

Teachers' Pedagogical Competence and The Habituation of Character Values at Home in Shaping Learning Discipline

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Abstrak

Disiplin belajar siswa menjadi salah satu isu dalam pendidikan di Indonesia, terutama menghadapi perubahan lingkungan pendidikan dan perkembangan teknologi digital. Isu ini tidak hanya terkait dengan perilaku siswa, tetapi juga dengan kompetensi pedagogis guru dalam mengelola pembelajaran dan konsistensi pembiasaan nilai karakter di lingkungan keluarga. Penelitian ini bertujuan untuk menganalisis secara kritis dinamika kompetensi pedagogis guru dan pembiasaan nilai karakter di rumah terkait pembentukan kedisiplinan siswa dari perspektif pedagogis. Penelitian ini menggunakan metode *Systematic Literature Review* (SLR) dengan protokol PRISMA pada literatur yang diperoleh dari Google Scholar dan Portal Garuda yang diterbitkan tahun 2015-2025. Data dianalisis melalui identifikasi, seleksi, dan sintesis temuan penelitian yang relevan. Temuan ulasan menunjukkan bahwa kompetensi pedagogis guru berperan dalam pembentukan disiplin siswa melalui pemahaman terhadap karakteristik siswa serta pengelolaan dan pelaksanaan strategi pembelajaran yang mendukung pengembangan karakter. Kebiasaan nilai-nilai karakter di rumah melalui teladan perilaku, konsistensi dalam aturan, dan praktik sehari-hari dapat memperkuat internalisasi nilai-nilai yang dikembangkan di sekolah. Sintesis dari ulasan ini menunjukkan bahwa pembentukan disiplin memerlukan sinergi antara kompetensi pedagogis guru dan lingkungan keluarga. Dari perspektif Pedagogi Kenabian, sinergi ini diperkuat melalui nilai-nilai *Shiddiq*, *Amanah*, *Tabligh*, dan *Fathonah*. Ulasan ini memberikan kontribusi konseptual untuk pengembangan pendidikan karakter yang mengintegrasikan peran sekolah dan keluarga.

Kata Kunci: Kompetensi Pedagogik, Pembiasaan Nilai Karakter, Kedisiplinan Belajar, *Systematic Literature Review*, Pedagogi Profetik.

Abstract:

Students' learning discipline remains one of the issues in education in Indonesia, particularly in the face of changes in the educational environment and the development of digital technology. This issue is related not only to student behavior but also to teachers' pedagogical competence in managing learning and the consistency of character-value habituation within the family environment. This study aims to critically analyze the dynamics of teachers' pedagogical competence and the habituation of character values at home in relation to the formation of student discipline from a pedagogical perspective. The study employs a Systematic Literature Review (SLR) method using the PRISMA protocol on literature obtained from Google Scholar and Portal Garuda and published from 2015-2025. The data were analyzed through the identification, selection, and synthesis of relevant research findings. The review findings indicate that teachers' pedagogical competence plays a role in the formation of student discipline through an understanding of student characteristics and the management and implementation of learning strategies that support character development. In addition, the habituation of character values at home through exemplary behavior, consistency in rules, and everyday practices can strengthen the internalization of values developed at school. The synthesis of the review indicates that the formation of discipline requires synergy between teachers' pedagogical competence and the family environment. From the perspective of Prophetic Pedagogy, this synergy is strengthened through the values of Shiddiq, Amanah, Tabligh, and Fathonah. This review provides a conceptual contribution to the development of character education that integrates the roles of school and family.

Keywords: Pedagogical Competence, Habituation of Character Values, Learning Discipline, *Systematic Literature Review*, Prophetic Pedagogy.

Introduction

Indonesian national education is currently undergoing a crucial transformative phase. In an effort to realize the vision of Golden Indonesia 2045, educational challenges are not limited to improving intellectual quality but also include strengthening the character and morality of students (Şahin, 2026). One important aspect of educational success is students' learning discipline. Discipline is not only a prerequisite for creating a conducive classroom environment but also constitutes part of the development of students' responsibility, orderliness, and independence (Colomer et al., 2021). However, in the context of Indonesian education, student discipline remains a concern because the development of disciplined behavior does not occur automatically through the learning process but is influenced by interactions between the school and family environments (Ciriza-Mendivil et al., 2022). This condition has become increasingly complex alongside changes in patterns of social interaction and the development of the digital environment, which also influence students' habits and behavior.

The dynamics of the formation of learning discipline involve interactions between the formal environment at school and the informal environment at home. At

school, teachers play an important role through their pedagogical competence. Based on Law Number 14 of 2005 on Teachers and Lecturers, pedagogical competence relates to teachers' ability to manage student learning (Setyo et al., 2026). This ability includes understanding students, designing and implementing learning, as well as evaluating learning processes and outcomes. Thus, pedagogical competence is not only related to technical ability in delivering learning materials but also to teachers' ability to create a learning process that is appropriate to students' characteristics and needs (Fikri et al., 2026). Herlambang (2021) positions pedagogy as a critical study of educational science that is fundamental and multiperspectival, such that the educational process needs to be directed toward the holistic development of human beings.

In this context, several previous studies have indicated a relationship between teachers' pedagogical competence and the formation of student discipline (Asmarany et al., 2024). Pedagogical competence enables teachers to understand students' characteristics, manage learning, create a structured learning environment, and provide guidance appropriate to students' needs. One study reviewed in this study indicates that teachers' pedagogical competence contributes 34.50% to student

discipline (Abidin, 2023). This finding indicates that pedagogical competence is one of the factors that needs to be considered in understanding the formation of discipline, although student discipline cannot be explained solely by teacher-related factors.

In addition to the school, the home environment serves as the initial and continuous setting for the development of students' character. The habituation of values such as orderliness, honesty, responsibility, and compliance with rules takes place through everyday practices (Irianto, Yunansah, et al., 2020; Narimo et al., 2025). Consistent habituation enables character values to go beyond cognitive understanding and develop into relatively stable patterns of behavior (Oviana & Rijal, 2021). From a character education perspective, this process indicates that the formation of discipline requires continuity between the values introduced at school and those habituated within the family (Suwandi et al., 2025). Thus, the roles of teachers and parents should not be viewed separately but as parts of an educational environment that complement each other.

This issue has become increasingly relevant in addressing the characteristics of students in the digital era. Changes in patterns of interaction, increased use of technology, and broad access to information

have created a new environment that can influence students' learning habits and behavior (Sebbowa & Ng'ambi, 2020). Therefore, discipline can no longer be understood merely as compliance with school regulations but needs to be understood as students' ability to develop orderliness, responsibility, and self-control across various environments of life (Darsono et al., 2025). Under these conditions, teachers' pedagogical competence and the habituation of character values at home need to be examined in a more integrated manner.

Although various studies have discussed teacher competence, student discipline, and character education, studies integrating teachers' pedagogical competence with the habituation of character values at home from a pedagogical perspective still need to be strengthened. Some studies have primarily positioned the school or teacher as the main factor in the formation of discipline, while the family environment is often discussed separately. This gap highlights the importance of examining the relationship between these two environments to understand the formation of discipline more comprehensively. Pedagogical perspectives, including the concepts of Critical and Prophetic Pedagogy, can be used to view education not merely as a

process of knowledge transfer but as a process of developing individuals, character, responsibility, and moral awareness.

Based on this context, this article aims to conduct a critical review of the dynamics of teachers' pedagogical competence and the habituation of character values at home in relation to the formation of students' learning discipline. The study focuses on how teachers' pedagogical competence contributes to the formation of discipline, how the habituation of character values at home strengthens this process, and how synergy between the school and family can be understood from a pedagogical perspective. Using a *Systematic Literature Review* (SLR) approach, this article synthesizes findings from previous studies to develop a conceptual understanding of the formation of student discipline involving the roles of teachers, families, and character values.

Pedagogical competence is one of the four mandatory competencies that professional teachers in Indonesia are required to possess, alongside personal, social, and professional competence. Based on Law of the Republic of Indonesia Number 14 of 2005 on Teachers and Lecturers and Regulation of the Minister of National Education Number 16 of 2007, pedagogical competence relates to teachers'

ability to understand students' characteristics, design and implement learning, develop the curriculum, utilize learning technology, and evaluate learning processes and outcomes (Irianto, Mulyati, et al., 2020). Understanding students' characteristics encompasses physical, moral, social, cultural, emotional, and intellectual aspects. With this competence, teachers are able to design *student-centered learning*, manage classrooms effectively, and conduct learning evaluations appropriately and constructively.

Pedagogical competence is often misunderstood as merely technical teaching skills in the classroom. However, more broadly, Herlambang (2021) defines pedagogy as a critical study of educational science that is multiperspectival, holistic, and fundamental. In its implementation at the elementary school level, this view is relevant to the spirit of the Merdeka Curriculum. According to Abidin (2023), the Merdeka Curriculum is not merely a change in curriculum documents but an educational orientation that provides students with opportunities to develop according to their potential and needs. This condition requires teachers' pedagogical creativity in creating learning processes that are relevant, contextual, and oriented toward student development.

Herlambang (2021), in his work *Pedagogik: Telaah Kritis Ilmu Pendidikan dalam Multiperspektif*, provides philosophical depth to the concept of pedagogy. According to him, pedagogy constitutes a fundamental basis for conducting education and should not be reduced to merely technical practices. Pedagogy involves dimensions of imagination, spirituality, and holistic perspectives in the educational process (Irianto, Yunansah, et al., 2020). In the context of the Merdeka Curriculum, a deep pedagogical understanding enables teachers to develop learning that is relevant to societal needs while fostering students' critical and creative thinking abilities.

Character is not something that is merely innate but develops through an ongoing process of education and habituation. Character formation can be achieved through habituation (*ta'wid*), namely the consistent repetition of certain behaviors until they become a tendency within the individual (Saefudin et al., 2023). From Ibn Miskawaih's perspective, moral development is associated with the habituation of good deeds so that such behavior develops into a relatively enduring tendency within the soul (Idrus, 2022). Thus, habituation holds an important position in character formation because values are not merely understood

cognitively but are manifested through actions performed repeatedly.

Within the family environment, the habituation of character values can be manifested through everyday practices, such as time discipline, independence in self-care, responsibility for tasks, honesty, and compliance with family rules (Muharam, 2019). The home environment serves as an educational setting that enables students to gain early experiences of values, responsibility, and orderliness before interacting with the school environment (Sutomo, 2014).

The urgency of the family's role in character education is also related to the challenges of education in the era of the Industrial Revolution 4.0 and Society 5.0 (Giza & Wilk, 2021). The family functions as the first environment that provides moral guidance and shapes children's habits. Habituation at home, such as praying before engaging in activities, maintaining cleanliness, managing study time, and fulfilling responsibilities, can strengthen the structure of habits that support disciplined behavior at school (Jalinus et al., 2021; Serra & Oliveira, 2025). Conversely, inconsistent habituation, overly permissive parenting, or inadequate supervision can pose challenges to the development of students' sense of responsibility and ability to adapt to school rules.

Learning discipline can be understood as students' ability to consistently comply with rules, obligations, and responsibilities related to the learning process (Supriyanto et al., 2025). In the context of school and home, discipline is reflected in behaviors such as arriving on time, participating in learning activities orderly, completing assignments according to schedule, preparing learning needs, and complying with agreed-upon provisions. These indicators are used in the studies reviewed as forms of disciplined behavior in the learning process.

However, from a pedagogical perspective, discipline should not be understood merely as passive submission to authority or compliance resulting from punishment. More constructive discipline is internal discipline that develops through an individual's awareness of responsibility and the consequences of their actions (Abidin, 2023). From a character education perspective, discipline serves as one means of developing students' ability to exercise self-control, fulfill responsibilities, and make decisions based on ethical values.

Thus, the formation of discipline cannot be achieved merely through the provision of rules and sanctions but requires an educational process that helps students understand the moral reasoning underlying a rule (Sahin, 2018). At this point, teachers'

pedagogical competence and character habituation at home have complementary roles. Teachers provide educational experiences through learning and classroom management, while families reinforce these values through practices and habituation in everyday life.

Herlambang (2018) offers a Prophetic Pedagogy perspective that views education as a process of holistic human development. This perspective is based on three main dimensions: humanization, liberation, and transcendence. Humanization emphasizes efforts to humanize individuals amid various forms of technological dominance and instant culture. Liberation refers to freeing individuals from various forms of dependence and thinking that limit their development. Meanwhile, transcendence connects the educational process with spiritual values and the relationship between human beings and the Creator.

In the context of the formation of discipline, these three dimensions provide a framework for understanding discipline as more than mere compliance with rules. Humanization positions students as individuals who possess dignity and the potential to develop. Liberation encourages students to develop the ability to exercise self-control and avoid being easily influenced by various negative environmental influences. Transcendence

provides a moral and spiritual foundation so that discipline can be understood as part of individual responsibility and trust (*amanah*).

The perspective of Prophetic Pedagogy can also be associated with the values of *Shiddiq*, *Amanah*, *Tabligh*, and *Fathonah* as values that support character formation (Azmi et al., 2020). In the context of discipline, these values can be translated into honest and responsible behavior, the ability to convey and uphold good values, and the wisdom to make decisions. Thus, Prophetic Pedagogy provides the perspective that character education and discipline need to be directed toward the

development of moral awareness, rather than merely compliance with rules.

In addition to Prophetic Pedagogy, there are also perspectives of Futuristic Pedagogy and Ecopedagogy. Futuristic Pedagogy emphasizes students' readiness to face global changes and technological developments while maintaining human values. Meanwhile, Ecopedagogy emphasizes the development of ecological awareness and environmentally conscious character. These two perspectives broaden the understanding of the role of education in preparing students to face social and technological changes without losing their ethical foundations (Riyadi et al., 2023; Sahin, 2018).

Table 1 Pedagogical Perspectives and Their Relevance to Discipline

Pedagogical Perspective	Main Focus	Relevance to Discipline
Critical Pedagogy	Collective reflection for social justice and the elimination of oppression	Discipline as critical awareness of social responsibility
Prophetic Pedagogy	Integration of the values of <i>Shiddiq</i> , <i>Amanah</i> , <i>Tabligh</i> , and <i>Fathonah</i>	Discipline as a form of trust and personal integrity
Futuristic Pedagogy	Adaptation to technological developments based on ethical principles	Discipline in the wise use of technology
Ecopedagogy	Character development through ecological awareness	Discipline in protecting the environment

Methodology

This study employs a *Systematic Literature Review* (SLR) method by applying the PRISMA (*Preferred Reporting Items for Systematic Reviews and Meta-Analyses*) protocol. SLR is used to systematically and transparently identify, select, evaluate, and synthesize relevant research findings (Mulianingsih et al., 2022). This review focuses on the relationship between teachers' pedagogical competence, the habituation of character values at home, and students' learning discipline. The research process consists of four main stages: identification, screening, eligibility, and data synthesis.

At the identification stage, the researchers searched for articles through several databases, namely Google Scholar, Portal Garuda, and DOAJ. The search was conducted using a combination of the keywords "Kompetensi Pedagogik" AND "Peran Orang Tua" AND "Kedisiplinan Belajar". The use of these keyword combinations was intended to obtain articles discussing the relationship between teacher competence, the role of the family in character formation, and student discipline.

At the screening stage, the articles obtained through the search process were selected based on the predetermined inclusion and exclusion criteria. The

inclusion criteria comprised: (1) scientific journal articles reporting original research; (2) articles published between 2015 and 2025; (3) studies focusing on primary or secondary education; and (4) articles containing empirical findings related to teachers' pedagogical competence, the habituation of character values at home, the role of parents, or students' learning discipline. Articles that did not correspond to the research focus, were not available in full-text form, or did not contain findings relevant to the focus of the review were excluded from the selection process.

The next stage is eligibility. At this stage, the articles that passed the screening process were read in full to ensure their relevance to the research objectives. The extracted information included the study identity, publication year, educational context and level, research focus, methods used, characteristics of the subjects or participants, and key findings related to pedagogical competence, character habituation, and learning discipline. Empirical findings, including findings from other studies, were compared with findings from other studies to obtain a more comprehensive overview of the factors associated with the formation of student discipline (Irianto, Yunansah, et al., 2020)(2018). In addition, literature discussing pedagogical perspectives,

including Herlambang's ideas on Prophetic Pedagogy, was used as a conceptual foundation for interpreting the synthesis results (Herlambang, 2021).

The final stage is data synthesis. The extracted data were analyzed thematically by grouping the findings into several main themes, namely: (1) teachers' pedagogical competence, (2) the habituation of character values at home, (3) students' learning discipline, and (4) pedagogical perspectives on character and discipline formation. Findings from various studies were then compared to identify patterns, similarities, differences, and relationships among the findings. The synthesized results were subsequently interpreted through the perspectives of Critical Pedagogy and Prophetic Pedagogy to explain how the school and family environments can make complementary contributions to the formation of student discipline. This process resulted in a conceptual synthesis highlighting the importance of synergy between teachers' pedagogical competence and the habituation of character values at home in supporting the formation of students' learning discipline.

Results and Discussion

Based on the results of the literature search and synthesis over the past decade, several studies have indicated a relationship between teacher competence and students' learning discipline. One of the studies reviewed, namely Abidin (2023), reported that pedagogical competence contributed 34.50% to student discipline. This finding indicates that teachers' ability to understand students, manage learning, and create a structured learning environment is one of the factors associated with the formation of disciplined behavior.

Based on the literature selection and extraction process, this study identified several articles relevant to teacher competence, the habituation of character values at home, and student discipline. The synthesis results indicate a pattern of findings that positions the school and family factors as complementary environments in the formation of disciplined behavior. A comparison of the main findings from the analyzed literature is presented in Table 2.

Table 2 Synthesis of the Magnitude of the Effect of Teacher Competence on Student Discipline

Variable	Magnitude of Effect/Main Finding	Significance	Source
Pedagogical Competence	Contribution of 34.50%	$p < 0.05$	Ramadhani (2018)
Social Competence	Contribution of 24.10%	$p < 0.05$	Ramadhani (2018); Puspa (2025)

Variable	Magnitude of Effect/Main Finding	Significance	Source
Habituation at Home	Serves as a foundation for character and discipline formation	Descriptive	Herlambang (2021); Muammar (2026)

The data presented in Table 2 indicate that pedagogical competence is one of the important factors contributing to the formation of students' learning discipline. The study by Abidin (2023) shows that pedagogical competence contributes 34.50% to student discipline. This finding indicates that teachers' ability to understand students' characteristics, master learning theories and learning principles, design learning, and conduct evaluations is associated with the development of orderly learning behavior. Teachers with good pedagogical competence tend to be better able to create a conducive learning atmosphere, provide clear guidance, and develop learning activities that encourage student engagement. Thus, learning discipline is not only related to students' compliance with school regulations but also to how the learning process is designed and managed by teachers.

However, the literature synthesis indicates that pedagogical competence cannot be separated from other teacher competencies, particularly social and personal competence. Social competence plays a role in building positive

interpersonal relationships between teachers and students, while personal competence is related to teachers' exemplary behavior, integrity, responsibility, and personal maturity. Therefore, teachers need not only to master the technical aspects of learning but also to demonstrate exemplary behavior and establish pedagogical relationships that support students' character development. From this perspective, low quality in certain pedagogical aspects, such as learning management or less objective evaluation, can create a learning environment that is less supportive of discipline formation. These findings demonstrate that student discipline results from the interaction between the quality of learning management, teacher–student relationships, and the educational environment as a whole.

Furthermore, the literature synthesis indicates that the sustained formation of learning discipline does not occur only at school but is also influenced by the habituation of character values within the family environment (Gracová & Labischová, 2017). Routine activities carried out consistently at home, such as

managing study time, fulfilling personal responsibilities, maintaining orderliness, and adhering to family agreements, can serve as a foundation for developing disciplined habits. In this context, the home can be viewed as the first educational environment in which children gain experience with responsibility and self-control (Saefudin, 2024). Consistency between habituation at home and behavior formation at school is important because values taught at school are more likely to become internalized when reinforced in everyday life. Thus, student discipline is not solely the responsibility of teachers but requires the involvement of parents and families.

This issue becomes increasingly complex in the context of the development of the digital environment. The internet exposure rate among Generation Alpha, which reaches 92.19% (add original source), indicates that the environment in which children develop has undergone significant changes. This condition has implications for how discipline is understood. Discipline is no longer limited to arriving on time, complying with classroom rules, or submitting assignments according to schedule, but also includes the ability to manage time spent using technology, control behavior in digital spaces, evaluate information, and use digital

media responsibly. Therefore, character education in the digital era needs to broaden its orientation from physical discipline toward internal and digital discipline based on students' moral awareness.

In this context, character education based on prophetic values can be a relevant perspective. The importance of prophetic values includes *Shiddiq*, *Amanah*, *Tabligh*, and *Fathonah*. The value of *Shiddiq* can be actualized in the form of academic honesty and honesty in using digital information. *Amanah* can be manifested through responsibility for assignments, time, and the use of technological devices. *Tabligh* can be translated into communication ethics and the responsible dissemination of information in digital spaces, while *Fathonah* is related to the ability to use knowledge and intelligence wisely (Herlambang, 2021; Irianto, Yunansah, et al., 2020). Thus, prophetic values can serve as a moral foundation for developing internal discipline that does not depend solely on the supervision of teachers or parents.

In addition to the prophetic approach, *Living Values Education* (LVE) also provides an important perspective on character formation. This approach positions values as something that needs to be understood, internalized, and manifested in everyday life (Abidin, 2023). In the

context of discipline, values are not merely conveyed through rules or sanctions but are developed through experience, reflection, exemplary behavior, and habituation. Such an approach is relevant to the idea that ideal discipline is internal discipline that arises from students' awareness of the importance of responsibility, orderliness, and respect for others.

Based on the overall synthesis, Prophetic Pedagogy can be considered an integrative conceptual framework for connecting teachers' pedagogical competence, the habituation of character values at home, and the challenges of discipline in the digital era. Within this framework, teachers serve not only as learning managers but also as facilitators of character formation through exemplary behavior, reflective dialogue, and meaningful learning. Parents play a role in reinforcing values through habituation within family life, while students are positioned as subjects of education who gradually develop the ability to regulate themselves. This synergy between school and family enables the formation of discipline to move from compliance with rules toward moral awareness and personal responsibility (Irianto, Mulyati, et al., 2020). Thus, the literature synthesis provides a conceptual basis for strengthening teachers' pedagogical

competence alongside the habituation of character at home to develop student discipline that is relevant to the demands of contemporary education and the vision of Golden Indonesia 2045.

The strategic dynamics between teacher competence and the habituation of character values at home need to be understood within an integrative pedagogical framework. Literature findings indicating a 34.50% contribution of pedagogical competence demonstrate that teachers' ability to understand students, manage learning, and create a conducive learning environment plays an important role in the formation of student discipline. However, pedagogical competence should not be understood merely as technical ability or *instructional skill*. From a broader pedagogical perspective, teachers also serve as educational agents who help students develop moral, social, and affective aspects. Thus, character education does not end with the verbal transmission of values but needs to be manifested through habituation processes that enable students to internalize values and develop them into intrinsic awareness.

One relevant strategy in this process is exemplary behavior (*modeling*). Teachers' exemplary behavior in demonstrating time discipline, responsibility, orderliness, and integrity

provides concrete experiences that students can observe and emulate. The same principle applies within the family environment. Parents' consistency in enforcing rules, managing time, and assigning responsibilities to children can strengthen disciplined habits that are subsequently carried into the school environment. Therefore, character formation through exemplary behavior requires consistency between the educational messages conveyed and the behavior demonstrated by the adults around students.

From a Critical Pedagogy perspective, discipline also needs to be distinguished from mechanical compliance. Discipline built solely through control and punishment risks producing compliance that depends on external supervision. Conversely, education needs to guide students to understand the reasons behind a rule and develop the ability to regulate themselves. Within this framework, discipline can be understood as a process toward learning independence. An important pedagogical question is not only, "Do students comply with the rules?" but also, "Do students understand why those rules are important to themselves and others?" This shift allows discipline to develop from formal compliance toward personal awareness and responsibility.

In this context, the application of *reward* and *punishment* can still be used as part of educational management, but its implementation needs to be directed in an educational and proportionate manner. Positive reinforcement can be used to appreciate disciplined behavior, while consequences for violations should be directed toward a process of reflection and learning rather than merely the imposition of punishment. This approach is consistent with the goal of developing internal discipline, namely helping students understand the consequences of their actions and gradually become capable of regulating their behavior without always depending on external supervision.

These challenges become increasingly complex in the digital environment. Changes in children's patterns of interaction with technology mean that the formation of discipline is no longer limited to learning activities in the classroom or at home but also encompasses behavior in digital spaces. In this context, synergy among the school, family, and social environment is important. Schools can develop character education and digital literacy programs, while families reinforce these values through habituation in everyday life. Two-way communication between teachers and parents, including through the use of information technology,

can be used to align expectations, rules, and character formation strategies across these two environments.

The Prophetic Pedagogy framework provides an additional perspective for understanding this process through three main orientations: humanization, liberation, and transcendence. Humanization positions students as individuals whose dignity needs to be respected in the educational process, so that discipline is not implemented through practices that demean or pressure students. Liberation directs education toward students' ability to free themselves from various forms of dependence and behaviors that hinder their development, including uncontrolled use of technology. Meanwhile, transcendence provides a moral and spiritual dimension to the educational process by connecting human behavior with higher values. These three orientations allow discipline to be understood not merely as compliance with rules but as part of the process of developing individuals who are independent, responsible, and morally aware.

From this perspective, the values of *Shiddiq*, *Amanah*, *Tabligh*, and *Fathonah* can be translated into contextual educational practices. *Shiddiq* can be manifested through honesty in learning and the use of information; *Amanah* through responsibility for assignments, time, and the

use of technology; *Tabligh* through ethics in communication; and *Fathonah* through the ability to think critically and use knowledge wisely. These values become more meaningful when they are not only taught as concepts but also demonstrated through the exemplary behavior of teachers and parents and reinforced through everyday experiences and habituation.

Synergy between teachers and families becomes increasingly important within this framework. Teachers have a strategic position in designing learning experiences, managing the classroom environment, and providing exemplary behavior, while families play a role in maintaining and reinforcing values through everyday practices. Consistency between these two environments enables the values students acquire at school to be reinforced at home. Conversely, the habits established by families are more likely to develop when supported by the school environment. Therefore, the formation of learning discipline should not be understood as the responsibility of one party alone but as a collaborative process involving teachers, parents, and students.

Overall, the literature synthesis findings indicate that strengthening teachers' pedagogical competence needs to go hand in hand with the habituation of character values at home. Pedagogical

competence provides a foundation for teachers to create learning experiences that support character development, while the family provides a habituation environment that enables these values to be consistently internalized. In facing social and technological changes toward Golden Indonesia 2045, this approach can be directed toward the formation of discipline that is oriented not only toward behavioral orderliness but also toward the ability to regulate oneself, use technology responsibly, and make decisions based on moral values. Thus, the main contribution of this study lies in emphasizing that learning discipline needs to be developed through the interconnectedness of teachers' pedagogical competence, character habituation within the family, and the reinforcement of prophetic values as a conceptual framework for education relevant to the challenges of the digital era.

Conclusion

Based on the results of the *Systematic Literature Review* (SLR), the formation of learning discipline among elementary school students is influenced by the interaction between teachers' pedagogical competence and the habituation of character values within the family environment. The literature findings indicate that pedagogical competence contributes 34.50% to student discipline, particularly through teachers'

ability to understand students, manage learning, and create a conducive learning environment. However, the sustained formation of discipline does not depend solely on the school environment. The habituation of character values at home through exemplary behavior, orderliness, responsibility, and parental consistency serves as a foundation that strengthens the process of internalizing discipline among students.

In the context of technological development and the characteristics of Generation Alpha, the concept of discipline needs to be broadened from compliance with formal rules toward the ability to regulate oneself and act responsibly, including in the use of technology and interactions in digital spaces. The synthesis findings indicate that the values of Prophetic Pedagogy, namely *Shiddiq*, *Amanah*, *Tabligh*, and *Fathonah*, can serve as a conceptual framework for strengthening internal discipline through the integration of moral values, exemplary behavior, reflection, and habituation. This approach positions students not as objects who merely comply with rules but as subjects of education who gradually develop moral awareness, responsibility, and independence.

Practically, the findings of this study indicate the importance of establishing

consistent collaboration between teachers and parents through two-way communication, exemplary behavior, character habituation, and guidance in technology use. Thus, strengthening teachers' pedagogical competence needs to go hand in hand with strengthening the role of the family in developing students' positive habits. Nevertheless, because this study is an SLR and does not experimentally test the effectiveness of a particular program, Prophetic Pedagogy in this study should be understood as a conceptual framework rather than an approach whose causal effectiveness has been empirically established. Future research can empirically test this framework through field studies, experiments, or longitudinal research to determine its effectiveness in developing students' learning discipline and character on a sustained basis.

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