



IMPLEMENTATION OF CONTEXTUAL TEACHING AND LEARNING IN THE FORMATION OF STUDENT DISCIPLINE IN ISLAMIC RELIGIOUS EDUCATION: A CASE STUDY OF GRADE X STUDENTS AT SMA NEGERI 1 KUALA

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Abstrak

Penelitian ini bertujuan mengeksplorasi implementasi model *Contextual Teaching and Learning* (CTL) dalam pembelajaran Pendidikan Agama Islam (PAI) serta menjelaskan bagaimana model tersebut mendukung pembentukan perilaku disiplin siswa. Penelitian menggunakan desain studi kasus kualitatif di kelas X SMA Negeri 1 Kuala. Informan terdiri atas 3 guru PAI dan 122 siswa kelas X yang dipilih secara purposif berdasarkan keterlibatan mereka dalam pembelajaran PAI dan relevansinya dengan fokus kedisiplinan. Data dikumpulkan melalui observasi kelas selama 8 kali wawancara semi-terstruktur, dan dokumentasi berupa catatan kehadiran, tugas, tata tertib kelas, serta dokumen pembelajaran. Data dianalisis melalui proses kondensasi data, penyajian data, dan penarikan/verifikasi kesimpulan. Temuan menunjukkan bahwa CTL diterapkan melalui pengaitan materi PAI dengan pengalaman keseharian siswa, diskusi kasus, kerja kelompok, pemodelan perilaku, refleksi nilai, dan penilaian autentik. Model ini mendukung pembentukan kedisiplinan melalui lima mekanisme pedagogis, yaitu relevansi pengalaman nyata, keterlibatan aktif siswa, kesadaran nilai, praktik tanggung jawab, dan pembiasaan perilaku. Studi ini tidak dimaksudkan untuk membuktikan pengaruh kausal CTL, melainkan menjelaskan proses pedagogis yang memungkinkan nilai disiplin diinternalisasi dalam pembelajaran PAI.

Kata Kunci: *Contextual Teaching and Learning*; Kedisiplinan Siswa; Pendidikan Agama Islam; Pendidikan Karakter; Studi Kualitatif



Abstract

This study explores the implementation of Contextual Teaching and Learning (CTL) in Islamic Religious Education and explains how this model supports the formation of students' disciplinary behavior. A qualitative case-study design was employed in grade X of SMA Negeri 1 Kuala. The participants consisted of 3 Islamic Religious Education teacher(s) and 122 grade-X students selected through purposive sampling based on their involvement in Islamic Religious Education learning and their relevance to the focus on discipline. Data were collected through classroom observations during 8, semi-structured interviews, and documentation, including attendance records, assignments, classroom rules, and learning documents. The data were analyzed through data condensation, data display, and conclusion drawing/verification. The findings indicate that CTL was implemented by connecting Islamic Religious Education materials with students' daily experiences, case discussions, group work, behavioral modeling, value reflection, and authentic assessment. The model supports discipline formation through five pedagogical mechanisms: real-life relevance, active student engagement, value awareness, responsible practice, and behavioral habituation. Rather than claiming a causal effect, this study contributes to explaining the pedagogical process through which discipline values are internalized in Islamic Religious Education learning.

Keywords: Contextual Teaching and Learning; Student Discipline; Islamic Religious Education; Character Education; Qualitative Study

INTRODUCTION

Islamic Religious Education (PAI) plays a strategic role in shaping students' moral awareness, religious responsibility, and social behavior. In the school context, PAI is intended not merely to transmit religious knowledge but also to cultivate habits and character that are reflected in everyday life. One of the key character values in PAI is discipline, as it reflects students' capacity to manage time, comply with agreed rules, complete responsibilities, and act consistently in accordance with moral values. Student discipline is a multidimensional educational issue (Addawiyah & Kasriman, 2023; Tampubolon & Sibuea, 2022). It is evident not only in punctual classroom attendance or adherence to regulations, but also in responsibility for completing assignments, consistency in learning, respectful participation, and awareness of religious obligations. From the perspective of character education, moral behavior is formed through the integration of moral knowing, moral feeling, and moral action (Lickona, 1991; Davidson et al., 2014). Therefore, the formation of discipline requires pedagogical strategies that enable students to understand values, perceive their relevance, and practice them repeatedly within meaningful contexts.



Preliminary observations in Grade X at SMA Negeri 1 Kuala indicate that students' disciplinary behavior in PAI learning still requires pedagogical attention. Observable issues included students arriving late, inconsistently complying with classroom rules, delaying the completion of assignments, and uneven participation during learning activities. These patterns suggest that discipline has not yet been fully internalized as a learning habit. Since this study employs a qualitative design, the issue is not framed as a measurable change before and after an intervention, but rather as a process of understanding how classroom pedagogy can support the formation of students' discipline. Contextual Teaching and Learning (CTL) is relevant to this issue because it emphasizes the connection between learning materials and students' lived experiences (Somayana, 2020; Wardati & Hanafiah, 2022). Johnson (2002) argues that learning becomes meaningful when students are able to relate academic content to their prior knowledge and life experiences. Crawford (2001) likewise highlights contextual strategies such as relating, experiencing, applying, cooperating, and transferring as means of making learning more active and applicable. In PAI learning, CTL helps students view religious values not as abstract concepts but as practical guidelines for everyday behavior, including the development of discipline (Muhlisin et al., 2026; Wildaniah et al., 2026).

Previous studies have generally shown that CTL can support learning motivation, classroom participation, learning outcomes, and student engagement. In the Indonesian context, a number of studies have examined CTL in relation to learning motivation, understanding of PAI materials, and character strengthening (Budiartini et al., 2026; Laeni Sholihah et al., 2026; Moh Zulfan Sauqi et al., 2026). However, much of this research continues to emphasize cognitive outcomes, motivation, or intervention-based improvement. Qualitative studies that explain the pedagogical processes through which CTL supports the internalization of discipline in PAI learning at the senior high school level remain relatively limited. This gap is significant because the formation of discipline cannot be adequately understood solely through outcome indicators (Fitri Ana et al., 2025; Perales & Bedoya Ulla, 2025; Susilawati et al., 2025). A qualitative perspective is needed to examine how teachers connect PAI materials with students' lives, how students respond to contextual learning activities, and how repeated classroom practices support the development of disciplined behavior (Hidayah et al., 2025; Kosim et al., 2025; Putri et al., 2025). By focusing on process rather than causal claims, this study seeks to contribute to scholarship on Islamic education pedagogy and character education. Against this background, this study aims to explore the implementation of CTL in PAI learning and to analyze how this model supports the formation of discipline among Grade X students at SMA Negeri 1 Kuala. The research questions are as follows: (1) How is CTL implemented in PAI learning in Grade X at SMA Negeri 1 Kuala? (2) How do students respond to CTL-based PAI learning? and (3) Through what pedagogical mechanisms does CTL support the formation of students' disciplined behavior?



LITERATURE REVIEW

Concepts and Core Components of Contextual Teaching and Learning

Contextual Teaching and Learning (CTL) is a pedagogical approach that places meaning, context, and experience at the center of the learning process. CTL is grounded in the assumption that students learn more deeply when they are able to connect new concepts with prior experience, social interaction, and real-life problems (Abd Madjid, 2025; Yonanda et al., 2025). Accordingly, students are not positioned as passive recipients of information, but as active subjects who construct meaning through inquiry, collaboration, reflection, and application. In classroom practice, CTL is commonly associated with several interrelated components: constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. Constructivism emphasizes that students actively build their own understanding (Ayuningsih & Muslimah, 2025; Nafsiah et al., 2025). Inquiry directs students to investigate problems and discover meaning. Questioning stimulates critical thinking. Learning community promotes collaborative learning. Modeling provides concrete examples of expected behaviors or skills (Arif et al., 2019; Indah Karunia & Mahpudin, 2023; Patimah et al., 2025). Reflection creates space for students to evaluate meaning and values, while authentic assessment measures students' ability to apply learning in real-life contexts.

In PAI learning, these components are particularly important because Islamic values require concrete application (Muhsin et al., 2024). For example, the concept of discipline in worship, learning, and social responsibility can be discussed through students' everyday experiences, modeled by teachers, practiced in group work, reflected upon at the end of lessons, and assessed through authentic tasks related to students' routines (Destari et al., 2023; Moh Zulfan Sauqi et al., 2026).

Student Discipline as Character Formation

Discipline in education should not be narrowly understood as external control or punishment. Rather, discipline is more appropriately viewed as the formation of behavior guided by self-awareness, responsibility, and consistency (Fathul Amin, 2019; Sirait, 2022). In the classroom, discipline is reflected in punctuality, adherence to agreed rules, readiness to learn, responsibility in completing assignments, active and respectful participation, and consistency in practicing moral and religious values (Addawiyah & Kasriman, 2023; Fachrudin, 2020). Character education theory explains that moral behavior emerges from the relationship between knowledge, affective commitment, and repeated action (Lickona, 1991). Students may know that punctuality is important, yet disciplined behavior is formed only when they understand its meaning, feel responsible for it, and practice it consistently (Mutia Nur Putri et al., 2023; Nurhakim & Dewi, 2021). Therefore, a learning model that provides meaningful experience is needed to move students from merely knowing about discipline toward developing disciplined habits.

Islamic Religious Education and Moral Internalization

Islamic education views learning as an integrated process encompassing knowledge, faith, worship, morality, and social responsibility. Halstead (2004)



emphasizes that the concept of Islamic education cannot be separated from moral formation and the cultivation of human behavior oriented toward God and social good. In this sense, PAI serves as a strategic space for value internalization because it connects religious knowledge with everyday behavior (Hilmin et al., 2023; Izzi, 2020; Sari et al., 2024).

وَالْعَصْرِ
إِنَّ الْإِنْسَانَ لِفِي خُسْرٍ
إِلَّا الَّذِينَ ءَامَنُوا
وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصَوْا بِالْحَقِّ وَتَوَّصَوْا بِالصَّبْرِ

By the 'passage of' time!; Surely humanity is in 'grave' loss; except those who have faith, do good, and urge each other to the truth, and urge each other to perseverance.

Discipline also has a normative foundation in Islamic teachings. Surah Al-'Asr, for instance, emphasizes the importance of time, righteous deeds, truth, and patience. In the context of this study, the verse is not presented as an extended theological exposition, but as a value foundation for understanding discipline as the responsible use of time and a consistent commitment to goodness. CTL enables these values to be linked to students' real-life situations, such as punctual classroom attendance, timely completion of assignments, and consistency in worship and learning.

Previous Studies and Research Gap

Previous studies have reported that CTL can support learning motivation, classroom participation, and students' understanding of instructional materials (Fadillah et al., 2026; Laeni Sholihah et al., 2026; Mahdingin, 2026). Studies on CTL in Islamic education have also demonstrated its relevance in connecting religious learning materials with students' lived experiences (Budiartini et al., 2026; Fitri Ana et al., 2025; Moh Zulfan Sauqi et al., 2026). However, most existing research continues to emphasize learning outcomes, motivation, or classroom intervention outcomes, while the process of discipline formation has not been examined in sufficient depth (Fauzi Fahmi et al., 2022). This study addresses that limitation by focusing on how CTL supports the formation of discipline in PAI learning. Its novelty lies in providing a qualitative account of pedagogical mechanisms, namely how contextual relevance, active engagement, value reflection, teacher modeling, and authentic practice interact to support students' disciplined behavior. Thus, the contribution of this study is not a statistical claim of effectiveness, but a process-based understanding of how discipline can be cultivated through a contextual pedagogy of Islamic education.

RESEARCH METHODS

This study employed a qualitative case study design because it sought to understand the process of implementing Contextual Teaching and Learning (CTL) and



the meaning of students' discipline formation within a natural classroom context, rather than to measure causal effects. The study was conducted in Grade X Islamic Religious Education (PAI) classes at SMA Negeri 1 Kuala, a site selected on the basis of preliminary observations indicating issues related to punctuality, compliance with classroom rules, responsibility in completing assignments, and learning participation. Informants were selected through purposive sampling, with the criteria of direct involvement in PAI learning and experience participating in CTL-based activities. The research informants consisted of three PAI teachers and 122 Grade X students from four class groups. Data were collected through classroom observations conducted over eight PAI meetings from March to April, semi-structured interviews, and documentation, including attendance records, assignment records, classroom rules, teaching modules/lesson plans, student worksheets, and teachers' notes.

Data were analyzed using the interactive model of Miles, Huberman, and Saldaña, which comprises data condensation, data display, and conclusion drawing and verification. Observation notes, interview data, and documents were read repeatedly to identify meaningful units, which were then coded into categories such as punctuality, compliance with rules, responsibility for assignments, participation, relevance to real-life experience, teacher modeling, peer collaboration, and reflection. Data trustworthiness was maintained through credibility, transferability, dependability, and confirmability by employing source and technique triangulation, member checking, peer debriefing, thick description, audit trails, analytical memos, and reflective notes. The study also addressed reflexivity and ethical considerations, including school permission, participant consent, parental or guardian consent because the students were minors, anonymity of participants' identities, and secure data storage.

Table 1. Data Sources and Analytical Focus

Data Source	Data Focus	Procedure	Analytical Use
Observation	CTL components, student participation, punctuality, compliance with rules, and responsibility for assignments	Classroom observation during eight PAI meetings	To identify observable patterns of disciplined behavior
Interviews	Teachers' strategies and students' experiences in contextual PAI learning	Semi-structured interviews with teachers and Grade X students	To explore meanings, perceptions, and reasons underlying the observed behavior
Documentation	Attendance, assignments, classroom rules, teaching	Document review based on classroom and school records	To strengthen findings from



	modules/lesson plans, and student worksheets		interviews and observations
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RESULTS AND DISCUSSION

The research findings are organized into four interrelated themes: the initial condition of discipline in PAI learning, teachers' strategies for implementing CTL, students' responses to contextual learning, and the pedagogical mechanisms through which CTL supports discipline formation. The presentation of findings does not make causal claims; rather, it emphasizes qualitative patterns derived from observation, interviews, and documentation.

The Initial Condition of Discipline in PAI Learning

Preliminary observations indicated that students' discipline in Grade X PAI learning had not yet been fully established as a learning habit. Some students still arrived after the lesson had begun, required repeated reminders to comply with classroom rules, and did not demonstrate consistent readiness to participate in discussions. Responsibility for assignments was also uneven: some students completed tasks on time, while others delayed submission or depended heavily on peers during group work. These findings suggest that the issue of discipline was not merely procedural but was also related to students' awareness of the meaning of discipline. In several classroom situations, students' compliance emerged only after reminders from the teacher. This indicates that discipline had not yet fully shifted from external regulation to internal responsibility. Within a qualitative framework, CTL is relevant because it provides opportunities for students to discuss the meaning of rules, time management, and responsibility through examples closely connected to their lived experiences.

Teachers' Strategies for Implementing CTL in PAI Learning

Teachers implemented CTL by connecting PAI materials with students' routines at school, at home, and in their social environment. When discussing discipline, teachers did not merely present the concept as a definition; rather, they invited students to relate it to punctuality in worship, timely classroom attendance, responsibility in completing assignments, and respect for agreed rules. This strategy aligns with the CTL principle that emphasizes the connection between learning materials and real-life contexts. Inquiry and questioning were used to stimulate students' reflection. Teachers asked students to identify examples of disciplined and undisciplined behavior in their learning environment. Students then discussed the consequences of such behavior for themselves, their peers, and the classroom atmosphere. Through this process, discipline was treated as a value to be understood and reflectively negotiated, rather than simply as a rule imposed upon students.

The learning community component was evident in group discussions and collaborative tasks. Students worked together to analyze cases related to discipline, such as lateness, delayed assignment submission, and inconsistency in worship routines. These activities fostered peer interaction, enabling students to remind and support one



another. Modeling was also evident when teachers demonstrated punctuality, orderly classroom management, and respectful communication. At the end of lessons, reflection was used to help students connect their learning experiences with their personal behavior. Authentic assessment was implemented through tasks requiring students to apply the value of discipline in everyday life. For instance, students were asked to design personal schedules, reflect on their learning responsibilities, or report on the completion of agreed assignments. These activities positioned discipline as a practical habit rather than merely a concept to be memorized.

Students' Responses to Contextual PAI Learning

Students responded more positively when PAI materials were connected to situations familiar to them in everyday life. They showed greater willingness to engage in discussions, ask questions, and relate the material to their personal experiences. One student stated, "PAI learning is easier to understand because the teacher gives examples from everyday life. I become more motivated to be disciplined." This statement suggests that contextual examples help students view discipline as a value relevant to their own lives. Students' responses also indicate that contextual learning can strengthen emotional and cognitive engagement. Students were not only asked to understand the concept of discipline but were also encouraged to reflect on its benefits for learning routines and religious practice. This finding is consistent with the view that student engagement encompasses behavioral, emotional, and cognitive dimensions. In the context of PAI, engagement becomes an entry point for moral internalization because students experience the relevance of religious values in concrete behavior.

Nevertheless, students' responses were not uniform. Some students became active more quickly, while others continued to require repeated reinforcement. This indicates that CTL does not automatically form discipline; rather, it requires consistent teacher facilitation, classroom routines, peer support, and reflective follow-up. Thus, CTL should be understood as a pedagogical pathway that supports the formation of discipline, not as an instant solution.

Pedagogical Mechanisms of Discipline Formation through CTL

The analysis shows that CTL supports the formation of discipline through five interrelated mechanisms. First, real-life relevance helps students understand that discipline is not merely a school rule but a meaningful life value. When PAI concepts are connected to prayer times, study schedules, and classroom responsibilities, students are able to recognize the practical significance of discipline. Second, active engagement encourages students to become participants in the construction of values. Through questioning, discussion, and case analysis, students are invited to evaluate the consequences of disciplined and undisciplined behavior. Third, value awareness develops when students reflect on the relationship between Islamic teachings and everyday behavior. Reflection provides space for students to examine their habits and intentions. Fourth, the practice of responsibility enables students to translate values into action. CTL tasks, such as designing personal schedules, assuming group responsibilities,



and completing assignments on time, provide opportunities for students to practice discipline. Fifth, habituation emerges when these practices are repeated within classroom routines. Discipline becomes stronger when it is continually practiced, modeled, and reinforced through authentic learning activities.

Table 2. Themes, Evidence, and Analytical Meaning

Theme	Empirical Indications	Analytical Meaning
Initial condition of discipline	Late arrival, repeated reminders, uneven responsibility for assignments, limited participation	Discipline remains partly externally regulated and requires value-based internalization
CTL implementation	Real-life examples, case discussions, group work, modeling, reflection, authentic tasks	CTL connects PAI values with students' routines and responsibilities
Students' responses	Students stated that PAI was easier to understand when linked to everyday examples; participation in discussions increased	Relevance and engagement serve as entry points for moral awareness
Discipline formation	Punctuality, compliance with rules, responsibility for assignments, and participation were strengthened through repeated practice	Discipline is formed through relevance, engagement, reflection, practice, and habituation

Discussion

The findings indicate that Contextual Teaching and Learning (CTL) can be understood as a pedagogical bridge between Islamic values and students' everyday behavior. In conventional instruction, discipline is often positioned as a set of rules that students must obey, such as arriving on time, complying with classroom regulations, completing assignments, and participating in learning activities in an orderly manner. However, such an approach tends to emphasize formal compliance without necessarily engaging students' internal awareness (Muhlisin et al., 2026; Wildaniah et al., 2026). Through CTL, discipline is not merely introduced as an external norm; it is discussed, experienced, practiced, and reflected upon in relation to students' real-life contexts (Laeni Sholihah et al., 2026; Muhlisin et al., 2026). In this way, discipline becomes part of a meaningful learning experience rather than merely a school requirement or a teacher's instruction.



In the context of Islamic Religious Education (PAI), CTL provides space for teachers to connect instructional materials with students' concrete experiences. For example, discussions on the importance of time do not stop at normative explanations about the obligation to value time; rather, they are linked to the habit of arriving at school punctually, maintaining consistency in prayer, completing assignments according to schedule, and fulfilling the responsibility of learning (Budiartini et al., 2026; Moh Zulfan Sauqi et al., 2026). This process is consistent with Johnson's (2002) view that learning becomes meaningful when students are able to relate academic content to their personal experiences and social contexts (Perales & Bedoya Ulla, 2025; Susilawati et al., 2025). When students understand that discipline has direct benefits for their lives, the value is more readily accepted as a need rather than perceived as a burden.

The findings of this study also extend previous scholarship on CTL, which has largely focused on improving learning outcomes, motivation, engagement, or students' critical thinking skills. In this study, the analytical focus shifts to how CTL supports character formation, particularly students' discipline in PAI learning (Fitri Ana et al., 2025; Hidayah et al., 2025; Putri et al., 2025). This shift is important because Islamic education is not intended merely to transmit religious knowledge, but also to cultivate morality, responsibility, and students' moral awareness (Abd Madjid, 2025; Kosim et al., 2025; Yonanda et al., 2025). By positioning discipline as part of the process of value internalization, this study demonstrates that CTL is relevant not only as an instructional strategy but also as a pedagogical approach to character education grounded in Islamic values.

The pedagogical mechanisms identified in this study can be explained through five main processes: relevance, engagement, awareness, practice, and habituation. Relevance emerges when teachers connect PAI materials with real situations experienced by students. Engagement develops when students are not merely listening to the teacher's explanation but are also discussing, asking questions, giving examples, and completing contextual tasks. Awareness begins to emerge when students understand the moral and religious reasons underlying disciplined behavior (Indah Karunia & Mahpudin, 2023; Patimah et al., 2025). Practice occurs when students apply the value of discipline in classroom activities, such as arriving on time, completing assignments, and participating actively in learning (Ayuningsih & Muslimah, 2025; Patimah et al., 2025). Habituation, in turn, is formed through the consistent repetition of positive behavior within the learning environment.

From the perspective of character education, these findings suggest that discipline formation requires more than cognitive understanding. Students do not merely need to know that discipline is a good behavior; they also need to experience its benefits, connect it with religious values, and practice it within their learning routines. This supports Lickona's idea, as discussed by Davidson et al. (2014), that character consists of three key dimensions: knowing the good, desiring the good, and doing the good. In PAI learning, these three dimensions can be developed integratively through CTL (Fadillah et al., 2026; Mahdingin, 2026). Students are guided to understand Islamic teachings on responsibility,



time, and obedience, and are then directed to cultivate inner awareness and habituate disciplined behavior in everyday life.

The findings also show that teacher modeling is an important element in shaping students' discipline. In PAI learning, teachers do not function solely as transmitters of content but also as moral exemplars whose behavior is observed and imitated by students. Teachers' punctuality, consistency in enforcing rules, fairness in treating students, and politeness in communication become part of the character learning process (Hidayah et al., 2025; Kosim et al., 2025; Putri et al., 2025). Students more easily understand the meaning of discipline when the value is embodied in teachers' concrete actions (Budiartini et al., 2026; Laeni Sholihah et al., 2026; Moh Zulfan Sauqi et al., 2026). Therefore, the success of CTL in supporting discipline formation depends not only on the design of learning activities but also on the consistency of teachers in presenting moral exemplarity in the classroom.

In addition to teacher modeling, reflective practice is also an important part of CTL implementation. Reflection helps students connect learning experiences with personal commitment. At the end of a lesson, students may be invited to evaluate their own behavior, such as whether they have participated in learning in an orderly manner, completed assignments responsibly, valued time, and complied with classroom rules. Such reflection encourages students not only to understand discipline as a concept but also to assess the extent to which they have applied it (Abd Madjid, 2025; Hidayah et al., 2025; Kosim et al., 2025). Thus, CTL in PAI learning should be understood as a systematic pedagogy, rather than as the occasional use of everyday examples. CTL requires continuous planning, implementation, modeling, practice, and reflection.

Nevertheless, this study has several limitations. Because it was conducted in a single school and focused on a specific classroom context, the findings are not intended to be statistically generalized to all educational settings. In addition, this study did not employ an experimental design, classroom action research, or a longitudinal approach; therefore, it cannot claim that CTL caused a measurable improvement in student discipline. The findings are better understood as a qualitative explanation of how CTL has the potential to support the process of discipline formation in PAI learning. Future research may employ mixed-methods designs, classroom action research, or longitudinal studies to examine changes in indicators of discipline over time while maintaining the depth of qualitative analysis regarding teachers' and students' experiences.

CONCLUSION

This study concludes that Contextual Teaching and Learning supports the formation of students' disciplined behavior in PAI learning by connecting religious values with students' real-life experiences. The implementation of CTL in Grade X at SMA Negeri 1 Kuala was evident through the contextualization of learning materials, questioning and inquiry, group discussions, teacher modeling, reflection, and authentic tasks. These activities helped students understand discipline as a meaningful value



related to punctuality, compliance with rules, responsibility, participation, and religious practice.

The main contribution of this study lies in identifying the pedagogical mechanisms through which CTL supports discipline formation, namely the relevance of real-life experience, active engagement, value awareness, the practice of responsibility, and habituation. The findings show that discipline in PAI learning is shaped not only through rules and reminders, but also through meaningful learning experiences that enable students to internalize and practice Islamic values.

Practically, PAI teachers are encouraged to design contextual activities that connect religious materials with students' routines, provide consistent behavioral modeling, use reflective questions, and assess discipline through authentic tasks. Theoretically, this study strengthens the position of CTL as a process-oriented pedagogy for character formation in Islamic education.

This study is limited by its qualitative design, single-site context, limited number of participants, and absence of longitudinal measurement. Future studies are recommended to examine CTL-based discipline formation through classroom action research, mixed-methods designs, or longitudinal approaches using clearer behavioral indicators and repeated observations over time. Such studies may complement the present qualitative findings by explaining both the process and the measurable development of students' discipline.

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