

## LEARNING MANAGEMENT IN PANCASILA AND CITIZENSHIP EDUCATION FOR SHAPING STUDENTS' DISCIPLINE: A QUALITATIVE STUDY AT AN INDONESIAN ISLAMIC JUNIOR HIGH SCHOOL

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### ABSTRACT

Learning management plays a crucial role in shaping students' disciplinary character, particularly in value-laden subjects such as Pancasila and Citizenship Education (PPKn). This study aims to examine how learning management in PPKn contributes to the formation of discipline among Grade VII students at an Islamic junior high school in Indonesia. A qualitative descriptive approach was employed, involving one PPKn teacher and four students selected through purposive sampling based on variations in disciplinary behavior. Data were collected through classroom observations and in-depth interviews and analyzed using thematic analysis. The findings reveal that learning management implemented through systematic planning, organizing, directing, and supervising effectively fosters student discipline in four key aspects: dress code compliance, punctuality, task completion, and classroom behavior. Although challenges such as diverse learning styles and limited instructional time persist, teachers' managerial strategies, particularly role modeling, habituation, reinforcement, and continuous supervision, contribute significantly to the development of a disciplinary culture within the madrasah. This study highlights the strategic role of learning management in character education and offers practical insights for strengthening discipline through PPKn instruction in Islamic secondary schools.

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### INTRODUCTIONS

Management can be understood as a combination of science and art employed to organize and optimize organizational resources in order to achieve predetermined goals (Husaini & Fitria, 2019). In the context of education, management not only plays a role in the management of the institution as a whole, but also in the implementation of the learning process in the classroom (Jalaludin et al., 2021). From this comes the concept of learning management, which is the application of management principles by teachers in managing teaching and learning activities in (Nadia et al., 2025). According to (Ruwaidah et al., 2025), Good learning management, including the management of the physical and social environment, plays a major role in creating a conducive classroom atmosphere, encouraging active student participation, and developing character values such as discipline and responsibility. As one of the subjects that is full of values and

character formation, PPKn has a strategic role in instilling student discipline through the proper management of the learning process. PPKn teachers function not only as content deliverers but also as learning managers who systematically design and regulate classroom activities to foster discipline and character development.

Learning management is a planned process carried out by teachers through the systematic arrangement and implementation of learning activities in order to achieve optimal educational goals. In today's educational practice, the role of teachers extends beyond delivering material to also serving as classroom managers, tasked with creating an orderly and conducive learning environment while supporting student participation. The implementation of effective classroom management, including clarity of rules, consistent routine habituation, and targeted teacher responses, contributes to increased student engagement and reduced disruptive behavior, thereby positively impacting the learning climate and student learning outcomes (Putra & Yanto, 2025). In accordance with these findings, (Damayanti et al., 2019) argues that strong learning discipline is vital for predicting student achievement, highlighting how disciplined behavior directly impacts academic outcomes. Therefore, instilling discipline is a vital task that must be initiated from the very beginning of the school year. In this context, student discipline is an important aspect that must be fostered from the beginning. Learning discipline has a significant relationship with improving student learning outcomes (Elkadi & Sharaf, 2023), as habituation of disciplined behavior such as adherence to rules, punctuality, and responsibility for completing tasks, plays an important role in creating an orderly and effective learning atmosphere.

According to (Chow et al., 2024), the implementation of planned learning management with clear rules and consistently executed classroom routines has an important role in shaping disciplined behavior as well as encouraging student involvement during the learning process. In line with this, the results of a meta-analysis show that various interventions applied directly by teachers, such as positive reinforcement, consistent supervision, and proactive classroom management, are able to suppress disruptive behavior and create a learning climate conducive to the formation of student discipline (Aldabbagh et al., 2024).

Nevertheless, a review of existing studies indicates that research specifically examining how PPKn teachers manage learning to develop student discipline remains limited. (George et al., 2017), emphasize the importance of effective classroom management in creating a supportive learning environment; however, their study does not elaborate on how such management practices are concretely implemented within Civic Education to foster students' disciplinary behavior. (Mukholifah et al., 2021), demonstrate that PPKn learning can internalize Pancasila values and enhance students' discipline attitudes, yet the study does not explain how teachers systematically plan and organize learning activities to achieve these outcomes. Furthermore, studies conducted by (Aprilia et al., 2022), (Harianja et al., 2023), and (Pramudita et al., 2025), focus on strategies such as contextual learning, observation, example, and sanctions, but have not comprehensively examined learning management functions such as planning, organizing, directing, and evaluation.

Many previous studies have examined the formation of student discipline through Pancasila and Citizenship Education (PPKn). However, most of these studies tend to emphasize specific teaching methods or instructional strategies and have not comprehensively explored learning management as an integrated managerial process.

This study addresses this gap by analyzing PPKn learning management through core managerial functions planning, organizing, directing, and supervising, in shaping student discipline within the context of a madrasah tsanawiyah. By focusing on discipline in dress, punctuality, task completion, and classroom behavior, this research provides a comprehensive and contextual understanding of learning management as a strategic framework for character formation in PPKn instruction.

## RESEARCH METHOD

This study employed a qualitative descriptive approach to explore learning management practices in shaping student discipline. Describe in depth the learning management of Civics subjects in shaping the discipline of grade VII students at MTs Negeri Samarinda. The subjects in this study were determined using the Purposive Sampling technique. This research involves research including one Civics teacher and four Class VII students (consisting of two male students and two female students), in-depth information related to learning management practices and discipline conditions in the classroom.

The criteria for selecting students are adjusted to the variation in the level of discipline that appears during the learning process, so that the data obtained is more diverse and describes the situation in the field. Data were collected through classroom observations and in-depth interviews to obtain rich and contextualized insights into learning management practices observation and interviews. Observation is used to directly observe the implementation of Civics

learning and student discipline behavior in the classroom. In-depth interviews were conducted with Civics teachers and several students to comprehensively explore the learning management strategies implemented and how students responded to them.

## RESULTS AND DISCUSSION

This study examines the role of learning management in the subject of Pancasila and Citizenship Education (PPKn) in shaping the discipline of Grade VII students at an Islamic junior high school. The research data were collected through classroom observations and in-depth interviews with teachers and students, with a focus on the implementation of managerial functions in the learning process.

Overall, the findings indicate that learning discipline has developed gradually and has become part of the classroom culture. In general, students demonstrate disciplined attitudes in terms of neatness of dress, punctuality, task completion, and behavior during the learning process. This condition reflects the effectiveness of the learning management practices implemented by teachers, particularly in the aspects of planning, organizing, directing, and supervising learning activities. These findings support the view that the formation of discipline is more closely related to systematic classroom management rather than relying solely on rules or sanctions.

Although the overall level of discipline can be categorized as good, some inconsistencies are still found among a small number of students. These inconsistencies are influenced by differences in learning styles, students' levels of attention, and limited instructional time. Nevertheless, these constraints do not reduce the overall effectiveness of the learning management applied by PPKn teachers. The findings indicate that discipline has gradually become embedded in the learning culture, reflecting the effectiveness of teachers' managerial strategies. In the madrasah environment, nevertheless, inconsistencies remain among a small number of students, primarily due to differences in learning styles and attention levels.

PPKn teachers have a main role in building awareness of the discipline through behavioral examples, continuous supervision, and an educational and persuasive communication approach. This is in line with the results of the research (Fauriza & Mahanani, 2022). Teachers have the ability to shape and direct student learning discipline by implementing classroom management that combines a firm attitude, participatory interaction patterns, and reinforcement, both in the form of appreciation and educational consequences. The results of this study are in line with the findings (Firdaus & Nur'Azah, 2024), which emphasizes that the consistent implementation of classroom management through the application of strict rules, but still based on a humanist approach, can contribute significantly to improving students' learning discipline. The study emphasizes the importance of balancing teachers' assertiveness and empathy in creating a classroom atmosphere conducive to the formation of students' disciplinary character.

At the beginning of the school year, teachers set a class agreement with students as the basis for learning management. The agreement is explained in detail so that all students understand the applicable provisions, as well as emphasizing that the rules are agreed upon and complied with jointly by teachers and all students at State Islamic Junior High School Samarinda. This practice is in line with the view that (Retno et al., 2025), Classroom management will run more effectively if it begins with the formation of mutual agreements, the establishment of clear rules, and the setting of a learning schedule that is. The roles of PPKn teachers extend beyond instruction; they also serve as managers and mentors responsible for instilling disciplinary values in students' daily lives at the madrasah.

### ***Dress Discipline Management***

Civics teachers enforce dress codes in accordance with madrasah regulations by affirming uniform requirements at the beginning of the school year and by modeling neat and polite attire. The results of observations and interviews showed that most of the students had complied with the dress code, although minor violations were still found, such as not wearing shoes after rest and Dzuhur prayers. These violations are not massive and are sought to be corrected through habituation and continuous supervision of teachers. These findings are in line with (Ansari et al., 2022). Longitudinal studies indicate that the implementation of school uniform policies contributes to the formation of student behavior and engagement. However, the policy has not completely eliminated minor violations, so consistent supervision and enforcement of rules by teachers are needed to maintain student discipline. Furthermore, the findings are strengthened by (Fuller & Ball, 2023), which shows that school uniform policies contribute to improvements in student behavior, including a decrease in disruptive behavior, increased study concentration, and the promotion of a more orderly learning environment.

### **Time Discipline Management**

From the time aspect, Civics teachers instill discipline by setting an example, such as arriving early and conducting learning according to the set schedule, while also monitoring student attendance and punctuality during teaching and learning activities. Based on the results of observations and interviews, the majority of students have shown time discipline by attending on time and being ready to take part in learning, although there are still a small number of students who have not fully complied with the time provisions. These findings are in line with research (Asebias et al., 2025), which shows that the application of supervision and habituation strategies in a structured manner by teachers is effective in reducing student punctuality and forming behavioral regularity in the learning process. The findings are reinforced by (Hamadi et al., 2024), which emphasizes that the problem of student attendance and tardiness is a complex behavioral phenomenon, so it requires a systematic and continuous supervision approach to maintain and maintain the discipline of students' time at school.

### **Behavioral Discipline Management**

Findings at State Islamic Junior High School Samarinda show that the majority of students try to complete and collect assignments on time as a result of structured task management by Civics teachers, starting from setting clear deadlines, providing measurable instructions, to supervision of late assignment collection. This practice encourages students to be more responsible for their academic obligations, although there are still a small number of students who fall behind due to technical factors or forgetfulness. This pattern indicates that discipline in assignment work does not only depend on individual student awareness, but is also influenced by the consistency of task management applied by teachers.

The findings are in line with (Avci et al., 2025) Research showing that teacher involvement in homework, including clarity of assignments, providing feedback, and support for students' task management skills, is positively associated with assignment completion behavior. When teachers actively manage assignments and monitor their execution, students tend to show a higher commitment to completing academic work. This is reinforced by (Abdul Rahman & Khairani, 2025) affirms that teacher support, accompanied by a clear assignment management strategy, plays an important role in improving homework completion and overall student academic engagement. These findings strengthen the results of research at State Islamic Junior High School Samarinda, indicating that clarity of direction, firmness in supervision, and the provision of positive reinforcement by teachers not only have an impact on the timeliness of assignment collection but also help students understand the importance of academic responsibility. Thus, the consistent management of task discipline is a key factor in shaping responsible student academic behavior.

### **Behavioral Discipline Management**

The results of the study show that the development of behavioral discipline applied by Civics teachers through role modeling, classroom management, and the internalization of Pancasila values has a positive influence on students' attitudes and behaviors during learning activities. Most students are able to display polite, orderly, and obedient behavior in response to the teacher's direction, which shows the effectiveness of the teacher's role in managing student learning behavior in a sustainable manner. These findings reinforce the view that planned classroom management and positive relationships between teachers and students are important factors in building behavioral discipline in the classroom environment. The findings of the study are strengthened by (Javed et al., 2025), which states that effective classroom management, characterized by clarity of rules, teacher involvement, and positive interpersonal relationships, contributes to improved self-discipline in students. In line with these findings, (Sarikaya & Parlar, 2024) affirm that the application of *Positive Discipline* Through positive reinforcement and logical consequences, it is able to minimize disorderly behavior and create a conducive learning atmosphere.

This approach emphasizes fostering behavior without repressive punishment, thereby supporting the sustainable development of students' character. Furthermore, the implementation of proactive classroom management—such as systematically regulating learning routines, providing reinforcement for positive behavior, and adjusting learning strategies to student characteristics—plays a vital role in strengthening discipline. Findings at State Islamic Junior High School Samarinda indicate that the regularity of student behavior and supportive teacher-student interactions contribute positively to a conducive learning atmosphere. With the implementation of consistent classroom management and support

from teacher responses focused on students' needs, the occurrence of deviant behavior can be effectively minimized, while simultaneously creating a positive and conducive classroom environment for the learning process (Karasova & Nehyba, 2023)

### **Constraints and Effectiveness of Learning Management**

The findings of the research at State Islamic Junior High School Samarinda show that although Civics teachers face various obstacles, such as diverse student learning styles and limited time allocation, the application of learning management through role modeling, habituation, and supervision continues to have a positive influence on the formation of student discipline.". This shows that classroom management that is carried out in a planned and sustainable manner is able to create orderly and conducive learning conditions, even though it is faced with a number of obstacles in its implementation. According to (Salama et al., 2025), Empirical support shows that effectively implemented classroom management has a strong correlation with the emergence of positive student behaviors, such as increased learning participation, a sense of responsibility, and active involvement in the learning process. Furthermore, Salma emphasized that teachers' consistency in implementing classroom management strategies plays an important role in shaping student behavior that supports the creation of orderly and effective learning. The findings of this study are in line with the results of the study (Cambay & Paglinawan, 2024) which shows that effective classroom management is able to positively shape student behavior, including in aspects of discipline and compliance with school discipline.

Thus, the effectiveness of learning management by Civics teachers at State Islamic Junior High School Samarinda is reflected in the consistent application of role modeling, habituation, and supervision. These sustainable practices create an orderly classroom atmosphere and foster disciplinary behavior and student responsibility in learning activities.

Overall, the findings of this study indicate that learning management in Civics plays a crucial role in shaping students' disciplinary behavior at State Islamic Junior High School Samarinda. Discipline is not formed instantly but develops gradually through a structured and consistent learning management process that includes planning, implementation, supervision, and evaluation. The consistent application of teacher role modeling, habituation, clear rules, and positive reinforcement enables discipline to become part of the classroom culture rather than merely the result of coercive rule enforcement.

Although several challenges remain, such as differences in students' learning styles and limited instructional time, these constraints do not diminish the overall effectiveness of the learning management practices implemented by Civics teachers. Instead, they highlight the importance of teachers' adaptability and consistency in managing classroom dynamics. In line with previous studies, this research confirms that effective classroom management, when combined with a humanistic and persuasive approach, contributes positively to students' responsibility, self-discipline, and engagement in learning activities. Therefore, learning management in Civics can be viewed as a strategic and sustainable effort to foster students' disciplinary character and to create a conducive learning environment.

## **CONCLUSION**

This study concludes that learning management in Pancasila and Citizenship Education plays a strategic role in shaping the discipline of Grade VII students at an Islamic junior high school. Through systematic planning, organization, direction, and supervision, PPKn teachers effectively foster discipline in dress, punctuality, task completion, and classroom behavior. Despite challenges related to diverse learning styles and limited instructional time, continuous supervision, habituation, and teacher role modeling contribute to the development of a positive disciplinary culture. These findings underscore the importance of strengthening learning management practices as an integral component of character education in madrasah contexts.

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