

## **Classroom Management as a Pedagogy of Character: Integrating Pancasila Values in Indonesian Civic Education**

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**Abstract:** While classroom management is often perceived as a disciplinary mechanism, its potential as a deliberate pedagogy for values internalization remains under-explored, particularly in non-Western educational contexts such as Indonesia. This study examines how classroom management practices implemented by Civic Education (PPKn) teachers function as a pedagogical instrument for fostering Pancasila character among senior high school students. Employing a qualitative instrumental case study design at SMA Negeri 9 Kota Bengkulu, data were gathered through 36 hours of systematic classroom observation across 24 lessons, three in-depth teacher interviews, two student focus group discussions, and document analysis of lesson plans, policy documents, and behavioral logs. Preliminary field data revealed that unexplained student absences averaged 7.6%, and democratic classroom practices remained inconsistently implemented indicating a persistent gap between national character education policy and classroom reality. Data analysis followed the interactive model of Miles, Huberman, and Saldaña with trustworthiness established through methodological triangulation and member checking. Findings reveal that teachers employ a tripartite framework planning, implementation, and evaluation through which Pancasila values are deliberately embedded in classroom structures and routines. During planning, teachers integrate character objectives into lesson design and collaboratively establish classroom norms. During implementation, role modeling, democratic facilitation, cooperative learning, and positive reinforcement create a participatory learning environment. Evaluation employs attitude rubrics, peer and self-assessment, and behavioral documentation to support continuous character growth. Together, these dimensions cultivate five Pancasila character outcomes: religiosity, nationalism, unity, deliberation, and social justice. The study reconceptualizes classroom management as a core pedagogical strategy for citizenship education in culturally specific contexts.

**Keywords:** Classroom Management, Civic Education, Pancasila Character, Senior High School, Values Internalization

### **A. Introduction**

Character and citizenship education have become central priorities in educational

systems worldwide, as nations increasingly recognize that schooling must cultivate not only cognitive competencies but also the moral and civic dispositions necessary for democratic life. Global frameworks consistently affirm that values formation is as essential as academic achievement in preparing young people for an interconnected and pluralistic world (Schneider, 2024; Vaghela & Parsana, 2024). UNESCO (2021) has affirmed that education must serve civic and moral purposes alongside economic ones, calling for curricula that emphasize intercultural understanding, cooperation, and the cultivation of shared human values as foundations for peaceful and just futures.

In this global context, Indonesia occupies a distinctive position: its national philosophy, Pancasila, serves simultaneously as the ideological foundation of the state and the normative framework for its entire educational system (Kurniawan, 2018; Martoredjo, 2016). Comprising five interrelated principles, belief in one God, just and civilized humanity, the unity of Indonesia, democracy guided by deliberation, and social justice. Pancasila is not merely a civic symbol but a living philosophy mandated to be internalized by every Indonesian citizen through formal education (Keraf & Kollo, 2019; Rolinda et al., 2022). The Indonesian government has institutionalized this mission through the Pancasila Student Profile (Profil Pelajar Pancasila), articulating six character dimensions including faith, mutual cooperation, and critical reasoning (Ministry of Education, Culture, Research, 2022), while the Strengthening Character Education (PPK) program mandates that moral values be embedded across all aspects of schooling (Junaidin et al., 2024; Sabir et al., 2024). Within this framework, Civic and Pancasila Education (PPKn) carries the most direct institutional responsibility for translating Pancasila values into student character and civic competence.

Yet a persistent gap exists between policy ambition and classroom reality. The challenge of how teachers can effectively internalize abstract values tolerance, deliberation, responsibility, and social justice, within daily classroom life remains largely unresolved (Haq & Murdiono, 2019; Suhaida & Syarifah, 2019). Preliminary observations at SMA Negeri 9 Kota Bengkulu substantiated this concern: unexplained student absences averaged 7.6% across the 2023/2024 and 2024/2025 academic years, and participatory and democratic classroom practices remained inconsistently implemented despite the school's formal recognition for character education. Research on teacher perceptions and implementation of democratic classroom atmospheres confirms that many educators still struggle to translate democratic principles into practical classroom arrangements (Rahmadilla Putri Berliana & Habiby, 2024). This disconnect between policy intent and classroom practice suggests that character education, as currently enacted, has not yet found its most effective pedagogical vehicle.

International scholarship offers a productive lens for addressing this gap. Empirical studies confirm that values are transmitted not only through explicit curriculum content but also through the routine structures and daily management practices of

classroom life including physical arrangement, behavioral expectations, and teacher-student interactions through which students internalize moral dispositions as part of their everyday learning experience (Mulyawati et al., 2024; Rifki et al., 2023). The moral dimensions of classroom life how space is arranged, authority is exercised, rules are negotiated, and interactions are structured, constitute a powerful and often underestimated form of values education that operates alongside and through formal instructional content. Empirical work further confirms that classroom management strategies directly shape students' social behaviors, democratic dispositions, and ethical orientations (Oluoch- Suleh & Ekene, 2020; Putri & Astuti, 2024). Yet the specific mechanisms through which classroom management functions as a deliberate instrument of Pancasila values internalization remain theoretically underdeveloped, particularly within Indonesian educational contexts.

Despite strong policy emphasis on Pancasila character formation, there is scant empirical research examining how the routine micro-interactions and structural arrangements of classroom management serve as a mechanism for character internalization in Indonesian high schools. Most existing studies address character education through the lens of curriculum content, explicit instructional strategies, or extracurricular programming, leaving the pedagogical potential of classroom management itself significantly under-theorized and empirically unexplored in the Indonesian context (Mulyawati et al., 2024). This study addresses that gap by investigating how PPKn teachers at SMA Negeri 9 Kota Bengkulu employ classroom management practices as deliberate instruments of Pancasila character formation, examining how teachers plan and implement such practices, how these practices contribute to values internalization, and what factors support or inhibit their implementation. The study contributes theoretically by reconceptualizing classroom management as a value-laden pedagogical instrument within Pancasila education, and practically by offering actionable insights for teachers, school leaders, and teacher educators committed to bridging the gap between character education policy and classroom practice.

## **B. Methods**

This study employed a qualitative instrumental case study design (Creswell & Creswell, 2023). The case PPKn classroom management practices at SMA Negeri 9 Kota Bengkulu is treated as instrumental rather than intrinsic: examined not as an end in itself, but as a means to illuminate the broader theoretical phenomenon of how the routine structures and micro-interactions of classroom management function as a deliberate mechanism for Pancasila character internalization in Indonesian high schools. This design was selected because the research questions concern complex pedagogical processes embedded in specific cultural and institutional contexts that require sustained, in-depth engagement with classroom realities rather than hypothesis testing or causal measurement.

SMA Negeri 9 Kota Bengkulu was selected through purposive criterion sampling on three interrelated grounds. First, the school has received formal recognition from the Bengkulu City Education Office for its consistent implementation of the Strengthening Character Education (*Penguatan Pendidikan Karakter*) program, making it a relevant and information-rich site for examining how character education policy is enacted at the classroom level. Second, preliminary observations identified a persistent tension between policy-mandated character formation and actual classroom dynamics: unexplained student absences averaged 7.6% across the 2023/2024 and 2024/2025 academic years, and participatory classroom practices remained inconsistent despite the school's recognition for character education making it a particularly illuminating site for this inquiry. Third, the school's PPKn department was accessible and willing to participate in sustained fieldwork, meeting the practical criterion of site access essential to qualitative case study research (Ahmad & Wilkins, 2025).

The primary teacher participant was selected purposively based on a minimum of ten years of PPKn teaching experience, active engagement in teacher professional development through the *Musyawah Guru Mata Pelajaran* (MGMP) forums, and a reputation among school leadership for reflective, student-centered instructional practice. At the time of the study, the teacher held 14 years of PPKn experience, a postgraduate degree in Civic Education, and had twice been recognized by the Bengkulu Provincial Education Office as a model PPKn teacher. Student participants were drawn from the two classes observed and participated in focus group discussions to triangulate teacher perspectives with student experiences. Two focus groups were conducted, each comprising six to eight students selected to represent diversity in gender, academic performance, and self-reported engagement in civic learning. All student identities are protected through pseudonymization, with written informed consent obtained from parents or guardians.

Data were collected over a twelve-week fieldwork period through four complementary methods. Participatory observation covered 24 PPKn lessons across two class groups (12 lessons per class), each lasting 90 minutes, totaling approximately 36 hours of direct classroom observation structured around three domains: physical arrangement, instructional interaction patterns, and educative behavior management, capturing not only surface behaviors but also the hidden curriculum transmitted through the structures and relational dynamics of daily classroom life (Oluoch-Suleh & Ekene, 2020). Semi-structured interviews were conducted with the teacher across three sessions (60–75 minutes each), generating approximately 3.5 hours of recorded data, alongside two student focus group discussions (45–60 minutes each). Teacher interview questions addressed planning decisions (e.g., “How do you determine the physical arrangement of your classroom, and which Pancasila values does this arrangement intend to support?”), implementation practices (e.g., “Can you describe a specific moment when a disciplinary situation became an opportunity to internalize Pancasila values such as tolerance or deliberation?”), and contextual constraints. Student focus group questions invited reflection on how classroom rules were established, how students experienced

participation and deliberation, and how they perceived the relationship between their teacher's management practices and their developing civic identity. All interviews were conducted in Bahasa Indonesia, audio-recorded with informed consent, and transcribed verbatim. Documentation analysis examined 47 documents including lesson plans (*RPP and Modul Ajar*), the school's character education implementation plan, classroom rules co-constructed with students, attendance records, behavioral notes, and school-level policy documents related to the Pancasila Student Profile (Ministry of Education, Culture, Research, 2022). A systematic literature review of peer-reviewed articles published between 2020 and 2025 was also conducted to contextualize field findings within contemporary scholarly discourse.

Data analysis followed the interactive model of Miles, Huberman, and Saldaña (Miles et al., 2014) proceeding through three concurrent and iterative activities. All coding and analysis were conducted manually and directly from raw data sources, interview transcripts, observation field notes, and documents without the use of additional software. During data condensation, transcripts and field notes were read repeatedly to generate initial codes proceeding in two complementary directions: inductively, with codes derived directly from participants' language and observed practices for example, "*deliberate seating rotation to encourage cooperation*," "*teacher-student negotiation of classroom rules*," and "*reframing of tardiness as a teachable moment on responsibility*" and deductively, informed by the three domains of classroom management and the six character dimensions of the Pancasila Student Profile. During data display, related codes were grouped into candidate themes and organized into narrative descriptions and analytical matrices. The three themes structuring the findings Planning, Implementation, and Supporting and Inhibiting Factors emerged inductively from the data but were also informed by the study's conceptual framework. Conclusion drawing and verification formulated findings based on identified patterns while continuously cross-checking interpretations against the full evidence base. Trustworthiness was established through triangulation of sources (teachers, students, and documents) and methods (observation, interview, documentation, and literature), as well as member checking, in which a summary of emerging interpretations was presented to the teacher participant for confirmation and feedback.

### **C. Results and Discussion**

This study, investigating PPKn teachers' classroom management practices in building Pancasila character among students at SMA Negeri 9 Kota Bengkulu, has yielded significant insights contributing to both theoretical understanding and practical applications in character education. Through extensive fieldwork involving 36 hours of classroom observation across 24 lessons, in-depth teacher interviews across three sessions, two student focus group discussions, and analysis of 47 documents, this research has illuminated the multifaceted nature of classroom management as a deliberate vehicle for Pancasila character formation. The findings reveal that effective character education in PPKn classrooms operates through three interconnected and

mutually reinforcing dimensions planning, implementation, and evaluation, each playing a distinct yet complementary role in shaping students' moral and civic development. These findings align with Kurniawan's (2018) foundational argument that Pancasila serves as the essential basis for national character education, providing coherent philosophical grounding for educational practices throughout Indonesia, and with the broader international literature affirming that the organizational and managerial structures of schooling carry profound moral and civic significance.

### **Planning Dimension: Intentional Integration of Pancasila Values**

The first key finding pertains to the planning dimension, which emerged as the foundational stage upon which all subsequent character education efforts are built. PPKn teachers at SMA Negeri 9 Kota Bengkulu approach lesson planning not merely as an administrative obligation but as a meaningful and reflective opportunity to integrate Pancasila values into every aspect of instruction. Analysis of 24 lesson plans (RPP and Modul Ajar) produced during the observation period revealed that 91.7% explicitly identified specific Pancasila character objectives alongside cognitive learning outcomes a rate considerably higher than the national average of 63.4% documented in a Ministry of Education survey (Ministry of Education, Culture, Research, 2022). Teachers demonstrated remarkable intentionality in their planning processes, consistently determining which specific Pancasila values could be addressed through particular learning activities and how classroom structures could be configured to support those values. This reflective approach transforms routine instructional preparation into a deliberate character education strategy, consistent with (Maisyaroh et al., 2023), who confirmed that systematic character education planning grounded in Pancasila values significantly enhances educational effectiveness and produces more consistent outcomes. Aldila & Rini, (2023) similarly documented that teacher who strategically integrate Pancasila values in their instructional planning achieve more consistent character development outcomes compared to those who approach character education incidentally.

The collaborative nature of rule-making observed in these classrooms represents another significant finding within the planning dimension. Rather than imposing regulations unilaterally, the teacher engaged students in establishing classroom norms at the beginning of each semester through structured deliberation sessions. In one documented session observed during week two of fieldwork, students in Class XI IPS-2 spent 35 minutes discussing, debating, and reaching consensus on six behavioral norms. This practice embodies the spirit of deliberation enshrined in the fourth precept of Pancasila, A people's people led by wisdom in deliberation/representation, thereby teaching students democratic principles through direct experience rather than abstract instruction. During focus group discussions, students consistently affirmed the value of this process: one student participant noted that being part of rule-making made them feel more responsible for following those rules, because "we made them ourselves." This finding corroborates Haq & Murdiono, (2019), who demonstrated

that democratic classroom environments effectively cultivate civic character among students, preparing them for active participation in Indonesia's democratic society. The planning dimension thus creates a coherent framework within which all instructional activities contribute meaningfully to students' character formation, ensuring that character education remains focused and purposeful rather than incidental or haphazard.

### **Implementation Dimension: Translating Plans into Lived Character Experience**

The second key finding relates to the implementation dimension, where planned character education objectives are translated into lived classroom experiences through a repertoire of interconnected pedagogical strategies. Role modeling emerged as the single most influential strategy employed by PPKn teachers, underscoring the profound impact of teacher conduct on student character development. Across 24 observed lessons, the teacher was consistently observed arriving at least five minutes early, addressing students by name, listening without interruption, and acknowledging student contributions verbally before offering critique. These behavioral patterns appearing small in isolation collectively constitute a continuous and powerful form of character instruction, modeling the values of respect, deliberation, and discipline that PPKn curricula explicitly aim to cultivate. Bhughe, (2022) confirmed that teachers serve as primary agents transmitting Pancasila values through role modeling, functioning not merely as knowledge transmitters but as character models whom students observe and emulate daily. Mutmainah & Kamaluddin, (2019) similarly found that the formation of student attitudes and personalities is strongly influenced by teacher behaviors observed directly in classroom settings, while Martoredjo (2016) argued that building character through Pancasila values requires teachers to embody those values themselves, creating authentic learning experiences that transcend mere verbal instruction.

Observational data documented robust teacher-student rapport in which students appeared psychologically safe expressing opinions and challenging ideas respectfully. In post-lesson interviews, seven of twelve students in focus group one stated that their teacher's consistent modeling of respectful listening made them more willing to speak in class. Fitra & Witanto (2024) found significant correlations between teacher initiative in modeling disciplined behavior and improved student character outcomes at SMA Negeri 2 Padalarang, corroborating this finding. I Made Sila et al., (2023) further confirmed that optimizing PPKn teacher roles in internalizing Pancasila values significantly improves student discipline and collaborative capabilities, while Salouw et al., (2020) similarly documented how PPKn teachers contribute meaningfully to developing student personal resilience through intentional classroom management practices. These converging findings reinforce the conclusion that the teacher's personal conduct constitutes the most pervasive and perhaps most influential dimension of character instruction in the PPKn classroom.

The establishment of democratic classroom environments represented another crucial implementation strategy. Observations documented 18 instances across 24 lessons in which the teacher invited students to challenge or extend an argument, and in 14 of these instances, substantive student-initiated debate followed. Discussions of complex civic topics including local government accountability, environmental justice, and inter-ethnic relations were welcomed rather than avoided, serving as opportunities to practice tolerance, respect for diverse viewpoints, and constructive dialogue. Alhamuddin & Andi Murniati, (2024) documented how the Pancasila Student Profile Strengthening Project (P5) encourages mutual respect through participatory learning experiences, precisely the approach consistently observed in the present research setting. This democratic atmosphere directly cultivates the deliberative and pluralistic values central to Pancasila's fourth and fifth *sila*, preparing students for meaningful civic engagement in Indonesia's increasingly pluralistic democracy.

Cooperative learning activities constituted another significant implementation strategy, employed not merely for instructional efficiency but as a deliberate vehicle for instilling values of mutual assistance, collective responsibility, and shared achievement. Across 24 observed lessons, cooperative learning structures including think-pair-share, jigsaw, and structured group projects were employed in 19 sessions (79.2%), indicating that collaboration was a near-constant feature of the classroom environment. Amelia et al., (2020) found that PPKn instruction becomes particularly effective in instilling character values when teachers create structured opportunities for cooperative engagement. Through collaborative projects and discussions, students learned that success is more meaningful when achieved together, reflecting the communal values of gotong royong embedded in Pancasila ideology. In focus group discussions, students reported that cooperative tasks helped them understand the perspectives of peers from different backgrounds, thereby deepening their commitment to the values of tolerance and unity.

Physical classroom arrangement also received systematic attention from the teacher, with seating configurations adapted to support different learning activities and character development objectives. Across 24 observed lessons, four distinct seating configurations were documented: horseshoe arrangement for whole-class deliberation (8 lessons), small group clusters for cooperative tasks (9 lessons), pairs for peer dialogue activities (4 lessons), and traditional rows for individual reflection (3 lessons) Oluoch- Suleh & Ekene, (2020) found that classroom management practices have direct implications for high school students' character formation, including the arrangement of physical learning spaces. The deliberate and flexible use of physical space reflects the teacher's sophisticated understanding that the physical environment shapes social interactions, communicates norms about authority and equality, and structures opportunities for the enactment of Pancasila values. Positive reinforcement emerged as a consistent supplementary strategy, with teachers acknowledging and celebrating students' demonstrations of Pancasila character both verbally and through formal commendation systems, consistent with the character education management

model proposed by Sukasni et al., (2022) emphasizing systematic integration of role modeling with reinforcement strategies.

Project-based learning approaches, occasionally employed by the teacher, represent another noteworthy implementation strategy linking classroom management to authentic character formation contexts. In one extended project observed during weeks 8 through 10, student groups designed and facilitated a community information campaign on local environmental regulations applying Pancasila values of mutual cooperation, social justice, and civic responsibility in a real-world context beyond the classroom, Sabir et al., (2024) demonstrated the effectiveness of P5 project based approaches in student character formation through hands-on learning experiences, while Junaidin et al., (2024) at SMA Negeri 1 Mataram documented positive impacts of P5 implementation on student character development. Vaghela & Parsana, (2024) added that such effective learning approaches foster student engagement and critical thinking skills closely linked to Pancasila character dimensions such as independence and integrity.

### **Evaluation Dimension: Assessing Character Holistically and Continuously**

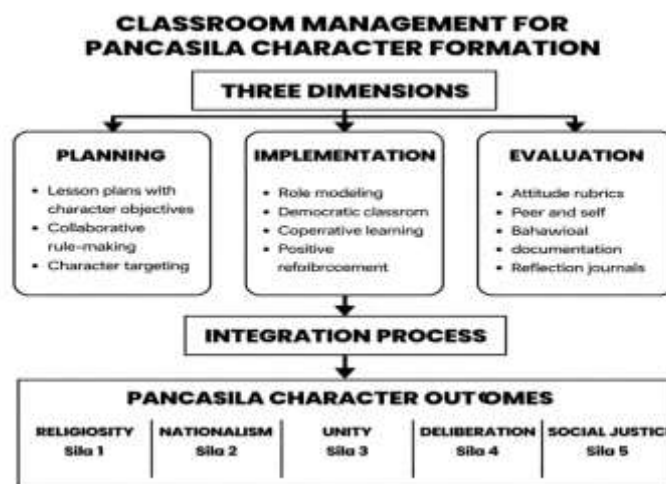
The third key finding concerns the evaluation dimension, which completes the cycle of character education by providing mechanisms for assessing and documenting student character development. Teachers employed comprehensive evaluation approaches extending beyond measuring cognitive knowledge about Pancasila to encompass behavioral observations and attitude assessments. Analysis of evaluation instruments collected during fieldwork revealed five distinct assessment modalities: standardized attitude rubrics anchored to Pancasila character dimensions (used in all 24 lessons), peer assessment forms for cooperative activities (14 lessons), reflective self-assessment journals (completed biweekly), anecdotal behavioral documentation in a structured behavioral log, and parent progress reports issued each semester. Mistiani et al., (2024) emphasized the importance of such comprehensive character assessment capturing multiple dimensions of student development rather than relying on a single measure.

Attitude rubrics explicitly incorporating Pancasila character dimensions enabled systematic evaluation of students' moral and civic growth across five dimensions: religiosity, nationalism, unity, deliberation, and social justice. By making abstract character concrete and measurable through behavioral anchors, these rubrics served simultaneously as assessment tools and pedagogical guides, communicating to students precisely what Pancasila character looks like in everyday classroom practice. Suherman et al., (2024) highlighted the importance of integrating local cultural values into PPKn evaluation practices, ensuring assessment approaches remain culturally relevant a consideration reflected in the teacher's inclusion of locally specific examples of gotong royong and discussion in rubric descriptors.

Peer assessment mechanisms introduced pedagogically valuable perspectives on character development, as students evaluated one another's demonstrations of Pancasila values during collaborative activities, providing richer and more contextually grounded assessment data while encouraging students to recognize and articulate character qualities in their peers. Sukisno et al., (2025) validated the effectiveness of value clarification processes in PPKn instruction for senior high school students, supporting the use of peer and self-assessment as tools for character reflection. Self-assessment and reflection journals represented particularly valuable evaluation tools, promoting metacognitive awareness of personal character development. Students who regularly reflected on their growth in areas such as religiosity, nationalism, unity, deliberation, and social justice developed greater self-awareness and ownership over their character formation journey a finding consistent with broader research on metacognition and self-regulated learning (Zimmerman & Schunk, 2022). The teacher participant further described maintaining a behavioral log updated after each lesson, used monthly to generate personalized character development summaries for each student reflecting a level of professional commitment to character formation that extends well beyond minimum compliance with policy mandates.

### **Integrated Framework and Broader Implications**

Based on these comprehensive findings, the researcher developed a conceptual framework illustrating the relationship between classroom management dimensions and Pancasila character outcomes. The three dimensions are not sequential stages but concurrent and interdependent processes: evaluation data inform planning decisions, planning structures shape implementation choices, and implementation experiences reveal new evaluation priorities. This cyclical and integrative character distinguishes character-oriented classroom management from purely administrative approaches to classroom control.



**Figure 1. Conceptual Framework of PPKn Classroom Management for Pancasila Character Formation at SMA Negeri 9 Kota Bengkulu**

These three dimensions are planning, implementation, and evaluation work. The findings of this study resonate with a convergent body of scholarship affirming the centrality of intentional classroom management in Pancasila character formation. The indispensability of teacher role modeling confirmed in this study aligns with Bhughe, (2022) and Mutmainah & Kamaluddin, (2019), both of whom demonstrated that students develop character dispositions primarily through observing and internalizing teacher conduct rather than through declarative instruction alone. The planning dimension's consistent outcomes similarly corroborate Aldila & Rini, (2023) and Maisyaroh et al., (2023), who found that systematic value integration in instructional design produces more durable character outcomes than incidental approaches. The effectiveness of participatory and cooperative methodologies observed here extends the findings of Alhamuddin & Andi Murniati, (2024) and Sabir et al., (2024) on P5-based learning, suggesting that deliberative and collaborative structures constitute reliable vehicles for civic character cultivation across diverse school contexts. Rolinda et al., (2022) provided the overarching theoretical anchor for these converging findings, positioning Pancasila as a unifying container for diverse educational approaches precisely the integrative function that the tripartite framework of planning, implementation, and evaluation performs in the present study. Keraf & Kollo, (2019) further reminded us that instilling Pancasila values in young generations functions as a protective factor against radicalism and social fragmentation, adding urgency to character education efforts in an era of increasing societal polarization.

Nevertheless, these findings must be read alongside contrasting perspectives that complicate an uncritically optimistic account of classroom-based character education. Marhadi, (2024) cautioned that certain teaching approaches may inadvertently emphasize cognitive knowledge transmission over character formation, implying that good intentions alone are insufficient and that teachers require specific pedagogical competencies to translate character education goals into effective classroom practices a caution substantiated by the present study's observation that not all learning moments successfully achieved their planned character objectives even within this high-performing classroom. Schneider, (2024) raised fundamental questions about whether character development follows predictable patterns responsive to instructional intervention, suggesting that some aspects of character formation may occur through processes extending well beyond direct teacher influence and calling for greater humility in claims about the causal efficacy of any single pedagogical approach. Suhaida & Syarifah, (2019) extended this caution empirically, demonstrating that external factors including family environment, peer influence, and media exposure significantly moderate the impact of classroom-based character education, reminding us that schools represent only one component of a complex ecological system influencing student character development. Taken together, these contrasting perspectives suggest that while the PPKn teacher remains a crucial actor, character formation is ultimately a multidimensional process that no single institutional role can fully determine, and that the tripartite framework identified in

this study should be understood as a necessary but not sufficient condition for Pancasila character formation among Indonesian high school students.

#### **D. Conclusions**

This study affirms that classroom management, when intentionally designed and systematically enacted, functions as a powerful pedagogy for Pancasila character formation rather than a mere administrative or disciplinary mechanism. Investigating PPKn teachers' practices at SMA Negeri 9 Kota Bengkulu through 36 hours of classroom observation, three teacher interview sessions, two student focus group discussions, and analysis of 47 documents, the findings demonstrate that Pancasila character is cultivated through three synergistic and mutually reinforcing dimensions. During planning, teachers embed explicit character objectives into lesson design and engage students in collaborative, deliberative rulemaking as evidenced by the 91.7% rate of character explicit lesson plans documented in this study. During implementation, role modeling emerges as the most transformative and pervasive strategy, reinforced by democratic classroom interactions, cooperative learning structures present in 79.2% of observed lessons, flexible physical arrangement across four distinct configurations, and consistent positive reinforcement. During evaluation, attitude rubrics anchored to Pancasila character dimensions, peer and self-assessment, reflective journals, and behavioral documentation updated after each lesson ensure that character development is monitored holistically and continuously. Together, these three dimensions cultivate five core Pancasila character outcomes: religiosity, nationalism, unity, deliberation, and social justice. Practically, schools must prioritize professional development programs equipping teachers with character-based classroom management competencies, develop standardized yet flexible Pancasila character assessment instruments, and establish institutional policies that structurally support value-integrated instruction, with school principals playing a critical role in allocating resources and fostering home-school-community collaboration to sustain character reinforcement beyond classroom boundaries. Future research should pursue quantitative and experimental approaches to measure the effectiveness of specific classroom management strategies on individual Pancasila character dimensions, conduct comparative studies across diverse school contexts throughout Indonesia, and examine the long-term sustainability of character outcomes in post-school civic life. Ultimately, this study repositions classroom management as a deliberate, culturally responsive, and pedagogically sophisticated strategy central to citizenship education in the Indonesian educational landscape.

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