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Implementation of Disciplinary Values Through the Pencak Silat Extracurricular Program in Elementary Schools: A Descriptive Qualitative Study

Panji Ari Prayogo^{1*}, Ahmad Lani¹, Titik Purwati¹¹Master's Degree Program in Sport and Recreation Education, Universitas Insan Budi Utomo University, Indonesia.**ABSTRACT**

Background & objective: Character education in elementary schools requires learning environments in which disciplinary values can be practiced through authentic social and behavioural experiences. This study examined how disciplinary values were enacted, reinforced, and contextualized through the compulsory Pagar Nusa Pencak Silat extracurricular program at SD Khadijah Wonorejo, Surabaya, Indonesia. The study also explored additional character-related behaviours and contextual factors supporting the continuity of disciplinary practices.

Materials & Methods: A descriptive qualitative design was employed involving 67 participants, comprising 62 elementary-school students, one school principal, two extracurricular teachers, and two Pagar Nusa coaches. Data were collected through participant observation, semi-structured interviews, and documentary evidence. Student records included descriptive ratings on a 1–5 scale covering three disciplinary dimensions and nine additional character-related indicators. Qualitative data were analyzed iteratively through data reduction, coding, categorization, cross-source comparison, and verification following the Miles and Huberman interactive model. Descriptive statistics were used only to summarize the student-level ratings using means, standard deviations, frequencies, and percentages.

Results: Three interconnected dimensions of disciplinary practice emerged: time discipline, behavioural discipline, and training discipline. Behavioural discipline showed the highest descriptive rating ($M = 4.08$, $SD = 0.68$), followed by training discipline ($M = 3.85$, $SD = 0.70$) and time discipline ($M = 3.76$, $SD = 0.67$). Ratings of 4–5 were recorded for 80.6%, 67.7%, and 62.9% of students, respectively. Among additional character-related behaviours, tolerance ($M = 4.42$), social care ($M = 4.34$), and hard work ($M = 4.19$) received the highest descriptive ratings.

Conclusions: The findings indicate that Pagar Nusa functioned as a culturally embedded pedagogical context in which disciplinary behaviours were practiced through routines, rule adherence, repeated training, social interaction, and structured responsibility. The study contributes an implementation-oriented perspective to international research by illustrating how martial arts-based extracurricular education can support the enactment and reinforcement of discipline through interconnected school, coaching, and family contexts. The findings do not establish causal effects or long-term character internalization.

Keywords

character education; student discipline; pencak silat; extracurricular activities; martial arts; elementary education.

INTRODUCTION

Global Issue: Contextual Framework

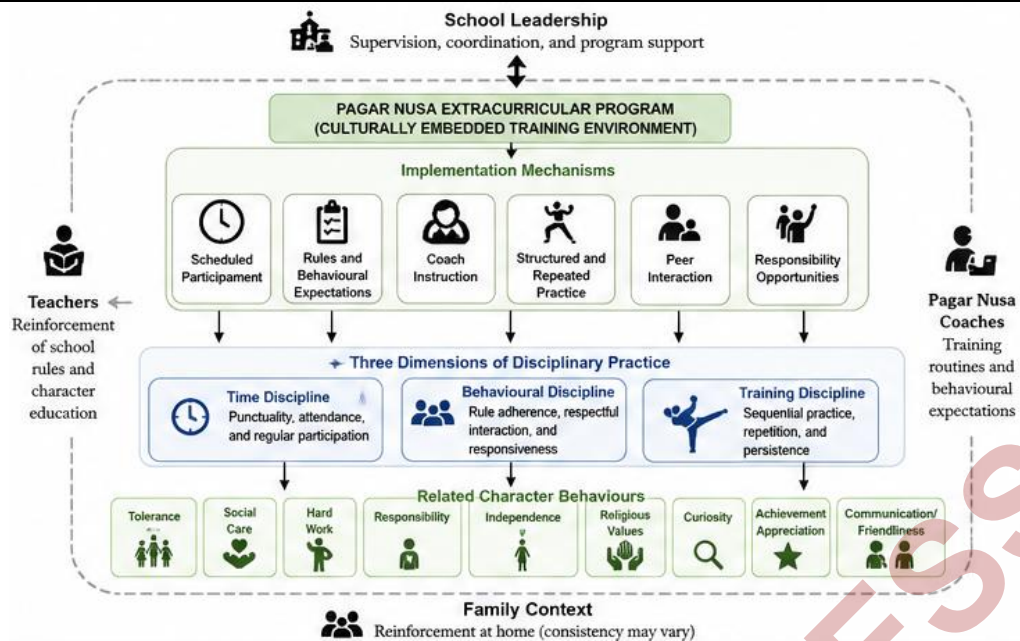


Figure 1. Conceptual Framework for the Implementation of Disciplinary Values Through the Pagar Nusa Extracurricular Program

The present study addresses these gaps through a descriptive qualitative investigation of the compulsory Pagar Nusa Pencak Silat extracurricular program at SD Khadijah Wonorejo, Surabaya, Indonesia. The school provides a distinctive context because Pagar Nusa participation is compulsory for students in Grades 1–6, creating a structured environment in which students regularly encounter training routines, behavioural expectations, peer interaction, coach guidance, and school-level supervision. Rather than evaluating whether participation in Pagar Nusa produces measurable improvements in character, this study focuses on how disciplinary behaviours are practiced, reinforced, and contextualized within the program. Accordingly, the study aims to explore the implementation of disciplinary values through the compulsory Pagar Nusa Pencak Silat extracurricular program among elementary-school students at SD Khadijah Wonorejo, Surabaya. Specifically, the study seeks to: 1) Describe how disciplinary values are enacted and reinforced during Pagar Nusa extracurricular activities, particularly in relation to time discipline,

behavioural discipline, and training discipline; 2) Identify additional character-related behaviours and values represented through students' participation in the Pagar Nusa program beyond the three principal dimensions of discipline; and 3) Examine contextual factors that support or constrain the implementation and continuity of disciplinary practices, including the roles of school leadership, teachers, coaches, and family-related contexts.

By focusing on implementation processes rather than causal effectiveness, the study contributes an implementation-oriented and context-sensitive perspective to research on extracurricular character education. It seeks to clarify how a culturally embedded martial arts program can provide a structured social and pedagogical environment in which disciplinary and other character-related behaviours are practiced and reinforced. This positioning is consistent with the study's descriptive qualitative design and with its intention to distinguish observed or reported behavioural practices from claims concerning long-term character internalization or causal program effects.

MATERIALS AND METHODS

Study Design and Research Approach
Research Setting and Participants
Sampling and Participant Recruitment
Data Sources and Collection Procedures
Participant Observation
Semi-Structured Interviews
Documentary Evidence

Empirical Dataset and Research Instruments
Data Preparation and Descriptive Analysis
Qualitative Rigor and Trustworthiness
Researcher Reflexivity
Ethical Considerations
Methodological Scope

RESULTS

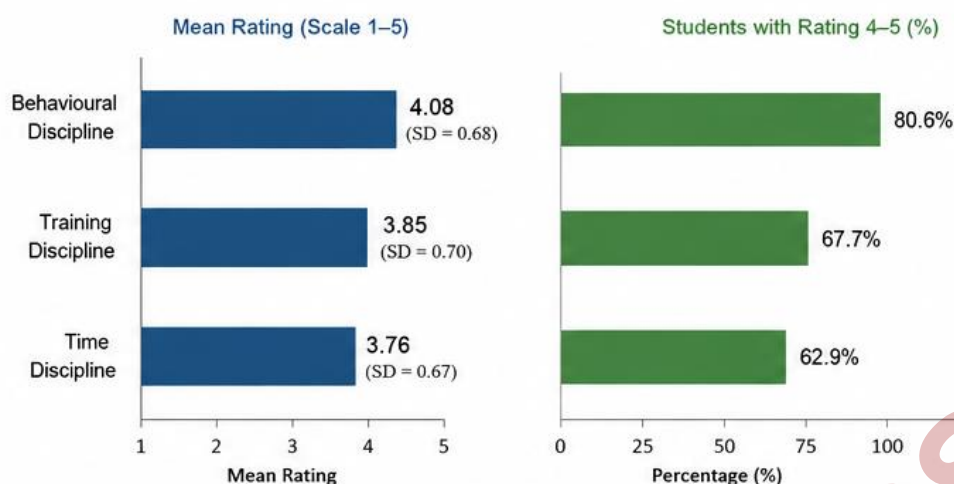
Overview of the Empirical Findings

Time Discipline

Table 3. Descriptive Evidence of the Three Dimensions of Disciplinary Practice

Disciplinary dimension	n	Mean	SD	Score 3, n (%)	Score 4, n (%)	Score 5, n (%)	Score 4–5, n (%)
Time discipline	62	3.76	0.67	23 (37.1)	31 (50.0)	8 (12.9)	39 (62.9)
Behavioural discipline	62	4.08	0.68	12 (19.4)	33 (53.2)	17 (27.4)	50 (80.6)
Training discipline	62	3.85	0.70	20 (32.3)	31 (50.0)	11 (17.7)	42 (67.7)

Note. Ratings were recorded on a 1–5 descriptive scale. No student record contained a rating below 3. Ratings of 4–5 are presented as relatively higher observed/reported



Note. Ratings are descriptive supporting evidence based on a 1-5 scale and should not be interpreted as validated measures of character attainment.

Figure 2. Descriptive Ratings Across the Three Dimensions of Disciplinary Practice (n = 62)

The qualitative records consistently described punctual or regular participation in scheduled activities and students' preparation for training from the beginning of the session. These observations indicate that time discipline was enacted through attendance routines, punctuality, and adherence to scheduled participation, rather than through verbal instruction alone. At the same time, the distribution demonstrates variation among students. Twenty-three students (37.1%) received a rating of 3, indicating that the observed pattern of punctuality and regular

participation was not uniformly represented at the highest rating levels. Accordingly, the finding is interpreted as evidence that punctual participation was a recurrent feature of the program rather than evidence that all students had fully internalized time discipline.

Behavioural Discipline Training Discipline Additional Character-Related Values

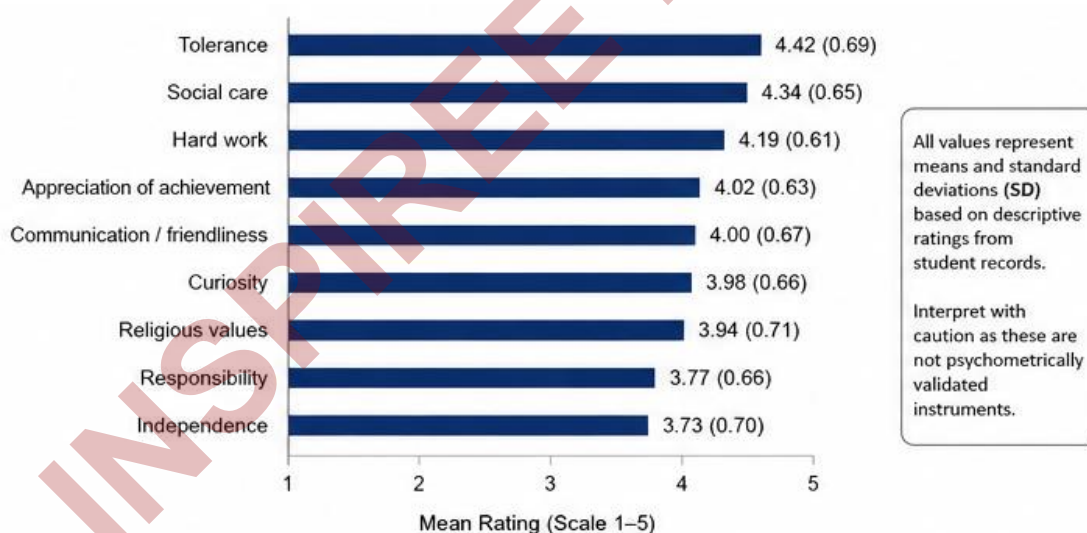


Figure 3. Descriptive Profile of Character-Related Behaviours Represented in the Pagar Nusa Program (n = 62)

Table 4 presents the descriptive ratings of character-related behaviours identified in the Pagar Nusa extracurricular program. As illustrated in Figure 3, tolerance and social care received the highest descriptive ratings, whereas independence and responsibility showed comparatively lower ratings. The qualitative records correspondingly described respectful peer interaction, cooperation, persistence during repeated practice, and participation in structured activities. Religious values were represented within the culturally and religiously embedded context of the Pagar Nusa program. These findings indicate that the

extracurricular setting contained multiple character-related behavioural practices beyond discipline itself. However, the presence of these values in the empirical records should not be interpreted as evidence that the program independently produced or increased these traits. Rather, the results demonstrate that these character-related behaviours were represented and observed within the studied educational context.

Cross-Source Triangulation of Disciplinary Practices

Table 5. Cross-Source Triangulation of Disciplinary Practices

Theme	Student records	Teachers	Pagar Nusa coaches	Principal	Observation / documentary evidence
Time discipline	Regular and punctual participation	Reinforcement of punctuality	Scheduled training expectations	Program monitoring	Scheduled routines and participation
Behavioural discipline	Rule compliance and respectful interaction	Reinforcement of school rules and respectful conduct	Behavioural expectations during training	Supervision and coordination	Observed rule adherence and respectful interaction
Training discipline	Repeated and sequential practice	Reinforcement of participation	Structured training sequences and instructions	Program coordination	Repeated technical practice
Institutional support	Participation within school program	Teacher involvement	Coach involvement	Planning, supervision, and evaluation	Program-related documentation
Family context	Student-level records concerning home reinforcement	Perceived variability	Perceived variability	Perceived variability	Limited direct evidence

The triangulation indicates that the three principal disciplinary dimensions were supported by evidence from multiple sources, although the contribution of each source differed. Behavioural discipline showed the clearest convergence because rule adherence, respectful interaction, and behavioural expectations were represented in student records as well as stakeholder accounts.

Time discipline was primarily represented through punctuality and regular participation, whereas training discipline was most directly associated with structured, sequential, and repeated practice. The stakeholder evidence further indicated that these

behaviours were situated within a broader organizational environment involving teachers, coaches, and school leadership.

The cross-source findings therefore suggest that disciplinary practices were not represented solely as individual student behaviours. Instead, they were reinforced through the interaction of students, coaches, teachers, and school leadership within the extracurricular and school environment.

Institutional Conditions Supporting Program Implementation

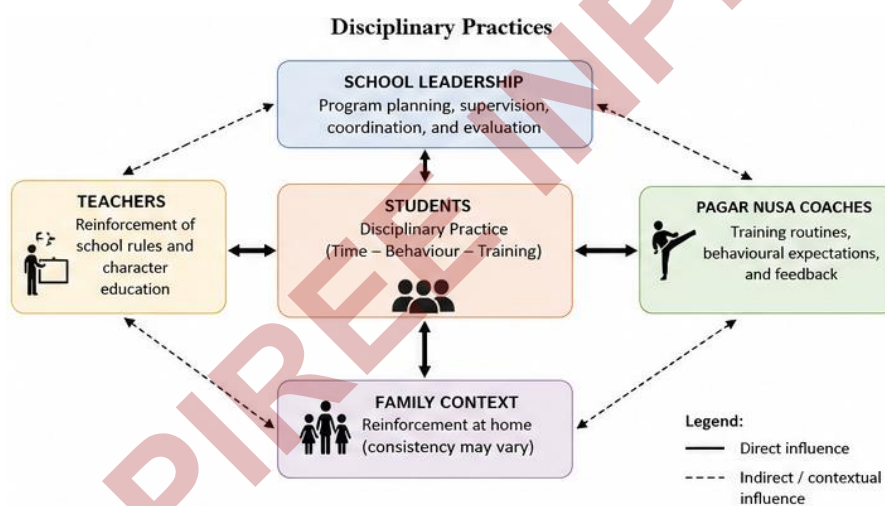


Figure 4. Multi-Actor Reinforcement Structure Supporting Disciplinary Practices

The evidence suggests a multi-actor implementation structure. Coaches were primarily responsible for training routines and behavioural expectations, teachers reinforced related expectations within the broader school environment, and school leadership supported coordination, supervision, and program management. This pattern indicates that the implementation of disciplinary practices was supported by organizational coordination rather than being dependent on the coach alone. However, these findings describe the organizational conditions observed in the selected school and should not be interpreted as evidence that such conditions necessarily produce superior disciplinary outcomes in other settings.

Family-Related Context Integrated Synthesis of the Findings

Taken together, the findings identify three interconnected dimensions through which disciplinary practices were represented in the Pagar Nusa extracurricular program. Time discipline was reflected primarily in punctuality and regular participation;

behavioural discipline was represented through rule adherence, responsiveness to instructions, and respectful interaction; and training discipline was expressed through structured, sequential, and repeated practice. Among the three dimensions, behavioural discipline had the highest descriptive rating ($M = 4.08$, $SD = 0.68$), followed by training discipline ($M = 3.85$, $SD = 0.70$) and time discipline ($M = 3.76$, $SD = 0.67$). The additional character-related indicators showed particularly high descriptive ratings for tolerance, social care, and hard work. The qualitative evidence provides contextual explanation for these descriptive patterns. Discipline was repeatedly represented through routines, behavioural expectations, social interaction, instruction-following, and repeated practice. These practices occurred within a coordinated environment involving coaches, teachers, and school leadership. The findings also demonstrate variation. Time discipline, for example, was not uniformly represented at the highest rating levels, with 37.1% of students receiving a rating of 3. Similarly, the absence of ratings below 3 across the student records indicates a restricted response range that should be

considered when interpreting the descriptive ratings. Overall, the empirical evidence supports the interpretation that the Pagar Nusa extracurricular program constituted a structured social and pedagogical context in which disciplinary and other character-related behaviours were practiced and reinforced. The findings do

not establish that participation caused improvements in discipline, nor do they demonstrate that the observed behaviours represented stable internalized character traits. Rather, they describe the behavioural practices and contextual conditions present within the studied school and extracurricular program.

DISCUSSION

Principal Findings

Discipline as Repeated Behavioural Practice

Behavioural Discipline and the Social Organization of Learning

Training Discipline Through Structure, Repetition, and Responsibility

Character-Related Values Beyond Discipline

Pencak Silat as a Culturally Embedded Character-Education Context

Institutional Collaboration as a Mechanism of Reinforcement

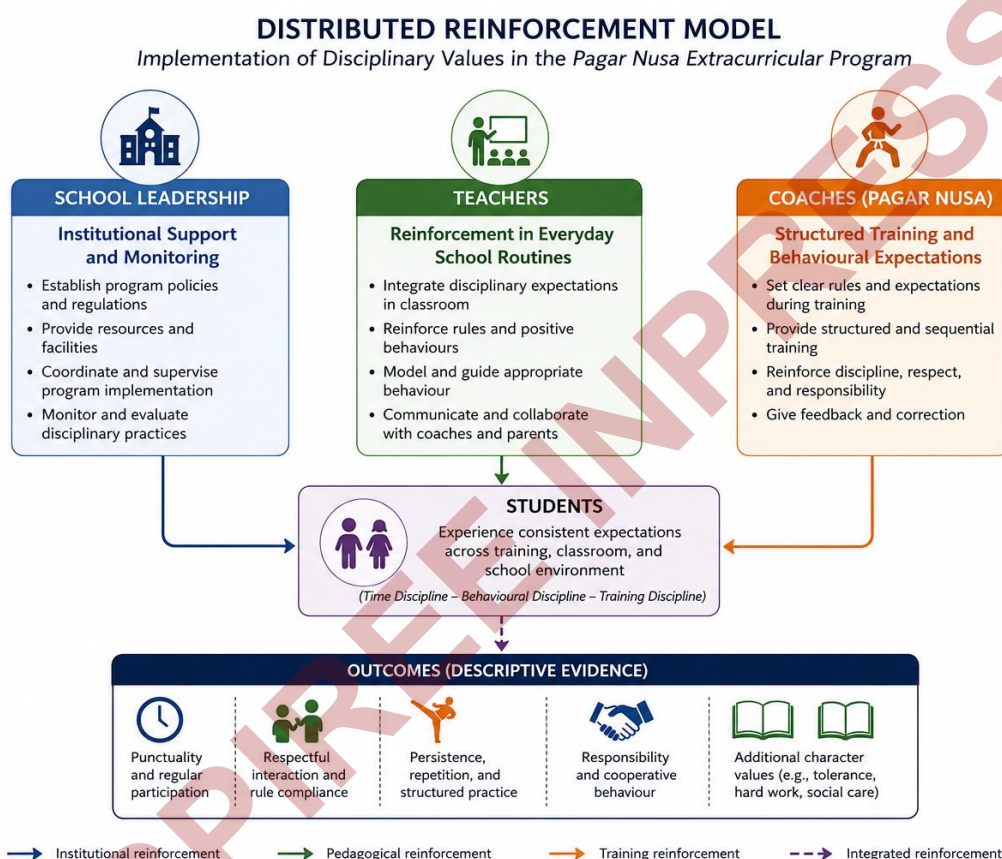


Figure 4. Distributed Reinforcement Model for the Implementation of Disciplinary Values Through the Pagar Nusa Extracurricular Program

This interpretation is consistent with the study's finding that institutional collaboration was an important condition surrounding implementation. It also extends the existing literature by specifying how different educational actors contributed to the reinforcement of disciplinary expectations within the studied setting. The implication for practice is that schools seeking to integrate martial arts into character education should not treat the extracurricular program as an isolated intervention. Communication between coaches and teachers, shared behavioural expectations, and periodic program evaluation may help establish greater consistency across learning environments. However, these

practices should be interpreted as implementation recommendations derived from qualitative evidence, not as experimentally verified mechanisms of effectiveness.

Family Context and Continuity of Disciplinary Expectations

Theoretical Implications

Practical Implications

Strengths and Limitations

Overall Interpretation and Research Implications

CONCLUSION

This study provides contextually grounded evidence of how disciplinary values were implemented through the compulsory Pagar Nusa Pencak Silat extracurricular program in an elementary-

school setting. Three interconnected dimensions of disciplinary practice were identified: time discipline, behavioural discipline, and training discipline. Time discipline was reflected in punctuality and

regular participation; behavioural discipline was expressed through adherence to rules, responsiveness to instructions, and respectful interaction; and training discipline was enacted through structured, sequential, and repeated practice. Among these dimensions, behavioural discipline showed the strongest descriptive pattern, while the qualitative evidence demonstrated that disciplinary expectations were embedded in everyday training routines and social interactions.

Beyond discipline, the findings identified a broader set of character-related behaviours, including responsibility, hard work, tolerance, religious values, curiosity, independence, social care, appreciation of achievement, and communication/friendliness. Tolerance, social care, and hard work showed particularly high descriptive ratings and corresponded with qualitative evidence of respectful peer interaction, cooperation, persistence, and repeated practice. These findings indicate that the program provided opportunities for students to practice and display character-related behaviours within a culturally embedded physical and social environment, rather than demonstrating that participation independently produced or increased these traits.

A key contribution of the study is the finding that disciplinary practice was not confined to the coach–student relationship. Cross-source evidence indicated that school leadership, teachers, and Pagar Nusa coaches performed complementary roles in reinforcing behavioural expectations through program coordination, supervision, monitoring, structured training, and reinforcement of school rules. This multi-actor environment suggests that the implementation of character education through extracurricular martial arts is shaped not only by the content of the activity but also by the organizational and social conditions surrounding its delivery.

The findings also highlight the importance of contextual continuity beyond the extracurricular setting. Although most student records indicated consistent home reinforcement, adult stakeholders perceived greater variability in the reinforcement of

disciplinary expectations outside school. Because parents were not systematically interviewed, these findings should be understood as contextual perceptions rather than independent assessments of family practices.

Overall, the study suggests that the educational significance of Pagar Nusa in the investigated setting lies in its capacity to provide a structured, repeated, socially embedded, and culturally meaningful environment in which disciplinary and other character-related behaviours can be practiced and reinforced. Its broader contribution to character-education research is therefore implementation-oriented: the findings illustrate how a culturally embedded martial arts program can connect physical practice, behavioural expectations, social interaction, structured responsibility, and institutional collaboration within an elementary-school environment.

These conclusions should nevertheless remain within the methodological boundaries of the study. The single-school, descriptive qualitative design, purposive sampling, restricted range of descriptive ratings, absence of validated psychometric measures, and lack of longitudinal evidence preclude causal claims regarding program effectiveness or the long-term internalization of character. Accordingly, the findings should not be interpreted as demonstrating that Pagar Nusa caused improvements in students' character, but rather as evidence of the processes and contextual conditions through which disciplinary behaviours were enacted and reinforced in the studied program.

Future research should extend these findings through multisite, longitudinal, and mixed-methods designs, directly involve families, and incorporate validated measures of discipline, self-regulation, social-emotional competence, self-efficacy, and related developmental outcomes. Comparative research across schools, martial arts traditions, and cultural contexts would also help determine the transferability of the implementation patterns identified in this study.

DECLARATIONS

Ethical Approval

Consent to Participate

Consent for Publication

Author Contributions

Funding

Conflict of Interest

Data Availability

Acknowledgements

Generative AI Disclosure

During the preparation of this manuscript, a generative artificial

intelligence tool was used to assist with language refinement, manuscript organization, and editorial improvement. The authors independently reviewed and verified all AI-assisted text and remain fully responsible for the accuracy, interpretation, originality, and integrity of the manuscript. Generative AI was not used to generate, fabricate, alter, or interpret participant data, and no confidential participant information, identifiable student information, interview transcripts, or restricted research records were entered into the AI system.

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