

The Role of Positive Discipline in The Digital Era: Fostering Inclusive Learning Environments

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Abstract

The half-day seminar on implementing positive discipline in schools aimed to provide high school principals and teachers with an in-depth understanding of the concepts, principles and implementation strategies of positive discipline. Through material presentation, discussion and experience exchange, participants were given insights into the importance of positive discipline in creating an inclusive learning environment and supporting students' holistic growth. Principals and teachers were empowered to become agents of change in implementing positive discipline practices in their schools, focusing on building positive relationships between students and educators, fostering students' social-emotional skills, and establishing a supportive school culture. As a result, participants expressed enthusiasm and desire to engage in follow-up seminars to enhance their understanding and skills in implementing positive discipline, and to continuously improve the learning environment in their schools.

Keywords: Positive discipline, independent curriculum implementation, positive learning environment, inclusive school.



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INTRODUCTION

This introduction will outline the importance of implementing positive discipline in the school environment and the key role that principals and teachers play in ensuring its success. Positive discipline is an approach that focuses on developing students' social and emotional skills, with the aim of strengthening positive relationships between students and educators and effectively reducing undesirable behavior.

School is a place where students not only acquire academic knowledge, but also a place where they learn about values, social norms and the life skills they need to succeed in the future. Therefore, it is important for schools to pay attention not only to the academic aspect of education, but also to the character building and well-being of students.

In this context, positive discipline stands out as an effective approach. This approach emphasizes on understanding and managing student behavior positively, by providing reinforcement and support for students to understand and practice expected behavior. Principals and teachers have a very important role in implementing positive discipline in schools. (Alfaeni & Asbari, 2023; Candra et al., 2023; Devi et al., 2024; Hasanah et al., 2024; Sriyanti & Asbari, 2024)..

Principals have the role of leaders who provide direction and support to school staff in implementing positive discipline practices. They are responsible for creating a school environment that

supports the positive growth and development of students and developing policies and procedures that support the consistent implementation of positive discipline.

Meanwhile, teachers have a direct role in implementing positive discipline in the classroom. They interact directly with students on a daily basis and have the opportunity to build positive relationships with them. By providing consistent support, reinforcement, and appropriate consequences, teachers can help students to understand school rules and norms, as well as develop the social and emotional skills necessary for success at school and in life (Azzahra et al., 2024; Cannavaro et al., 2024). (Azzahra et al., 2024; Cannavaro et al., 2024; Putri et al., 2024; Sevtriani et al., 2024)..

Through this journal article, we will explain more about the basic concepts and principles of positive discipline, as well as highlight the important roles of principals and teachers in implementing it in schools. By understanding the importance of positive discipline and the key roles of school stakeholders, it is hoped that this article can be a useful guide for those interested in enhancing a positive and supportive learning environment in schools.

IMPLEMENTATION METHOD

The socialization activity was held on December 2, 2023 in the room of one of the high schools in Pandeglang. There were 21 participants, each representing several high schools in Pandeglang. Participants consisted of principals, teachers, and supervisors of each school. The organizers were lecturers from Universitas Insan Pembangunan Indonesia; there were 1 speaker, 1 MC, 1 material maker, 1 creative, and 1 documentation. This activity also used projection media and screens to deliver material through lectures or discussions between speakers and participants. This activity consists of three sessions: speakers delivering materials, quizzes, and discussions.



Figure 1. Example of Seminar Materials: Segitiga Restitusi



Figure 2. Seminar Class

RESULTS AND DISCUSSION

Basic Concepts of Positive Discipline

In the context of implementing Merdeka Curriculum, the Basic Concept of Positive Discipline takes a holistic approach in shaping student character and creating an inclusive learning environment. Positive discipline focuses not only on enforcing rules and sanctions, but also on fostering students' social-emotional skills and empowering them in the learning process. The basic principles of positive discipline integrated in the Merdeka Curriculum include developing positive relationships between students and educators, implementing positive reinforcement strategies, and providing consequences that aim to educate rather than punish. This is in line with the values of Merdeka Curriculum, which emphasizes student-centered learning, their active involvement in the learning process, and the development of a well-rounded personality.

In addition, in the Basic Concepts of Positive Discipline in Merdeka Curriculum, the importance of a proactive approach in managing student behavior is emphasized. This includes efforts to prevent unwanted behavior from occurring through the establishment of a supportive learning environment and building strong character. Teachers not only act as rule enforcers, but also as facilitators in helping students understand and internalize school values and build the ability to interact positively with the surrounding environment. Thus, the Basic Concept of Positive Discipline in Merdeka Curriculum leads to the formation of students who are not only academically intelligent, but also have moral integrity, strong social skills, and the ability to adapt in a diverse society.

The Importance of Positive Discipline in School

The importance of positive discipline in schools is reflected in its positive impact on students, teachers and the school environment as a whole. Positive discipline helps improve students' well-being by creating a learning environment that is safe, inclusive and supportive of their social-emotional development. With an approach that reinforces positive relationships between students and teachers, positive discipline is able to increase student motivation, reduce unwanted behavior, and improve the quality of classroom interactions. For teachers, the implementation of positive discipline helps to create a more conducive learning atmosphere, increase teaching effectiveness and reduce stress levels in managing the classroom.

However, in implementing positive discipline, it is important to be aware of the challenges that may arise. One of the main challenges is that it takes time and consistency to build a school culture that supports positive discipline. In addition, teachers need to pay attention to students' individual needs and backgrounds to design appropriate discipline strategies. Other challenges include building effective communication and conflict management skills, as well as dealing with resistance or disapproval from some parties in adopting this new approach. Nonetheless, with awareness of these challenges and a commitment to continuous learning and adaptation, the implementation of positive discipline in schools can provide significant long-term benefits for the entire educational community (Chimi, 2022).

The Principal's Role in the Implementation of Positive Discipline

The role of school principals in the implementation of positive discipline is crucial as they serve as leaders who provide direction and bring about change in the school culture. Principals are responsible for creating a school environment that supports positive student growth, including in terms of behavior and character formation (Radu, 2022). They must not only provide support and resources to school staff to implement positive discipline practices consistently, but also be role models in communicating the school's values and expectations for positive discipline to all members of the school community. By leading by example and providing the right support, principals can play a key role in creating a safe, inclusive and supportive school environment for students' holistic development.

Teacher's Role in Implementing Positive Discipline

The role of teachers in implementing positive discipline is significant as they have direct interaction with students every day in the classroom. Teachers are responsible for building positive relationships with students as the foundation of positive discipline, which involves understanding and respecting the needs and uniqueness of each individual student. In addition, teachers are also tasked with using effective communication strategies in enforcing school rules, as well as providing positive

reinforcement and measurable consequences in response to student behavior. With an awareness of their role in shaping a conducive learning environment and building student character, teachers can make a great contribution to implementing positive discipline in schools, which in turn will improve the overall quality of learning and student well-being.

Positive Discipline Implementation Strategies in Schools

Positive discipline implementation strategies in schools require a comprehensive and sustainable approach. First, the development of clear and measurable positive discipline policies and procedures is an important first step. The policy should include rules that can be understood by all members of the school community, procedures for dealing with rule violations fairly and consistently, and mechanisms for involving students, parents and school staff in the policy formation process. In addition, training and coaching for school staff should also be provided to enhance their understanding of the concept of positive discipline and equip them with the necessary skills and strategies to implement it in the classroom. Through this training, teachers can gain deeper knowledge on effective communication techniques, inclusive classroom management, as well as positive reinforcement strategies that can be applied in their daily routines.

Second, evaluation and monitoring of the effectiveness of the implementation of positive discipline in schools needs to be done regularly. This involves collecting data on student behavior, the level of compliance with school rules, as well as student, parent, and school staff perceptions of the learning environment. By analyzing this data, schools can evaluate the success of the strategies that have been implemented, identify areas that require improvement, and make appropriate changes to enhance the effectiveness of their positive discipline program. In addition, continuous monitoring of the implementation of positive discipline policies and practices can help ensure consistency and fairness in the enforcement of school rules. Thus, these planned and measured positive discipline implementation strategies will help create a school environment that supports positive growth and overall well-being of students.

Case Studies or Examples of Successful Positive Discipline Practices

One example of successful positive discipline practices in senior high schools is the implementation of a structured social and emotional skills development program. For example, at SMA X, they have implemented a social skills coaching program that involves all students in a series of extracurricular activities, seminars, and group discussions. Through this program, students are given the opportunity to learn about effective communication, emotional management, conflict resolution, and teamwork. Teachers are also involved in assisting students in this learning process. As a result, students at SMA X showed improvement in their ability to interact positively with fellow students and teachers, as well as in managing conflict constructively. The program has also had a positive impact on the overall school climate, creating a more inclusive and supportive learning environment.

In addition, another case study can be found in SMA Y, where they adopted a restorative approach in dealing with rule violations. Through this approach, students who break the rules are given the opportunity to talk directly with the affected parties of their behavior, such as teachers or disrupted students. This process aims to repair broken relationships, build empathy, and encourage personal responsibility. With this proactive and educational approach, SMA Y successfully reduced the repetition rate of rule violations and increased students' sense of involvement in correcting their mistakes. This case study shows that restorative approaches can be an effective tool in creating a more peaceful and inclusive school environment at the high school level.

Q&A and Discussion

The Q&A and Discussion section of the positive discipline seminar was filled with great enthusiasm and warmth. Participants actively asked questions, shared their experiences, and discussed challenges and strategies in implementing positive discipline in their schools. The discussions reflected the great interest of the participants to understand more about the concept and practice of positive discipline. In fact, many participants expressed a desire to attend follow-up seminars or more in-depth training on this material so that they can further develop their understanding and skills. This shows that participants felt inspired and motivated to integrate positive discipline principles in their educational practices and improve the overall learning environment in their schools.

CONCLUSIONS

In conclusion of these materials and activities, it can be mentioned that the implementation of positive discipline in schools has a significant impact in creating an inclusive, safe and supportive learning environment for students' holistic growth. Through an approach that focuses on building positive relationships between students and educators and fostering students' social-emotional skills, positive discipline helps to increase motivation to learn, reduce unwanted behaviors and improve the quality of classroom interactions. In addition, the important role of principals and teachers in implementing positive discipline cannot be doubted, as they act as leaders and facilitators in creating a conducive learning environment. Through active participation in seminars and discussions, participants showed great interest in developing their understanding and skills in implementing positive discipline. Therefore, as a next step, efforts should be made to provide follow-up training and ongoing support to educators in implementing positive discipline practices in their schools, as well as to continue promoting a school culture that supports students' positive development.

Positive discipline is a method worth implementing in educational institutions for students of all ages, as it emphasizes the importance of building relationships between teachers and students. Good relationships in schools have been shown to translate into educational success for students, as they are more willing to learn when they have a sense of belonging and importance, and when they feel that teachers like them. Positive Discipline focuses on developing children's social competencies in addition to their academic knowledge and skills, creating a good atmosphere between students and teachers (Agnieszka, 2022).

Implications for Education in Indonesia

Implementing Positive Discipline in Indonesian schools can help improve educational outcomes by fostering positive relationships between teachers and students. By prioritizing the development of social competencies alongside academic knowledge, Positive Discipline can contribute to creating supportive and inclusive learning environments in Indonesian classrooms. Recognizing the importance of interpersonal relationships in the educational process, Indonesian schools can benefit from organizing school spaces to meet the need for belonging and meaning, and allowing students to make mistakes.

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