Application of the Restitution Triangle in Instruding Positive Discipline for Students

*Fifi Nofitri, Desyandri, Irdamurni

Universitas Negeri Padang, Indonesia
*E-mail: fifinofitri53@gmail.com

ABSTRACT

The restitution triangle is a strategy that can be applied as a process of creating conditions that guide students to correct their mistakes. In the process of the restitution triangle activity the teacher does not forget to ask about class beliefs. Class beliefs are an agreement made at the beginning of learning between teachers and students. The purpose of this study was to determine the application of the triangle of restitution in instilling positive behavior in students. The method used in this research is a literature study with a qualitative approach, the research subjects are students and teachers. We can see that with this restitution triangle students are able to solve the problems they face by finding solutions or solutions on their own.

Keywords: Belief, Restitution, Triangle, Positive Discipline.

INTRODUCTION

According to Ki Hajar Dewantara, the concept of education is the driving force for the use of an independent curriculum. Where students are allowed to develop their full potential without threats or pressure (Istiq'faroh, 2020). Schools should be places that help create safe and comfortable conditions for every student because schools are places of education. The thoughts of Ki Hajar Dewantara stated that through education the community can sow the seeds of culture. Education is similar to farming in the sense that before sowing, a nursery must be prepared to assist in planting the correct seeds. In this way everyone can reach their potential and at the same time experience joy and satisfaction. It must match the personality of the person and the nature of the time in which they live to maximize their potential.

(He, 2016; Irawana & Desyandri, 2019) states that education is a process of developing basic cognitive and emotional skills towards nature and other people, which supports this perspective. According to Jj Rosseau (Wijaya, 2016), Education is sometimes seen as meeting the needs of adulthood that do not exist in childhood. Therefore, learning must be truly freed from all threats, punishments, and bullying that hinder the growth of the seeds of virtue in students. But in practice, punishment is still considered effective in disciplining students. Instead of making students behave according to a set rule regularly, punishment can reinforce violating behavior. Compulsive behavior is usually temporary. One of the efforts to implement student policy is the introduction of the concept of positive discipline in an independent teaching platform by forming a positive culture through the application of positive discipline. Positive discipline is an effort to teach children self-control and build self-confidence by instilling good values in students without punishment or threats.

The classroom teacher is the one who gives the first warning when a young person breaks the rules. When the independent curriculum is used in the classroom at school, it

becomes interesting. where the Office of Education sometimes requires all educators to use positive punishment in the classroom. All educators can learn the ideas and application of positive discipline through the Independent Teaching Platform (PMM), training for driving teachers and driving schools, and other scientific forums. As a place to study for future leaders of the nation, schools must prioritize improving student behavior. Discipline is one of the elements that will help children succeed in the future.(Yulianti, 2021).

According to (Okviani, 2021) Teachers have the responsibility and duty to educate and prepare students to become morally and intellectually strong personalities. It is the teacher's responsibility to create an encouraging culture in the classroom. The application of universal principles or ideals in schools is a positive culture. A positive culture is based on a paradigm shift in control theory. We may feel compelled to direct students' behavior in the present tense so that they behave the way their teacher wants them to. Teachers often discipline students who are naughty and praise children for their excellent behavior as an expression of this. Restitution is the process of giving opportunities to students to correct their mistakes so that they can join a group with stronger moral character (Gossen & Miller, 2004). According to Chelsom Gossen in (Leinweber, 2013). After mistakes, correction encourages students to be more responsible, disciplined, and goal-oriented. His focus is to live as a person who loves the virtues that matter to him, not to win over others or make them sad. Control theory and how we are naturally controlled have been a topic before. When students misbehave, the teacher intervenes by providing appropriate feedback.

The restitution triangle can be used to reduce punishment, judgment, and even excessive rewarding for students (Parsaoran Tamba *et al*., 2022). Application of the Restitution triangle using feedback aims to increase students' intrinsic motivation to develop throughout life, which comes from something other than fear or expectation of reward. Teachers must be able to connect emotionally with students so that their learning is sustainable. Using the restitution triangle can help reduce the need to punish, judge, and even reward students (Parsaoran Tamba *et al*., 2022). Previous research related to this research (Mulatsih, 2023) with conclusion of the results of his research is the restitution triangle can improve student discipline. So the author researched how to apply the triangle of restitution in instilling positive discipline in students. By applying the triangle of restitution in interacting with students it is hoped that it can improve students' character in self-discipline. The restitution triangle is a tactic used to create conditions that encourage students to correct their mistakes. Students are expected to return to their groups after using the credit triangle, demonstrate a strong moral code, and be able to correct mistakes.

METHODS

Qualitative research methods are used in this study. Literature study or literature research is an activity that involves gathering information and data from various sources on the topic being discussed. library research is research that collects information by looking for information in magazines, books, newspapers, and other literature as a theoretical basis. Learning can be learned well, the teacher must be able to do it (Widyatrini, n.d.). Furthermore, Khatibah explained that library research is an activity of collecting, processing, and completing research data using certain methods/techniques to find answers to problems that arise (Asmendri & Sari, 2018). In this study, the authors tried to see how the Application of the Restitution Triangle Instilling Positive Discipline in Students. This

method is a data analysis method that begins with presenting facts and then analyzing them. The purpose of this activity is not only to describe information but also to provide a clear understanding and explanation.

RESULTS

3.1 Adoption of Class Beliefs or Covenants

It is impossible to avoid teacher involvement and intervention in developing and strengthening positive culture and discipline in schools. Teachers must be able to create and maintain an environment in which students can experiment and develop a positive culture and discipline. All parts of the school must work in unison. Teaching social skills and developing virtues such as respect, concern for others, effective communication, problem-solving, responsibility, teamwork, and high discipline are important components of creating a positive culture and discipline. The process of making class beliefs contains values and characters according to the concept of the Pancasila Student profile.

The procedure for making class beliefs is: 1) Ask the children in your class or school community for ideas about rules to follow in class; 2) Write student suggestions on the blackboard or large sheet of paper (poster size) so that all students in class at can see the outcome of the agreement; 3) Create a culture of trust in your classroom with the School/Class Trust Building technique. Replace negative sentences with positive sentences. Example: avoid running in class; 4) Go to the classroom or hallway. View a list of saved ideas. You will certainly find that many written statements are still in the form of rules. Next, ask teachers and students to identify the virtues or principles that the rules refer to. Example: Going to class, paying attention to the teacher, and being punctual are all under the same "umbrella" of virtue, or the belief in respect. It is this belief that is agreed upon. This activity also helps students better understand how school/classroom rules are stated; 5) Review school/class beliefs. The number of elements of a belief statement is said to be reduced when many rules are grouped into several belief statements. There can be no more than three to seven principles or beliefs per school or class. If there are too many, it will be difficult for students to memorize everything, and therefore difficult to put into practice; 6) After the school/class belief is made, all class members, including the teacher and all residents/students, can review and approve it by signing the school/class belief; and 7) The school/class policy can then be posted on the classroom wall where it can be seen by the whole class.

3.1 Application of the Restitution Triangle in Building a Positive Culture in the Classroom

The cornerstone of the positive culture concept is positive discipline. Discipline and obedience go hand in hand. When rules are introduced into the classroom, students are expected to follow them and be disciplined if they break them. However, this article uses the notion of positive discipline to explain how a teacher helps her students develop self-discipline from an innate desire to produce self-directed learners. Teachers play a very important role in implementing behavior in children (C *et al*., 2021). Disciplined people can control themselves and choose attitudes that are consistent with the principles they adhere to. A person can fulfill his potential for important goals when he controls himself. Teachers can use the Triangle of Restitution to train self-discipline in students (Widiawati,

2022). Restitution allows children to practice good discipline, learn from their mistakes and set clear goals. The emphasis is on how people live the principles of goodness that are close to their hearts, not on actions that can win over others. Instead of putting pressure on students by pointing out their mistakes, teachers should use statements like "everyone makes mistakes". There are 3 steps in the restitution triangle namely 1) Stabilizing Identity (Stabilize the Identity), 2) Wrong Action Validation (Validate the Misbeh), and 3) Asking for Faith (Seeking the Belief). These three steps can be explained through the restitution triangle Fig 1 below.

Figure 1. The restitution triangle

The first step in the basic part of the restitution triangle is to stabilize identity by changing the identity of the child from failing because he made a mistake to be a successful child. A child who breaks the rules to get attention is a failure child. He tries to satisfy his basic needs but fails. If we criticize him, we still consider him a failure. If we want him to think, we have to calm him down by saying these lines: It's okay to err or No human is perfect. If we use the sentence above, it will be very difficult, almost impossible for children to continue to be disobedient. The teachers who are responsible for supervising the children as they play on the school grounds confirmed that saying this sentence, which lasts only 30 seconds, can turn a difficult situation into a cooperative. The last step is to ask or ask for beliefs. According to theory, our motivation comes from within (internal).

CONCLUSION

From the research, we can conclude that we must replace class rules with class beliefs or class agreements. The application of the restitution triangle greatly impacts the positive behavior of students because with the restitution triangle here we avoid punishment against students, both physical and non-physical. With the triangle of restitution, we invite students to find a way out of their problems.

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