



The Implementation of Positive Discipline in Fostering Students' Responsibility

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ABSTRACT

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Character development and the cultivation of student responsibility are fundamental aspects of education. However, disciplinary practices in schools are still frequently implemented through punitive approaches that offer little opportunity for students to grow through self-awareness. This study aims to examine the implementation of positive discipline in fostering student responsibility at SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar, two public senior high schools in Gresik Regency that have begun adopting more reflective and humanistic approaches to student development. This research employed a qualitative multi-site descriptive design. Data were collected through in-depth interviews, participatory observations, and document analysis. The findings reveal that the implementation of positive discipline through the restitution triangle model and the use of positive reinforcement strategies has effectively developed students' intrinsic awareness and sense of responsibility. These approaches have shaped students' adherence to school rules and improved their social relationships. The study also indicates that positive discipline can be applied flexibly in accordance with the specific cultural and contextual characteristics of each school, and it serves as a meaningful and educative alternative to punitive character education. The different approaches used by each school reflect their adaptation to their respective cultural environments. Based on the results, this study recommends the need for teacher training, parental engagement, and the development of school-wide policies rooted in non-punitive disciplinary frameworks.

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INTRODUCTION

Education plays a very important role in shaping a whole person, not only excelling in academic aspects, but also having character, responsibility, and moral awareness (Chan, 2023; Gimbert et al., 2023; Zuhdi et al., 2024). The goal of education as mandated in Law Number 20 of 2003 concerning the National Education System is to develop the potential of students to become individuals who are faithful, pious, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Diana et al., 2021; Sanjani, 2024; Sudrajat et al., 2024). One of the main components in

achieving this goal is strengthening character through discipline (Almazroui, 2023; Arifin, 2024). However, in practice, the implementation of disciplinary values in the school environment still faces many challenges, especially because of the tendency to use a punitive approach that is still dominant in dealing with student violations.

A disciplinary approach based on punishment, both physical and psychological, often only produces momentary obedience that is not accompanied by intrinsic awareness. Students tend to follow the rules because they are afraid of sanctions, not because they understand the importance of the values contained in the rules (Lodi et al., 2021; Saryanto et al., 2023; Zain & Mustofa, 2024). This condition shows a gap between the goals of character education and the reality of its implementation in the field. In responding to these problems, the Ministry of Education, Culture, Research, and Technology through the Merdeka Belajar policy seeks to encourage a more humanistic educational transformation that is relevant to the needs of today's students. One approach that is considered in line with this spirit is the positive discipline approach.

Positive discipline is an approach that does not focus on punishment, but rather on behavioral development through positive reinforcement, self-awareness development, and mutually respectful relationships between teachers and students (Saharani & Diana, 2024; Saripudin et al., 2021; Zaini & Fahmi, 2023). This approach seeks to shape student responsibility through reflective dialogue, logical consequences, and active student involvement in the problem-solving process. The basic principles of positive discipline as developed by Jane Nelsen, Ruth Sidney Charney, and various contemporary educational thinkers emphasize the importance of empathy, consistency in rules, and emotional support in developing student character (Abidin et al., 2023). Through this approach, students are expected to not only understand their mistakes, but also be encouraged to improve themselves consciously and voluntarily.

The phenomenon of disciplinary violations is still often found in various high schools, including in Gresik Regency. Some common forms of violations include tardiness, violation of uniform rules, improper use of electronic devices, and rude behavior towards teachers and peers. In the midst of these conditions, several schools have begun to pioneer the implementation of positive discipline as an alternative to the punitive approach that has long been applied. Two of them are SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar. Both schools have begun to implement the principles of positive discipline through programs such as the restitution triangle and providing appreciation for positive student behavior.

The restitution triangle is an approach that helps students identify the causes of their actions, understand their impact, and find ways to correct

mistakes responsibly (Iksal et al., 2024; Mendenhall et al., 2021). This approach is carried out through open dialogue between teachers and students that emphasizes awareness, not forced regret. Meanwhile, positive appreciation is given to students who demonstrate behavior that is in accordance with school norms and values, as a form of intrinsic reinforcement that can encourage them to continue acting positively. In practice, this approach not only helps reduce violations, but also fosters self-confidence, empathy, and a sense of responsibility in students.

The urgency of this research lies in the fact that there are not many studies that specifically explore the implementation of positive discipline in the context of high schools in Gresik Regency. In fact, practices such as the triangle of restitution and the provision of awards have begun to be implemented, although they have not been scientifically documented. Therefore, this study was conducted to examine in depth how positive discipline is implemented in SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar, as well as its impact on fostering student responsibility.

In this study, the problems studied include how the implementation of positive discipline in school life can foster a sense of responsibility in students, what forms of appreciation are given for positive behavior that emerge, and what behavioral changes appear after this approach is implemented consistently. The purpose of this study is to analyze the practice of implementing positive discipline, especially through the triangle of restitution and the provision of positive appreciation approaches, and to identify their impact on changes in student behavior in the two schools that are the objects of the study.

The results of this study are expected to provide a theoretical contribution to the development of a more humanistic and character-based educational management concept. Practically, these findings can also be utilized by principals, teachers, students, parents, and policy makers in developing student development strategies that are not only effective, but also build a more inclusive, healthy school climate that supports the development of students' personalities as a whole. In addition, this study also opens up space for the development of similar approaches in other schools facing similar challenges, so that an educational ecosystem is created that better supports the growth of students' characters in a sustainable manner.

RESEARCH METHOD

This study uses a qualitative approach with a multi-site descriptive design that aims to explore in depth the implementation of positive discipline in fostering student responsibility in two high schools in Gresik Regency. The qualitative approach allows researchers to understand the meaning, experiences,

and perceptions of education actors directly in their natural context (Mulisa, 2022). The selection of a multi-site design is based on the research location which includes two institutions, namely SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar, both of which have implemented the principles of positive discipline in student development activities, but with different approaches and environmental dynamics.

The researcher acts as the main instrument in the data collection and interpretation process. The presence of researchers at the location is carried out intensively to conduct observations, interviews, and collect relevant documents. In this context, researchers are not only passive observers, but also interact directly with informants, both principals, teachers, and students, in order to obtain a complete and in-depth understanding of the positive discipline practices carried out.

Data collection was carried out through three main techniques, namely in-depth interviews, participatory observation, and documentation. Informants were selected purposively by considering their involvement and understanding of the implementation of positive discipline. The informant categories consisted of principals, teachers, and students from each school.

The supporting instruments in this study were semi-structured interview guidelines, open observation sheets, and documentation guidelines. These guidelines were compiled based on indicators from the research sub-focus which included the practice of the restitution triangle, forms of positive appreciation, and changes in student behavior.

The data obtained were analyzed using the interactive model data analysis technique from Miles, Huberman, and Saldaña (2014), which includes four main stages: data collection, data condensation, data presentation, and drawing conclusions and verification (Williams, 2021). This process is simultaneous and takes place during the research activity, not only after the data has been collected in its entirety. This model allows researchers to continuously reflect on temporary findings and improve data collection strategies in the field.

To ensure the validity of the findings, researchers applied data validity testing techniques as developed by Lincoln and Guba, which include credibility, transferability, dependability, and confirmability. Credibility is maintained through triangulation of sources, techniques, and time, as well as the process of confirming the results to informants (member check). Transferability is strengthened by the presentation of rich contextual descriptions, so that the research results can be applied in similar contexts.

This research was conducted at SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar, two public schools that are committed to character building through a more humanistic approach. Both schools apply the principles of positive

discipline in daily activities, including through reflective dialogue with students who violate, giving awards for good behavior, and involving students in the recovery process and decision-making.

Through this method, researchers hope to understand the dynamics of the application of positive discipline contextually and in depth, as well as understand the impact of this approach in fostering students' attitudes of responsibility (Nasir & Sukmawati, 2023). With a qualitative descriptive approach that focuses on the reality in the field, the results of this study are expected to provide relevant contributions to the development of educational management strategies that are more oriented towards character building and students' psychosocial well-being.

RESULT AND DISCUSSION

Result

Student Behavior Changes

Changes in student behavior after the implementation of positive discipline were evident in both schools. In Kedamean, students became more regular in terms of attendance, dressing according to the rules, completing assignments on time, and being polite to teachers. They also began to understand that rules are not made to punish, but to educate. Meanwhile, in Manyar, strong prosocial behavior emerged, such as the initiative to help friends, keep the environment clean, and voluntarily reconcile conflicts between friends. Students were no longer defensive about violations, but showed a willingness to improve and grow from mistakes.

These findings were systematically verified through triangulation of sources and techniques. Researchers confirmed the results with informants (member check) and compared data from various sources to ensure consistency and validity. From this process, an understanding was obtained that the implementation of positive discipline is indeed able to foster student responsibility in a real and sustainable way, as long as it is implemented consistently, with empathy, and involves all components of the school.

The analysis of the Miles, Huberman, and Saldaña models is a very effective tool in revealing the dynamics of the implementation of positive discipline in both schools. The iterative stages of analysis provide space for deep reflection on each finding. This approach also shows that meaningful educational practices do not always have to be uniform in form, but must be aligned in values and goals. Positive discipline has proven to be more than just a behavior management strategy; it is a character-building process that requires time, consistency, and role models from all elements of the school.

Impact of Implementing Positive Discipline

This study found that the implementation of positive discipline in SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar has been carried out systematically and has had a real impact on the formation of student responsibility. The approach used in both schools refers to the principle of class agreement, providing examples of positive behavior and the main triangle of restitution, namely guiding students to understand the root causes of violations, helping them reflect on their impacts, and directing them to improve disrupted actions and relationships. This model does not emphasize punishment, but rather recovery and learning from mistakes.

In SMA Negeri 1 Manyar, this approach is carried out through the active involvement of class teachers as well as guidance and counseling teachers and student teams who accompany students personally. Students who commit violations such as being late, dressing inappropriately, or behaving impolitely are invited to dialogue to explore the motivation behind their actions. Through this dialogue, students are directed to recognize the consequences of the behavior and are then encouraged to consciously correct it. This process has been shown to increase students' moral awareness and sense of responsibility towards school regulations.

Meanwhile, in SMA Negeri 1 Kedamean, a similar approach is also applied but with a greater emphasis on reflective communication and open appreciation of positive student behavior. Teachers act as facilitators who encourage students to recognize their potential and contribute to creating a conducive learning environment. Giving appreciation, both verbally and in symbolic forms such as certificates or class announcements, is carried out as a positive reinforcement strategy for responsible behavior.

The results of the study showed that the implementation of positive discipline in both schools had a significant impact on the formation of student character and responsibility (see Table 1). First, the restitution triangle approach applied in SMA Negeri 1 Kedamean and SMA Negeri 1 Manyar has proven effective in shaping students' awareness of the actions they take. Through reflective dialogue, students not only realize their mistakes, but also learn to understand the causes and effects of these actions and are encouraged to consciously correct mistakes. This process instills responsibility from within students, not because of external pressure.

Second, giving appreciation for consistent positive behavior, either in the form of award symbols such as "character stars" or verbal praise from teachers, strengthens students' intrinsic motivation. Students feel appreciated and are more motivated to maintain good behavior without fear of punishment. This appreciation also creates a positive classroom atmosphere and encourages

harmonious interactions between teachers and students. Third, overall, the positive discipline approach implemented has reduced the level of student violations in both schools. In addition, this approach also improves the quality of relationships between school residents. Teachers and students become more open in communicating, and students show an increase in prosocial behavior such as helping friends, respecting teachers, and maintaining the school environment. Discipline is no longer understood as a form of punishment, but as an educational process that leads to personal growth.

Table 1. Cross-Site Analysis of Positive Discipline Implementation

Research Focus	SMA Negeri 1 Kedamean	SMA Negeri 1 Manyar	Equation	Difference
Understanding of Positive Discipline	Value-based religious; Discipline as a Responsibility Moral and Spiritual Answers	Based reflective values and universal; emphasizing awareness and empathy	Both have High understanding	More peace religious; More reflective and universal
Implementation of the Triangle Restitution	Done through Relational Approach and dialogue between teachers and students directly.	Done through dialogue between students and Teacher of the Year; Systematic and structured.	Equally apply restitution to Awareness Building	Manyar is more formal and structured; More peace flexible dan personal
Reinforcement of Positive Behavior	Verbal appreciation, confession in the classroom, and an individualized approach by teacher	Symbol giving awards such as Stars and Recognition formal in the school assembly.	Both use positive reinforcement	Media and how Giving Different Appreciation
Changes in Student Behavior	More punctual, Discipline in dressed, more polite and responsible	More diligent, come on time, the emergence of prosocial behaviors such as helping each other	Positive changes in aspects of student responsibility and social interaction	Manyar is stronger in the prosocial aspect, Kedamean is more emphasizing order
	Lack of	Resistance of		Kind

Implementation Constraints	understanding and consistency of Some teachers	students and parents to non-punishment	Both face internal challenges	Different challenges: Parent Culture vs Internal consistency
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The findings show that the implementation of positive discipline in both schools led to significant behavioral changes in students. They not only became more aware of the consequences of their actions, but also showed initiative in completing tasks, maintaining social relationships, and being actively involved in school activities. Students felt more appreciated, heard, and invited to cooperate, rather than just being directed or ordered. This is in line with Maslow's theory of hierarchical needs, which states that when basic needs such as feeling safe and appreciated are met, individuals will be more motivated to develop optimally.

Discussion

Mentoring through the restitution triangle has proven to be a key factor in strengthening students' responsible behavior at SMA Negeri 1 Manyar. Meanwhile, at SMA Negeri 1 Kedamean, teachers actively give praise and direct recognition to students who demonstrate discipline and cooperation in class. This approach is consistent with B.F. Skinner's reinforcement theory, where positive reinforcement will increase students' tendency to repeat good behavior (Watters, 2021).

Although the implementation of positive discipline has shown promising results, challenges remain (Komariah & Nihayah, 2023; Syarnubi et al., 2021). In Manyar, students' attitudes are still less cooperative and there are a number of parents who still believe that an effective discipline approach is through strict punishment. In Kedamean, the obstacles actually come more from internal aspects, namely the lack of consistency of some teachers in applying the same approach evenly across classes. However, both schools continue to strive to improve consistency and build effective communication with parents and actively involve students in making and evaluating school rules.

Positive discipline has proven to be an effective approach in fostering student responsibility (Purnamasari et al., 2022; Utama & Akbar, 2023). The implementation of the restitution triangle model and positive reinforcement strategies have contributed greatly to changes in student behavior in the two schools that are the focus of this study. In addition to increasing compliance with rules, this approach also forms a resilient, empathetic, and reflective character in students.

The implementation of positive discipline techniques, such as the restitution triangle and reinforcement strategies, can significantly enhance student behavior in various educational settings. Both schools have demonstrated how tailored approaches, depending on the context and challenges faced, can lead to positive outcomes. While SMA Negeri 1 Manyar focuses on mentoring and student responsibility through the restitution triangle, SMA Negeri 1 Kedamean has found success in using praise and positive reinforcement to motivate disciplined behavior. The common thread between the two schools is the emphasis on reinforcing good behavior rather than punishing undesirable actions, which aligns with B.F. Skinner's theory of positive reinforcement (Watters, 2021). The positive changes observed in both schools reflect the idea that fostering responsibility, empathy, and self-regulation can create a conducive learning environment. However, despite their successes, challenges such as inconsistent application of discipline strategies and differing beliefs about discipline among parents still hinder the full potential of positive discipline.

The study suggests that when teachers employ strategies like positive reinforcement and mentoring, they not only encourage academic discipline but also contribute to the development of students' emotional intelligence and social responsibility. However, it also emphasizes that challenges such as inconsistency among teachers and conflicting parental views on discipline need to be addressed for these strategies to be fully effective. Schools should consider providing professional development for teachers to ensure uniformity in applying positive discipline approaches and fostering better collaboration with parents. Moreover, involving students in the process of creating and evaluating school rules can enhance their sense of ownership and responsibility, which could lead to more sustainable behavioral changes.

CONCLUSION

The research underscores the effectiveness of positive discipline strategies, such as the restitution triangle and positive reinforcement, in fostering responsible and empathetic student behavior at SMA Negeri 1 Manyar and SMA Negeri 1 Kedamean. Both schools have shown that when discipline is centered around reinforcement rather than punishment, students are more likely to develop positive behaviors and internalize responsibility. However, challenges such as inconsistent application among teachers and varying parental beliefs highlight the need for ongoing communication and collaboration between educators and parents. To maximize the impact of positive discipline, schools must ensure consistency in approach, provide teacher training, and involve students in the rule-making process, ultimately fostering a supportive and conducive learning environment for all.

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