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Implications of Internalization of Discipline Character Values in Pkn Learning on the Behavior of Grade V Students at MIS NW Jantuk

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Abstract

Internalizing discipline as a character value through Civic Education (PKn) is essential because discipline encompasses not only compliance with rules but also the development of students' awareness and responsibility in everyday life. This study analyzes the process of internalizing discipline in Civic Education, its implications for student behavior, and the factors supporting or inhibiting this process among Grade V students at MIS NW Jantuk. A qualitative approach was employed, with data collected through observations, interviews, and documentation involving the principal, Grade V teacher, and students as informants. The findings indicate that discipline was internalized through three stages: value transformation, value transaction, and value transinternalization. This process was reflected positively in students' punctuality, compliance with school regulations, responsibility for completing assignments, and orderly participation in learning activities, although some students continued to require guidance and supervision. Teacher modeling, habituation, school support, and parental cooperation facilitated the internalization process, whereas limited student awareness, external environmental influences, and inadequate parental supervision constituted the principal barriers. These findings demonstrate that the effective internalization of discipline through Civic Education depends on consistent modeling and habituation reinforced by cooperation among teachers, schools, and families. The study contributes a process-oriented account of

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discipline formation in primary education and highlights the importance of a sustained and integrated educational environment for translating character values into student behavior.

Keywords: Character Education; Civic Education; Discipline; Habituation; Student Behavior

INTRODUCTION

Education plays a fundamental role in developing students' potential holistically, encompassing not only knowledge and skills but also attitudes, morality, and character. At the elementary school level, character development is particularly important because schools constitute a formative environment in which students gradually develop habits, attitudes, and patterns of behavior. Values serve as important foundations that guide individuals in determining attitudes, making decisions, and evaluating actions according to principles considered appropriate within social life (Isnaini, 2021). Accordingly, education should not be understood merely as a process of transferring knowledge but also as a process of shaping students' personalities so that they develop appropriate foundations for thinking and acting.

Character development requires a continuous educational process that is reflected in students' actual behavior. Values are closely associated with patterns of thought and action because the values held by individuals influence how they respond to situations and determine their behavior (A. Wahyuni, 2023). Therefore, character education cannot be limited to the transmission of concepts concerning desirable and undesirable behavior but should facilitate the process through which values are accepted and incorporated into students' personalities. Value internalization refers to a process through which externally introduced values are gradually incorporated into an individual's internal system, enabling those values to be reflected in attitudes and everyday actions (Ihsan, 2011).

Among the character values that need to be cultivated from the elementary level, discipline occupies an important position. Discipline encompasses more than compliance with rules; it involves respect for time, responsibility, self-control, and consistency in fulfilling obligations (Ledy et al., 2025). Learning discipline contributes to an orderly and conducive educational environment because students are expected to follow established regulations, manage their time, and complete learning tasks responsibly (Ulum et al., 2023). Discipline is also regarded as a fundamental component of character development because it involves

self-regulation and the awareness to fulfill obligations without relying exclusively on external supervision or punishment (Musbikin, 2021).

The importance of strengthening disciplinary character becomes more apparent when compliance with rules does not necessarily indicate that a particular value has been fully internalized (Nurhimayati et al., 2025). Value internalization seeks to transform externally introduced values into integral components of an individual's personality that subsequently guide thought, attitudes, and actions (Thoha, 2021). In the context of discipline, educational efforts should therefore move beyond merely requiring students to comply with school regulations and instead cultivate an awareness that discipline represents both a personal and social responsibility. Effective character education is expected to develop students' self-control and responsibility while encouraging them to behave appropriately based on internal awareness rather than fear of sanctions (Koesoema, 2010).

The development of disciplinary character also requires consistent habituation within students' everyday educational experiences. Learning discipline can be manifested through behaviors such as arriving at school on time, complying with school regulations, completing assignments according to established requirements, and using time responsibly (Romi et al., 2025). Students' disciplinary character can further be identified through their compliance with school rules, orderly participation in learning activities, and ability to fulfill assigned responsibilities (Mirdanda, 2018). Discipline, therefore, possesses observable behavioral dimensions that can serve as important indicators for assessing whether values introduced through education have been successfully internalized (Rijal et al., 2023).

At the elementary school level, teachers and the school environment play an important role in character formation because students develop values through instruction, observation, habituation, and daily interaction. Teachers serve as behavioral models, while school routines provide opportunities for students to practice desired values consistently (Adıgüzel et al., 2023). Therefore, character development requires the integration of value instruction, teacher modeling, and habituation within students' everyday educational experiences (Priastuti et al., 2023).

Discipline is one of the essential character values that should be cultivated from an early age because it is reflected in punctuality, compliance with rules, responsibility, and orderly participation in learning. Recent studies indicate that disciplinary character can be strengthened through school regulations, classroom routines, teacher guidance, and

continuous reinforcement (Ketut Sriwati et al., 2025). However, compliance with rules does not necessarily indicate that disciplinary values have been fully internalized. Character education should encourage students to understand, practice, and develop awareness of the values underlying their behavior (Khanna, 2023).

In this context, Civic Education (Pendidikan Kewarganegaraan/PKn) provides a strategic context for developing disciplinary character because it connects civic knowledge with values, norms, responsibilities, and social behavior. Civic Education can contribute to students' character development when learning activities connect curricular content with students' everyday experiences (Utami & Sanjaya, 2025). The integration of Pancasila values into Civic Education can further strengthen students' awareness of responsibility and appropriate behavior within social life (Lailatul Asrofah et al., 2026). Thus, disciplinary values can be developed through learning materials, classroom interaction, teacher modeling, habituation, and school regulations (Aulia, 2025).

The present study takes the position that the effectiveness of character education should be examined not only from students' understanding of values but also from their ability to translate those values into observable behavior. Character development involves connecting moral understanding with concrete actions in everyday situations (Meyer, 2023). Accordingly, students' punctuality, compliance with school regulations, responsibility, and classroom order can be used to examine the extent to which disciplinary values have been internalized (A. P. Wahyuni et al., 2025).

Preliminary observations at MIS NW Jantuk indicate that disciplinary character has been promoted through school regulations, habituation, classroom learning, teacher guidance, and teacher modeling. Nevertheless, some students still demonstrate tardiness, violations of classroom rules, and lack of order during learning activities. This condition indicates that the existence of disciplinary programs does not necessarily ensure consistent internalization and behavioral application. Similar challenges have been identified in elementary education, where character values may not always be consistently reflected in students' daily behavior (Hikmah et al., 2025).

Previous studies have examined disciplinary character through teacher strategies, school culture, habituation, and character education programs (Kintani & Maftuh, 2024). Research has also demonstrated the contribution of Civic Education to students' character development (Utami & Sanjaya, 2025). However, limited research has simultaneously

examined the process of disciplinary value internalization through Civic Education, its implications for students' behavior, and the supporting and inhibiting factors within one educational context. This gap is important because disciplinary character cannot be adequately understood only through the existence of school rules or character programs.

The novelty of this study lies in integrating three dimensions within Civic Education at the fifth-grade level of MIS NW Jantuk: the process of disciplinary value internalization, its implications for students' behavior, and the supporting and inhibiting factors influencing the process. Unlike studies that primarily focus on disciplinary programs or general character development, this study examines discipline from the process of value cultivation to its manifestation in students' everyday behavior. Theoretically, the study views internalization as a process through which values are introduced, understood, practiced, and reflected in behavior, while teacher modeling and habituation function as important mechanisms in this process (Adıgüzel et al., 2023).

Based on this perspective, the study focuses on the internalization of disciplinary character values through Civic Education among fifth-grade students at MIS NW Jantuk. Specifically, it aims to describe the internalization process, analyze its implications for students' punctuality, compliance with school regulations, and responsibility, and identify the supporting and inhibiting factors affecting the process. The study therefore seeks to demonstrate how Civic Education can function not only to develop civic competencies but also to cultivate disciplinary character and responsible behavior among elementary school students.

METHODS

This study employed a qualitative research approach with a case study design to examine the internalization of disciplinary character values through Civic Education (PKn) and its implications for the behavior of fifth-grade students at MIS NW Jantuk. The qualitative approach was selected because the study sought to understand the phenomenon in its natural educational setting and interpret the meanings emerging from the experiences and practices of the participants. The case study design enabled an in-depth examination of the internalization of disciplinary values within the specific context of Civic Education at MIS NW Jantuk. The research was conducted at MIS NW Jantuk, Jantuk Village, Sukamulia

District, East Lombok. The fieldwork was carried out for approximately one week, beginning with the initial visit on 22 July 2026 and continuing through the data collection activities conducted until 28 July 2026.

The research design was organized around the main focus of disciplinary character internalization in Civic Education and its implications for student behavior. The research indicators were derived from the theoretical framework and operationalized through five aspects: student discipline, Civic Education learning, the internalization process, student behavior, and supporting and inhibiting factors (Kock & Hadaya, 2018). Student discipline was examined through punctuality, orderly participation in learning, and compliance with classroom rules. Civic Education learning was examined through the teacher's integration of disciplinary values into learning materials, provision of disciplinary examples, and enforcement of classroom rules. The internalization process was identified through disciplinary habituation, students' responses to teacher guidance, and the development of responsibility. Student behavior was examined through timely task completion, attention to teacher explanations, and refraining from disturbing peers during learning activities. Supporting and inhibiting factors were examined through classroom conditions, teacher reinforcement, and the presence of students who still demonstrated disciplinary difficulties.

The primary data were obtained from the head of the madrasah, fifth-grade teachers, and fifth-grade students at MIS NW Jantuk, while secondary data were obtained from relevant books, journals, and reports concerning disciplinary character internalization in Civic Education. The fifth-grade class consisted of 34 students, comprising 20 male and 14 female students; however, the thesis does not explicitly state that all 34 students served as interview participants. The head of the madrasah, fifth-grade teacher, and students were selected because they were directly involved in or experienced the implementation of disciplinary character internalization in the school context. The fifth-grade teacher functioned as the main informant, while the head of the madrasah and students provided additional perspectives on school policies, learning practices, student behavior, and factors influencing discipline.

Data were collected through observation, semi-structured in-depth interviews, and documentation. Observation was used to examine the implementation of disciplinary internalization during Civic Education learning and students' behavior in the classroom. The observation focused on teacher and student activities, classroom order, students' compliance with rules, task completion, and the teacher's efforts to provide guidance and habituation.

Interviews were conducted using a semi-structured interview guide to obtain deeper information regarding Civic Education learning, teacher role modeling, disciplinary habituation, changes in student behavior, and supporting and inhibiting factors. Documentation was used to complement the observational and interview data and included the school profile, vision and mission, organizational structure, teacher and student data, Civic Education learning documents, school regulations, photographs of learning activities, interview documentation, and observation records.

Data collection was conducted sequentially in the field. The researcher first obtained permission from the school and coordinated the research activities with the head of the madrasah and the fifth-grade teacher. The researcher then conducted classroom observations to identify the implementation of disciplinary character internalization and students' behavior. Interviews were subsequently conducted with the relevant participants, including the head of the madrasah, fifth-grade teacher, and students, to obtain complementary information concerning the internalization process, behavioral implications, and influencing factors. Documentation was collected throughout the research process to support and complement the findings obtained from observation and interviews. The research employed source, technique, and time triangulation to strengthen the credibility of the findings by comparing information obtained from different participants, data collection techniques, and research times.

The data were analyzed using a qualitative analysis procedure consisting of data collection, data reduction, data display, and conclusion drawing and verification. During data collection, information obtained from observations, interviews, and documentation was compiled and organized according to the research focus (Sekaran & Bougie, 2020). Data reduction was conducted by selecting relevant information, summarizing the data, assigning codes, and grouping the findings into relevant themes. The reduced data were then displayed in descriptive forms to facilitate interpretation and identification of relationships among categories. Finally, conclusions were drawn by interpreting the collected data and subsequently verifying the conclusions to ensure that the findings accurately represented the research evidence (Sugiyono, 2021).

Through this methodological design, the study was able to examine the internalization of disciplinary character values not only as a learning process but also in relation to its manifestation in students' behavior and the contextual factors that supported

or hindered its implementation. This approach was consistent with the three research objectives: describing the internalization process, analyzing its implications for fifth-grade students' behavior, and identifying the supporting and inhibiting factors in the internalization of disciplinary character through Civic Education.

RESULTS

The findings of this study were obtained through observations, interviews, and documentation conducted at MIS NW Jantuk, with a particular focus on Grade V students and the internalization of discipline character values through Civic Education (PKn) learning. The findings indicate that discipline values were not conveyed solely through classroom instruction, but were embedded through teacher modeling, habituation, guidance, supervision, and the consistent implementation of school rules. The findings are presented according to three major themes: (1) the process of internalizing discipline character values, (2) its implications for students' behavior, and (3) supporting and inhibiting factors.

The Process of Internalizing Discipline Character Values

The findings demonstrate that the internalization of discipline character values in Grade V was integrated into both PKn instruction and students' daily activities at school. Teachers attempted to develop discipline by combining explanation of values with concrete examples, repeated routines, guidance, and behavioral supervision. Classroom observations showed that students generally arrived at school on time, participated in learning activities in an orderly manner, followed classroom rules, completed assigned tasks, and responded appropriately to teachers' directions. Nevertheless, several students were still observed arriving late or submitting assignments after the expected deadline, indicating that the internalization process had not yet developed uniformly among all students.

The internalization process can be organized into three interconnected stages: value transformation, value transaction, and value trans-internalization. These stages illustrate the movement from students' initial understanding of discipline toward the gradual manifestation of discipline in their everyday behavior.

Table 1. Stages of Discipline Character Internalization

Stage	Main Process	Evidence Found in the Study
Value transformation	Teachers introduce and explain the meaning and importance of discipline	Students were taught to arrive on time, obey school rules, maintain classroom cleanliness, respect teachers and peers, and complete their responsibilities
Value transaction	Teachers interact directly with students through modeling, guidance, reminders, habituation, and reinforcement	Teachers demonstrated disciplined behavior, reminded students to follow rules, monitored assignments, and provided reprimands or appreciation when appropriate
Value trans-internalization	Discipline becomes increasingly reflected in students' daily behavior and habits	Most students demonstrated punctuality, orderly participation in lessons, task completion, cleanliness, compliance with school rules, and respect for teachers and peers

Source: Processed primary data, 2026

Table 1. Stages of Discipline Character Internalization show that the first stage, value transformation, occurred when teachers provided students with an understanding of discipline and its relevance to everyday life. In PKn lessons, students were introduced to behaviors such as punctuality, obedience to school regulations, classroom cleanliness, respect for teachers and classmates, and responsibility for assigned tasks. Teachers also connected the concept of discipline with situations encountered by students in their daily school activities. This indicates that the teaching process extended beyond conceptual knowledge and attempted to provide students with a practical understanding of disciplined behavior.

The second stage, value transaction, was characterized by direct interaction between teachers and students. Teachers served not only as instructors but also as behavioral models. Discipline was reinforced through routines such as praying before and after lessons, arriving on time, maintaining neat uniforms, completing assignments according to deadlines, and complying with classroom and school regulations. Teachers also provided reminders and reprimands when students violated established rules and gave appreciation to students who demonstrated disciplined behavior.

The third stage, value trans-internalization, was reflected in students' increasingly consistent behavior. Most Grade V students demonstrated disciplined habits without relying entirely on direct instruction during every activity. Their behavior included arriving at school on time, participating in lessons orderly, completing assignments within the specified time, maintaining classroom cleanliness, obeying school regulations, and showing respect toward

teachers and peers. However, several students still required reminders and supervision, suggesting that the internalization process remained ongoing rather than fully established in every student.

Implications for Students' Behavior

The findings indicate that the internalization of discipline values through PKn learning was associated with positive changes in students' observable behavior. Classroom observations showed that most students were punctual, participated in learning activities in an orderly manner, followed classroom regulations, and completed their assignments within the designated time. Students also demonstrated respect toward teachers and peers during classroom activities.

Interview findings provided further evidence of these behavioral changes. The Grade V teacher reported that students had become more accustomed to following school regulations, taking responsibility for their assignments, and maintaining orderly behavior during lessons. The school principal similarly emphasized that discipline education helped students develop habits of obedience, orderly participation, and responsibility for their duties.

Students' own accounts were consistent with these observations. Students described discipline as important for following rules, participating appropriately in learning activities, and becoming more responsible for their school-related duties. They also reported daily practices such as arriving on time, completing assignments, maintaining classroom cleanliness, and following school regulations.

The behavioral implications identified through the three sources of data are summarized in Table 2.

Table 2. Observed Implications of Discipline Character Internalization

Stage	Main Process
Punctuality	Most students arrived at school on time and were prepared to participate in learning activities
Learning discipline	Students generally followed lessons orderly and paid attention to teachers' explanations
Task responsibility	Students completed assignments according to the time specified by the teacher
Rule compliance	Students generally followed classroom and school regulations
Classroom responsibility	Students participated in maintaining classroom cleanliness and order

Stage	Main Process
Social behavior	Students demonstrated respect toward teachers and peers
Consistency of discipline	Some students still required repeated reminders, guidance, and supervision

Source: Processed primary data, 2026

According to Table 2. Observed Implications of Discipline Character Internalization, Although the overall findings indicate positive behavioral implications, discipline was not equally established among all students. Differences in students' individual characteristics and habits meant that some students continued to require more frequent guidance and supervision. Teachers responded through reminders, advice, reprimands delivered appropriately, and continued habituation. This finding suggests that the behavioral impact of character internalization should be understood as an ongoing developmental process rather than an immediate and uniform change.

Supporting and Inhibiting Factors

The findings further reveal that the internalization of discipline character values was influenced by factors originating both within and outside the school environment. The supporting factors included teacher modeling, continuous habituation, school leadership support, school regulations, and cooperation between teachers and parents. Conversely, the main obstacles involved differences in students' characteristics and habits, limited discipline awareness among some students, peer and environmental influences, and insufficient parental supervision at home.

Table 3. Supporting and Inhibiting Factors in Discipline Character Internalization

Category	Factor	Empirical Finding
Supporting	Teacher modeling	Teachers demonstrated punctuality, neatness, rule compliance, responsibility, and appropriate communication
Supporting	Continuous habituation	Students were repeatedly encouraged to pray, arrive on time, maintain cleanliness, complete assignments, and follow regulations
Supporting	School leadership	The principal encouraged teachers to integrate character education into learning and school activities
Supporting	School regulations	Rules provided students with clear behavioral expectations and responsibilities
Supporting	Teacher–parent cooperation	Communication between teachers and parents supported the continuation of discipline development at home
Inhibiting	Individual differences	Differences in students' characteristics and habits resulted in different levels of discipline

Category	Factor	Empirical Finding
Inhibiting	Limited awareness	Some students still arrived late, paid insufficient attention, or submitted assignments late
Inhibiting	External environment	Peer and environmental influences could affect students' ability to maintain disciplined habits
Inhibiting	Limited parental supervision	Discipline routines established at school were not always continued consistently at home

Source: Processed primary data, 2026

Based on Table 3. Supporting and Inhibiting Factors in Discipline Character Internalization, Teacher modeling emerged as one of the important supporting factors. Teachers provided direct examples of disciplined conduct, including punctuality, appropriate appearance, compliance with school regulations, and respectful communication. Continuous habituation complemented this modeling by repeatedly exposing students to disciplined routines until such behaviors became increasingly familiar.

School leadership and cooperation with parents also contributed to the process. The principal supported the integration of character values into classroom and school activities, while communication between teachers and parents enabled discipline-related guidance to extend beyond the school environment. Such cooperation helped create greater consistency between the expectations established at school and the students' behavior outside the classroom.

On the other hand, several obstacles limited the consistency of students' discipline. Some students continued to demonstrate low awareness of discipline, including occasional lateness, insufficient attention during lessons, and delayed submission of assignments. The external social environment could also influence students' habits, while limited parental supervision meant that discipline routines established at school were not always reinforced at home.

Evidence from School Activities and Documentation

Documentation further supports the findings obtained through observation and interviews. Several routine school activities functioned as practical contexts for developing disciplined behavior. These included weekly flag ceremonies, daily classroom learning, Friday communal meals, religious activities and congregational Dhuha prayer, as well as weekly exercise and cleaning activities.

Table 4. Documentation of School Activities Supporting Discipline

School Activity	Frequency	Discipline-Related Practice
Flag ceremony	Weekly, Monday	Encourages orderliness and punctual participation
Classroom learning	Daily	Develops learning discipline, attention, and responsibility
Communal meal	Weekly, Friday	Encourages cleanliness and orderly behavior
Religious activities and Dhuha prayer	Routinely, Friday	Develops regularity and compliance with established routines
Exercise and cleaning activities	Weekly, Saturday	Encourages punctuality, participation, and responsibility for the school environment

Source: Processed primary data, 2026

Table. 4, Documentation of School Activities Supporting Discipline show that the documented activities demonstrate that discipline character development was not restricted to PKn classroom instruction. Instead, discipline was reinforced through recurring school routines that provided students with repeated opportunities to practice punctuality, orderliness, responsibility, cleanliness, and compliance with rules.

Overall, the findings show that the internalization of discipline character values in Grade V at MIS NW Jantuk occurred through a combination of understanding, interaction, habituation, modeling, and repeated practice. The process was reflected in three stages value transformation, value transaction, and value trans-internalization with the latter evidenced by students' increasingly disciplined daily behavior. Although most students demonstrated positive behavioral tendencies, the process remained gradual because some students continued to require repeated guidance and supervision. The findings also demonstrate that successful internalization was supported by teachers, school leadership, school regulations, and parental cooperation, while individual differences, external environmental influences, and inconsistent reinforcement at home remained important challenges.

DISCUSSION

The findings demonstrate that the internalization of disciplinary character values through Civic Education (PKn) among Grade V students at MIS NW Jantuk develops through three interconnected stages: value transformation, value transaction, and value trans-internalization. This process indicates that character formation extends beyond the transmission of rules or disciplinary knowledge. Instead, it involves connecting students'

understanding of values with repeated educational experiences and observable behavior. During the value transformation stage, teachers introduced the significance of punctuality, compliance with regulations, classroom cleanliness, respect for teachers and peers, and responsibility for assigned tasks. PKn therefore served not only as a subject for conveying civic knowledge but also as a contextual medium for introducing discipline as a value relevant to students' daily lives. This is consistent with (Isnaini, 2021), who emphasizes that values provide a basis for individuals to develop attitudes, make decisions, and regulate behavior in social contexts. Thus, the transformation stage establishes the cognitive foundation necessary for subsequent behavioral development.

The value transaction stage occurred through continuous interaction between teachers and students. Teachers reinforced disciplinary understanding by providing behavioral examples, establishing classroom routines, giving guidance, reminding students when violations occurred, and reinforcing appropriate conduct. These practices demonstrate that value internalization cannot rely solely on verbal instruction. Instead, students need opportunities to experience and practice values through sustained social interaction. This finding supports Adıgüzel et al., (2023), who argue that character development is influenced by instruction, observation, habituation, and everyday interaction within the school environment. In this context, teacher modeling and habituation function as mechanisms that connect students' conceptual understanding of discipline with their actual behavior. Consequently, teachers assume a dual role as both educators who communicate disciplinary values and behavioral models who demonstrate their practical application.

The third stage, value trans-internalization, was evident in the behavior of most students. Students generally demonstrated punctuality, orderly participation in learning activities, timely completion of assignments, classroom cleanliness, compliance with school regulations, and respectful interaction with teachers and peers. These behaviors indicate that disciplinary values introduced externally had increasingly become part of students' daily routines. This finding corresponds with Ihsan, (2011), who conceptualizes internalization as the gradual incorporation of externally introduced values into an individual's internal system, allowing those values to be manifested through attitudes and actions. Therefore, the effectiveness of disciplinary character education should not be evaluated solely from students' ability to explain the meaning of discipline, but also from their capacity to translate that understanding into consistent and observable behavior.

The disciplinary indicators identified in this study punctuality, orderly participation, compliance with rules, responsibility for tasks, and classroom order also correspond with established dimensions of learning discipline. Ulum et al., (2023) associate discipline with regulatory compliance, responsible time management, and fulfillment of obligations, while Mirdanda, (2018) identifies obedience to school regulations, orderly participation, and responsibility as observable manifestations of disciplinary character. The findings at MIS NW Jantuk consequently suggest that disciplinary internalization has progressed beyond the cognitive level and has been expressed behaviorally. Nevertheless, the process was not uniform among all students. Some students occasionally arrived late, submitted assignments after deadlines, or continued to require teacher reminders. Such differences indicate that internalization is gradual and influenced by individual characteristics and previously established habits. This supports Musbikin, (2021), who views discipline as involving not only external compliance but also self-regulation and awareness in fulfilling responsibilities. Continued teacher supervision should therefore be understood as part of the developmental process rather than as evidence of unsuccessful character education.

The findings further reinforce previous literature concerning the importance of habituation and teacher modeling in character development. Adıgüzel et al., (2023) emphasize the teacher's role as a behavioral model and the school as an environment in which values can be practiced, while Priastuti et al., (2023) highlight the integration of instruction, modeling, and habituation in students' educational experiences. The present findings reflect this integrated pattern, as teachers consistently modeled punctuality and responsibility, established routines, provided reminders, and reinforced appropriate conduct. Similarly, Ketut Sriwati et al., (2025) emphasize the role of school regulations, classroom routines, teacher guidance, and continuous reinforcement in developing disciplinary character. However, the findings also distinguish between formal compliance and genuine internalization. As Khanna, (2023) argues, character education should encourage students not merely to obey rules but also to understand and become aware of the values underlying their behavior. Students who still depend on supervision may therefore be at an intermediate stage in which discipline is initially maintained through external guidance before developing into greater autonomous awareness.

Within the context of PKn, these findings confirm that Civic Education can function as a medium for character formation rather than merely as a means of transmitting civic knowledge. Utami & Sanjaya, (2025) argue that PKn contributes to character development

when curricular content is connected with students' everyday experiences. At MIS NW Jantuk, disciplinary values were embedded in practical activities involving punctuality, assignment responsibility, cleanliness, rule compliance, and respectful interaction. The findings consequently extend previous research by demonstrating how disciplinary values can be cultivated through contextualized and repetitive PKn experiences at the elementary-school level. Romi et al., (2025) similarly identify punctuality, regulatory compliance, timely task completion, and responsible time use as indicators of learning discipline. The present study adds a contextual dimension by showing that these behaviors are reinforced not only through classroom instruction but also through school routines, teacher guidance, and cooperation between school and family.

Theoretically, this study positions disciplinary character internalization as a gradual, contextual, and behavior-oriented process. Discipline should therefore be understood not simply as obedience to regulations but as the development of responsible habits and increasingly autonomous self-regulation. This interpretation is consistent with Thoha (2021), who explains internalization as the transformation of externally introduced values into integral elements of an individual's personality that subsequently influence attitudes and actions. Practically, the findings suggest that schools should integrate disciplinary development into both classroom instruction and broader school culture through consistent modeling, habituation, reinforcement, guidance, and supervision. School regulations should function not merely as control mechanisms but as frameworks for helping students understand expectations and responsibilities. Cooperation between schools and families is also important to ensure continuity of disciplinary habits across environments.

Several limitations should be acknowledged. The study was conducted only at MIS NW Jantuk and focused on Grade V students, limiting the direct generalizability of the findings. Data were obtained through observations, interviews, and documentation involving the principal, Grade V teacher, and students, making the findings partly dependent on participants' experiences and interpretations. The study also focused specifically on disciplinary character through PKn and did not compare other subjects, grade levels, or character values. Finally, the limited research period restricted prolonged observation of behavioral development. Nevertheless, these limitations do not reduce the contextual contribution of the study; rather, they indicate opportunities for future research involving multiple schools, longer observation periods, different grade levels, and comparisons across subjects to examine the development of disciplinary character more comprehensively.

CONCLUSION

This study concludes that the internalization of disciplinary character values through Civic Education (PKn) among Grade V students at MIS NW Jantuk develops gradually through value transformation, value transaction, and value trans-internalization. The findings address the research focus by demonstrating that students' understanding of discipline developed through classroom learning is reinforced through teacher modeling, habituation, guidance, and teacher–student interaction, and is subsequently reflected in punctuality, compliance with rules, responsibility, and orderly participation in learning, although some students still require supervision. The study contributes to the field by demonstrating that Civic Education serves not only as a means of developing civic knowledge but also as a strategic context for cultivating disciplinary character through continuous practice and lived educational experiences. Practically, the findings highlight the importance of consistent teacher modeling, habituation, school regulations, reinforcement, and family involvement in sustaining students' disciplinary development. Future research is recommended to examine broader school and grade-level contexts and employ longer observation periods to develop a more comprehensive understanding of how disciplinary character is internalized and sustained over time.

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