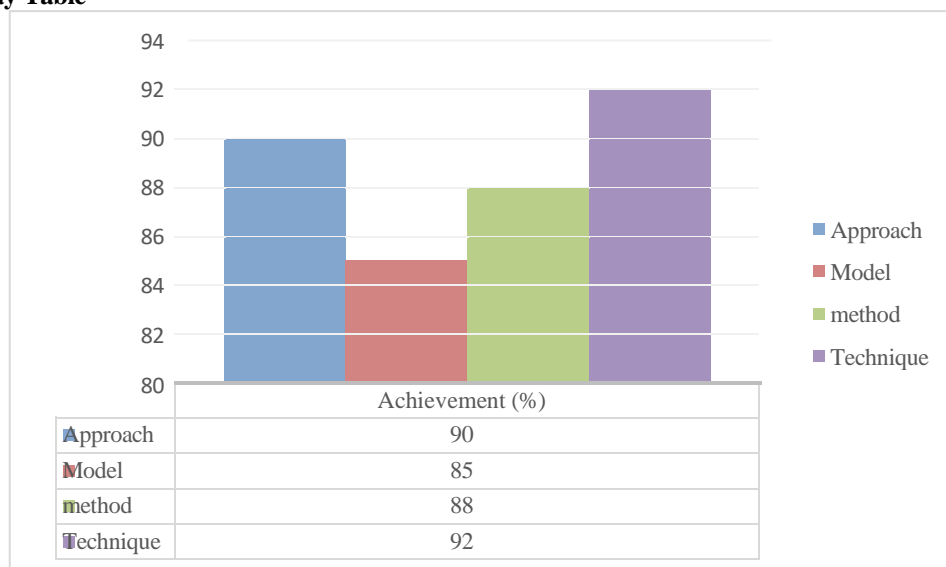
learning process. These techniques do not merely force students to obey rules, but also shape long-term awareness and habits.

Thus, the techniques applied by teachers play an important role in shaping student discipline. Through habituation, exemplary behavior, reflection, and good communication, teachers help students instill discipline naturally. This process encourages students not only to obey rules but also to understand the meaning of discipline as part of their personal responsibility in learning.

When compared to methods, techniques have a more concrete and operational role. Techniques are the actual implementation of methods and approaches. These findings are in line with (Rahmawati et al., 2022) which shows that habituation, exemplary behavior, and effective communication are techniques that greatly influence the character of discipline.

Overall, learning techniques reinforce the outcomes of approaches, methods, and models. With the right techniques, other strategies become more effective because they are realized in daily actions.

1.1 Data Display Table



The results of the study show that the achievement of Civic Education teachers' strategies in instilling a disciplined character at MAN 1 Samarinda is very satisfactory. The approach aspect achieved 90%, with the application of a personal approach and role modeling that increased students' awareness of discipline. The learning model aspect showed a value of 85%, with the application of Cooperative Learning and Project-Based Learning that emphasized cooperation, responsibility, and time management. For the method aspect, the achievement was 88%, carried out by accustoming students to be disciplined and giving appreciation to students. Meanwhile, the technique aspect achieved the highest achievement, namely 92%, through habituation, reflection, and effective communication. Overall, the strategies applied by Civic Education teachers proved to be successful in building students' learning discipline in a sustainable and comprehensive manner.

CONCLUSION

This study shows that PPKn teachers at MAN 1 Samarinda instill discipline through the application of various integrated learning strategies. A personal approach and role modeling are used to build rapport and provide real examples of disciplined behavior. The Cooperative Learning and Project-Based Learning methods and models encourage students to practice working together, managing time, and taking responsibility for tasks. In addition, the techniques of habituation, reflection, and communication, which are applied consistently, reinforce disciplined behavior in learning activities. Through the application of these strategies, students not only understand the meaning of discipline but also habituate it as part of their disciplined character in the learning process.

REFERENSI

- Akhmad, sudrajat. (2021). Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik, dan Model Pembelajaran. *Pengertian Pendekatan, Strategi, Metode, Teknik, Taktik Dan Model Pembelajaran, 1*, 2–3.
- Aunurrika, S., & Puspitaningrum, N. S. E. (2023). Pemberian Reinforcement Positif Dalam Meningkatkan Kedisiplinan Siswa MTs X. *Jipsi, 5*(2), 56–66. <https://doi.org/10.37278/jipsi.v5i2.766>
- Ika, & Sari, W. D. (2022). Model-Model Pengembangan Teknologi Pembelajaran. *Jurnal Ilmu Pendidikan Dan Keguruan, 11*(1)(1), 38–46.
- Lickona, T. (1991). *Educating for Character_Lickona.pdf*. 1–395.
- Magdalena, I., Haq, A. S., & Ramdhan, F. (2020). Pembelajaran Pendidikan Kewarganegaraan Di Sekolah Dasar Negeri Bojong 3 Pinang. *Jurnal Pendidikan Dan Sains, 2*(3), 418–430. <https://ejournal.stitpn.ac.id/index.php/bintang>
- Nurhayati, H., Robandi, B., & Mulyasari, E. (2018). Penerapan Model Pembelajaran Kooperatif Tipe Tgt Untuk Meningkatkan Motivasi Belajar Siswa Sd. *Jurnal Pendidikan Guru Sekolah Dasar, 3*(1)(Iii), 1–12.
- Pribadi, R. A., Istikomah, Y., & Hutagalung, M. E. P. (2021). Proses Penguatan Karakter Disiplin dan Tanggung Jawab dalam Pembelajaran Siswa Melalui Penegakan Peraturan. *Jurnal Pendidikan Tambusai, 5*, 9136–9142. <https://www.jptam.org/index.php/jptam/article/view/2432%0Ahttps://www.jptam.org/index.php/jptam/article/download/2432/2123>
- Rahmasita, R. S. S. M. S. (2024). Jurnal DIKDAS BANTARA. *Jurnal DIKDAS BANTARA, 7*(1), 11–24. <https://journal.univetbantara.ac.id/index.php/dikdasbantara>
- Rahmawati, R., Iksan Affandi, M., Munawaroh, N., & Akmal, R. (2022). Teknik Pembelajaran Guru Dalam Penerapan Karakter Di Masa Pandemi COVID-19 Pada Peserta Didik Kelas III C MI Fathul Iman Palangka Raya. *Jurnal Pendidikan UNIGA, 16*(2), 614. <https://doi.org/10.52434/jpu.v16i2.1818>
- Rahmi, A. M., & Anggraeni, D. (2023). Penanaman Kedisiplinan pada Kelompok Bermain Pembangunan Laboratorium Universitas Negeri Padang. *Journal of Education Research, 4*(3), 911–917. <https://doi.org/10.37985/jer.v4i3.234>
- Rena Nur Halisah Saputri, & Wibowo Heru Prasetyo. (2024). Persepsi guru PPKn dalam pembentukan karakter siswa. *Journal of Education, Cultural and Politics, 4*(1), 112–124. <https://doi.org/10.24036/jecco.v4i1.474>
- Retnaningtyas, I., Keguruan, F., Ilmu, D. A. N., & Surakarta, U. M. (2021). *STRATEGI GURU PPKn DALAM PENGUATAN KARAKTER PENDIDIKAN PANCASILA DAN KEWARGANEGARAAN (Studi Kasus Pada Guru PPKn di SMK Muhammadiyah 4 Surakarta)*.
- Rukiyati, R. (2020). Tujuan pendidikan nasional dalam perspektif Pancasila. *Humanika, 19*(1), 56–69. <https://doi.org/10.21831/hum.v19i1.30160>
- Sabir, A., Fitria, D., & Maryana, A. (2022). Peran Guru Ppkn Dalam Mengembangkan Sikap Disiplin Pada Proses Pembelajaran Siswa Kelas Xi Sman 1 Sungai Geringging. *Jurnal Inovasi Pendidikan Dan Teknologi Informasi (JIPTI), 3*(1), 37–46. <https://doi.org/10.52060/pti.v3i01.620>
- Sahabsari, A., & Suwanda, I. M. (2021). Strategi Guru Ppkn Dalam Pembentukan Karakter Disiplin Peserta Didik Melalui Pembelajaran Daring Di Sma Negeri 16 Surabaya. *Kajian Moral Dan Kewarganegaraan, 10*(1), 196–210. <https://doi.org/10.26740/kmkn.v10n1.p196-210>
- Sumiati, S., Wingkolatin, W., Asnar, A., Bahzar., M., Jamil, M., & Majid, N. (2024). Peran Guru dalam Penguatan Pendidikan Karakter Disiplin melalui Pembelajaran PPKn di SMAS Al-Khairiyah Samarinda. *Jurnal Ilmu Pendidikan Dan Psikologi, 2*(1), 35–45.
- Utami, W. (2017). Optimalisasi Pembelajaran Melalui Pendekatan. *Jurnal Dharmawangsa, 2*(1), 33.
- Varda, L., & Jatiningasih, O. (2022). Strategi Guru PPKn dalam Pelaksanaan Penguatan Karakter Disiplin pada Peserta Didik Kelas X MAN 2 Lamongan. *Kajian Moral Dan Kewarganegaraan, 11*(1), 337–351. <https://doi.org/10.26740/kmkn.v11n1.p337-351>
- Widyana, S., Asyraf, A., & Fithri, I. (2024). Peran Teknologi dan Media Media Pembelajaran bagi Siswa Dalam Pembelajaran Pendidikan Kewarganegaraan. *De Cive: Jurnal Penelitian Pendidikan Pancasila Dan Kewarganegaraan, 4*(6), 190–194. <https://doi.org/10.56393/decive.v4i6.2186>
- Yani, M., & Mahdi, U. (2024). *936-Article Text-3873-1-10-20241230. 6468*, 280–297.
- Yuliaslina, Y., Ismail, M., Alhadika, M., & Zubair, M. (2024). Strategi Guru Ppkn Dalam Mengembangkan Karakter Disiplin Siswa Kelas VII Di Smpn 3 Woja. *SOCIAL: Jurnal Inovasi Pendidikan IPS, 4*(3), 137–144.