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# Implementation of the Picture and Picture Method to Improve Student Discipline Character

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## Abstract
The sudden transition to online distance learning during the COVID-19 pandemic disrupted primary classroom management, triggering widespread student indiscipline during synchronous virtual lessons. This study explores the implementation of the Picture and Picture cooperative learning method to foster classroom discipline and engagement among primary school students in remote learning environments. Employing a qualitative descriptive design, this research was conducted with 25 third-grade students ($N = 25$) at an Indonesian Christian private elementary school. Data were gathered and triangulated through structured virtual classroom observations, digital visual worksheet document analysis, and semi-structured reflective interviews with the classroom teacher. Thematic analysis revealed three qualitative themes characterizing student behavioral transformation: improved self-regulation in practicing virtual etiquette (such as muting microphones and using the raise-hand feature), sustained cognitive focus stimulated by sequential visual storytelling, and moral accountability rooted in communal respect. This research integrates visual cooperative pedagogy with Christian educational ethics, conceptualizing student discipline beyond mere rule obedience as an affective manifestation of moral responsibility within a digital learning community. The Picture and Picture method effectively nurtures intrinsic self-regulation in remote primary instruction. Educators are recommended to pair contextual visual media with structured collaborative tasks and active teacher-parent partnerships to sustain long-term character formation.

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## Introduction

Learning is an activity designed to educate learners. This program is developed as a system aimed at providing learning experiences while guiding students to achieve learning objectives. The learning process involves several key components, including objectives, content, presentation system, and evaluation (Hayati, 2017). According to Indonesian Law No. 20 of 2003, Chapter 1, Article 1, Clause 20, learning is defined as an interaction between students, educators, and learning resources in a learning environment. Consequently, learning operates as a continuous, cyclical system in which various elements influence one another, forming an inseparable unity involving students, teachers, and the curriculum. In recent years, the education system has faced an unprecedented challenge due to the COVID-19 pandemic. As a result, traditional face-to-face learning had to shift to distance learning, conducted through online platforms. Distance learning serves as a bridge enabling interaction between teachers and students without physical meetings. It allows educators and learners to continue the learning process despite geographical separation. Additionally, it provides a means for students to receive instruction even when unable to gather in a classroom setting (Prawiyogi, Purwanugraha, Fakhry, & Firmansyah, 2020).

This shift has required all educational stakeholders: teachers, students, and institutions, to quickly adapt and develop new skills for effective online learning. The inability to conduct in-person classes has impacted various aspects of learning, including cognitive, affective, and psychomotor domains. Despite these challenges, the government mandates that learning must continue to prevent students from falling behind. The sudden and unforeseen nature of this situation has left students and teachers with no alternative but to adapt. Affective aspects play a crucial role in determining learning success. Affective learning relates to ethics and individual attitudes while engaging in activities. Ethics, particularly Christian ethics, provides guidance on how individuals should live. Christian ethics aligns with biblical principles and emphasizes a lifestyle that does not contradict God's Word (Han & Debora, 2020).

The transition to online learning presents several challenges, particularly regarding student discipline. Students accustomed to classroom settings must now adapt to listening to lessons through computers or smartphones. Teachers also struggle to maintain classroom control in a virtual environment. Connectivity issues further hinder learning activities. However, an equally significant internal challenge is student discipline. Discipline can be defined as self-regulation in adhering to rules or established norms. It can be influenced by external factors such as environment and authority figures, or by intrinsic motivation (Hutami, 2020). In Christian education, discipline is viewed as a process of guidance and training rooted in biblical principles (Simanjuntak, 2013, p. 74). The New Testament uses the term paideuo, derived from paidia, meaning guidance and discipline, often related to nurturing children (Acts 7:22; 22:3; 1 Corinthians 11:32; 1 Timothy 1:20; 2 Timothy 2:25; Ephesians 6:4) (Runtung, 2005). Christian education calls for recognizing God as the ultimate source of discipline, applying principles of love and justice (Sidjabat, 1996). Thus, Christian educators must consistently develop students' character to reflect divine values.

A well-disciplined student does not merely indicate successful learning outcomes; rather, good character is a direct result of successfully instilling disciplinary values. Teachers play a

pivotal role as mentors, guiding students to understand and embody divine character, the character of the Triune God. Christian education follows a structured path, from foundational principles to achieving its ultimate goal: producing students with authentic Christian character. Based on observations, a major issue in online learning is student non-compliance with classroom rules. Despite repeated reminders, students frequently violate agreed-upon protocols, such as failing to use the raise hand feature before speaking, neglecting to mute their microphones when the teacher is speaking, and displaying inattentive behavior, such as excessive movement or improper sitting posture (Gultom, 2025).

This issue persists even though class procedures are clearly explained as part of the lesson plan. Some students also exhibit signs of fatigue, changing their sitting positions frequently, leaning back in their chairs, and demonstrating a lack of engagement. Teachers confirm that the biggest challenge in online learning is the inability to fully control the classroom due to technological limitations, which require them to manage lesson materials while simultaneously monitoring multiple students. This finding aligns with research conducted by Indriani, Fathoni, & Riyana (2018) at SMK 3 Bandung, which revealed a lack of student motivation, awareness, and independence in online learning. Indicators of this issue include low attendance rates and students' failure to engage with self-study materials. Such behaviors reflect a lack of discipline, highlighting the need for teachers to take action in fostering better student responsibility.

To address this issue, the Cooperative Picture and Picture Method is proposed as a solution to enhance student participation and discipline. This method actively engages students by presenting materials through images, enabling them to observe, analyze, and draw conclusions based on visual representations. Since the teacher introduces key competencies and brief explanations beforehand, students can better comprehend the material and actively participate in discussions. According to Fadjarajani, Rosali, & Noerdianasari (2020), this method enhances reasoning skills, cognitive abilities, and motivation. However, successful implementation requires skilled and proactive teachers who can: (1) Guide students in understanding materials and classroom rules; (2) Evaluate student progress effectively; (3) Create an engaging and structured learning atmosphere. The effectiveness of learning is directly linked to how teachers deliver content, engage students, and adapt teaching strategies to classroom dynamics. By employing cooperative learning strategies, teachers can create an environment where students find lessons enjoyable, leading to fewer disciplinary issues.

## Method

This qualitative descriptive study investigated the implementation of the Picture and Picture cooperative learning method to enhance virtual classroom discipline among 25 third-grade elementary students (aged 8–9 years) during distance education at an Indonesian Christian private school. Data were systematically gathered through three triangulated techniques: participant observation using a structured virtual classroom rubric to monitor real-time discipline indicators, document analysis of digital visual worksheets and lesson plans, and semi-structured reflective interviews with the classroom teacher complemented by immediate post-lesson field notes. Following the interactive qualitative analysis framework of Miles, Huberman, and Saldana (2014), the collected data underwent data condensation, descriptive matrix displays, method and investigator triangulation, and logical conclusion drawing to

evaluate behavioral transformations and affective compliance aligned with Christian educational ethics.

## Results and Discussion

### Results

The family serves as the first environment where students develop their identity and character. Family relationships significantly influence the educational process of each family member. Thus, the family plays a crucial role in shaping student discipline (Krisnawanti, 2016). Every student is born into a family with different characteristics, and family members act as the first role models in a child's life. Consequently, the attitudes displayed by students often reflect their family's character. Hence, discipline is first instilled within the family environment. The second institution that facilitates the development of student discipline is the school. In a school setting, students are expected to adhere to rules and regulations. These rules can be divided into two main categories: compliance with general school regulations (student discipline) and specific guidelines that regulate student behavior (school discipline) (Fiana, Ridha, & Daharnis, 2013).

Student discipline is evident in actions such as following school rules, adhering to study schedules, and maintaining discipline during class (Arikunto, 1990, in Sari & Hadijah, 2017). Discipline involves students' self-compliance in carrying out activities within the school and classroom. Highly disciplined students engage in school activities with commitment, both in their actions and speech. These behaviors stem from students' self-awareness to follow and obey rules, values, and consequences within their environment. This self-awareness ultimately influences one's personal character. If a student develops strong discipline, it will positively impact their future success (Yasmin, Santoso, & Utaya, 2016). Therefore, teachers must emphasize the importance of discipline in the learning process. Student discipline is influenced by internal and external factors. Internal factors include students' physical and psychological conditions, while external factors consist of family habits, school regulations, and the surrounding community environment (Yuliantika, 2017). Discipline is a response to rules or norms within an environment. To develop discipline, students must have intrinsic motivation and an external environment that encourages it. These two factors interact and shape either a disciplined individual or the opposite. Examples of student discipline in learning include proper attire, appropriate behavior when listening to the teacher, structured responses, and adherence to agreed-upon class rules. Based on these theories, student discipline can be defined as the obedience displayed by students in their daily lives, influenced by both personal and environmental factors. This discipline affects students' behavior at school, within their families, and in their communities.

The Picture and Picture cooperative learning model is a teaching method that uses images as a medium to capture students' attention. This method organizes images into a logical sequence, allowing students to analyze visual content and develop ideas, creativity, and chronological understanding of a subject (Widyawati, 2019). The primary objective of this method is to engage students' attention, as their interest in learning media significantly affects their focus on the lesson. During the learning process, teachers present images sequentially to guide students in interpreting the material in a structured manner. The learning process can

also be modified as long as it remains systematic and fosters creativity. Fansury & Januarty (2017) state that this method is active, innovative, creative, and enjoyable. Teachers must prepare image-based materials before starting a lesson, such as flashcards, illustrated stories, or other visual aids.

The effectiveness of the Picture and Picture method is influenced by its interactive nature, which encourages student engagement. This active participation helps students explore concepts independently and develop a systematic and logical thinking process. Furthermore, this method enhances competency-based learning, where teachers confirm the correct image sequence and reinforce key concepts (Hidayah & Putra, 2018). Purwani, Darsana, & Manuaba (2018) add that the Picture and Picture method primarily relies on images for delivering lesson content. This method includes various activities, such as worksheets, observation reports, and practical assignments, allowing teachers to assess students' progress. This creative learning approach encourages students to explore concepts visually and contextually. Despite its advantages, this method has challenges. One of the difficulties is finding appropriate images that align with the lesson content and students' cognitive levels. Additionally, teachers unfamiliar with this method may struggle to implement it effectively. Financial constraints in acquiring high-quality learning visuals can also pose challenges. However, the benefits outweigh the drawbacks. This method is highly engaging for students, helping them retain information more effectively. Daryanti & Taufina (2020) highlight that visual media simplifies complex topics and fosters collaborative learning in groups.

Based on the theories above, the Picture and Picture method is a visually driven learning strategy that organizes images into a logical sequence. This method stimulates student curiosity due to its active and creative characteristics. However, teachers must carefully select relevant images, secure necessary resources, and familiarize themselves with the method to ensure its successful implementation. Student discipline is one of the key indicators of successful learning. Enhancing disciplinary character positively impacts learning effectiveness. Teaching methods should facilitate active, innovative, and engaging learning experiences. The Picture and Picture method is a suitable approach for assessing student engagement and discipline.

Sulfemi & Minati (2018) states that the Picture and Picture method, using visual media, effectively enhances student engagement by addressing learning challenges. This method trains students to think systematically and logically, helping teachers evaluate student comprehension and discipline. Additionally, this method improves student participation and motivation. Prihatiningsih & Setyanigtyas (2018) found that Picture and Picture fosters enjoyable learning experiences, encourages student confidence, and develops time management skills, all of which contribute to stronger student discipline. Nurpadilah, Kartini, & E (2018) supports this finding, stating that the Picture and Picture method influences students' positive behavioral changes during learning activities. Anggraini, Listyarini, & Huda (2019) argue that this method helps teachers achieve instructional goals through contextual learning, allowing students to relate new knowledge to real-life situations. Similarly, Riyono & Retnoningsih (2015) emphasize that Picture and Picture is an active and enjoyable learning method that improves student focus and concentration, ultimately leading to higher academic achievement. This structured approach fosters habitual discipline in students, helping them retain and apply knowledge more effectively.

Based on the above research, the Picture and Picture method is closely related to student discipline. Its contextual nature encourages students to apply learning to daily life situations. Additionally, varied and engaging activities increase student interest and attentiveness, directly influencing student behavior and classroom discipline.

## Discussion

The field of education serves as a platform for the comprehensive development of students, encompassing cognitive, psychomotor, and affective aspects (Prasetya, 2012). Every component within the educational system plays a crucial role in achieving the learning objectives outlined in the curriculum. One of the key elements in this process is learning activities, which aim to educate students in a structured and systematic manner. Learning is a dynamic process that fosters positive behavioral changes, as it is active, continuous, purposeful, and impactful (Rusman, 2017). Both teachers and students share the responsibility for ensuring the success of the learning process. If one component fails to fulfill its role, educational goals will not be achieved. Learning is a reciprocal interaction between teachers and students, where each party must carry out their respective duties and responsibilities within a community. The classroom should function as a unified body of Christ, where every individual is valued, interconnected, and shares the same purpose.

Fulfilling responsibilities as a student is not an easy task. Similar to teachers, every human being has been in a fallen state of sin since creation. While humans are created in God's image (*Imago Dei*), this image has been distorted by sin (Purwoto et al., 2022). However, the image of God remains within humanity, as it is fundamental to human existence. Humans possess intellect and moral reasoning that allow them to comprehend, evaluate, and distinguish between good and evil (Calvin, 2000; Nuban Timo, 2021). Thus, Christian educators serve as vital agents of transformation in students' lives (Nainggolan & Siregar, 2023). This transformation can only be achieved through strong, Christ-centered teacher-student relationships, which go beyond merely understanding students' needs. Teachers must also recognize student characteristics, implement effective pedagogical methods, resolve classroom issues, and act as evaluators (Simanjuntak & Djoys, 2021). Teachers exert a significant external influence on students' character formation, while students' internal character development is shaped by personal commitment and self-discipline (Astika & Bunga, 2016; Telaumbanua et al., 2024).

Teachers must discipline students to help them understand rules and norms, avoid wrongful actions, develop self-identity, and embrace responsibility. Observations reveal low levels of student discipline in the classroom. Several issues include: (1) Inconsistency in following class rules – Some students fail to mute their microphones, allowing background conversations with their parents to disrupt the class; (2) Failure to use the raise hand feature before speaking, leading to unstructured discussions; (3) Interrupting the teacher while speaking; (4) Leaving the screen during lessons; (5) Showing signs of drowsiness; (6) Engaging in activities unrelated to the class agreement.

These behaviors violate school discipline policies. Racman & Agustian (2016) identify several key indicators of student discipline: (1) attending class on time; (2) submitting assignments promptly; (3) wearing neat and clean uniforms; (4) completing tasks assigned by

teachers; (5) staying seated during lessons; (6) avoiding unnecessary conversations with peers during class; (7) bringing appropriate study materials; (8) not eating in class; (9) respecting classmates and actively engaging in discussions. Despite clear teacher instructions on muting microphones, using the raise hand feature, and respecting peers, many students still struggle to follow these guidelines. This is understandable, as third-grade students require close guidance from teachers and parents. The sudden transition to remote learning has forced students to adapt to technology-based instruction, requiring them to stare at screens for extended periods and complete assignments independently.

To address these discipline issues, the author conducted observations to identify an appropriate teaching method. The Picture and Picture cooperative learning method was deemed suitable for this classroom, as students responded well to interactive learning through quizzes and visual media. The teacher decided to implement this method in hopes of fostering active student participation. Effective lesson design must transform passive learning into an active and creative process. Educators must ensure that the following aspects are carefully considered: (1) lesson content; (2) material comprehension level; (3) student conditions; (4) learning objectives; (5) available teaching resources (Musfiqon & Nurdyansah, 2015). Additionally, interactive and varied media, such as images, sound, or teaching aids, play a crucial role in capturing students' attention and enhancing engagement (Idris & Marno, 2014).

The lack of discipline observed in students is only a surface-level phenomenon. It is essential to examine the underlying causes of such behaviors. Psychologically, third-grade students struggle with abrupt changes in learning systems. At this developmental stage, students prefer play-based, hands-on, and social learning experiences (Burhaein, 2017). Distance learning restricts their ability to interact with peers and teachers, negatively affecting their mental well-being (Khaulani, Neviyarni, & Murni, 2020). Additionally, students at this age lack the ability to filter information effectively, making them susceptible to technology addiction, which impacts their mental health (Tatminingsih, 2017). Therefore, teachers must implement engaging lessons that support students' developmental needs. The Picture and Picture method was chosen because it aligns well with the characteristics of the observed classroom.

This method enables teachers to assess students' learning abilities while training them in systematic and logical thinking. On an affective level, it nurtures responsibility, motivation, critical thinking, and confidence (Trisnawati, Suarni, & Agung, 2014). Research by Fatimah, Soewarno, & Suci (2016) supports this, demonstrating that the Picture and Picture method is highly effective in primary school education due to its engaging nature and ability to enhance comprehension. Observations confirm that this method positively influences classroom discipline, as students become more engaged in lessons and quizzes, leading to fewer classroom disruptions. Mentor feedback also validates this, noting that students found the activities engaging and enjoyable.

Teachers play a pivotal role in determining the success of a teaching model. Those who understand student characteristics can better connect with students and tailor instruction accordingly. Therefore, teachers must be creative and adaptable, incorporating variety in teaching approaches to: (1) capture students' attention; (2) maintain psychological and mental stability in learning; (3) enhance student motivation; (4) prevent boredom; (5) provide individualized instruction (Huda, 2010). Each student possesses unique learning abilities,

influenced by multiple intelligences (Campbell, Campbell & Dickson, 1999, in Santrock, 2017). These intelligences include verbal, mathematical, spatial, kinesthetic, musical, intrapersonal, interpersonal, and naturalistic skills. Students also have different learning styles, visual, auditory, and kinesthetic (Priyatna, 2013).

Education should be seen as an intellectual and moral endeavor, guided by Christian principles. If individuals maintain a strong relationship with God, they are less likely to fall into sin (Erickson, 1990). The Christian community must embrace biblical truth as the ultimate standard for ethics and knowledge (Grudem, 2000, p. 6). By upholding Christian ethics, educators and students can align their actions with God's will, ensuring that education remains a transformative and morally enriching experience.

## Conclusion

Based on the discussion regarding the implementation of the Picture and Picture method on student discipline, the results indicate a positive change in students' motivation toward learning. This improvement is attributed to the use of suitable, interactive, and engaging learning media. The more interested students are in the methods and strategies applied, the fewer disciplinary violations and instances of misconduct occur in the classroom. However, it is essential to recognize that both major and minor classroom challenges are realities that must be addressed. Therefore, teachers must understand that each student is unique and different. It is crucial to guide students to behave according to Christian ethics, which are based on God's truth as revealed in the Bible. The Picture and Picture method serves as an innovative and creative learning tool that provides students with logical and systematic understanding. However, incorporating collaborative group work within this method would further enhance its effectiveness. Additionally, teachers must closely monitor student activities throughout the learning process. Successful implementation of this method requires collaboration between teachers, students, and parents, especially considering that this study was conducted during a period of distance learning.

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