



Obstacles and challenges in fostering civic dispositions through pancasila education lessons for grade viii students at SMP Negeri 1 Jenar

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ABSTRACT

Although Pancasila Education aims to foster civic disposition, its implementation among Grade VIII students at SMP Negeri 1 Jenar still faces obstacles. This qualitative case study describes those obstacles and analyzes the Pancasila Education teacher's strategies to overcome them. Conducted at SMP Negeri 1 Jenar, Sragen Regency, it used purposive sampling: the Pancasila Education teacher, Guidance and Counseling teacher, principal, vice-principal for student affairs, and 12 Grade VIII students. Data were collected through structured interviews, observation, and documentation, validated by source and technique triangulation, and analyzed using Miles and Huberman's interactive model: data collection, reduction, display, and conclusion drawing. Findings show obstacles including low student learning motivation, disparities in academic ability, unfavorable family environments, social environmental influences, limited teaching methods, and social media impact. To address these, the teacher uses educational rewards and punishments, staged material tailored to student abilities, personal approaches, learning environment management and coordination with the Guidance and Counseling teacher, and restrictions on mobile phone use with guidance on social media. These strategies support responsibility, discipline, and tolerance as key civic disposition indicators. Unlike previous studies examining obstacles or teacher roles separately, this study offers an integrated, contextual analysis of both within one junior high school, highlighting the interplay of classroom instruction, family, peers, social environment, and social media. As a qualitative study, it does not measure strategy effectiveness; it describes and analyzes how the teacher addresses the obstacles. The findings provide practical insights for developing responsibility, discipline, and tolerance in Pancasila Education.

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INTRODUCTION

The development of high-quality human resources and a nation's progress rely on education as a fundamental element. In Indonesia, education serves not only as a means of imparting knowledge but also as a vehicle for character and national identity development. This is enshrined in the 1945 Constitution of the Republic of Indonesia specifically Article 31, Paragraph (1) which states that "every citizen has the right to education" (Undang-Undang Dasar Negara Republik Indonesia Tahun 1945, 1945). Law Number 20 of 2003 concerning the National Education System further stipulates that the goal of national education is to develop students' potential so they become healthy, intelligent, creative, independent, and democratic citizens (Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional, 2003).

The National Education System Law mandates that education be oriented toward enhancing personality, attitudes, and behaviors aligned with Pancasila, the state ideology. As the state's foundational principle, Pancasila serves as the primary basis for formulating the education curriculum, including the specific subject of Pancasila Education. This subject aims to cultivate a young generation with a robust sense of civic awareness, in accordance with the Regulation of the Minister of Education and Culture Number 20 of 2016 concerning Graduate Competency Standards, which emphasizes the importance of developing attitudes and values based on Pancasila (Permendikbud Nomor 20 Tahun 2016 Tentang Standar Kompetensi Lulusan, 2016). Thus, education functions not merely to boost public intelligence but also as a strategic tool to strengthen national identity amidst the challenges of globalization and socio-political change. Education plays a significant role in shaping students into individuals of integrity who possess a spirit of nationalism and the ability to respect diversity. Through planned and continuous instruction, education serves not only to convey knowledge but also to instill moral, social, and national values laying the groundwork for a young generation characterized by strong values and a spirit of diversity.

Pancasila Education is closely linked to Character Education, as one of its objectives is to foster individuals who are not only academically excellent but also possess high ethical and moral standards. Character education in Indonesia is outlined in the Regulation of the Minister of Education and Culture Number 23 of 2015 concerning the Cultivation of Character (Permendikbud Nomor 23 Tahun 2015 Tentang Penumbuhan Budi Pekerti, 2015).

One crucial aspect of character education is civic disposition, which encompasses attitudes toward life in society such as a sense of responsibility, tolerance, participation in democratic processes, and dedication to the rights and obligations of citizenship. Civic disposition is a quality citizens must possess to develop skills and knowledge regarding citizenship (Dwi & Puji, 2024). Through the cultivation of civic disposition, it is hoped that every citizen can enhance their critical thinking regarding their roles and responsibilities within society, the nation, and the state. According to Margaret S. Branson (Mulyono, 2017), civic disposition involves two aspects of character development: the private and the public.

Civic disposition is a key component of civic education, encompassing responsibility, discipline, and tolerance. Pancasila Education in Indonesia is intended to foster these dispositions. However, empirical evidence shows that fostering civic disposition still faces obstacles.

Prior research has identified several obstacles. Widiatmaka (2016) found that Civic Education tends to emphasize cognitive aspects. Murtiningsih et al. (2022) reported low learning motivation and limited teaching methods. Putri et al. (2022) highlighted teachers' roles as role models. These studies, however, tend to examine obstacles or teacher strategies separately and lack contextual analysis of how teachers address multiple obstacles in a specific school setting. There is a gap in understanding the integrated interplay of classroom instruction, family, peers, social environment, and social media in shaping civic disposition.

This study addresses that gap by analyzing both obstacles and teacher strategies in one junior high school. The novelty lies in its integrated, contextual analysis of these factors, rather

than only identifying obstacles or describing teacher strategies. It highlights how various factors interact and provides practical insights that can support the development of responsibility, discipline, and tolerance. As a qualitative study, it does not measure the effectiveness of strategies; it describes and analyzes how the teacher attempts to address the identified obstacles and challenges.

The study focuses on grade VIII students at SMP Negeri 1 Jenar. School violation records from August 2025 to January 2026 show that 81 out of 189 grade VIII students violated school rules. The violations included truancy, incomplete school uniform, and tardiness. The data source is the school's violation records. These violations indicate low discipline and responsibility, which are relevant to the analysis of civic disposition. This study aims to (1) describe the obstacles and challenges in fostering civic disposition through Pancasila Education instruction among grade VIII students at SMP Negeri 1 Jenar, and (2) analyze the strategies employed by the Pancasila Education teacher to overcome these obstacles and challenges.

Previous research also indicates that character development through Pancasila Education continues to encounter various difficulties. Widiatmaka found that Civics instruction tends to focus on cognitive aspects, resulting in suboptimal character development (Widiatmaka, 2016). Research by Murtiningsih and her team shows that low learning motivation and limited teaching methods hinder the formation of students' civic attitudes (Murtiningsih et al., 2022). Meanwhile, Nanda and her team highlight the crucial role teachers play as role models in instilling civic character in students (Putri et al., 2022).

RESEARCH METHODOLOGY

This study employs a qualitative method with a case study approach. According to (Sugiyono, 2024), qualitative research aims to explore a subject within its natural context; the researcher serves as the primary instrument, data collection utilizes triangulation techniques, and data analysis is conducted inductively. The study involves three types of data primary, secondary, and tertiary (Sulung, U., & Muspawati, 2024). Primary data consists of information gathered directly from the original source; it is considered more accurate and relevant because it relates directly to the research context (Sulung, U., & Muspawati, 2024). Secondary data, according to (Abdussamad, 2021), refers to data obtained indirectly by the researcher. According to (Sulung, U., & Muspawati, 2024), tertiary data serves as a source that supports the primary and secondary data.

The study was conducted at SMP Negeri 1 Jenar, a public junior high school in Sragen Regency, Central Java Province. This school was selected as the case study site based on preliminary observations that indicated persistent challenges in fostering students' civic disposition. The school is located in a semi-urban area, and its students come from diverse family backgrounds, mostly from lower-to-middle socioeconomic status. The school implements the Kurikulum Merdeka and has a range of habituation programs, such as flag ceremonies and "Character Friday," which are relevant to civic disposition development.

The case is bounded by the process of fostering civic disposition through Pancasila Education among grade VIII students during the 2025/2026 academic year. The unit of analysis is the obstacles and challenges encountered in this process, as well as the strategies employed by the Pancasila Education teacher to address them. The study focuses on grade VIII because students at this level are in early adolescence, a critical stage for identity formation and character development.

Informants were selected using purposive sampling. The selection criteria were: (1) direct involvement in the teaching and learning of Pancasila Education or student affairs, (2) knowledge of the obstacles and challenges in fostering civic disposition, and (3) willingness to participate. The informants consisted of: a) The Pancasila Education teacher for grade VIII, who is directly responsible for instruction and classroom management; b) The Guidance and Counseling teacher, who handles student behavioral and emotional issues; c) The school principal, who provides policy

and school-level perspectives; d) The vice-principal for student affairs, who manages discipline and extracurricular activities; e) Twelve grade VIII students, two from each of the six classes (VIII A–VIII F). The students were selected to represent diverse academic abilities and behavioral backgrounds, including high, medium, and low achievers, as well as students with records of disciplinary violations. This diversity was intended to capture a range of experiences and perspectives.

Data saturation was achieved by continuing data collection until no new themes or information emerged. After interviewing all informants and conducting observations, the data became repetitive, and triangulation confirmed that the themes were consistent across sources. Thus, the 16 informants were sufficient to reach saturation.

Data were collected through semi-structured interviews, observation, and documentation. Semi-structured interviews were chosen because they allow flexibility to probe informants' responses while ensuring that key topics obstacles, challenges, and strategies are covered consistently. This approach is more suitable for qualitative case studies than structured interviews, as it enables the researcher to explore emerging issues in depth: a) Interviews were conducted with all 16 informants. Each interview lasted approximately 30–60 minutes and was audio-recorded with permission. The interview guide covered topics such as perceived obstacles, challenging behaviors, teaching strategies, and school support; b) Observations were conducted in classrooms during Pancasila Education lessons, as well as during flag ceremonies and "Character Friday" activities. The observations focused on student behavior, teacher strategies, and school routines relevant to civic disposition; c) Documentation included school violation records from August 2025 to January 2026, lesson plans, the school's vision and mission, and photographs of relevant activities. The violation records showed that 81 out of 189 grade VIII students committed infractions such as truancy, incomplete uniform, and tardiness. These data were used to contextualize the obstacles related to discipline and responsibility.

Data analysis followed the Miles and Huberman interactive model, consisting of data collection, data reduction, data display, and conclusion drawing/verification. The process was as follows: a) Transcription: All audio-recorded interviews were transcribed verbatim; b) Coding: Transcripts, observation notes, and documents were read repeatedly. Initial codes were assigned to segments of data relevant to the research questions; c) Categorization: Codes were grouped into categories based on similarities. For example, codes related to student behavior were grouped under "low learning motivation" and "disciplinary issues"; d) Theme development: Categories were further refined into broader themes, such as "internal obstacles," "external obstacles," and "teacher strategies."; e) Conclusion drawing and verification: Themes were interpreted to answer the research questions. Conclusions were verified by checking against the data and through triangulation.

Triangulation

They were informed of the purpose, procedures, and their right to withdraw at any time. According to Huberman & Miles in (Romdona, S., Junista, S. S., & Gunawan, n.d.), an interview is a data collection technique involving direct interaction between the researcher and the respondent, wherein the researcher asks questions to elicit in-depth information regarding the topic under study. Observations were conducted to directly monitor student behavior during lessons and various school activities, as well as to examine learning materials, regulations, and records of infractions committed by Grade VIII students. According to (Hasan, 2022), documentation is the process of gathering and compiling various documents or data based on tangible evidence and accurate records from diverse sources of information.

According to Denkin, as cited in (Susanto & Jailani, 2023), triangulation encompasses four types: methodological triangulation, investigator triangulation, data source triangulation, and theoretical triangulation. To ensure data validity, the researcher applied source triangulation and method triangulation, thereby ensuring a high level of trustworthiness in the collected data. The

data analysis process followed the interactive approach developed by Miles, M. B., Huberman, A. M., & Saldaña, 2014), comprising the stages of data collection, data reduction, data display, and conclusion drawing.

RESULTS AND DISCUSSIONS

Results

Obstacles and Challenges in Fostering Civic Dispositions through Pancasila Education Instruction among Grade VIII Students at SMP Negeri 1 Jenar

The findings reveal six main obstacles and challenges in fostering civic disposition through Pancasila Education among grade VIII students at SMP Negeri 1 Jenar. These obstacles are low learning motivation, diverse academic abilities, unfavorable family environments, peer and social influences, limited teaching methods, and social media impact. Each obstacle is supported by interview, observation, and documentation data, and is interpreted in relation to civic disposition indicators—responsibility, discipline, and tolerance and to Bandura’s Social Learning Theory and Branson’s concept of civic disposition.

The first obstacle is low learning motivation. Data from interviews with the Pancasila Education teacher and students, as well as classroom observations, show that some students are inattentive, passive, and delayed in completing assignments. The teacher stated, “There are still students who are noisy during lessons, fail to complete assignments, do not pay attention, and remain passive when asked questions.” (Interview, 13 January 2026). A student also admitted, “Sometimes I forget about assignments, because I only study when there are assignments or exams” (Interview, 20 January 2026). Observation notes confirmed that several students needed reminders to open their books and prepare for learning. This data-based finding indicates that low motivation is manifested in weak responsibility and discipline. The author interprets this as a sign that students have not fully internalized civic disposition values. From the perspective of Social Learning Theory, low motivation may result from insufficient positive modeling and reinforcement in the classroom and at home, which reduces students’ tendency to imitate responsible and disciplined behavior.

The second obstacle is diverse academic abilities. Interview data with the teacher revealed that some students have learning difficulties, limited intellectual capacity, or special needs. The teacher explained, “There are still children with low IQs, learning delays, or speech delays. Children with disabilities who ought to be attending special schools are found here instead, simply because their parents are constrained by the cost.” (Interview, 13 January 2026). This data shows that teachers must adapt instruction to varying abilities. The author interprets this condition as a challenge that can slow down the internalization of civic values because not all students can grasp abstract concepts such as responsibility, discipline, and tolerance at the same pace. Social Learning Theory suggests that students with limited academic ability can still learn civic values through observation and imitation of the teacher’s example, provided that the teacher consistently models those values.

The third obstacle is the family environment. Interviews with the teacher, the Guidance and Counseling teacher, and several students indicated that family problems, broken homes, and lack of parental supervision affect students’ emotions, concentration, motivation, and discipline. The counselor stated, “Most of the problems experienced by students are influenced by family factors, particularly among students from broken homes.” (Interview, 14 January 2026). A student added, “If there are problems at home, for instance, it affects my mood, making it difficult to stay focused during lessons.” (Interview, 19 January 2026). This data-based finding shows that the family, as the first social environment, plays a crucial role in shaping civic disposition. The author interprets that when the family does not function optimally, the formation of discipline, responsibility, and social concern is hindered. Social Learning Theory explains that children learn

values and behaviors by observing and imitating their parents; thus, limited parental presence reduces opportunities for positive modeling.

Strategies Employed by Pancasila Education Teachers to Overcome These Obstacles and Challenges

To address these various obstacles and challenges, the Pancasila Education teacher employs several strategies tailored to the students' conditions and needs. The first strategy involves the use of educational rewards and punishments. Rewards serve to appreciate positive student behaviors, such as active participation in lessons, task completion, and adherence to rules. Conversely, punishments for infractions take the form of educational tasks or corrective actions rather than physical discipline. This strategy aims to boost learning motivation while instilling values of discipline, responsibility, and rule compliance.

The second strategy involves presenting material in stages, progressing from simple concepts to more complex ones. To enhance comprehension, the teacher frequently relates the material to the students' daily lives. To maintain student attention and enthusiasm, the teacher incorporates ice-breaking activities, followed by reflection sessions involving Q&A and requests for students to recap previously learned material. This approach adapts instruction to the diversity of students' academic abilities while gauging their level of understanding.

The third strategy focuses on establishing communication and a personal rapport with students. The teacher creates opportunities for students to share the challenges they face, particularly those with diverse family backgrounds, varying abilities, or unique personal issues. This personal approach allows the teacher to understand the students' situations and provide appropriate guidance and support. Furthermore, the teacher manages the learning environment by arranging seating to foster a conducive atmosphere and coordinates with the school counselor when issues whether related to behavior, academics, or social dynamics prove too complex to resolve within the classroom.

Discussions

Obstacles and Challenges in Fostering Civic Dispositions through Pancasila Education Instruction among Grade VIII Students at SMP Negeri 1 Jenar

An obstacle is anything that hinders, blocks, or prevents a person from carrying out their daily life often arising in succession thereby making it difficult for an individual to achieve their goals (Suyedi, S. S., & Idrus, 2019). This perspective is supported by (Yusaputra et al., 2024), who state that obstacles are factors that impede progress toward achieving something. Obstacles are generally negative in nature because they slow down ongoing processes, thereby obstructing the attainment of desired goals. Meanwhile, a challenge can be understood as a specific condition or undertaking aimed at prompting an individual to take action and test their abilities (Winarso, 2021). In an educational context, challenges are viewed not merely as obstacles but also as opportunities to foster growth, critical reflection, and personal development.

In this study, low learning motivation emerged as a primary obstacle. This was evident in students' inattentiveness, engage in disruptive behavior, arrive late or fail to complete assignments, and participate minimally in the learning process. This situation is linked to a lack of optimal development regarding responsibility, discipline, and tolerance key components of civic dispositions. Students tend to perceive Pancasila Research findings indicate that the development of civic dispositions through Pancasila Education instruction among grade VIII students at SMP Negeri 1 Jenar has not yet been fully optimized, as it is influenced by various obstacles and challenges stemming from both the students themselves and their environments outside of school. These obstacles include low learning motivation, diverse academic abilities, family circumstances, peer and social environmental influences, limited teaching methods, and the impact of social media. Such conditions demonstrate that fostering civic dispositions depends not only on the

delivery of Pancasila Education content but is also shaped by learning experiences, the social environment, role modeling, and the habitual practice of behaviors.

Education as a purely theoretical subject, failing to fully connect the material to their daily lives. Consequently, fostering civic dispositions requires an instructional approach that goes beyond imparting cognitive understanding; it must provide opportunities for students to experience, practice, and reflect upon civic values in real-life contexts.

Diverse academic abilities also present a challenge for teachers in cultivating civic dispositions. Variations in learning capabilities including the presence of students requiring more intensive support necessitate that teachers adapt their instructional approaches to meet individual student needs. Values such as responsibility, discipline, tolerance, and care must be conveyed through simple, concrete, and repetitive explanations to ensure comprehension across the entire student body. These findings align with Bandura's Social Learning Theory, which emphasizes that learning occurs through observation, imitation, and modeling. Thus, regardless of their varying academic abilities, students can still learn civic values through the teacher's example and the school environment, in addition to the formal curriculum content (Ambriyani, Nadila; Palawa, Hasan; Dahliani; Anugrah, 2025).

Family factors also influence the formation of civic dispositions. A lack of family harmony can affect a student's emotional state, concentration, motivation, and discipline. Limited interaction between parents and children due to work demands can also reduce opportunities for students to receive supervision, guidance, and positive role modeling at home. From a social learning perspective, the family serves as the initial environment where children observe and imitate parental behavior. Consequently, when the family's role in providing examples and fostering habits is suboptimal, the process of instilling discipline, responsibility, and social concern in students may be hindered.

Beyond the family, peers and the social environment are significant factors influencing student behavior. High levels of interaction make it easy for students to mimic the speech, dress, and behavior of their peers. According to social learning theory, peers act as social models that are readily observed and emulated. This influence can be negative if students imitate behaviors that violate school rules, yet it can also be positive if peers demonstrate discipline, responsibility, cooperation, and respect for differing opinions. Thus, peers need not be merely an obstacle; they can also serve as a source for reinforcing civic disposition values through group activities and positive social interactions.

Limitations in teaching methods also impede the formation of civic dispositions. Instruction dominated by lectures and a teacher-centered approach often leaves some students feeling bored and disengaged. Such conditions can hinder the internalization of values, as students primarily receive information rather than gaining direct experience in practicing civic values. This aligns with the view that fostering civic dispositions requires more than just cognitive engagement; it demands learning experiences that encourage responsibility, discipline, tolerance, cooperation, and participation. Limited learning facilities such as the absence of LCD projectors in every classroom also pose challenges to developing more varied and contextual instruction.

The influence of social media presents another obstacle. Even though the use of devices is restricted in schools, students still acquire various information and trends from social media outside the school environment. This influence is evident in students' tendencies to adopt specific speaking styles, modes of dress, hairstyles, and behaviors. According to Social Learning theory, social media can serve as a source of behavioral models, as students observe and imitate behaviors they perceive as appealing or popular (Ambriyani, Nadila; Palawa, Hasan; Dahliani; Anugrah, 2025). Therefore, fostering civic dispositions in the digital era requires more than just limiting device usage; it also necessitates equipping students with the ability to filter information and evaluate whether certain behaviors align with the values of Pancasila.

Strategies Employed by Pancasila Education Teachers to Overcome These Obstacles and Challenges

To address these various obstacles and challenges, Pancasila Education teachers implement strategies tailored to the students' conditions and needs. According to (Bukit et al., 2022), the term "strategy" originates from the Greek word *strategos*, a combination of *stratos* (meaning military) and *og* (meaning to lead). Based on this, strategy can be understood as an effort or method employed to achieve victory in warfare. Meanwhile, (Mandagi, Lorentza; Lapien, Marlien; Lambey, 2022) define strategy as a series of steps designed in stages and executed continuously, guided by the objectives to be achieved. The strategies employed by Pancasila Education teachers go beyond merely presenting instructional material; teachers act as mentors, motivators, guides, and facilitators in the process of shaping civic attitudes. These strategies encompass the use of educational forms of rewards and sanctions, the gradual delivery of material, personal communication with students, coordination with guidance counselors, the management of the learning environment, and the regulation of device usage accompanied by education on social media use.

Strategies involving educational rewards and punishments are employed to tackle low learning motivation while fostering discipline and responsibility. Rewards are granted to students demonstrating positive behavior, whereas punishments take the form of educational measures, such as supplementary assignments or the completion of unfinished work. These strategies function as a form of behavioral reinforcement: positive behavior is strengthened through appreciation, while infractions incur educational consequences. From Margaret S. Branson's perspective, this strategy relates to the formation of private character specifically self-discipline and moral responsibility (Mulyono, 2017). Meanwhile, according to Bandura's Social Learning Theory, students can also learn through the reinforcement applied to behaviors observed within the classroom environment (Ambriyani, Nadila; Palawa, Hasan; Dahliani; Anugrah, 2025).

Teachers also deliver material in stages to accommodate differences in students' academic abilities. Instruction begins with simpler concepts before progressing to more complex material, linking lessons to daily habits. This strategy is crucial because civic disposition values such as responsibility, discipline, and tolerance are more easily grasped when conveyed through concrete examples relevant to the students' lives. This approach supports the development of both private and public character, as outlined by Margaret S. Branson (Mulyono, 2017). Private character pertains to responsibility and self-discipline, while public character relates to tolerance, cooperation, and respect for others. Thus, the gradual delivery of material enables students to understand civic values in a manner consistent with their abilities and experiences.

To address the influence of the family environment, teachers establish personal communication with their students. Teachers provide opportunities for students to discuss the issues they face, allowing the teacher to gain a deeper understanding of each student's background and circumstances. This approach demonstrates that teachers do not merely assess student behavior based on observable actions but also strive to understand the underlying factors. From a social learning perspective, teachers can serve as positive social models by demonstrating patience, fairness, and attentiveness, and by showing respect for their students. A personal approach also fosters mutual respect and regard for human dignity as integral components of civic character.

To mitigate the influence of social media, teachers restrict device usage during lessons and educate students on responsible social media habits. These restrictions aim to enhance students' concentration, discipline, and self-control during the learning process. However, restricting device usage alone is insufficient; students also need the ability to filter content, choose appropriate behaviors, and understand digital communication ethics. From Branson's perspective, these strategies relate to "private character" specifically self-control and responsibility and "public character," involving the ethics of interacting with others (Mulyono, 2017).

In addition to classroom strategies, the school reinforces character development through initiatives such as "Character Friday", flag-raising ceremonies, and Student Leadership Training

(LDK). These activities provide opportunities to practice the values taught in Pancasila Education. "Character Friday" fosters responsibility, care, health, spirituality, broad insight, and literacy; flag-raising ceremonies strengthen discipline and nationalism; and LDK promotes leadership, responsibility, and teamwork. Thus, teacher strategies and school activities complement each other in shaping civic dispositions, as classroom-learned values are reinforced through practical experience and habitual practice within the school environment.

Overall, the strategies employed by Pancasila Education teachers demonstrate that shaping civic dispositions requires a comprehensive and sustained approach. Teachers need to tailor their strategies to the challenges students face, set a good example, create a conducive learning environment, establish personal communication, and involve others in student development. Through these strategies, Pancasila Education serves not only to enhance civic knowledge but also to foster discipline, responsibility, tolerance, caring, cooperation, and self-control among students.

CONCLUSION

The development of civic disposition among grade VIII students at SMP Negeri 1 Jenar has not yet proceeded optimally. This study found that fostering civic disposition faces multidimensional obstacles and challenges, including low student learning motivation, diverse academic abilities, unfavorable family and social environments, limited teaching methods, and the impact of social media on student attitudes and behavior. These conditions affect the internalization of responsibility, discipline, and tolerance as key indicators of civic disposition in students' daily lives. This study also emphasizes that civic disposition is not formed solely through classroom learning or the transfer of knowledge about Pancasila. Rather, it is shaped through the interaction of various factors: classroom instruction, teachers' exemplary behavior, family and social environments, peer interactions, the digital environment, and daily habits within the school. Therefore, fostering civic disposition requires continuous and integrated support across these different contexts, both inside and outside the classroom. In response to the identified obstacles and challenges, the Pancasila Education teacher implemented several strategies. These included educational rewards and punishments, staged delivery of materials tailored to students' abilities, personal communication with students, coordination with the Guidance and Counseling teacher, management of the learning environment, and restrictions on device use accompanied by social media education. These strategies were implemented as efforts to support the ongoing development of students' civic disposition. As this study is qualitative and did not measure improvements before and after an intervention, it does not claim that these strategies successfully improved civic disposition. Instead, the study describes and analyzes how the teacher attempted to address the obstacles and challenges within the specific school context.

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