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From Morning Routine to Self-Regulation: Students' Experiences of Home Class in an Indonesian Junior Secondary School

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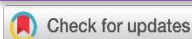
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From Morning Routine to Self-Regulation: Students' Experiences of Home Class in an Indonesian Junior Secondary School

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Abstract

This qualitative descriptive case study examined how students experienced Home Class, a structured daily morning routine at SMP Susteran Purwokerto, and how they perceived its relationship with discipline and readiness to learn. Three purposively selected students with contrasting behavioral profiles participated in face-to-face interviews on May 29-30, 2026. Data consisted of written interview notes supported by audio recordings and were analyzed through descriptive coding, cross-informant comparison, theme construction, and retention of disconfirming evidence. The findings were organized into three themes: perceived contributions to daily life, perceived contributions to learning readiness, and perceived contributions to discipline and self-regulation. Students associated Home Class with punctuality, orderly transitions, attention to teachers, respectful interaction, leadership opportunities, time management, and efforts to resist negative peer influence. However, all three informants reported that improvements in classmates' manners were not uniform, indicating that the routine was experienced differently across students. Home Class is therefore best interpreted as a context-specific pre-instruction routine that may support perceived discipline and readiness to learn rather than as an intervention with verified causal effects. The study contributes a student-centered account of how repeated school routines can connect structure, relational practice, faith-based character formation, and emerging self-regulation, while highlighting the need for broader, multi-informant, longitudinal evaluation.

Keywords: Character Education; Discipline; Home Class; School Routines; Self-Regulation

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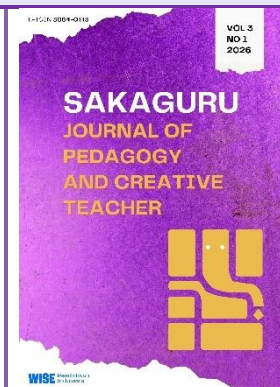
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INTRODUCTION

Student discipline is increasingly understood as a developmental capacity rather than simple obedience, because productive participation in school requires learners to regulate attention, emotion, behavior, and social responses within shared expectations [1], [2], [3]. Meta-analytic and school-climate evidence indicates that supportive structure, constructive teacher-student relationships, and explicit social-emotional guidance are positively associated with self-control and orderly participation, whereas discipline dominated by punitive control is less consistently related to the internalization of responsible behavior [1], [2], [4]. This distinction matters in secondary education because adolescents are expected to negotiate greater autonomy while simultaneously responding to academic demands, peer norms, and institutional rules that require increasingly self-directed regulation [3], [4], [5]. Accordingly, contemporary approaches to discipline emphasize the gradual movement from externally monitored compliance toward self-regulation, responsibility, and principled decision-making in contexts where expectations are clear and relationships remain supportive [1], [3], [6].

The organization of everyday school life is important in this developmental process because routines provide repeated behavioral cues that can make expectations predictable, reduce ambiguity, and structure transitions between activities [2], [7], [8]. Studies of classroom management and teaching quality show that clear structure, supportive interactions, and consistent management are associated with student engagement, self-regulation, and more positive perceptions of the learning environment [3], [8], [9]. For adolescents, predictable routines can be especially relevant at transition points, when students must move from informal social interaction to focused academic participation and manage the emotional and interpersonal demands of the school day [5], [9], [10]. Structured classroom-management systems and transition-support programs likewise suggest that routines are most educationally useful when they combine behavioral clarity with relational support, opportunities for participation, and a clear connection to the purposes of learning [10], [11], [12]. These findings position the period immediately before formal instruction as more than administrative time: it can function as a pedagogical space in which students orient attention, rehearse expected conduct, and prepare socially and psychologically for classroom engagement [5], [9], [12].

Discipline is also closely connected to school climate, belonging, and relational experiences rather than operating as an isolated behavioral outcome [4], [6], [7]. A meta-analytic review of secondary education found that school belonging is positively related to motivational, social-emotional, behavioral, and academic functioning, while cross-national evidence shows that teacher support, collaborative dispositions, and disciplinary climate are important elements of students' sense of belonging [4], [5], [6]. School-climate research further demonstrates that students, teachers, and parents may perceive the same environment differently, which underscores the importance of examining students' own accounts rather than assuming that institutional intentions are experienced uniformly [7], [8], [9]. Student perspectives are particularly valuable when evaluating routines intended to influence discipline because they can reveal whether expectations are experienced as meaningful guidance, relational support, symbolic ritual, external pressure, or a mixture of these processes [6], [8], [9]. In this sense, a disciplined learning environment is not produced by rules alone but through the interaction of structure, teacher presence, peer relations, student agency, and the meanings that learners attach to repeated school practices [1], [7], [8].

The relational dimension becomes more complex in faith-based schools, where discipline is commonly situated within broader moral, spiritual, civic, and communal aims [16], [17], [18]. Research on Catholic and religiously oriented education emphasizes that character formation is expected to connect personal responsibility with respect for others, moral reflection, service, and a sense of shared purpose rather than reducing formation to behavioral conformity [16], [18], [19]. Religious practices can also become recurring contexts for reflection and behavioral habituation, although their educational value depends on how students interpret the relationship between ritual participation, personal meaning, and everyday conduct [17], [18], [20]. For this reason, a faith-based routine that combines prayer, reflection, greetings, civic symbolism, and classroom preparation should be examined as a multidimensional school practice in which spiritual formation, social interaction, and disciplinary expectations intersect [16], [17], [19]. Such routines may support character development when they help learners understand why particular behaviors matter, but their significance cannot be inferred solely from the formal presence of religious or symbolic activities [18], [19], [20].

Within this context, SMP Susteran Purwokerto has implemented a daily pre-instruction routine known as Home Class since 2014, combining lining up, the 5S greeting principles, saluting the Indonesian flag, greeting the homeroom teacher, prayer, devotional or Scripture reading, national or regional songs, school information, attendance, and classroom preparation. Comparable Indonesian studies have shown that habituation, school-wide character programs, and repeated disciplinary practices can provide settings in which students rehearse punctuality, responsibility, respectful interaction, and self-control [13], [14], [15]. Recent work on the transition from compliance to self-regulation similarly suggests that repeated routines become more educationally meaningful when teacher modeling, monitoring, reflection, and opportunities for self-evaluation help students connect visible behavior with internal reasons for acting responsibly [12], [13], [20]. In the Home Class context, the routine is therefore theoretically relevant not because repetition automatically produces character, but because repeated morning practices may create a stable setting in which discipline, relationships, reflection, and readiness to learn are negotiated each day [1], [3], [13]. The critical question is consequently how students themselves experience this routine and whether they describe it as supporting punctuality, attention, self-control, respect, leadership, and resistance to negative peer influence [3], [6], [7].

Prior Indonesian research has mainly examined discipline through the roles of homeroom teachers, school rules, leadership, guidance, motivation, and educational sanctions rather than through the lived experience of a recurring pre-instruction routine [20], [21], [22]. Studies of homeroom teachers consistently describe them as mentors, role models, classroom managers, motivators, and coordinators who shape discipline through supervision, communication, emotional support, and collaboration with other adults

[20], [22], [23]. Related work in Christian education also emphasizes the homeroom teacher's role in modeling values and supporting students' moral development, while recent studies in boarding-school and secondary contexts highlight the importance of personalized guidance, motivation, and classroom management for disciplined participation [21], [22], [24]. These studies establish the importance of adult guidance, but they provide less evidence about how students interpret a structured routine that occurs every morning before lessons and integrates behavioral, relational, spiritual, and civic activities in one sequence [20], [21], [23]. International research on classroom presence and transition similarly indicates that students' experiences of meaningful participation, responsiveness, and structured transition can illuminate processes that are difficult to capture through program descriptions or adult-centered evaluations alone [8], [9], [10].

A further gap concerns the tendency to treat discipline programs as uniformly effective without sufficiently examining variation, resistance, or counter-evidence in student accounts [1], [4], [7]. Research on school climate and belonging demonstrates that students' responses to the same environment vary according to relationships, peer processes, perceived support, and individual self-regulatory resources, so positive school-level intentions do not guarantee equivalent experiences for all learners [4], [5], [8]. This issue is particularly relevant for peer influence, because adolescents may understand disciplinary expectations clearly yet still encounter competing social pressures that make self-control situational and uneven [1], [3], [6]. A qualitative examination of contrasting student perspectives can therefore contribute by identifying both perceived benefits and limits, including whether students report individual changes while simultaneously observing little uniform change among classmates [7], [8], [9]. Framing the study in this way avoids equating student approval with verified program effectiveness and instead treats student reflections as context-bound evidence about how a distinctive school routine is interpreted and enacted [4], [7], [9].

Accordingly, this study aimed to explore how students at SMP Susteran Purwokerto experience Home Class and how they perceive its contribution to daily behavior, readiness to learn, and discipline. Three research questions guided the study: (1) How do students describe the contribution of Home Class to their daily attitudes and behavior toward themselves, teachers, and peers? (2) How do students perceive Home Class in relation to learning readiness, concentration, interaction, and classroom comfort? and (3) How do students describe its contribution to rule-following, time management, self-control, and responses to peer influence?

METHODS

Research Design

This study employed a qualitative descriptive case-study design to examine students' experiences of Home Class as a bounded school practice at SMP Susteran Purwokerto. A case-oriented qualitative design was appropriate because the purpose was to generate a context-sensitive account of how participants interpreted a recurring routine rather than to estimate prevalence or test causal effects [25], [26]. The study was not positioned as phenomenology because the available data were structured around a specific school program and three focused domains rather than an exhaustive investigation of the essence of lived experience [25], [27]. Reporting was strengthened by making the sampling rationale, data sources, analytical sequence, limitations, and interpretive boundaries explicit in line with qualitative reporting standards [26], [30].

Research Context and Participants

The case was bounded by one junior secondary school, one established program (Home Class), and a specific data-collection period (May 29-30, 2026). Three students who had participated in Home Class were purposively selected as contrasting information-rich cases: Informant 1 was active and talkative and was described as comparatively less disciplined; Informant 2 was active with average academic achievement; and Informant 3 was active, disciplined, and relatively quiet. The contrasting profiles were used to maximize variation in perspectives within the small case rather than to achieve statistical representation. The sample is therefore presented as a deliberately narrow exploratory sample and not as evidence of thematic saturation, a distinction that is important because empirical work on qualitative saturation generally identifies larger interview samples when researchers seek broad or meaning-level saturation [31], [32]. The source records available for this manuscript do not document participants' gender, exact class, or duration of involvement in Home Class, so these attributes were not introduced as analytical variables.

Interview Guide and Data Collection

Data were generated through face-to-face interviews organized around three core open-ended questions aligned with the research questions. The first domain addressed daily attitudes and behavior toward self, teachers, and peers; the second addressed learning readiness, concentration, interaction, and classroom comfort; and the third addressed rule-following, time management, self-control, and responses to peer influence. Using the same core domains across participants supported cross-case comparison while still allowing students to describe their own experiences [25], [28]. During each interview, the researcher recorded key words and response formulations in written notes and made an audio recording using a mobile phone; reflexive interviewing is useful for attending to participants' perspectives while recognizing the researcher's interpretive role [28], [29]. The audio recordings were used to check and clarify the written record during analysis. Because the source records do not document standardized interview duration, a formal pilot test, a separate predetermined probing protocol, or a complete verbatim-transcription procedure, the evidence is reported as coded and paraphrased student accounts rather than as verbatim quotations.

Data Analysis and Trustworthiness

Analysis proceeded through an explicit evidence chain. First, the written notes were reviewed alongside the corresponding audio records to familiarize the researchers with each student's account. Second, segments were organized under the three research-question domains and assigned descriptive codes such as punctuality, time management, respect, leadership, learning readiness, attention to teachers, self-control, peer influence, and rule-following. Third, codes were compared across informants to identify convergence, divergence, and case-specific patterns. Fourth, related codes were organized into three interpretive themes: perceived contributions to daily life, perceived contributions to learning readiness, and perceived contributions to discipline and self-regulation. Fifth, themes were checked back against the notes and recordings to ensure that interpretations remained anchored in the available source material. Sixth, contradictory evidence was deliberately retained, particularly the unanimous report that classmates' manners had not improved uniformly, because negative or disconfirming evidence is important for preventing overly affirmative qualitative interpretation [29], [30]. This procedure reflects a pragmatic descriptive application of thematic principles rather than a claim to a fully inductive reflexive thematic analysis, and no inter-rater reliability coefficient is reported because the study did not use a coding-reliability design [29], [30].

Use of AI in Analytical Support

Claude.ai was used only as auxiliary support for organizing preliminary coding ideas, while final code selection, theme construction, interpretation, and manuscript conclusions remained the responsibility of the researchers and were checked against the interview notes and audio records. Because the source documentation does not specify the exact material entered into the external AI service, the authors should verify before submission that no directly identifying student information or identifiable audio data were uploaded and that the final disclosure accurately reflects the actual data-governance procedure.

Ethical and Interpretive Boundaries

Participation was recorded as voluntary, and students are identified only by informant codes in the manuscript. However, the source records available for this revision do not document institutional ethics approval, parental or guardian consent, or student assent; because the participants are minors, these procedures should be verified against the original school and research records and reported explicitly before journal submission. The study evaluates perceived experiences rather than verified program impact: no comparison group, standardized discipline scale, longitudinal observation, classroom observation, or pre-post behavioral measure was used. Consequently, the findings describe how three students interpreted Home Class in one school context and should not be read as evidence that the program caused behavioral or academic change.

RESULT AND DISCUSSIONS

Result

Overview of Findings

The coded interview data were organized into three themes corresponding to the research questions: perceived contributions to daily life, perceived contributions to learning readiness, and perceived

contributions to discipline and self-regulation. Table 1 summarizes the key coded statements across the three informants. The findings below describe what students reported; they are not presented as measured behavioral effects.

Table 1. Summary of Coded Student Reflections on Home Class

Informant (Inf)	Perceived Contribution to Daily Life	Perceived Contribution to Learning Readiness	Perceived Contribution to Discipline
Inf. 1	1. Greater motivation to arrive at school early. 2. Peer influence remains a major challenge.	1. Greater readiness to greet the teacher after the routine. 2. Greater self-restraint while the teacher is explaining. 3. More positive learning interactions with classmates and teachers.	1. More prompt responses to rules. 2. Greater self-control in noisy situations.
Inf. 2	1. Peer influence remains a major challenge. 2. Greater politeness toward teachers and classmates.	1. Greater discipline during class activities. 2. More attentive listening to the teacher. 3. A more comfortable and enjoyable learning environment.	1. More prompt responses to rules. 2. Maintaining personal principles despite peer pressure.
Inf. 3	1. Earlier waking and departure for school; greater politeness. 2. Opportunities to practice courage, assertiveness, and social responsibility. 3. Greater focus on self-improvement.	1. A stronger shared orientation toward learning. 2. Greater receptivity to instructional information and guidance.	1. Improved attention to time management. 2. Greater focus on improving personal behavior.

Perceived Contributions to Daily Life

The Home Class program has profound and significant implications for students' daily lifestyles and personal character development. This influence is not only felt while students are in the school environment but also shapes the moral foundation, mindset, and life principles that can be applied in their lives within the community. According to the informants, Home Class serves as a platform for developing habits that hone self-awareness and self-control in navigating the social dynamics around them.

One of the greatest impacts of Home Class on students' personal lives is the development of an internal drive to be punctual and organize their morning routines. Informant 3 revealed that this activity gradually fosters the habit of waking up and leaving for school earlier. The requirement to be at school by 7:00 a.m. to attend Home Class compels students to adopt more structured time management starting from their activities at home. This positive habit was also experienced by Informant 1, who admitted to being much more motivated to arrive at school earlier. The time discipline consistently taught every morning indirectly fosters a more organized and responsible lifestyle.

In addition to time management, Home Class plays a key role in developing students' leadership skills and self-confidence. Through routine activities such as lining up in front of the classroom, saluting the red-and-white flag, and greeting teachers, students are given the opportunity to take turns leading the line. Informant 3 explained that these moments of learning to lead are very helpful in developing courage, decisiveness, and social responsibility. The experience of leading their peers every morning instills awareness that each individual plays an important role in maintaining group order.

Another significant impact lies in reinforcing students' life principles and mental resilience against negative environmental influences. In daily life, students often face social challenges such as peer pressure to cause disturbances or disregard rules. Informant 1 and Informant 2 confirmed that peer influence is the most difficult challenge they frequently face. However, through reflection and practice in Home Class, students are taught to maintain a firm stance, control their emotions, and not be easily swept up in the chaos around them. Informant 3 added that Home Class teaches the importance of always focusing on self-improvement and not comparing one's personal achievements with those of others.

Overall, in the realm of social interactions and human relations, Home Class fosters mutual respect, promotes good manners, and helps build harmonious relationships with others. Informant 2 and Informant 3 emphasized that when someone practices good manners and behaves politely toward teachers and peers, it triggers a corresponding positive reaction from those around them. Being polite is not merely a matter of image-building to be viewed favourably by others, but rather a form of social investment aimed at creating a more conducive, ethical, and character-building ecosystem.

Perceived Contributions to Learning Readiness

In the context of academics and the teaching-and-learning process in the classroom, the Home Class activity makes a very positive contribution to the effectiveness of learning. The routine carried out before the first class begins has proven effective in preparing students physically and mentally to absorb the lesson material optimally. Home Class serves as a transitional bridge, transforming students who were previously unfocused into a ready and organized learning group.

The primary benefit most strongly felt by students is the creation of a classroom atmosphere that is far more conducive, orderly, and comfortable. According to Informant 1 and Informant 2, before the Home Class routine was implemented, classroom order was often disrupted by students' lack of preparedness. However, after regularly participating in Home Class, students became far more prepared and orderly in welcoming the teacher who was about to teach. Informant 3 added a fundamental point: Home Class successfully unifies the vision and mission of all students in the classroom. When all students enter the classroom with the same mindset and commitment to learning, academic disruptions can be significantly minimized.

Furthermore, Home Class plays a major role in improving communication and learning etiquette between students and teachers. One bad habit that often hinders the learning process is students chatting among themselves while the teacher is explaining. Informant 1 stated that through the values instilled in Home Class, he learned to exercise self-restraint and refrain from chatting during the learning process. In line with this, Informant 2 explained that students become better trained to respect teachers by listening attentively whenever the teacher conveys information or lesson material. This sensitivity in absorbing information, as added by Informant 3, makes students wiser and more responsive to learning instructions.

This discipline and respect for proper etiquette directly contribute to a comfortable shared learning environment. All informants firmly agreed that the classroom atmosphere becomes far more comfortable and enjoyable when all students apply the etiquette they have learned in Home Class. When teachers feel valued and do not have to expend energy disciplining a noisy class, the teaching environment becomes more pleasant and friendly. The sense of joy felt by teachers—as expressed by Informant 1—creates a positive emotional boost, allowing educational interactions between teachers and students to take place openly.

Perceived Contributions to Discipline and Self-Regulation

Discipline was the most consistent theme across the interviews. Students associated Home Class with punctuality, rapid responses to routine rules, self-control in noisy situations, and attempts to resist negative peer influence. These accounts indicate how students understood the routine as a repeated opportunity to practice disciplinary behavior. Informant 3 emphasized the expectation of being at school by 7:00 a.m. as a prompt for punctuality. Informants 1 and 2 similarly described lining up promptly when the bell rang and responding quickly to established procedures. Such statements show that visible routines and time expectations formed an important part of how students experienced discipline in Home Class.

Symbolic and relational activities—including saluting the flag, greeting teachers, prayer, and classroom preparation—were also described as part of the discipline routine. Students interpreted these repeated activities as reminders of respect, responsibility, and appropriate conduct. The data do not establish that the activities independently produced these values, but they show that students connected them with the meaning of disciplined participation. A notable counter-finding was that all three informants answered “No” when asked whether they had observed positive changes in their classmates' overall manners. This response indicates that the perceived benefits were not viewed as uniform across the class. The finding also cautions against interpreting individual student reflections as evidence of school-wide behavioral change.

At the individual level, Informant 1 described trying to remain controlled in noisy settings, Informant 2 emphasized maintaining personal principles despite peer pressure, and Informant 3 described focusing on self-improvement and time management. These accounts suggest that students perceived Home Class as relevant to self-regulation, while also recognizing that external peer influence remained a continuing challenge.

Discussions

The findings indicate that the three informants experienced Home Class as a structured morning routine connecting discipline, social conduct, and readiness to learn. Because the evidence consists of student reflections from a small qualitative case, the discussion emphasizes educational meaning, relational processes, and plausible mechanisms rather than causal effects.

The students' accounts suggest that Home Class is experienced as a recurring structure through which punctuality, rule-following, attention, and self-control are practiced rather than simply discussed. This interpretation is consistent with meta-analytic evidence showing that school discipline is most closely related to self-control when structure is combined with support and constructive teacher-student

relationships [1], while school-wide research similarly indicates that social-emotional guidance and positive management practices are more strongly associated with favorable climate than predominantly punitive approaches [2]. The present data should not be read as evidence that self-regulation was objectively increased, but the informants' descriptions of arriving earlier, responding more promptly to routines, and attempting to resist peer influence show that they attached self-regulatory meaning to the repeated morning structure.

The distinction between compliance and internalization is especially important. External routines can organize behavior in the short term, but durable discipline requires learners to understand and increasingly regulate their own behavior beyond direct supervision [1, 3, 13]. The counter-finding that all three informants did not perceive uniform improvement in classmates' manners is therefore analytically valuable: it indicates that the same routine may be interpreted and internalized differently across students. Recent Indonesian qualitative evidence likewise describes discipline as a gradual movement from supervised repetition toward self-evaluation and self-regulation rather than an automatic product of routine exposure [13]. In this study, peer influence remained a continuing constraint, suggesting that repeated routines may provide opportunities to rehearse self-control without eliminating the competing social pressures of adolescence [1, 5, 6].

A second contribution concerns Home Class as a pre-instruction transition. Students described the sequence of lining up, greeting, prayer or reflection, information sharing, and classroom preparation as helping them move from informal arrival into a more orderly learning state. International research on teaching quality and classroom management indicates that clear structure and supportive interactions are associated with lesson-level self-regulation and engagement [3, 11], while research on secondary-school transition emphasizes the value of context-sensitive social and emotional support when students must manage changes in expectations and participation [10]. The present findings extend this logic to a micro-transition that occurs every morning: Home Class may function as a predictable cue that the academic day has begun, even though the study did not directly measure cognitive readiness or academic performance.

Students also associated Home Class with reduced chatting, greater attention to teachers, and a more comfortable classroom atmosphere. These perceptions align with research linking school belonging and engagement to supportive relationships, orderly disciplinary climates, and positive social participation [4, 5, 6]. However, comfort and attentiveness should not be equated with improved achievement. The study did not include classroom observation, achievement measures, or a comparison condition, so the strongest defensible claim is that Home Class was perceived to support conditions for participation rather than to improve learning outcomes. This distinction strengthens, rather than weakens, the contribution because it locates the findings within the relational and organizational conditions that precede learning rather than making causal claims unsupported by the design [4, 7, 8].

Home Class is distinctive because disciplinary routines are embedded within a Christian-Dominican school context that includes prayer, Scripture or devotional reflection, greetings, civic symbolism, and relational practices. Character education in Catholic and faith-based settings commonly frames responsibility as relational and moral, linking personal conduct with respect, community, and service [16, 18, 19]. The students' accounts suggest that these activities were experienced as part of a broader framework of respect and responsibility rather than as separate ritual components. Nevertheless, the present study cannot establish which component of the routine - spiritual reflection, teacher presence, peer organization, civic ritual, or simple repetition - is responsible for any perceived change.

The findings also highlight the interaction between individual self-regulation and peer climate. Two informants explicitly identified friends as a major challenge to maintaining orderly behavior, while all three emphasized different strategies for self-control or self-improvement. International research on belonging shows that student functioning is shaped by a combination of individual resources, teacher relationships, peer experiences, and disciplinary climate [4, 5, 7], and multi-informant school-climate research cautions that the same school environment may be experienced differently by different groups [8]. The lack of uniform perceived change among classmates is therefore not a failure of the study but an important indication that discipline is socially situated and uneven. A program designed to foster character may need both stable routines and differentiated relational support if it is to reach students with different behavioral histories, peer networks, and levels of readiness for self-regulation [1, 6, 8].

The study's main conceptual contribution is to position Home Class as an integrated pre-instruction routine rather than merely a homeroom-teacher activity. Previous Indonesian studies have emphasized the homeroom teacher as mentor, motivator, role model, classroom manager, and coordinator of discipline [20, 21, 22], whereas the present findings foreground the routine itself as a recurring social structure through which these roles are enacted before formal instruction. This shift is useful for international character-education research because it draws attention to the temporal and organizational architecture of discipline: values are not only taught in designated lessons but may also be rehearsed

through repeated transitions, symbolic practices, teacher-student interaction, and peer coordination [2], [9], [10].

A second contribution is methodological. Rather than evaluating the program only through institutional aims or adult judgments, the study centers contrasting student accounts and retains disconfirming evidence. This approach is consistent with research showing that student perspectives can reveal dimensions of presence, belonging, and classroom climate that are not captured fully by adult reports or formal program descriptions [7], [8], [9]. At the same time, the three-student sample sharply limits transferability, and the study does not claim saturation or representativeness. The value of the case lies in generating analytically useful hypotheses about how morning routines may be experienced, not in estimating how frequently these experiences occur across the school.

Practically, schools using comparable routines should preserve clarity and consistency while avoiding mechanical repetition. Student participation in selecting reflective prompts, rotating leadership roles, and discussing the purpose of routines may strengthen ownership and move discipline closer to positive self-regulation rather than surveillance-based compliance [1], [13], [33]. Future evaluation should triangulate student interviews with teacher and parent perspectives, direct classroom observation, attendance or punctuality records, and repeated follow-up, because school-climate research demonstrates that multiple informants often provide meaningfully different perspectives on the same environment [8]. Longitudinal or mixed-method designs could then test whether perceived changes in punctuality, self-control, readiness, and peer resistance persist over time and whether particular Home Class components are associated with measurable behavioral or learning outcomes.

CONCLUSION

Based on the reflections of three purposively selected students, Home Class was experienced as a structured pre-instruction routine in which punctuality, orderly behavior, respect, leadership, time management, attention, and self-control were repeatedly practiced. Students also associated the routine with a more organized transition into learning and with efforts to resist negative peer influence. The contribution of the study is therefore not evidence that Home Class is universally effective, but a student-centered explanation of how a recurring morning structure can bring together behavioral expectations, relational practice, faith-based character formation, and emerging self-regulation within one school context. The findings also show why such programs should not be evaluated only through visible compliance. All three informants reported that improvements in classmates' manners were not uniform, indicating that internalization is individually variable and socially influenced. Home Class is best understood as a potentially supportive context for practicing discipline rather than as a causal intervention whose effects have been established. Future research should test this interpretation through multi-informant, longitudinal, and mixed-method designs that combine student accounts with observation, teacher and parent perspectives, punctuality or attendance records, and objective measures of behavioral and learning outcomes.

LIMITATIONS

This study has several limitations that should frame interpretation. First, the case included only three purposively selected students from one school, so the data provide contrasting information-rich accounts rather than a comprehensive representation of the student population; accordingly, the study does not claim code or meaning saturation. Second, the evidence relied on student interviews supported by notes and audio records, without classroom observation, teacher or parent interviews, longitudinal follow-up, or standardized behavioral measures. Third, the source documentation does not report participant gender, exact class, duration of participation in Home Class, standardized interview duration, formal interview-guide piloting, or a complete verbatim-transcription protocol. Fourth, formal institutional ethics approval, parental or guardian consent, and student assent are not documented in the records available for this revision and must be verified and reported before submission. Fifth, the precise data-governance procedure associated with the auxiliary use of Claude.ai is not documented in sufficient detail to confirm what material, if any, was processed externally. Future research should address these limitations through broader and more diverse participant groups, explicit ethics and consent reporting, multi-informant triangulation, direct observation, transparent transcription and coding procedures, and longitudinal or mixed-method assessment of whether perceived disciplinary changes persist over time.

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AUTHOR CONTRIBUTION

All authors contributed to the design of the study, data collection, analysis, and manuscript preparation. The first author proposed the topic, developed the initial methodological approach, selected the participants, conducted the interviews, and prepared the initial data description. The second author contributed to organizing the analytical narrative, interpreting the data, and reviewing the English version. The third author expanded the literature base, critically reviewed the manuscript, and contributed conceptual refinements. All authors contributed to the final revision of the manuscript.

CONFLICT OF INTEREST

The authors declare that there are no conflicts of interest in this research.

DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

Claude.ai was used as an auxiliary tool to support the organization of preliminary coding ideas, and Google Scholar was used to locate literature during manuscript development. Final code selection, theme development, interpretation, and conclusions were determined by the researchers and checked against the interview notes and audio records. The authors retain full responsibility for the accuracy, confidentiality, interpretation, and integrity of the research and should ensure that the final disclosure is consistent with the actual institutional and data-governance procedures followed.

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