

Implementation of Positive Discipline in Learning Management at State Elementary School 4 Kaliaman, Kembang District, Jepara Regency

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ABSTRACT

Objective: This study aims to analyze the planning, implementation, and evaluation of positive discipline implementation in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency. A positive discipline approach is important to be implemented to foster self-control, responsibility, and awareness of students without using physical or psychological punishment, while creating a conducive learning environment. **Method:** This study aims to analyze the planning, implementation, and evaluation of positive discipline implementation in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency. A positive discipline approach is important to be implemented to foster self-control, responsibility, and awareness of students without using physical or psychological punishment, while creating a conducive learning environment. **Results:** The findings show that positive discipline was implemented systematically through structured planning, consistent implementation, and continuous evaluation. The program involved regular class meetings, teacher training, positive reinforcement, and collaborative participation among school members. The implementation of positive discipline improved students' character competencies, particularly responsibility, self-discipline, cooperation, and respectful behavior. In addition, the program reduced disciplinary violations and created a more conducive and supportive learning environment. **Novelty:** The novelty of this research lies in the comprehensive analysis of the implementation of positive discipline in learning management in elementary schools that integrates the planning, implementation, and evaluation processes and is supported by the collaborative involvement of all school members.

INTRODUCTION

Discipline is a crucial aspect of the educational process, contributing to the creation of a conducive and effective learning environment. In the context of primary education, discipline is not only defined as adherence to rules, but also as a process of character development in students, enabling them to develop self-control, responsibility, and awareness of their behavior (Bandi, 2020). Effective discipline is based on a positive relationship between teachers and students, creating a safe, comfortable learning environment that supports optimal student development (Santrock, 2021).

As educational paradigms evolve, approaches to discipline in schools are changing. Discipline, which previously tended to emphasize punishment and external control, is now shifting toward a more humanistic approach through the concept of positive discipline (Faisal, 2025). Positive discipline is an approach to fostering student behavior that emphasizes the development of self-awareness, responsibility, and self-control through understanding and cultivating good behavior, rather than through punishment or pressure (Ministry of Education and Culture, 2022). This approach aims to create a safe, inclusive learning environment and foster mutual respect between teachers and students.

In its implementation, the application of positive discipline can be seen in various things, such as arriving on time, listening carefully to the teacher, following class rules,

completing assignments on time, providing reinforcement for positive behavior, and student involvement in developing class rules (Fatah, 2025). Recent research shows that student involvement in creating classroom rules can increase students' sense of ownership and adherence to the rules (Korpershoek, 2020). However, the implementation of positive discipline in learning management in elementary schools still faces various challenges, such as differences in student characteristics, consistency of implementation by teachers, and the involvement of all school members in building a positive disciplinary culture (Handayani, 2020).

The implementation of positive discipline is also closely linked to the development of students' social and emotional skills. Through this approach, students not only learn rules but also understand emotions, manage conflict, and build healthy social relationships. This aligns with research findings that integrating social-emotional learning into disciplinary practices can improve both academic success and student psychological well-being (Gregory, 2021).

Therefore, it is crucial for teachers, parents, and all parties involved in basic education to instill and enforce positive discipline in the classroom in a positive and sustainable manner (Jones, 2021). Through this approach, students are expected to understand the consequences of their behavior and develop the ability to make responsible decisions (Hidayah, 2019). Furthermore, the implementation of positive discipline can also support the development of students' social and emotional skills, which play a crucial role in the successful learning process (Saroji, 2021).

Learning management is one of the factors determining the success of the educational process in schools (Harahap, 2024). Learning management encompasses various activities carried out by teachers in planning, organizing, implementing, and evaluating learning so that educational goals can be achieved effectively and efficiently (Salmiah, 2022). In this regard, teachers play a role not only as transmitters of material but also as facilitators capable of creating a conducive learning environment and supporting the balanced cognitive, social, and emotional development of students.

The integration of positive discipline into learning management is one strategy that can be implemented to create a more conducive learning atmosphere while supporting the development of student character (Laesti, 2023). Several recent studies have shown that implementing positive discipline in learning management can have significant impacts, such as increased student engagement, reduced deviant behavior, and the development of a sense of responsibility and independence (Simonsen 2020). Furthermore, other research has shown that implementing positive discipline in schools can increase student engagement in learning, reduce negative classroom behavior, and strengthen students' sense of responsibility and independence (Nurhayati, 2023). However, most previous studies have focused primarily on the general concepts and strategies of positive discipline, while research specifically examining how positive discipline is systematically integrated into learning management processes at the elementary school level remains limited. In addition, previous studies rarely explore the relationship between positive discipline implementation, collaborative school culture, teacher reflective practices, and measurable improvements in student character competencies within a specific school context. Therefore, a case study of SD Negeri 4 Kaliaman is academically significant because it provides an in-depth understanding of how positive discipline is planned, implemented, evaluated, and sustained comprehensively within daily classroom management practices.

One elementary school that implements positive discipline in its learning management is SD Negeri 4 Kaliaman, Kembang District, Jepara Regency. This school began implementing a positive discipline program in 2014 and continues to develop various programs to support student character development. In 2015, this school received the Adiwiyata School award at the Central Java Provincial level (SK number 660.1/BLH.1/1209), demonstrating the school's commitment to creating a quality and sustainable educational environment. SD Negeri 4 Kaliaman is also recognized as one of the favorite schools in Jepara, evidenced by strong community interest and various academic and non-academic achievements. In the area of positive discipline, the school has won competitions at sub-district, regency, and provincial levels. Furthermore, education report card data shows an increase in student character competency achievement from 51.16% in 2023 to 57.41% in 2024 and reaching 70.7% in 2025. This increase indicates positive developments in student character development, which are closely related to the implementation of a positive disciplinary culture at the school.

Furthermore, it is important to examine how the process of implementing positive discipline is systematically implemented in classroom learning management. This includes aspects of learning planning based on positive disciplinary values, implementation strategies used by teachers, and the forms of evaluation used to assess the success of its implementation (Darling-Hammond, 2020). This study is important because it can fill a gap in previous research and provide practical contributions for teachers and schools in developing learning management models that are oriented not only toward academic achievement but also toward the sustainable development of student character.

Given these conditions, the implementation of positive discipline at SD Negeri 4 Kaliaman is an interesting phenomenon worthy of further study, particularly in relation to classroom learning management. This study is important to provide an overview of the planning, implementation, and evaluation of positive discipline in learning management, thus serving as a reference for developing educational practices oriented toward student character development.

RESEARCH METHOD

The research approach used was qualitative. This study was conducted at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency. The study period was from July 2025 to January 2026, or until accurate data and information were obtained. This research design employed a qualitative approach with the aim of discovering facts and interpreting the implementation of positive discipline in learning management at the school. The primary instrument in this study was the researcher herself (human instrument), who served as planner, data collector, analyst, and reporter of the research results. To ensure the reliability of the anecdotal notes used in the Results section, the researcher recorded observations systematically using structured observation sheets, conducted repeated observations in different situations, and cross-checked the notes with interview and documentation data through triangulation techniques.

In carrying out the research, the researcher used data collection techniques such as interviews, observation, and documentation, supported by a pre-developed instrument guide. The interview guide was semi-structured to maintain focus while allowing participants to provide more in-depth information. To mitigate potential bias during the interview process, the researcher developed a clear interview guide, maintained a neutral

stance, avoided suggestive questions, conducted member checking, and applied self-reflexivity to minimize personal subjectivity. Furthermore, source and method triangulation techniques were used to increase data validity and reduce interpretation bias.

The research procedure was carried out through several stages: preparation, data collection, and data verification. During the verification stage, the researcher used triangulation techniques to ensure data validity, including triangulation of sources, techniques, and time. The research sample was determined using purposive sampling, involving 11 participants consisting of one principal, six class teachers, two students, and two parents at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency.

The data validity test covered credibility, transferability, dependability, and confirmability. Data analysis used an interactive model consisting of data condensation, data display, and conclusion drawing or verification. Through these stages, the analysis provided a systematic and in-depth description of the implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency.

RESULTS AND DISCUSSION

Results

1. Planning for Positive Discipline in Learning Management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency

The implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency is evident in the synergy between teachers, students, and the principal, who carry out their tasks with discipline and full responsibility. This is consistent with the conclusion that planning is a process of organizing activities with systematic steps/actions in decision-making to achieve a goal. Planning encompasses alternative solutions and the proportional implementation of predetermined activity priorities.

The research results show that positive discipline planning at SD Negeri 4 Kaliaman is not merely administrative but is systematically integrated into all learning materials. Teachers consistently incorporate positive discipline values into the Lesson Implementation Plan (RPP) and teaching modules, particularly in the learning objectives, introductory activities, and attitude assessment sections. Furthermore, a unique practice distinguishes this school from other schools: the active involvement of students in developing a class agreement at the beginning of the semester, which is then followed up with a joint commitment between teachers and students. The school also has regular programs such as "daily reflections" at the end of each lesson, where students are invited to simply evaluate their own behavior, thus building self-awareness from an early age.

Another unique feature lies in the principal's role, not only as a policymaker but also as a facilitator, directly mentoring teachers through positive discipline-based academic supervision. The principal regularly provides guidance in the development of learning materials and provides feedback on the implementation of positive discipline in the classroom. This differs from the practice in many other schools, which tend to focus on cognitive aspects and have not optimally integrated positive discipline into the learning planning stage. In addition, the strong synergy between teachers, students, and parents

in designing and supporting positive discipline programs makes planning at SD Negeri 4 Kaliaman more comprehensive and sustainable.

2. Implementation of Positive Discipline in Learning Management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency

The implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency has been going well. This is evident in the effective implementation of positive discipline by students. Students also carry out tasks assigned by teachers responsibly. Thus, it can be concluded that implementation is an activity to realize previously established plans, so that objectives can be achieved by considering the suitability, interests, and capabilities of the implementer and a target group. Implementation is centered on activities, the existence of actions, actions, or mechanisms of a system. The term mechanism implies that implementation is not just an activity, but an activity that is planned and carried out seriously based on certain norms to achieve objectives.

The research results show that the implementation of positive discipline at SD Negeri 4 Kaliaman has unique characteristics that distinguish it from other schools. This is due to the consistent integration of behavioral habits, a reflective approach, and positive reinforcement throughout every learning activity. Teachers not only provide instructions but also model discipline by arriving on time, using polite language, and demonstrating respect for students. Furthermore, a unique practice is established in the classroom, a "reflection corner," which allows students to calm down and reflect on their behavior after infractions, without resorting to physical or verbal punishment.

The implementation of positive discipline is also reinforced by a system of non-material rewards, such as open praise, opportunities to become class leaders, and recognition of good behavior in front of their peers. Unlike other schools that tend to use punishment as a form of control, at SD Negeri 4 Kaliaman, teachers prioritize a dialogical approach, engaging students in discussions to understand mistakes and find solutions together. Furthermore, student involvement in maintaining classroom discipline is evident in the role of "peer reminders," who are assigned on a rotating basis to help remind their peers to adhere to class agreements.

Another advantage found was the consistent application of positive discipline not only in the classroom but also outside of it, such as during breaks, ceremonies, and extracurricular activities. This demonstrates that positive discipline has become a deeply ingrained school culture, not just a formal program. Thus, the implementation of positive discipline at SD Negeri 4 Kaliaman is not merely theoretical, but is truly implemented in a concrete, systematic, and sustainable manner in daily life within the school environment.

3. Evaluation of Positive Discipline in Learning Management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency

The evaluation and follow-up of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency have been carried out effectively. This is evident in the principal's exemplary behavior, demonstrating positive discipline with full responsibility every day at school. In addition to the principal's exemplary behavior, evaluation of positive discipline implementation is also evident through teachers' routine reflections on the classroom learning process. Teachers not only assess academic learning outcomes but also observe the development of students' attitudes, behaviors, and

responsibilities. For each violation or inappropriate behavior, teachers use a dialogic and restorative approach, engaging students in discussions to understand the error, its impact on others, and how to correct it.

Follow-up actions based on these evaluation results can be implemented in several ways, including: 1) Strengthening class agreements, 2) Individual coaching, 3) Collaboration with parents, and 4) Improvement of classroom management strategies. School documentation also shows that significant incidents related to student behavior and their follow-up are recorded, which serve as reflection material in teacher meetings. Thus, positive disciplinary evaluations are not incidental but become part of the ongoing school culture.

The research results show that the positive discipline evaluation system at SD Negeri 4 Kaliaman is more structured and sustainable than other schools. One of the strengths identified is the simple yet consistent use of student behavior monitoring instruments by teachers, such as daily anecdotal notes and attitude observation sheets, integrated with learning assessments. Furthermore, the school implements regular teacher reflection forums, where each teacher shares experiences related to implementing positive discipline in the classroom and discusses solutions to challenges encountered.

Another unique feature lies in the active involvement of students in the evaluation process through regular self-reflection activities (both verbal and written). Students are encouraged to assess their own behavior based on established class agreements, so they are not merely objects of evaluation but also subjects who play an active role in the process of self-improvement. This practice differs from other schools, where teachers are generally the sole assessors of student behavior.

Furthermore, the positive discipline evaluation at SD Negeri 4 Kaliaman also involves parents more intensively through targeted communication, such as providing reports on student behavior development and personal follow-up discussions. This ensures that the evaluation process doesn't stop at school but continues at home. With this comprehensive, participatory, and ongoing evaluation system, the implementation of positive discipline at SD Negeri 4 Kaliaman has demonstrated greater effectiveness and fostered a strong culture of discipline compared to practices at other schools, which are still partial and less integrated.

Discussion

1. Planning for Positive Discipline in Learning Management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency

Planning is a crucial step before any activity is implemented. Planning needs to be structured and prepared in as much detail as possible before any action is taken (Parijo, 2023). Planning is a systematic arrangement/formulation of future steps/actions, based on careful consideration of potential, external factors, and stakeholders, in order to achieve a specific goal.

Planning is a systematic process for making decisions about future actions. This planning is also a collection of policies systematically compiled and formulated based on accountable data and can be used as work guidelines (Putikadyanto, 2024). In planning the implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency, all school stakeholders are involved in the preparation of the activity plan to ensure effective and efficient implementation. Aspects of positive discipline planning in learning management include: 1) Program planning,

which includes: (a) Objectives of the positive discipline program in learning management, (b) Content of the positive discipline program in learning management, 2) Curriculum planning, 3) Planning of positive discipline facilities and infrastructure in learning management, 4) Planning of positive discipline funding in learning management (Souisa, 2022).

Planning at SD Negeri 4 Kaliaman is the selection or establishment of organizational goals and the determination of strategies, policies, projects, programs, procedures, methods, systems, budgets, and standards needed to achieve these goals. Decision-making is heavily involved in this function.

The research results show that positive discipline planning in learning management at SD Negeri 4 Kaliaman is characterized by integration and participation. Specifically, the planning is not solely developed by school management but involves all stakeholders, including teachers, students, and parents. This involvement is evident in the positive discipline program development process, which is conducted through school meetings and communication forums with parents, ensuring that the program is truly aligned with the needs and real-world conditions.

Other findings indicate that teachers have integrated positive discipline values into concrete learning tools, such as teaching modules and lesson plans, particularly in the learning activities and attitude assessment sections. This planning is not solely oriented toward academic achievement but also focuses on building student character through activities that foster and reinforce positive behaviors. Furthermore, the school has a specific plan, which involves developing a class agreement at the beginning of the school year, which serves as the basis for managing student behavior throughout the learning process.

Another strength found is the planning of supporting facilities for positive discipline, such as the provision of educational media (character value posters, classroom rules) and a reflection space or corner designed to help students manage their emotions and behavior. In terms of funding, the school also allocates a specific budget to support activities related to character building and positive discipline, demonstrating a strong institutional commitment.

Compared to other schools, planning at SD Negeri 4 Kaliaman is more systematic, focusing not only on formal documents but also on actual implementation on the ground. The planning is sustainable and flexible, with each program being evaluated and adjusted based on student reflection and needs. This demonstrates that the school's positive discipline planning is comprehensive and serves as a key foundation for creating a positive disciplinary culture within the school.

2. Implementation of Positive Discipline in Learning Management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency

The implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency has been good. The school's implementation of positive discipline in learning management includes:

- a. The school developed a positive discipline program for learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency, and guidelines for its implementation.
- b. The principal established an implementation team by issuing a Decree from the Principal of SD Negeri 4 Kaliaman concerning the positive discipline implementation

- team in learning management, consisting of class teachers, subject teachers, and representatives from educational staff. This team is tasked with coordinating the planning, implementation, and monitoring of positive discipline in the classroom.
- c. Teachers implemented a class agreement developed with students at the beginning of the lesson to instill responsibility and self-awareness in students regarding applicable rules.
 - d. Teachers use a persuasive and communicative approach to addressing disciplinary violations, prioritizing dialogue, reflection, and coaching over physical or verbal punishment.
 - e. Schools cultivate positive reinforcement in the form of praise, appreciation, and rewards for disciplined behavior demonstrated by students during the learning process.
 - f. Teachers integrate positive disciplinary values such as responsibility, mutual respect, cooperation, and self-control into daily learning activities.
 - g. Schools engage parents through regular communication regarding the development of student behavior and discipline, ensuring continuity of development between school and home.
 - h. The implementation team, together with the principal, regularly monitors the implementation of positive discipline in the classroom through supervision, classroom observations, and reflective discussions with teachers.

Implementation is the activity or effort carried out according to a plan and policy that has been formulated and established, complete with all necessary requirements, tools, who will implement it, where it will be implemented, and how it should be implemented (Samad, 2025).

The research results show that the implementation of positive discipline in learning management at SD Negeri 4 Kaliaman not only follows procedures but also has a consistent implementation pattern and is internalized in daily classroom activities. Specifically, teachers go beyond implementing a pre-designed program to translate the concept of positive discipline into concrete practice through direct interactions with students. This is evident in the use of constructive language, the provision of constructive feedback, and the teachers' ability to create a warm and supportive learning environment.

Other findings indicate that the successful implementation of positive discipline is supported by a culture of mutual reminders among students. Students are not merely the objects of discipline but also play an active role as subjects maintaining classroom order, for example by politely reminding their peers when they violate class agreements. This situation demonstrates a strong internalization of disciplinary values, so that discipline is no longer external but rather grows from students' self-awareness.

Furthermore, a distinctive practice that distinguishes this school from others is the consistent application of a restorative approach to handling violations. Teachers do not immediately impose sanctions but instead engage students in dialogue to understand the causes of behavior, its impact, and the necessary solutions. This approach has proven effective in building responsibility and improving student behavior without instilling fear or pressure.

Observations also found that the implementation of positive discipline at SD Negeri 4 Kaliaman is comprehensive, not limited to classroom learning activities but also applied in various school activities such as ceremonies, recess, and social interactions between students. This consistency indicates that positive discipline has become part of the school

culture. Compared to other schools that tend to implement discipline partially and situationally, the implementation at SD Negeri 4 Kaliaman is more systematic, sustainable, and oriented towards long-term character development.

Thus, the implementation of positive discipline at this school serves not only as a program implementation but has developed into a comprehensive educational practice integrated into daily school life. This is a key factor in creating a conducive learning environment while supporting optimal student character development.

3. Evaluation of Positive Discipline in Learning Management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency

The evaluation and follow-up of the implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency, are well-structured and well-run. Evaluation is not merely an administrative activity, but is part of the school culture to maintain consistent implementation of positive discipline values (Romiadi, 2024).

Evaluations are conducted periodically through teacher council meetings, principal supervision, and teacher reflections at the end of the teaching and learning process. During these meetings, the principal presents the results of monitoring the implementation of positive discipline in the classroom, including student behavior development, compliance with class agreements, and the effectiveness of teacher strategies for building discipline without punishment. This activity demonstrates the principal's instructional leadership role in ensuring the program is running according to its objectives.

Furthermore, evaluations are conducted through direct classroom observations. The principal and senior teachers supervise learning to observe how teachers implement positive discipline approaches, such as using respectful language, providing positive reinforcement, and handling student infractions through dialogue and coaching, rather than physical or verbal punishment. The results of these supervisions are then discussed privately with teachers for constructive feedback.

In terms of documentation, the school maintains records of student behavior incidents, a contact book, and teacher reflection journals. This data is used to identify student behavior patterns and determine further developmental steps. This documentation demonstrates that evaluations are data-based, not simply perception-based.

Follow-up to the evaluation results takes several forms. First, student development is conducted through an individualized approach by the classroom teacher, emphasizing awareness, responsibility, and self-improvement. Second, teachers adjust classroom management strategies, for example, clarifying class agreements, increasing the variety of learning methods, and strengthening empathetic communication with students. Third, the school engages parents through regular communication if disciplinary issues requiring support from home are identified.

Furthermore, follow-up is also directed at improving teacher competency. The school holds internal discussions, shares good practices, and conducts joint reflections on the implementation of positive discipline. This demonstrates that evaluation does not stop at problem identification but continues with teacher professional development. Overall, the evaluation and follow-up of positive discipline implementation at SD Negeri 4 Kaliaman demonstrates a continuous cycle of improvement. This process strengthens a school

culture that supports student character development, increases self-awareness, and creates a safe, comfortable, and respectful learning climate (Putra, 2025).

The school's mechanisms for maximizing evaluation and follow-up include:

- a. Monthly report: Through monthly service meetings, the principal evaluates the school's program activities over the past month. They discuss any challenges encountered and how they were addressed. The results are recorded in the minutes of the school service meeting.
- b. End-of-semester report: Evaluations are conducted by the principal each month using instruments prepared during program planning. The results are summarized and discussed at the end-of-semester meeting. At this end-of-semester meeting, each teacher reports on the results of their observations and assessments for students.
- c. End-of-school-year report. At the end of each school year, schools conduct self-evaluations, including those related to the implementation of positive discipline in learning management. At the end-of-school-year meeting, the program is evaluated, reflecting on achievements and challenges encountered, to determine follow-up actions.

The evaluation and follow-up of positive discipline implementation in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency, has been structured, sustainable, and data-driven. Evaluation mechanisms, including monthly, end-of-semester, and end-of-school-year reports, demonstrate a consistent monitoring system supported by principal supervision, teacher reflection, and documentation of student behavior (Sari, 2024). Evaluation results are followed up through student guidance, improvements to classroom management strategies, parent involvement, and teacher competency development. Overall, this process forms a continuous cycle of improvement that supports the creation of a positive school culture and a learning environment that is safe, comfortable, and respectful of student character.

The research results show that positive discipline evaluation at SD Negeri 4 Kaliaman is characterized by being systematic, participatory, and based on ongoing reflection. Specifically, the evaluation is not solely conducted by principals and teachers but also involves students through self-reflection activities, peer reminders, and the use of reflection corners. Students are routinely encouraged to remind one another about class agreements respectfully and collaboratively, fostering internal awareness and shared responsibility for discipline (Miftahusalimah, 2025). The reflection corner practice provides students with a dedicated space to reflect on their behavior, emotions, and relationships with others before discussing solutions with teachers or peers. This practice aligns with restorative justice theory, which emphasizes dialogue, accountability, and repairing relationships rather than punishment, as well as humanistic learning theory that prioritizes self-awareness, empathy, and personal growth. Similar approaches can be found in international student-led discipline models implemented in schools in Finland, Canada, and New Zealand, where students actively participate in maintaining positive behavior through reflective dialogue and peer support. However, the reflection corner and peer reminder system at SD Negeri 4 Kaliaman demonstrates a distinctive local cultural approach by emphasizing collective values, empathy, mutual respect, and harmonious social interaction within the school community.

Other findings indicate that data is used in the evaluation consistently and systematically. Teachers rely not only on subjective observations but also on anecdotal notes, reflection journals, and documentation of student behavior as the basis for

determining follow-up actions. The data is analyzed in teacher discussion forums to identify patterns of student behavior and appropriate handling strategies (Imanugroho, 2019). This data-driven approach demonstrates a higher level of objectivity and continuity compared to practices in many other schools, where evaluation is often incidental and less structured.

Furthermore, the uniqueness of evaluation at SD Negeri 4 Kaliaman lies in the continuity between evaluation and teacher professional development. Evaluation results are used not only to improve student behavior but also as reflective material for teachers to improve learning management quality. Teachers implement strategic improvements, such as adapting teaching methods, strengthening empathetic communication, and increasing consistency in applying positive discipline (Nugroho, 2022). Compared to other schools, the evaluation system at SD Negeri 4 Kaliaman is more comprehensive because it integrates student behavior assessment, teacher strategy evaluation, parental involvement, and continuous school improvement. Thus, evaluation functions not merely as a control mechanism but as a collaborative learning process for the entire school community.

CONCLUSION

Fundamental Finding: This study shows that the implementation of positive discipline in learning management at SD Negeri 4 Kaliaman, Kembang District, Jepara Regency is carried out through three main stages, namely planning, implementation, and evaluation and follow-up of the program. (1) Planning is carried out systematically through school meetings involving the principal, teachers, and other stakeholders. (2) Implementation, positive discipline is applied through habituation of disciplined behavior, preparation of class agreements, provision of positive reinforcement, and persuasive communication between teachers and students. (3) Program evaluation is carried out through learning supervision, teacher meetings, and learning reflection to ensure the sustainability of the program. This finding shows that the implementation of positive discipline is able to support the creation of a conducive learning environment and strengthen the formation of student character. **Implication:** The results of this study provide several implications for elementary school learning management practices. (1) Implications for schools: Schools need to develop structured positive discipline programs by establishing school-wide discipline guidelines, integrating positive discipline values into routine activities, and providing supporting facilities such as reflection corners and student behavior monitoring systems. (2) Implications for principals: Principals need to conduct academic supervision that specifically evaluates the implementation of positive discipline in classrooms, organize teacher workshops on positive discipline strategies, and establish regular monitoring through evaluation meetings to maintain consistency across classes. (3) Implications for teachers: Teachers can implement class agreements collaboratively with students, use positive and non-judgmental language, and apply daily or weekly reflection activities to evaluate student behavior. In addition, dialogic communication can be implemented through individual counseling conversations, active listening practices, empathy-based discussions, and problem-solving dialogues that encourage students to reflect on their actions, express their feelings openly, and identify appropriate solutions collaboratively with teachers. **Limitation:** This study has several limitations, namely that the study was only conducted in one elementary school so that the results of the study cannot be generalized widely. In addition, this study used a qualitative

descriptive approach that focused on an in-depth understanding of the process of implementing positive discipline in the context of the school studied. **Future Research:** It is recommended that further research be developed to provide a more comprehensive understanding of the implementation of positive discipline in learning management. (1) The study could involve more schools with different characteristics to obtain a broader picture of the implementation of positive discipline in various school contexts. (2) Further research could use a quantitative approach or mixed methods to obtain more in-depth and measurable research results regarding the effectiveness of the implementation of positive discipline. (3) Further research could also examine the influence of positive discipline on other aspects of learning, such as student learning motivation, classroom climate, and student learning outcomes.

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