



Fostering a Class Positive Environment in Elementary Schools Using Positive Discipline Approach

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Abstract: A conducive learning environment impacts children's development. Schools, as educational institutions, play a crucial role in creating a supportive and child-friendly learning environment. The objective of this study is to analyze the implementation of a positive discipline approach in efforts to establish a conducive learning environment for elementary school students. This research employs a qualitative phenomenological approach. The study was conducted at Jemur Public Elementary School in Kebumen. The subjects of this study include the school principal, teachers, and students. Data collection techniques involve interviews, observations, and documentation studies. Triangulation techniques were used to ensure data validity. Data analysis was carried out using the Miles & Huberman & Saldana model. The results of the study indicate that the positive discipline approach has been implemented effectively at Jemur Public Elementary School in Kebumen. However, collaboration between parents and the school needs to be further enhanced to ensure children can learn comfortably wherever they are. Strong collaboration among schools, families, and the community is recommended based on this research.

Keywords: class positive environment, elementary school, positive discipline approach.

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Introduction

Education is one of the key pillars in improving the quality of human resources (Fatimah & Mahmudah, 2017a, 2017b; Tyas et al., 2020). Elementary schools serve as educational institutions that prioritize character education as an effort to achieve the national education goals, which not only aim to educate the nation's children but also to shape them into individuals with good character (Suhartono et al., 2018). Thus, education does not only focus on the transfer of knowledge but also on the transfer of values or attitudes.

The education of students in schools is a shared responsibility, including that of parents. Family education serves as the primary foundation for a child's

education (Fatimah, 2019; Rizqina et al., 2024). Families play a crucial role in teaching and setting a good example for children, particularly in religious education, cultural values, and societal morals. A child tends to imitate the behavior of parents or family members at home, as they are the closest figures to them (Loka & Sari, 2024; Sarwiati et al., 2022). Therefore, establishing a strong family education system will shape a child's positive character as well.

A strong synergy between family and school positively impacts children's development across cognitive, affective, and psychomotor aspects. It also contributes to improving the quality of education (Chasanah et al., 2023; Suhartono et al., 2018). Research conducted by Puspitasari et al. also focuses on the

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partnership between families and schools in the development of students, particularly in character building. The research highlights the importance of synergy between families and schools in shaping students' character (Puspitasari et al., 2021).

The character that needs to be emphasized in children from an early age is discipline (Rahayuningsih & Solikhan, 2016; Yanus et al., 2024). This is because discipline is a fundamental requirement for the development of a child's behavior and influences their moral growth. Discipline is one of the basic characteristics that every individual must possess, in addition to being generous and honest (Rahayuningsih & Solikhan, 2016). Discipline fosters responsibility and self-control by promoting mental, emotional, and social growth (Eka et al., 2020). Discipline is crucial for students as it aims to create order in religious and social life. Disciplined students are easier to guide, whether in the family, community, or school environment, enabling educational goals to be achieved effectively (Yuliantika, 2017). Through discipline, learning in schools becomes more focused and organized, making it easier to achieve learning objectives.

One way to develop the character of discipline as an effort to create a conducive learning environment is by using a positive discipline approach (Yuliantika, 2017). Positive discipline has been recognized as an effective approach to managing children's behavior by emphasizing principles such as open communication, active teaching, and positive reinforcement (Arianto & Mulyono, 2023; Ndlovu et al., 2023; Shaharani & Februannisa, 2023). Positive discipline can be understood as a process of disciplining and building the character of students without involving punishment (Tartari, 2018; Thakur, 2017). Although it does not involve punishment, the positive discipline approach is not permissive; educators provide guidance within appropriate boundaries and structure.

Many researchers have conducted studies on the importance of positive discipline in educational institutions. Arianto and Mulyono found that implementing positive discipline through classroom agreements has a positive impact on both teachers and students. The level of student discipline in completing assignments reached 88%, and the average attendance rate was 90%, categorized as excellent (Arianto & Mulyono, 2023). Muthmainnah and Manggala discovered that applying positive discipline can significantly influence students' self-esteem (Muthmainnah & Manggala, 2024). Ndlovu revealed that positive discipline can be successfully implemented in schools if all stakeholders, including parents, schools, and the community, are involved (Ndlovu et al., 2023). These studies have demonstrated

the positive impact of the positive discipline approach, particularly at the secondary and higher education levels. However, there has been limited research examining the positive discipline approach at the elementary school level. Introducing positive discipline in elementary schools is crucial because elementary students are in their golden age, during which they can quickly absorb external stimuli and tend to imitate what they see and hear.

Based on the background explanation above, the objective of this study is to analyze the implementation of the positive discipline approach in efforts to create a conducive learning environment for elementary school students.

Method

This study employs a qualitative phenomenological approach. It was conducted at Jemur Public Elementary School in Kebumen. The research subjects include the school principal, teachers, the school committee, parents, and students. Data collection techniques involved interviews, observations, and document studies. The validity of the data was ensured using source triangulation and technique triangulation. Triangulation is a method of checking data validity used to enhance the credibility and accuracy of the data. The data analysis technique utilized the Miles, Huberman, and Saldana model, which consists of three stages: data condensation, data display, and data verification (Miles et al., 2014). Data condensation is the process of summarizing, simplifying, and focusing raw data obtained from qualitative research. Its purpose is to extract more relevant and comprehensible information. Data display involves visualizing the condensed data, aiming to facilitate understanding and identification of patterns or relationships within the data. Data verification is the process of drawing conclusions and verifying the accuracy of the research findings.

Result and Discussion

The implementation of positive discipline is fundamentally strongly relevant to the climate of safety, diversity, and the quality of learning. Through positive discipline, students can understand and control their behavior with awareness, take responsibility for their actions and behavior as a form of respect for themselves and others. Students will recognize the causes and consequences of their actions, helping them avoid bullying, sexual violence, intolerance, and other deviant behaviors.

The implementation of the positive discipline approach as an effort to create a conducive learning environment at Jemur Public Elementary School in

Kebumen is carried out through the stages of planning and implementation.

1. Planning positive discipline to build a conducive classroom environment

Jemur Public Elementary School has been a driving school for the past two years. A driving school is a school focused on the holistic development of student learning outcomes by realizing the Pancasila Student Profile. It is stated in the driving school program that there is a program called PMO (Project Management Officer). PMO is a meeting activity of the learning committee (Principal, Teachers, and School Supervisors) aimed at evaluating, reflecting, and designing meaningful and high-quality learning programs. When PMO does not run effectively, the driving school program is at risk of failure. PMO is implemented in driving schools because it is a nationwide program involving many sectors, units, and objectives.



Figure 1. Socialization of positive discipline activities

Through the PMO activities, the school principal and the learning committee were introduced to the concept of positive discipline, school beliefs, and classroom beliefs. During the workshop, the school principal and the learning committee were also provided with an understanding of the differences between positive discipline and traditional discipline. It was explained that positive discipline does not involve punishment, but rather consequences. Mrs. Sri Suraya also explained that positive discipline is something we create together, agree on together, and adhere to together. Additionally, the school principal and the learning committee were guided on how to implement positive discipline and how to ensure it can be effectively carried out in a school.

After participating in a series of activities related to understanding positive discipline, the school principal and the learning committee developed a plan

to assist in the introduction and implementation of positive discipline to teachers, the school committee, parent representatives, and all students at Jemur Public Elementary School. Based on an interview with the school principal, it was stated that positive discipline is a relatively new program at Jemur Public Elementary School in Kebumen, and therefore, careful and well-planned preparation is necessary to ensure the program runs smoothly and successfully achieves its objectives.

2. Implementation positive discipline to build a conducive classroom environment

Based on the results of the interview, in organizing the program, the school principal and the learning committee invited the teachers, the school committee, and parent representatives to discuss positive discipline together. The school principal and the learning committee socialized the outcomes of the workshop they had attended, introducing the concept of positive discipline. The commitment to establishing the positive discipline program was made by reaching a mutual agreement with all stakeholders regarding the school's beliefs.

Table 1: School Beliefs at Jemur Public Elementary School, Kebumen

No	School Beliefs
1	All school members comply with and adhere to the applicable laws and regulations
2	Every teacher and education staff member must arrive at work no later than 10 minutes before lessons begin
3	Every teacher who teaches the first class of the day is required to lead a devotional activity in the classroom
4	Every teacher and education staff member must fill out the attendance register
5	Any teacher or education staff member arriving late must report to the duty teacher or the principal
6	After the bell rings, every teacher must promptly enter their respective classrooms to teach
7	Every teacher must greet students in class with an appropriate greeting for the time of day
8	Any teacher unable to teach must assign tasks to their class and report to the duty teacher or principal
9	The principal or duty teacher has the authority to assign or request assistance from teachers without scheduled classes to teach classes without a teacher
10	Subject teachers must check and sign the class attendance list
11	Every teacher and education staff member has rights in accordance with the applicable regulations, as long as they do not violate school rules
12	All teachers and education staff are treated equally as long as they adhere to school rules
13	All school members must comply with jointly agreed decisions
14	All teachers must actively participate in guidance

No	School Beliefs
	and counseling activities
15	Every teacher and education staff member is responsible for maintaining the cleanliness, beauty, security, order, sense of community, and greenery of the school
16	Every teacher and education staff member shares responsibility for maintaining the school buildings, grounds, vehicles, and other school assets
17	Any teacher or education staff member who damages school property due to personal negligence should repair or replace it
18	Every teacher and education staff member must uphold the good reputation of the school, both within and outside the school
19	All school members must respect and appreciate one another, value and respect guests, and share information with one another
20	a. Any teacher or education staff member unable to attend must submit a leave request letter to the principal. b. If the requirement in 20a above cannot be fulfilled, the individual must inform the principal after returning to school
21	Any issues arising between teachers and staff should be resolved through deliberation or reported to the duty teacher or principal

Table 1 explains the school beliefs that must be implemented in learning to establish classroom beliefs. In an effort to shape classroom beliefs, teachers ask students to state and write down the classroom beliefs that are expected to be maintained collectively with high commitment, without the use of punishment. This is because in positive discipline, punishment is no longer applied, and any issues or mistakes are addressed using consequences instead. It is believed that punishment has a less positive impact on students, especially when it involves physical violence. The use of punishment is considered harmful to children's development. Additionally, the negative impacts of punishment include making students feel fearful, losing motivation, and causing students to dislike the teacher, which in turn makes students uncomfortable with learning at school (Iskandar et al., 2024; Yulianti et al., 2019).

Therefore, teachers must be able to condition students to commit to creating classroom beliefs in order to establish discipline and responsibility. This is relevant to the research conducted by Zuković & Dušica, which states that in establishing positive discipline, a teacher must have awareness and commitment to managing the class in accordance with the principles of positive discipline, such as building positive relationships between the teacher and students, being consistent with established commitments, focusing on problem-solving and

positive goals, and avoiding lengthy interventions (Zuković & Stojadinović, 2021).

Table 2: Classroom Beliefs Established at Jemur Public Elementary School, Kebumen

No	Classroom Beliefs
1	Every class member should refrain from buying food and drinks outside the school.
2	Every class member should refrain from receiving letters or guests in the classroom
3	Every class member should avoid wearing excessive jewelry.
4	Every class member is prohibited from smoking both inside and outside the school.
5	Every class member should avoid borrowing money or learning materials from fellow students.
6	Every class member must not disrupt lessons, either in their own class or other classes.
7	Every class member must not stay inside the classroom during break time.
8	Every class member must not engage in fighting or take matters into their own hands when facing issues with friends.
9	Every class member must not join groups of troublemakers or prohibited gangs.
	Classroom Beliefs Regarding Attire and Other Matters
1	Every student must wear the complete school uniform as per school regulations: a. On Monday and Thursday, white tops with red bottoms, a hat, white socks, and black shoes. b. On Tuesday and Wednesday, the designated school identity uniform. c. On Friday and Saturday, scout uniforms with black socks, except on the first Friday of each month, when sportswear must be worn.
2	Female class members must not maintain long nails or use cosmetic beauty products typically intended for adults.
3	Every class member must keep their hair neatly trimmed, clean, and well-maintained.
4	Every class member must wear sportswear in accordance with school regulations.
	Classroom Beliefs Regarding Attendance
1	Every class member must arrive at school no later than 10 minutes before lessons begin.
2	Every class member must place their bags and other stationery items in their respective desk drawers.
3	Class members assigned as guards or on duty must arrive earlier than others.
4	Class members who are frequently late must face consequences.
5	Class members who are absent for any reason must inform the school, either verbally or in writing, before or after their absence.
	Classroom Beliefs Regarding Break Time
1	When the break bell rings, every class member must leave the classroom in an orderly manner.
2	Class members are not allowed to stay in the classroom during break time.

No	Classroom Beliefs
3	During break time, no class member is permitted to leave the school without a teacher's permission.
4	Class members must not play on the main road during break time.
5	When the bell rings signaling the end of break, every class member must line up neatly in front of the classroom and return to their seats.
Classroom Beliefs Regarding School Entry	
1	Every class member must promptly line up in front of the classroom when the entry bell rings.
2	The class leader must organize the lineup and check the neatness and personal cleanliness (nails, hair, and clothing) of the class members.
3	Any class member who neglects personal cleanliness must receive a reminder from the class leader.
4	Every class member must enter the classroom one by one in an orderly manner and sit in their assigned seat.
Others	
1	Matters not included in these classroom beliefs, but deemed necessary, will be discussed by the school.
2	These classroom beliefs are the responsibility of all school members.

Classroom beliefs play a very important role in creating a conducive learning environment. By involving students in the creation of classroom beliefs, teachers can foster a positive classroom atmosphere, encourage students to be more disciplined and responsible, and ultimately improve learning achievements. This result aligns with previous research that indicates the implementation of the positive discipline approach has a positive impact on the creation of a positive learning environment (Tartari, 2018; Thakur, 2017; Tri Hasnanto, 2024) as well as on student motivation and achievement (Elkadi & Sharaf, 2023; Hermawan & Novikasari, 2024) and on the development of student character (Muthmainnah, 2021; Rejo, 2024; Shaharani & Februannisa, 2023).



Figure 2. Example of classroom beliefs that have been agreed upon

Based on the results of the interviews conducted, the implementation of positive discipline at Jemur Public Elementary School has been progressing well. However, due to the rules and discipline that have been in place for many years, the transition from traditional discipline to positive discipline requires time for adjustment so that its implementation aligns with the plan and the agreements that have been mutually established.



Figure 3. Implementation of classroom beliefs to avoid buying food from unapproved vendors

The implementation of positive discipline at school always encourages parents and the community to make a habit of applying the values of positive discipline in daily life. The goal is for children to become accustomed to the positive discipline values that are practiced in their environment, so that they can naturally develop a sense of positive discipline within themselves without the fear of facing punishments that were commonly given when rules were still based on traditional discipline. Therefore, the implementation of positive discipline requires strong collaboration and commitment from all stakeholders, especially from the family environment and the surrounding community. This result aligns with research conducted by several previous researchers, which indicates that good collaboration between the three centers of education (family, school, community) can improve the quality of education and increase student achievement (Chasanah et al., 2023; Suhartono et al., 2018). Ndlovu et al. highlighted the importance of collaboration between family, school, and community in implementing positive discipline. This collaboration is believed to significantly impact the achievement of positive discipline in schools (Ndlovu et al., 2023).

Through the class community, the school principal and teachers explained that, in addition to classroom beliefs, there are also beliefs at home. It is hoped that at home, children are not accustomed to receiving punishment, being scolded, or being given sanctions in any form. Instead, these should be replaced

with consequences and advice. Based on the interview results, the implementation of positive discipline within the community and among parents has been partially applied, with some still not implementing it. This is largely influenced by the parents' economic background, social background, and education level. Additionally, the positive discipline approach is still new to the community, and it has only been 8 months since it was first introduced and implemented at Jemur Public Elementary School. Therefore, the implementation of the positive discipline approach within the community and at home has not yet reached 100%.

It is mentioned that in its implementation process, in order to become accustomed to self-awareness, the habituation of positive discipline requires a long process. In addition to habituation, role modeling by a teacher and all school members, as well as by the family and community, plays a significant role in shaping the child's belief in school as a comfortable learning place. The methods of habituation and role modeling are effective approaches in shaping student attitudes, both at school and at home (Fatimah et al., 2022; Salwiah & Asmuddin, 2022).

Conclusion

The results of the study indicate that the positive discipline approach has been implemented effectively at Jemur Public Elementary School in Kebumen. However, further improvement is needed in the collaboration between parents and the school in implementing the positive discipline approach so that children can learn comfortably wherever they are. Therefore, it can be recommended in this study that there should be strong collaboration between the school, family, and community in implementing positive discipline as an effort to create a comfortable learning environment for children.

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