



THE TRIANGLE CONCEPT OF RESTITUTION AS A BASIS FOR DEVELOPING A POSITIVE CULTURE IN ELEMENTARY SCHOOLS

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ABSTRACT

Positive culture in the learning environment has been recognized as an important factor in supporting student growth holistically, the application of the restitution triangle concept can be the basis for developing a positive culture in the classroom. The concept of the triangle of restitution, creates an environment that supports stable identities, validates mistakes, and strengthens beliefs in learning. First, this research highlights the importance of helping students build stable and positive identities. By looking at the triangle of restitution as an analogy, educators can direct students to reflect on their interactions with their surroundings and identify the factors that influence their identity development. in this context, the development of a positive identity can be thought of as the result of a shift from a prior state toward better self-discovery. how error validation is an important element in a positive learning process. The concept of the triangle of restitution can be related to student errors as an unavoidable stage in development. By adopting this approach, teachers can create spaces where students feel comfortable making mistakes, learning from them, and seeing them as an important part of the learning process. how the strengthening of belief can be increased through the concept of the triangle of restitution. As kinetic energy is restored in collisions, student confidence can be increased through positive experiences, praise, and deeper self-understanding. Teachers can act as a catalyst in stimulating students' confidence in their abilities, encouraging them to take initiative in learning and face challenges. the importance of students' beliefs about themselves and their abilities in the context of learning. develop a positive culture in the classroom. The application of this concept can help strengthen students' identities, encourage the validation of mistakes as learning elements, and increase their confidence in facing existing challenges.

Keywords: *Positive Culture, Restitution Triangle, Elementary Schools.*

INTRODUCTION

Discipline self makes a person able to explore his potential for meaningful goals, the teacher can discipline to students through triangle restitution. Positive discipline is the main element in the concept of positive culture. The word discipline is synonymous with obedience (Rohman, 2018). If the word discipline is brought into learning activities, what is imagined is that students obey the school rules, comply with class rules, if they violate them, they will be punished. But in this article the concept of positive discipline is meant to guide students to grow self-discipline because of internal motivation to create independent students. If you don't have internal motivation, then you need another party to discipline you or external motivation. This concept is in line with Ki Hajar Dewantara's statement that self-discipline is necessary to create independent students. Self-discipline is able to make a person explore their strength or potential for a meaningful purpose. Self-discipline is the ability to control oneself, master oneself and determine attitudes that refer to the values we value. We can exercise self-discipline on students through the restitution triangle, if the student violates class beliefs.

If a student commits a violation, what are our steps? Who remembers? Do we give them punishment or do we forgive them? Case in point, when carrying out practical learning there are students wearing incomplete work clothes according to class beliefs. Is the student allowed to practice or not? So far, our habit is to immediately forgive or make them uncomfortable. Our attention tends to be on mistakes made rather than looking for ways for them to improve. One way to improve oneself so that self-discipline is realized can be done through the restitution triangle (Setyawan, 2022). The restitution triangle is the process of creating conditions for students to correct their mistakes, so that they can return to their groups. Then...". Triangle restitution is a process of creating conditions for students to correct their mistakes, so that they can return to their group, with stronger character. As for the steps in implementing triangle restitution are Stabilizing identity (Saputra, 2018). Wrong action validation. Restitution provide opportunities for students to discipline positive, recovering from mistakes so that they have clear goals. The emphasis is on the way they value the values of goodness they believe in, not behaving to please others. Restitution help students to be honest with them selves and evaluate the impact of mistakes made. Restitution make an offer instead of coercion. It is very important for teachers to create conditions that make students willing to solve their problems and do even better. Teachers can use sentences like "Everyone must have made mistakes", instead of cornering them by clarifying their mistakes.

LITERATURE REVIEW

Discipline positive is the main element in the concept of positive culture. The word discipline is synonymous with obedience. If brought into learning, what is imagined is students who obey the class rules, obey the rules of school, if violated will be subject to punishment. Positive discipline refers to how a teacher guides his students in growing discipline self because of internal motivation to realize independent students. This is in line with Ki Hajar Dewantara's statement that independent students need self-discipline. Characteristics of the child discipline according to (Nisa et al., 2021) the characteristics of children discipline including always being on time, always carrying out tasks, always complying with regulations properly. Here's an example of attitude discipline in school:

1. Sign in school on time.
2. Wear the uniform according to the provisions.
3. Obey the rules of school.
4. Do and collect assignments on time.
5. Come to school on time.
6. Study diligently.
7. Following the ceremony solemnly.
8. Respect teachers and all citizens of school by having discipline self, then someone will be able to control themselves and determine attitudes that refer to the values that are believed.

There are three steps in the Restitution Triangle, namely 1) stabilizing identity; 2) wrong action validation; 3) ask for beliefs. This step is depicted in the form of a triangle as shown in Figure 1 below. The first step at the base of the triangle is to stabilize identity. If children do wrong then there are their basic needs that are not met. The basic part of the restitution triangle has the goal of changing people who fail because they have made mistakes into successful people (Saputra, 2018). We must be able to convince them by saying sentences like 1) no human being is perfect; I also made a mistake like that. When someone is in an emotional state, the brain will not be able to think rationally, this is when we stabilize the child's identity. Help our children to calm down and find solutions to solve problems.

The second step is validating the wrong action. The concept of the second step is that we must understand the basic needs that underlie children's actions to make mistakes (Amini, 2014). According to the control theory, all human actions, whether good or bad, must have a certain purpose/purpose. When we reject a child who is doing wrong, he will still be in trouble. What is needed is that we understand the reason for doing this so that the child feels understood.

The third step is asking for beliefs. Control theory states that we are internally motivated. When step 1 and step 2 are successfully carried out, the child will be ready to be connected to the values he believes in, and move on to become the person he wants to be. It is important to ask the child about the future life he wants. When they have found a picture of their future, the teacher can help them to stay focused on that picture. Through the triangle of restitution we can make them become independent students. They are able to solve problems with internal motivation and are responsible for their choices. The stages of the restitution triangle consist of several steps that need to be followed to correct inappropriate behavior and instill positive discipline in students. The following are the stages in the restitution triangle:

- Identification and awareness: The first step is to identify behavior that is inappropriate or against the rules. Teachers or school staff need to be aware of these actions and convey this to the students involved. It is important to ensure that the student is fully aware of the mistake and understands why the act was unacceptable.
- Consequences: Once awareness is formed, the next step is to provide consequences for inappropriate behavior. Consequences must be proportional and relevant to the violation committed. This can take the form of reprimands, coaching, reduced privileges, or other actions consistent with school policy. The purpose of consequences is to teach students about responsibility for and the consequences of their behavior.
- Restitution: Once a consequence has been rendered, the next important step is facilitating restitution. Students need to be asked to correct their mistakes, both directly and through positive action. Restitution can include apologizing to those affected, repairing damage caused, or engaging in activities that benefit the school or community. Restitution helps students to internalize the importance of overcoming and correcting mistakes and developing empathy and social responsibility.
- Monitoring and support: After the restitution stage has taken place, it is important to monitor the student's progress and provide the necessary support. Teachers or school staff can follow up with students concerned, provide feedback, or provide guidance to help students improve their behavior. Ongoing monitoring and support ensures that the restitution process is truly effective and sustainable.

Through the stages in the restitution triangle, students are expected to learn about responsibility, consequences, and the importance of making restitution after making mistakes. This approach helps create a school

environment that supports positive discipline, personal growth, and continuous learning.

METHODS

This type of research is descriptive qualitative, namely research that describes a phenomenon that occurs in the educational environment related to the concept of the triangle of restitution in the development of culture in schools is principle-centered leadership, a long-term, inside-out approach to developing people and organizations. The key to meeting the challenges we face today is developing a principle-centered core within ourselves and our organizations (Awaluddin & Rahmadan, 2021). The discussion in this study is as follows:

Drafted to propose a positive culture development scheme in regulating the concept of restitution according to the existing curriculum is as follows:

- a. Class identification, as well as what positive culture exists and does not exist at school
- b. Identify what restitution triangular concepts are appropriate to the school culture
- c. Compilation and development of a positive culture in accordance with the restitution triangle concept based on observations
- d. Implementation of the scheme

From the schemes that have been prepared and tested, then each scheme is explained based on the results of the tests that have been carried out.

RESULTS AND DISCUSSION

The systematic description of results and discussion follows the stages of the restitution triangle concept described earlier. The following is an explanation of the activities carried out at each stage in the method previously described.

- a. Identification of class administration based on existing class agreements for each subject in elementary school.

Building a positive culture in the classroom requires cooperation and agreement between teachers and students. Here are some steps to identify classroom administration based on existing class agreements to foster a positive culture:

- Creating Shared Class Rules:

Involve students in the process of making class rules. This gives them a sense of belonging and responsibility towards a positive classroom culture. Discuss the desired norms to create a comfortable and respectful learning environment.

- **Open Communication:**

Build two-way communication between teachers and students. Students should feel comfortable talking about their concerns, ideas or problems. Use class meetings or special time to discuss class progress and how to promote positive culture.

- **Encouraging Cooperation:**

Emphasizes the importance of cooperation and support among students. Organize group activities or collaborative projects that promote teamwork and mutual assistance.

- **Recognition and Awards:**

Openly acknowledge student achievements and efforts. This can be in the form of praise in front of the class or small awards. Establish a reward system that rewards positive behavior and academic achievement.

- **Consistent Enforcement:**

Apply class rules consistently and fairly. This helps create a predictable and safe environment for students. Ensure consequences for violating class rules are explained and implemented accordingly.

- **Importance of Acceptance:**

Creating an inclusive environment that respects differences and accepts each student as he or she is. Ensuring that all students feel respected and welcome in the classroom.

- **Positive Behavior Model:**

Demonstrate the behavior and attitudes expected of students. Lead by example in how to speak, interact, and handle difficult situations.

- **Periodic Reflection and Evaluation:**

Conduct periodic evaluations of class culture. This can be through group discussions, surveys, or individual meetings with students. Talking about what is working and what might need to be improved

- **Collaborating with Parents/Guardians:**

Involve parents/guardians in the establishment of a positive classroom culture. Inform them about class rules, expectations, and how to support a positive culture at home.

By building consensus and implementing these steps, you can help foster a positive culture in your classroom that supports effective learning and student personal development.

b. Identification of the Restitution Triangle Concept in the Development of a Positive Culture Theories of Motivation, Punishment, Rewards, and Restitution are concepts related to strategies and approaches in shaping individual behavior and motivation, especially in the context of education. Here is a brief explanation of each concept:

- **Theories of Motivation:** Theories of motivation are a collection of concepts and principles that seek to explain why individuals perform an action or have the desire to do something. Several well-known motivational theories include Maslow's hierarchy of needs theory, Vroom's expectation theory, and achievement motivation theory (Prakoso, 2023).
- **Punishment:** Punishment is a negative consequence given in response to unwanted or rule-breaking behavior. Punishment aims to reduce or eliminate the unwanted behavior. Examples of punishments in educational settings could be penalties, suspensions, or additional assignments.
- **Reward:** Rewards or positive reinforcement are positive consequences given in response to desired or rule-compliant behavior. Rewards aim to increase or reinforce the desired behavior. Examples of awards in the educational environment can be in the form of praise, prizes, or public recognition.
- **Restitution:** Restitution is an approach to dealing with conflict or rule violations by bringing things back into balance or repairing the harm caused by the behavior. Restitution focuses on repairing relationships and strengthening individual responsibility in dealing with the consequences of harmful behavior.

In the context of education, the use of punishment and rewards must be done with caution. Punishments that are too harsh or disproportionate can negatively impact a student's motivation and well-being. Meanwhile, rewards that are excessive or irrelevant can lead to external motivation that is prone to disappear once rewards are removed.

The restitution approach aims to build understanding, cooperation, and responsibility for individuals who break the rules. In the context of the case you mentioned, the restitution approach may be more effective in dealing with students' disorderly behavior. Teachers can involve students in the rule-making process, provide an understanding of the consequences of disorderly behavior, and facilitate the process of restitution between students involved in conflict.

It is important to note that each situation and individual has different needs and responses. Therefore, the approach used in shaping behavior and motivation must be adapted to the context and analyze the importance of having school/classroom beliefs as the foundation and direction of a school/class, which will become the basis for solving conflicts or problems within a school/class.

c. Formulation of a restitution triangle implementation scheme in fostering a positive culture

1. Table Mapping the concept of the triangle of institutional restitution developing a positive culture in elementary schools

Stimulus and Response	Control Theory
Our reality (need) is the same	Our realities (needs) are different
Everyone saw the same thing	Everyone has a different picture.
We try to change people to view the same as us.	We seek to understand other people's views of the world.
We try to change people to view the same as us.	We seek to understand other people's views of the world.
Bad behavior is seen as a mistake	All behavior has a purpose
Other people can control me.	Only you can control yourself.
I can control other people.	You can't control other people.
Coercion exists when the inducement fails.	Collaboration and consensus create new choices
Win/Lose Thinking Model	Win-win Thinking Model

The table above only provides an example of mapping the needs that may be encountered in cultivating a positive culture at different grade levels. Each school or educator can customize this table by adding or changing relevant aspects according to their context and needs. In order to create a positive environment, one of the strategies that we need to review is the application of discipline in our schools. Has it been effective, does it still need to be reviewed. What is the true meaning of the discipline itself? What does this have to do with benevolent values about the paradigm shift from stimulus response theory to control theory and the 3 theory of human behavior motivation.

d. Implementation Scheme

At this stage the scheme produced in step c is implemented in the restitution triangle scheme, namely the application of fostering a positive culture in elementary schools. There are 6 classes, namely class I, II, III, IV, V and VI where each class has a subject. Each class uses a different approach with the same concept of restitution according to the needs and characteristics of

students. Each student has different characteristics so the teacher must recognize what positive culture has been implemented and what has been violated by students.

Picture of the implementation of the restitution triangle concept in fostering a positive culture in schools:



IDENTITAS GAGAL	IDENTITAS SUKSES	
HUKUMAN	DISIPLIN	
	KONSEKUENSI	RESTITUSI
Sesuatu yang menyakitkan harus terjadi	Sesuatu harus terjadi	Restitusi merupakan pilihan
Tidak nyaman untuk murid/anak untuk jangka waktu panjang.	Tidak nyaman untuk murid/anak untuk jangka waktu pendek.	Menguatkan untuk murid/anak dalam jangka waktu panjang.
'Korban' mendapatkan keadilan	'Korban' bisa diabaikan.	'Korban' mendapatkan ganti.
Murid/anak akan tersakiti.	Murid/anak dibuat tidak nyaman.	Murid/anak mendapatkan penguatan.
Perilaku pasif-agresif meningkat	Penguatan hanya bertahan dalam jangka waktu pendek.	Masalah terpecahkan.

NEGATIF	NETRAL	POSITIF
"Awis kalau dilakukan lagi ya, nanti awis kamu!"	"Lakukan apa yang saya katakan!"	"Apakah hal ini yang sesungguhnya ingin kamu lakukan?"
Mode Paksaan	Stimulus-Respon	Teori Kontrol
Mendorong menyalahkan diri	Mendorong kepatuhan	Mendorong disiplin positif
Konsep Diri Buruk	Konsep Diri Baik	Konsep Diri Kuat
Murid/anak belajar menyembunyikan kesalahan	Murid/anak belajar taat peraturan.	Murid/anak belajar memecahkan masalah.
Mencoba mengontrol anak dengan penguatan negatif (membayar imbas kesalahan)	Mencoba mengontrol anak dengan penguatan positif	Anak paham bahwa dirinya sendiri yang pegang kendali kontrol.
Dampak pada Murid: Marah, merasa bersalah, rendah diri, mengasingkan diri.	Kehilangan hak, waktu jeda seorang diri (<i>time-out</i>), penahanan (<i>detention</i>).	Murid/anak tidak kehilangan waktu, namun bersemangat untuk memperbaiki diri
Tiba-tiba, tidak diharapkan, atau sangat melukai.	Sudah diketahui, masuk akal	Berupa undangan untuk mengadakan restitusi
Dibuat guru	Dibuat oleh guru dan murid/anak	Dibuat oleh murid/anak



It should be noted that the core concepts in the Culture of Positive Discipline and Positive Culture modules can vary depending on the purpose, context, and curriculum of the school implementing the module. Through these steps, it is hoped that a positive culture can be built to create an educational environment that supports the holistic growth and development of each individual. and build positive personal control motivation, This paradigm shift requires awareness, commitment, and self-discipline, by adopting a control theory approach, one can achieve independence, freedom, and greater personal influence over their life as a whole.

CONCLUSION

The conclusion of the concept of restitution in fostering a positive culture is that the basic principles that apply in everyday life also apply in a learning context that focuses on individual differences. Common strategies are often used to instill positive discipline in students:

1. Formation of positive relationships: Building positive relationships between teachers and students is an important basis for instilling positive discipline. This involves listening with empathy, paying attention to students' needs and feelings, and creating a safe and supportive environment.
2. Teach rules and expectations: It is important to clearly explain the rules and expectations that exist in a classroom or school, and the reasons behind them. Explaining fair and consistent consequences for breaking the rules also helps students understand the importance of discipline.
3. Use positive reinforcement: Praising and rewarding students when they exhibit the desired behavior can increase motivation and reinforce positive behavior. This can include offering praise, public recognition, or small rewards.
4. Using appropriate consequences: Appropriate and consistent consequences need to be applied when students break the rules. This can take the form of time off, additional assignments, or discussion of the consequences of the behavior.

5. Develop social and emotion management skills: Helping students develop social skills, such as effective communication, problem solving, and managing emotions, can help them deal with conflicts and avoid unwanted behavior.

The application of these strategies must be adapted to the characteristics and needs of individual students. In addition, it is also important to continue to evaluate and monitor the results achieved in developing positive behavior in students.

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