

Analysis of the implementation of the positive discipline development model in elementary schools

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Abstract

The purpose of this study was to: (1) What are teachers' perceptions of the positive discipline development model; (2) When is the time for the positive discipline approach development model to be implemented in elementary schools; and (3) What steps are taken by schools to implement the development of a positive discipline approach model in elementary schools. The approach used in this study is a qualitative approach. The subjects of this study were Elementary School Teachers in Magelang Regency and were selected by purposeful sampling, namely one school in each sub-district. Data collection techniques were interviews. Data analysis was carried out using a coding system with coding based on the selection of criteria for the level of change obtained by interpreting the development of a positive discipline model. The results of this study indicate that the implementation of the positive discipline development model in elementary schools indicates a paradigm shift from a punishment-based approach to an approach that emphasizes self-awareness, personal responsibility, and positive relationships. Teachers play an important role by being role models and adapting methods according to student needs. Initial steps such as socialization, developing class agreements, and getting used to positive values help create active involvement. With the support of policies such as the Independent Curriculum, the implementation of this model is further strengthened, encouraging the formation of student character that is disciplined, has social awareness, and responsibility through positive communication and a supportive educational environment.

Keywords

Implementation, Positive discipline, Development, Model

Introduction

National education aims to develop students into individuals who are religious, knowledgeable, of good character, and responsible [1]. In line with this goal, educational outcomes are not only limited to cognitive achievements (hard skills) but also encompass character building and the reflection of human personality qualities in the

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affective domain (soft skills). The combination of hard skills and soft skills should then be reflected in the quality performance of graduates from educational institutions [2].

One of the strategies used in developing students' character at school is through the implementation of positive discipline. Positive discipline is a program designed to teach students to be responsible and respectful members of their community. It imparts essential social and life skills to students, teachers, and other educators [3]. This program aims to teach young people to become responsible, respectful, and productive members of society. Discipline shapes children's behavior and helps them learn self-control while providing encouragement [4].

The purpose of implementing positive discipline in schools is to foster positive thinking and behavior in students, enabling them to behave appropriately based on self-awareness and a sense of responsibility. Positive discipline is beneficial for optimizing students' character, including life skills, social skills, responsibility, and problem-solving skills [5]. Additionally, positive discipline helps develop students' character values. To achieve this goal, an appropriate approach is needed to nurture and develop positive discipline in schools.

However, in its implementation, the development of positive discipline in schools is still highly diverse, unmeasured, and not carried out effectively. This is due to several reasons: First, schools have not implemented positive discipline with proper planning; Second, many teachers in schools still do not understand the concept and implementation of positive discipline; Third, the approach used by teachers in teaching so far has been partial, and has not fully involved the potential of students [6].

Research on the analysis of the effectiveness of positive discipline development models in elementary schools, specifically examining the success of their implementation and its impacts, has not been conducted to date. Previous research has mainly focused on the implementation of positive discipline in schools, which tends to be normative, partial, and has not fully involved the potential of students. This research aims to find the right model for developing positive discipline in schools, based on the issues encountered in its development.

Based on the background of the problem above, the research questions are: (1) What are teachers' perceptions of the positive discipline development model in elementary schools in Magelang Regency? (2) When Implementation Time of the Positive Discipline Development Model in Elementary Schools in Magelang Regency; and (3) What steps have schools taken to implement the development of the positive discipline approach model in elementary schools in Magelang Regency?

Method

The approach used in this fundamental research is a qualitative approach [7]. This is aimed at building a paradigm based on field data and substantive theory. The object of this fundamental research is elementary schools implementing the Independent

Curriculum Implementation (IKM), spread across 21 sub-districts in Magelang Regency. The selection of informants in this research was carried out using purposive sampling technique [8], where one school was selected from each sub-district, resulting in a total of 21 schools as the research objects. The subjects of this research are learning committees consisting of school principals and two teachers from each school. Therefore, the total number of research subjects is 63 respondents.

In the first phase, data collection was carried out through in-depth interviews, observation, and documentation [8]. The data collected included interview transcripts, conversations, interview notes, public documents, diaries, respondent journals, student character development records, and reflective notes from the researcher [9]. The Qualitative data analysis was conducted through coding, starting with open coding, which is part of the data analysis process. In this step, the researcher identified, named, categorized, and broke down phenomena found in the text from interviews, observations, and researcher notes when meeting with respondents. The next step was axial coding, which connects various research categories into a structural arrangement or characteristics by linking codes. This step helps to find problems and solutions in the development of a positive discipline model in schools. The final stage of data analysis is selective coding [8], which develops theories, links categories from the data obtained, and creates theoretical propositions with coding based on selected criteria by providing data interpretation [9], This is useful for finding a model for the development of positive discipline in schools.

Results and Discussion

The data analysis in this study focuses on the implementation of a positive discipline development model in elementary schools in Magelang Regency, examined through in-depth interviews with the relevant respondents. To begin the data analysis and discussion, the collected data includes the respondents' definitions and understanding of the model, the timeline and context of its initial implementation, and the initial steps taken at the schools. Subsequently, the analysis expands to the implementation strategies adopted, including specific methods and approaches, as well as the crucial role of teacher and staff involvement in the process. The interview results provide a rich overview of the challenges, successes, and the impact of applying the positive discipline model in creating a conducive educational environment centered around positive values.

Definition of the positive discipline development model

The model of developing positive discipline, as understood by several elementary school teachers in Magelang Regency, is an approach that focuses on building students' character and behavior through the reinforcement of awareness, responsibility, and supportive relationships between teachers and students. Most of the teachers interviewed emphasized that this model prioritizes discipline without coercion, with the goal of helping students internalize the values of discipline voluntarily and responsibly,

rather than out of fear of punishment or threats. For example, Amalia defines positive discipline as “discipline without coercion,” referring to the principle that discipline should arise from self-awareness, not external pressure. This aligns with the views of experts such as Sholihah and Kurniawati, who emphasize that this approach does not rely on physical punishment but focuses on efforts to empower students to behave well intrinsically.

In addition, many teachers, such as Rosyid and Setiadi, highlighted the importance of adaptation and role modeling in implementing this model. Rosyid emphasized that the implementation of positive discipline must consider the characteristics of each school, so that the ultimate goal of this model is to form students who have self-awareness and good character, even though the methods may vary. This approach also aligns with the theory proposed by Thompson [10], which states that positive discipline focuses on developing positive behavior through a consistent and compassionate approach, while considering the individual needs of students in their social context. This is crucial for creating an environment that supports holistic learning and student development.

On the other hand, some teachers emphasized the importance of role modeling as a key element in the positive discipline model. According to Trisnawati and Kistolani, the role modeling by teachers in everyday life plays a crucial role in the success of this approach. Teachers who arrive on time, demonstrate discipline in their work, and are consistent in providing guidance and examples will help students understand and emulate these values of discipline. This is in line with the research conducted by Dreikurs & Ferguson [11], which shows that role modeling by adults—especially teachers—is a critical component in the effective implementation of positive discipline. By providing role models, students will more easily internalize the values of discipline without feeling pressured or burdened by authoritarian rules.

Implementation time of the positive discipline development model

The Positive Discipline Development Model began to be widely implemented in elementary schools in Magelang Regency around 2015. Most of the teachers interviewed noted that during this time, schools started to recognize the need to shift from a punishment-based disciplinary approach to a more constructive model that supports the development of students’ character. This shift was influenced not only by the need for a paradigm change in education but also by the curriculum changes that focused on character development, as reflected in the 2013 Curriculum. As explained by several teachers, in 2022 and 2023, the application of positive discipline became even stronger with the implementation of the Merdeka Curriculum. This model then integrated with more humanistic learning principles, focusing on the development of students’ social-emotional skills.

The positive discipline approach, which evolved alongside the curriculum changes, was further supported by more intensive training and socialization. Many teachers mentioned that they only started applying this model after attending training, which

provided a deeper understanding of the principles of positive discipline. This indicates that effective training and a deep understanding of positive discipline theory are essential for its successful implementation, as explained by Carroll [12] in his research on the effectiveness of positive discipline training programs for parents and educators. The study found that a better understanding of positive discipline theory leads to more effective application and a positive impact on students' behavior.

Steps for implementing the positive discipline development model

To ensure the successful implementation of positive discipline, teachers in Magelang Regency have adopted a series of steps designed to create an environment that supports students' character development. The first step taken is socialization and understanding of the concept of positive discipline. Teachers regularly hold meetings and training sessions to ensure that all parties—teachers, staff, and students—understand the basic principles of positive discipline. Additionally, many schools conduct workshops or discussions through platforms like “Merdeka Mengajar,” which allow teachers to share experiences and strategies for implementing this model.

The second important step is the development of class agreements, where students are actively involved in setting rules and consequences in the classroom. This is done to build a sense of responsibility and student involvement in maintaining order. According to Istiyaningsih and Makruf, these agreements help students feel valued and more likely to respect the rules because they participate in the process of formulating them. This aligns with the concept presented by Zuković & Stojadinović [13], who state that student involvement in the creation of rules and consequences fosters a more inclusive environment and promotes a sense of responsibility.

Additionally, character habituation and reinforcement activities are another key step in the implementation of positive discipline. These activities include daily routines that encourage students to develop good habits, such as praying, reading, or engaging in mutual cooperation. Teachers like Kurniawati and Trisnawati explain that with consistent habituation, students can more easily recognize the importance of disciplinary values in everyday life. In this context, integrating character education and social-emotional skills through project activities or group discussions is also important to develop empathy and effective communication skills among students, as stated by Hidayati and Suharto [14].

Monitoring and evaluation are also integral parts of the steps for implementing positive discipline. Evaluations are conducted periodically to assess the extent of behavioral changes in students and to evaluate the effectiveness of the positive discipline model being applied. As suggested by Thompson [10], continuous monitoring allows teachers to identify areas that need improvement and provides an opportunity for all parties to give feedback on the implementation process. Through this monitoring, teachers can ensure that positive discipline is being implemented in line with its goals and is positively impacting student development.

Overall, the steps taken by elementary school teachers in Magelang Regency reflect a holistic and comprehensive approach to implementing positive discipline. This approach focuses on character building, student involvement, and teacher role modeling as key aspects for creating a positive learning environment that supports students' overall development.

Conclusion

Based on the data analysis above, several points can be concluded as follows: (1) The implementation of the Positive Discipline Development Model in elementary schools in Magelang Regency has shown a significant shift in educational practices, emphasizing character development and intrinsic behavior change. Teachers define positive discipline as a non-coercive approach that encourages students to internalize values of discipline voluntarily, rather than through fear of punishment. This model prioritizes the building of awareness, responsibility, and supportive relationships between teachers and students, aligning with expert theories that emphasize the importance of role modeling and context-based adaptations. Teachers' involvement in creating a consistent, compassionate approach has been recognized as critical for the success of this model; (2) The adoption of the Positive Discipline Development Model began around 2015, marking a shift from traditional punishment-based methods to more constructive approaches that support character development. This transition was influenced by the broader educational changes, including the 2013 Curriculum and later the Merdeka Curriculum, which emphasized character building and social-emotional development. Teachers reported that the effectiveness of positive discipline was significantly enhanced by specialized training, which deepened their understanding of the model's principles. The integration of positive discipline with new curricula and teacher training has created a more holistic educational environment, focused on nurturing students' emotional and social skills; (3) To ensure the effective implementation of positive discipline, teachers in Magelang Regency have adopted a series of structured steps, including socialization, class agreements, and regular monitoring. These steps involve active participation from students in setting classroom rules, fostering a sense of responsibility and ownership. Consistent character-building activities, such as daily routines and collaborative projects, help reinforce the values of discipline. Periodic evaluations allow teachers to assess progress and adjust strategies, ensuring that positive discipline remains aligned with its goals. The comprehensive approach taken by the teachers reflects a commitment to creating a supportive learning environment that promotes both academic and personal growth for students.

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