



Strengthening Students' Disciplined Character through Teachers' Pedagogical Competence Improvement

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Abstract: This study aims to analyze the levels of students' learning discipline, teachers' pedagogical competency strategies, and their effectiveness in improving students' learning discipline in the Ki Hajar Dewantara Cluster in Pekuncen District. This study employed a descriptive qualitative method, with data collection techniques including observation, in-depth interviews, and documentation. Subjects included elementary school teachers and students selected purposively. Data were analyzed through the stages of reduction, presentation, and conclusion drawing using a source triangulation approach. The results indicate that students' learning discipline is considered good, characterized by punctuality, responsibility, and adherence to learning rules. The pedagogical strategies implemented by teachers include habituation, role modelling, and character-oriented motivation. Teachers' pedagogical competency has proven effective in improving students' learning discipline through a reflective approach and a conducive learning environment. The implications of this study emphasize the importance of strengthening pedagogical competency as a primary factor in developing learning discipline in elementary schools. The results also contribute to the development of character education theory and serve as a reference for future policies aimed at improving teacher professionalism.

Abstrak: Penelitian ini bertujuan untuk menganalisis tingkat karakter disiplin belajar peserta didik, strategi kompetensi pedagogik guru, serta efektivitasnya dalam meningkatkan disiplin belajar di Gugus Ki Hajar Dewantara Kecamatan Pekuncen. Penelitian ini menggunakan metode kualitatif deskriptif dengan teknik pengumpulan data melalui observasi, wawancara mendalam, dan dokumentasi. Subjek penelitian meliputi guru dan peserta didik sekolah dasar yang dipilih secara purposive. Data dianalisis melalui tahapan reduksi, penyajian, dan penarikan kesimpulan dengan pendekatan triangulasi sumber. Hasil penelitian menunjukkan bahwa karakter disiplin belajar peserta didik tergolong baik, ditandai dengan ketepatan waktu, tanggung jawab, dan kepatuhan terhadap aturan pembelajaran. Strategi pedagogik yang diterapkan guru meliputi pembiasaan, keteladanan, dan motivasi yang berorientasi karakter. Kompetensi pedagogik guru terbukti efektif dalam meningkatkan kedisiplinan belajar peserta didik melalui pendekatan reflektif dan lingkungan belajar yang kondusif. Implikasi penelitian ini menegaskan pentingnya penguatan kompetensi pedagogik sebagai faktor utama dalam pembentukan karakter disiplin belajar di sekolah dasar. Hasil penelitian ini juga memberikan kontribusi terhadap pengembangan teori pendidikan karakter dan menjadi acuan bagi kebijakan peningkatan profesionalisme guru di masa mendatang.

A. Introduction

Character education is a crucial component of today's education system, as character traits such as discipline, responsibility, and courtesy are part of the non-cognitive competencies students need to address global challenges and social transformation. Discipline values in elementary schools have not been strongly integrated into the learning process (Rosita et al., 2022). Mainstream character education is a crucial element in the education system, especially at the elementary level. Children in elementary schools desperately need character education to support their personal development. Furthermore, teachers who play a role in character formation often do not fully demonstrate the skills necessary to educate students in a consistent and planned manner (Maulana, 2024). The competency required of a teacher is generally related to the development of student character, as evidenced by studies showing the impact of teacher competence on student character (Maulana, 2024).

In the learning environment, it is apparent that many students still exhibit undisciplined behaviour, such as arriving late to class, failing to adhere to school rules, or failing to follow learning guidelines despite existing school discipline regulations. This phenomenon is increasingly concerning. The author suspects that there is a suboptimal process in the development of disciplined character, especially for the nation's generation still of school age (Iksan, 2024). On the other hand, it is clear that teachers with pedagogical skills are very supportive in instilling discipline in students, but this becomes an obstacle if teachers have not consistently made efforts to cultivate habits or use various learning methods (Silvia & Dafit, 2025). Therefore, there is a clear gap between the expectations of character education and actual practices in schools regarding discipline and teacher pedagogical competence.

The importance of this Research lies in teacher pedagogical competence, which is the teacher's ability to recognize student characteristics, plan and implement educational processes, assess learning outcomes, and develop students' potential. For example, a study conducted at SDN 48 Pekanbaru revealed a positive impact of pedagogical competence on student learning discipline (Silvia & Dafit, 2025). Other innovations in building a school ecosystem that supports discipline include clear school policies, teacher role models, school culture, and active collaboration with parents and the community. The rationale for using this solution is that discipline is not only the teacher's responsibility in the classroom but also relates to the micro (class, school) and macro (family, community) environments (Syofyan et al., 2020). Furthermore, innovative learning strategy training programs have been proven to improve teachers' pedagogical competence in the digital era, and optimizing teachers' pedagogical competence as a means of strengthening students' character has yielded positive results (Rahmawati, 2021).

The next solution is to develop an active learning model that clearly integrates elements of strengthening discipline through character-based projects, cooperative learning that adheres to group rules, self-reflection on levels of discipline, and the use of learning media that promote disciplinary values (Sa et al., 2025). Alternative approaches to learning

also emphasize character values through mental, emotional, and physical training, which have been proven effective (Putra, 2020). The reason for choosing this solution is that discipline is not just about "rules," but about internalizing values through real, meaningful learning activities. With an active, character-oriented model, students can be more involved, experience the discipline, and reflect on it rather than just receive passive instruction.

This study highlights the lack of empirical Research specifically examining the relationship between teacher pedagogical competence and the strengthening of student disciplinary character, using a phenomenological approach with measurable discipline indicators (punctuality, compliance, responsibility, consistency). Most previous studies tend to discuss teacher competence or student character separately, resulting in limited empirical contributions regarding the effectiveness of pedagogical strategies in fostering disciplined learning.

Teacher professionalism, including pedagogical competence, has been shown to significantly impact students' disciplinary character development through consistent, directed learning activities (Nabila et al., 2023). Utami (2020) demonstrated that teachers' ability to facilitate learning activities influences early disciplinary behaviour (Utami, 2020). This study combines critical, reflective analysis, and empirical evaluation to provide a comprehensive understanding of the role of teacher pedagogical competence in fostering student disciplinary learning. This factor has not been specifically addressed in previous studies.

With effective collaboration, character building becomes more comprehensive and sustainable. While measuring student discipline through disciplinary records, participation in learning, and self-reflection, teacher pedagogical competence in Indonesia still faces obstacles such as a lack of understanding of media and technology (Damayanti et al, 2021). Systematic monitoring and evaluation, training innovations, and learning models will be difficult to measure and improve. Data will provide the basis for policy decisions and school practices, enabling continuous improvement in disciplinary character building.

At the Ki Hajar Dewantara Cluster elementary school, many students still exhibit undisciplined behaviour, such as arriving late to school, failing to follow rules, and being irresponsible in completing assignments. This situation indicates that character education, particularly discipline, has not been fully integrated into the learning process. Teachers, as the primary agents of character formation, are often inconsistent or lack effective pedagogical strategies. Therefore, this Research is crucial in providing empirical data and practical recommendations to improve teacher pedagogical competence while systematically and sustainably strengthening students' disciplinary character.

This approach was chosen because pedagogical competence is crucial for ensuring that the learning process encompasses not only knowledge but also emotions and values, such as discipline. With teachers receiving better training in appropriate teaching methods, the learning process can become an organized and meaningful experience that fosters students' disciplined character.

This improvement in competence is directly related to classroom management that supports discipline. Recent primary studies have shown that strengthening pedagogical competence is associated with increased student engagement and adherence to learning rules (Amir et al., 2024). Empirical Research in the Indonesian elementary school context reports that habituation programs and learning models that explicitly teach the value of discipline improve attendance, assignment accuracy, and adherence to classroom rules (Nabila et al., 2023). This study combines reflective analysis and field observation instruments to evaluate teachers' actual pedagogical practices, thereby generating an intervention model that can be applied in other school clusters.

Although character education and teacher pedagogical competence have been widely discussed in previous studies, most existing research tends to examine these aspects separately. Many studies focus on student discipline as an outcome of school rules or habituation programs, while others emphasize teacher competence without empirically linking it to the concrete formation of students' disciplined character. Furthermore, empirical research that specifically explores how teachers' pedagogical competence is implemented in daily learning practices to strengthen disciplined character, using observable and measurable discipline indicators remains limited, particularly in the context of Indonesian elementary schools. This gap indicates a lack of comprehensive understanding regarding the mechanisms through which pedagogical competence directly contributes to the development of students' disciplined character within real classroom and sociocultural settings.

The novelty of this study lies in its integrated examination of teachers' pedagogical competence as a central mechanism for strengthening students' disciplined character through a qualitative phenomenological approach supported by clearly defined discipline indicators, including punctuality, compliance with rules, responsibility, and behavioral consistency. Unlike previous studies that treat discipline or pedagogical competence as isolated variables, this research analyzes their dynamic relationship within authentic learning practices, classroom management, and discipline habituation strategies. In addition, this study is conducted within a specific sociocultural context the Ki Hajar Dewantara Cluster in Pekuncen District allowing for a contextualized understanding of how pedagogical competence operates in shaping character education. By combining reflective analysis and empirical field data, this study offers a practical and replicable model for character-based learning grounded in pedagogical competence.

Based on the identified research gap and novelty, this study is guided by the following research questions: (1) How is students' disciplined character manifested in elementary school learning activities in the Ki Hajar Dewantara Cluster?. (2) How do teachers implement pedagogical competence in learning strategies, habituation, and classroom management to strengthen students' disciplined character?. (3) How effective is teachers' pedagogical competence in fostering students' disciplined character across various aspects of learning behavior?. Accordingly, the purpose of this study is to critically analyze teachers' pedagogical competence in strengthening students' disciplined character in

elementary schools, specifically in the Ki Hajar Dewantara Cluster in Pekuncen District, by examining the implementation of learning strategies, discipline habits, and classroom management that support character formation. This study contributes empirical evidence to character education literature and provides practical models and indicators for improving the quality of character-based learning at the elementary school level.

B. Method

This study uses a descriptive, qualitative approach, grounded in an ethnopedagogical method, to gain a deep understanding of teachers' abilities to shape disciplined character in their students. Phenomenology aims to examine the pedagogical dimension through a pedagogical sociology perspective, thereby positioning it within the pedagogical discipline (Fatmi, 2022). The Research subjects consisted of 5 fourth-grade elementary school teachers who are members of the Ki Hajar Dewantara Group in Pekuncen District, selected through purposive sampling. The purposive sampling technique in qualitative Research has proven effective in reaching informants with in-depth, relevant knowledge of the phenomenon being studied.

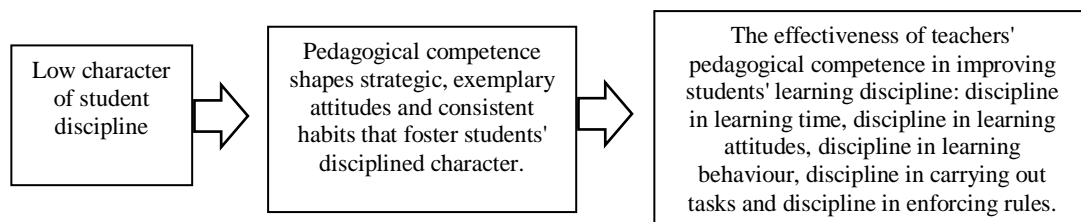


Figure 1. Research Flow Diagram

This Research was conducted in the Ki Hajar Dewantara Cluster in Pekuncen District for two months during the 2025/2026 academic year, from July 2025 to November 2025. The Research consisted of three main stages: the preparation phase, which focused on consultations, proposal development, and seminars, the implementation phase, which included obtaining Research permits, developing instruments, and collecting data through observation, interviews, and documentation, and the final phase, which included data analysis, validity testing, report preparation, and thesis revision.

Three techniques were used for data collection: observation, interviews, and documentation. Observations were conducted to examine how teachers implemented learning methods aimed at fostering discipline, including punctuality, organization, and adherence to school rules. Examples of observation items included whether teachers developed lesson plans that included discipline values, arrived on time to class, provided educational reprimands to students who violated rules, and assessed discipline through class journals or character reports.

Interviews were conducted with teachers, principals, and some students to gather information on teachers' roles in fostering discipline in the school environment. Indicators used included teachers' understanding of student character, strategies for developing

discipline, obstacles and solutions to implementing character values, and students' perceptions of teacher role models. Examples of questions included: "What is your strategy for instilling discipline in students?" Meanwhile, documentation was used to collect supporting data, including syllabi, lesson plans, attendance lists, and student discipline records. These three instruments supported each other and were validated through source triangulation (teachers, principals, students) and technical triangulation (observation, interviews, and documentation). The data obtained were comprehensive and credible, reflecting the actual conditions on the ground.

The instruments in this study served as data collectors, processors, and analyzers. To enhance validity, supporting instruments, including observation sheets and structured interview guides, were also used. The observation sheets were compiled based on teacher pedagogical competency indicators, which include understanding of student characteristics and the ability to evaluate learning outcomes. The interview guide was designed to explore teachers' practices in instilling disciplinary values, including how they model behaviour, manage time, and reinforce disciplined behaviour among students. The interview instrument was effectively used to explore concrete forms of teacher pedagogical competence in developing the character of elementary school students (Khoriiidah & Arzeki, 2025).

Data analysis was conducted using the Miles & Huberman (1994) model, which includes three main stages: data reduction, data display, and conclusion drawing/verification. This process was carried out interactively and iteratively to ensure that all collected data were systematically reduced, presented, and interpreted to produce valid conclusions consistent with the Research objectives.

C. Result

Based on the Research findings on teacher pedagogical competence in strengthening students' discipline, the researcher will discuss several issues, including the design, strategy, and effectiveness of teacher pedagogical competence in improving student discipline in the Ki Hajar Dewantara Cluster in Pekuncen District.

Potential and Problems

The data indicate that students' discipline is lacking, particularly in punctuality, attendance, adherence to school rules, responsibility in completing assignments, and consistency in behaviour. This study critically analyses teachers' pedagogical competence in improving student discipline in fourth-grade classrooms in the Ki Hajar Dewantara Cluster in Pekuncen District. The model used is a qualitative-descriptive approach, with the researcher as the key instrument, triangulation (combined) data collection techniques, inductive/qualitative data analysis, and Research results.

Data Collection

Data collection is a systematic process for obtaining information that aligns with the Research objectives. In qualitative Research, data collection focuses on understanding the meaning, processes, and experiences of the Research subjects. The information obtained typically takes the form of words, stories, or explanations, which are then analyzed to identify patterns, topics, and related meanings. The data collection process continues until data saturation is reached.

Based on interviews, observations, and documentation, it is clear that student discipline in the Ki Hajar Dewantara Cluster in Pekuncen District is quite good. The majority of students demonstrate discipline in following the lesson schedule, completing assignments on time, and respecting teachers. However, discipline in terms of responsibility for completing assignments and independent study still needs improvement. This suggests that students are more motivated by external teacher supervision than by personal intrinsic motivation.

Table 1. Summary of the Results of the Analysis of the Level of Learning Discipline Character (Observed Behaviour)

Aspects of Learning Discipline	Behavior Indicator	Occurrence Frequency	Classification
Compliance with the rules	Arrive on time, wearing a complete uniform	18	Good
Responsibility for tasks	Complete the task on time	15	Enough
Discipline in independent learning	Prepare materials before learning	12	Enough
Compliance with teachers	Follow directions in an orderly manner	20	Good

The table shows that obedience to teachers and adherence to rules are the highest indicators of discipline. This indicates that norms and direct supervision still play a significant role in shaping students' discipline. On the other hand, independent learning still needs improvement, particularly in increasing students' intrinsic motivation.

"Now I'm used to preparing my books before class. The teacher often reminds me that discipline is important. If I arrive late, I feel embarrassed, so I try to leave earlier. I'm also more diligent in doing my homework so I do not get reprimanded," said one student. The interview excerpt above demonstrates positive changes in student behaviour after the teacher implemented habituation and role models. Improvements were observed in rule-following, assignment responsibility, and discipline in independent learning.

This finding aligns with Research by [Rahmawati & Sari \(2022\)](#), which suggests that elementary school students' discipline levels are more influenced by social control within the school environment than by personal motivation. Researchers also emphasize that consistent habituation and enforcement of rules significantly influence the development of learning discipline ([Rahmawati & Sari, 2022](#)). The level of learning discipline among

students in the Ki Hajar Dewantara Cluster is quite good, but it remains reactive to teacher supervision. It has not yet fully developed from students' self-awareness.

Interviews with teachers indicate that the primary strategies used to foster discipline in learning include habituation, role modelling, and consistent implementation of a reward-and-sanction system. Yuliana & Ramadani (2021) found that mastery of the Material, classroom management, and a variety of learning methods contribute to student discipline (Yuliana & Rahmadani, 2021). Teachers also serve as role models for disciplined behaviour by demonstrating punctuality, consistency in rules, and fairness in enforcing classroom rules. These findings align with Research by Sulaiman & Arifin (2021), which demonstrated that habituation and role modelling strategies are the most effective approaches to fostering discipline and responsible learning behaviour in elementary school students (Sulaiman & Arifin, 2021). Therefore, teachers' pedagogical competency strategies based on role modelling and habituation are important factors in improving student learning discipline.



Figure 2. Relationship between Teacher Pedagogical Strategy and Student Discipline Character

The diagram shows that role-modelling is the primary foundation for fostering student discipline. Habituation and supervision serve as reinforcement to ensure consistent internalization of disciplined behaviour. "After I emphasized the importance of responsibility and provided reflection at the end of the lesson, students became more independent. They no longer wait for me to remind them to submit assignments. Many of them have started to manage their own study time at home," said a teacher at Elementary School C. Therefore, teachers with high pedagogical competence can create a learning environment conducive to the development of disciplined behaviour.

Based on data analysis, teachers' pedagogical competence is evident in increased student active participation and regularity during the learning process. Teachers who adapt their teaching methods to students' characteristics achieve more significant improvements in student discipline. Qualitative hypothesis testing indicates that teachers' pedagogical competence positively affects student discipline.

Interviews with teachers indicate that the primary strategies used to foster disciplined behaviour are habituation, role modelling, and the consistent implementation of

a reward-and-sanction system. [Lestari & Lisdiana \(2022\)](#) emphasized that effective learning planning is positively correlated with student discipline ([Lestari & Mahrus, 2025](#)). Guru Teachers also act as models of disciplined behaviour by demonstrating punctuality, consistency in enforcing classroom rules, and fairness. These results are in line with Research by [Sulaiman & Arifin \(2021\)](#), which shows that teacher habituation and role model strategies are the most effective approaches to fostering disciplined behaviour and learning responsibility in elementary school students ([Sulaiman & Arifin, 2021](#)). Thus, teacher pedagogical competence strategies based on role models and habits have been proven to be important factors in improving student learning discipline.

Table 2. Results of the Interpretation of the Effectiveness of Teachers' Pedagogical Competence

Pedagogical Competence Components	Implementation Indicators	Impact on Learning Discipline	Information
Learning planning	Preparation of lesson plans according to the student's character	Increased student regularity	Effective
Implementation of learning	Interactive methods and role models	Increased student compliance	Very Effective
Learning evaluation	Formative and reflective assessment	Increased learning responsibility	Effective

The table above shows that pedagogical competence in learning implementation has the greatest impact on improving student discipline. This is because implementing interactive and exemplary methods can motivate students to behave and learn well. "After teachers implemented habits and set examples, positive changes were seen in students. They started arriving earlier and were no longer often late. We also saw an increase in neatness in their dress and a more orderly classroom atmosphere than before," said the principal of Elementary School A. The interview excerpt above demonstrates the strengthening of the belief that the consistent application of teacher pedagogical competence can significantly improve students' discipline within the school environment.

These results confirm [Bandura \(1986\)](#) view in social learning theory, which states that student behaviour is formed through the process of observing and imitating the behaviour of consistent models. Therefore, pedagogically competent teachers play a significant role in fostering change in student discipline through role modelling and ongoing educational interactions. This reinforces the findings of Research by [Putra & Lestari \(2023\)](#), which states that teachers with high pedagogical competence can create an orderly learning environment, which positively impacts student discipline and responsibility ([Putra & Lestari, 2023](#)). Teachers are not only responsible for teaching but also for serving as role models of disciplined behavior that can encourage students to emulate.

This Research shows that students' ability to be disciplined depends not only on their own habits but also on how the teacher and students interact. Teachers who know how to teach well can create an orderly, focused learning environment and encourage students to follow learning rules. Sulaiman (2020) explains that teachers who consistently provide rules and reinforcement can improve classroom order. This aligns with character education theory, which states that effective learning must integrate the values of discipline into daily activities.

D. Discussion

The Research results indicate that students' learning discipline is in the fair category. This finding answers RQ1 by highlighting compliance with rules and teachers as the most prominent aspect. The results indicate that students' learning discipline in the Ki Hajar Dewantara Cluster is in the fair category, particularly in compliance with rules and teacher direction. This form of discipline arises from the Pekuncen community's culture of highly respecting authority figures, so students tend to comply when supervised. However, the aspect of independent learning remains weak because the discipline developed is not driven by self-awareness but rather is reactive to the presence of teachers.

Answering RQ2, regarding factors influencing learning discipline, is primarily related to the school culture, which emphasizes order and habituation, and the family situation in Pekuncen. This occurs because schools implement consistent rules through daily routines, while at home, many parents work in agriculture and labour, limiting their supervision of their children's learning. This lack of mentoring hinders the optimal development of students' intrinsic motivation for learning, leading them to rely more on teacher direction than on their own initiative. Teacher role models are highly effective in the Pekuncen context because a social structure that values leadership figures makes it easy for students to imitate their teachers' behaviour. Regarding RQ3, teacher pedagogical competence has been shown to have a significant Influence on the development of discipline. Teachers employ habituation strategies, role models, interactive methods, and consistent rewards and sanctions. This occurs because routine habituation aligns with a community culture that prioritizes collaborative work (gotong royong), so students become accustomed to following collectively established rules.

Answering RQ4, the sociocultural context of Pekuncen plays a crucial role in shaping emerging discipline patterns. This occurs because a culture of respect for authority encourages obedience at school, while family economic conditions and limited parental education hinder the development of self-awareness-based discipline. Communal values in the village community foster strong group discipline, but less familiarity with independent learning. Thus, the discipline that develops is more external and needs to be strengthened through developing internal motivation and collaboration between the school and family.

The study's results indicate that student discipline in the Ki Hajar Dewantara Cluster is quite good, with compliance with teacher rules and directions as the most prominent aspect. This disciplinary pattern is influenced by the Pekuncen community's culture of

respecting authority figures, resulting in reactive obedience and a lack of support for independent learning. School culture, which emphasises order and limited family support, contributes to a disciplinary approach that relies heavily on teacher supervision. Teachers' exemplary behaviour and pedagogical competence have proven effective because they align with communal values and collective action within the community. Overall, the Pekuncen sociocultural context promotes an externalized discipline, necessitating strengthening internal motivation and school-family collaboration to promote self-awareness-based discipline.

E. Implication

The results of this study make a significant contribution to the development of educational science by strengthening the theory of how teachers' pedagogical skills shape students' discipline and character. The findings demonstrate that disciplined behaviour arises not only from the application of rules but also from integrating character values into daily learning activities. Therefore, this study offers a new perspective: character education in elementary schools will be more effective if these values are directly realized through role models and teacher-student interactions.

In practice, this Research can serve as a reference for teachers in developing learning strategies that prioritise the value of discipline through habituation, role modelling, and reflection. The findings also emphasize the need for strong collaboration among schools, families, and the community to create a consistent environment that supports character development. With support from the home and social environment, the values of discipline taught in schools can be continuously maintained and reinforced in students' daily lives.

From a policy perspective, the results of this study can serve as a basis for schools and regional policymakers to develop teacher training programs that emphasise strengthening pedagogical competencies and the integration of character education. This Research also opens up opportunities for further study on the Influence of the social environment, school culture, and learning motivation on the development of student discipline. Thus, this Research not only strengthens existing educational theory and practice but also offers a new direction for developing more comprehensive character education policies relevant to the demands of 21st-century education.

F. Limitation and Suggestion for Further Research

This study has limitations, primarily due to its small sample size, which prevents a comprehensive depiction of the diversity of teachers' and students' experiences and perspectives. This limited number of participants makes the findings less representative of broader conditions.

The use of interviews as the primary method also has the potential to introduce subjective bias from both the researcher and the informants, potentially affecting data accuracy. Furthermore, the phenomenological approach, which emphasizes individual experiences, narrows the analytical scope and fails to capture the structural factors that

Influence learning discipline. This study also fails to optimize technical triangulation. The data collected is still dominated by interviews, observations, and documentation, with no additional instruments, thereby weakening the validity of the findings due to the lack of comparisons across data sources.

To address these limitations, future Research should involve a larger, more diverse group of participants. Including schools with different characteristics will yield more representative results and enable cross-context comparisons.

Efforts to reduce subjective bias in interviews are also important, for example, by using a more systematic interview guide, recording the entire interview process, or verifying information through member checking. A phenomenological approach can be combined with other methods to ensure the analysis does not focus solely on informants' individual experiences. Furthermore, future Research is recommended to apply technical triangulation more effectively by adding instruments such as questionnaires, structured observation sheets, analysis of learning documents, or student reflections. Using various data collection techniques will increase validity and provide a more comprehensive understanding of the phenomena being studied.

G. Conclusion

This Research shows that teacher pedagogical competence plays a crucial role in shaping student learning discipline. A teacher's ability to appropriately organize, implement, and evaluate learning activities creates a structured and supportive learning environment, enabling consistent discipline to develop. Effective classroom management, targeted communication, and the implementation of learning strategies tailored to student characteristics contribute to strengthening positive interactions that foster discipline within students.

Several supporting factors, including teacher role models, consistent enforcement of classroom rules, and harmonious interpersonal relationships, Influence the development of this learning discipline. However, this process is not without challenges, such as low motivation among some students, limited learning facilities, and a lack of parental involvement in instilling discipline at home. These external factors can undermine the effectiveness of implementing a character-based pedagogical approach.

From an implementation perspective, the Research findings guide schools and policymakers in strengthening teachers' pedagogical competence, particularly in character values. Schools also need to build a supportive learning environment through consistent rules, partnerships with parents, and adequate supporting facilities. With these steps, efforts to improve students' learning discipline can be more effective and sustainable.









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