



Strengthening Positive Discipline Through Teacher Workshops to Foster Safe and Inclusive Schools

Penguatan Disiplin Positif Melalui Workshop Guru untuk Mewujudkan Sekolah yang Aman dan Inklusif

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Abstrak

Kekerasan, intimidasi, dan sikap diskriminatif di lembaga pendidikan menuntut adanya pergeseran paradigma menuju strategi disiplin positif untuk menciptakan lingkungan belajar yang protektif dan mendukung. Observasi awal di TK Lab School UMC menunjukkan adanya ketergantungan pada tindakan hukuman, terbatasnya kompetensi pendidik, serta belum adanya arahan kebijakan yang terstruktur. Proyek pemberdayaan masyarakat ini bertujuan untuk meningkatkan kapasitas pengajaran dan kesiapan kelembagaan melalui pengembangan profesional partisipatif dan pendampingan terstruktur. Program ini dilaksanakan dengan kerangka Participatory Action Research yang meliputi asesmen diagnostik kebutuhan, diskusi kelompok terfokus, lokakarya peningkatan kapasitas, orientasi orang tua, pembentukan resmi Tim Disiplin Positif, penyusunan dokumen regulasi, adaptasi kurikulum dalam Proyek Penguatan Profil Pelajar Pancasila (P5), serta pemantauan sistematis melalui Project Management Office (PMO). Hasil evaluasi empiris menunjukkan peningkatan signifikan pada pengetahuan guru, dari rata-rata awal 58,4% menjadi 88,6% setelah intervensi. Observasi langsung di kelas juga menunjukkan pergeseran perilaku pembelajaran: frekuensi penguatan positif harian meningkat dari 2,1 menjadi 8,4 kali per guru, penerapan dialog restoratif meningkat dari 0,5 menjadi 4,2 kali, dan teguran verbal yang bersifat hukuman menurun dari 6,8 menjadi 1,2 kali. Luaran program meliputi terbentuknya tim pengawas operasional, pedoman sekolah yang terstandarisasi, bagan kesepakatan kelas di enam kelompok belajar, serta modul P5 yang telah diadaptasi. Keterlibatan orang tua mencapai tingkat partisipasi 86,7%. Luaran yang terukur ini menegaskan keberhasilan transisi menuju tata kelola sekolah yang berpusat pada anak, serta menawarkan kerangka peningkatan kapasitas yang dapat diterapkan secara luas di lembaga pendidikan anak usia dini.

Kata Kunci : disiplin positif, sekolah aman, pendidikan inklusif, pengembangan profesional, manajemen kelas

Abstract

Violence, intimidation, and discriminatory attitudes in educational institutions necessitate a paradigm shift toward positive discipline strategies to cultivate protective and supportive learning environments. Initial observations at TK Lab School UMC highlighted a reliance on punitive measures, limited educator proficiency, and a lack of structured policy directives. This community empowerment project aimed to enhance instructional capacity and institutional readiness via participatory professional development and structured mentorship. Executed through a participatory action framework, the intervention encompassed diagnostic needs assessments, focus group discussions, capacity-building workshops, parental orientations, the formal establishment of a Positive Discipline Team, regulatory document formulation, curriculum adaptation within the Pancasila Student Profile Strengthening Project (P5), and systematic Project Management Office (PMO) tracking. Empirical evaluations demonstrated a marked gain in teacher knowledge, rising from an initial average of 58.4% to 88.6% post-intervention. Direct classroom observations revealed a shift in instructional behaviors: daily positive reinforcement instances escalated from 2.1 to 8.4 per teacher, restorative dialogue applications rose from 0.5 to 4.2, and punitive verbal reprimands declined from 6.8 to 1.2. Program outputs included an operational oversight team, standardized school guidelines, classroom agreement charts across six cohorts, and adapted P5 modules. Parental engagement reached an 86.7% participation rate. These

measurable outcomes underscore a successful transition toward child-centered school governance, offering a scalable capacity-building framework for early childhood education.

Keywords: *positive discipline, safe schools, inclusive education, professional development, classroom management*

1. Introduction

Creating child-centered, protective, and non-discriminatory educational settings aligns with global imperatives defined under Sustainable Development Goal 4 (SDG 4), which advocates for equitable quality education [16]. Nevertheless, behavioral conflicts, peer intimidation, and punitive practices continue to compromise student well-being and holistic growth across various learning contexts [17]. Addressing these vulnerabilities is particularly vital in early childhood education, as young learners are uniquely sensitive to classroom climate and socio-emotional dynamics [6]. Consequently, contemporary pedagogical paradigms advocate for replacing traditional punitive tactics with positive discipline frameworks centered on emotional regulation, mutual respect, restorative dialogue, and collaborative problem-solving [1]–[4].

Empirical research indicates that positive discipline frameworks systematically enhance school climate, deepen teacher–student rapport, decrease behavioral disruptions, and promote social-emotional learning [1], [5]. Approaches such as Positive Behavioral Interventions and Supports (PBIS) and school-wide restorative practices significantly reduce exclusionary disciplinary measures while promoting equitable educational opportunities [3], [7], [8]. Comprehensive reviews further establish that positive discipline achieves optimal efficacy when executed through whole-school models that systematically engage administrators, teaching staff, auxiliary personnel, and families [1], [4]. Targeted professional development enables educators to transition from reactive punishment toward constructive behavioral facilitation [9], [10].

Despite widespread empirical backing, positive discipline adoption remains fragmented, particularly within early childhood contexts in developing nations [2], [3]. Educators frequently resort to traditional punitive measures due to gaps in formal training, inadequate institutional backing, and a scarcity of clear operational policy guidelines [3], [8]. While prior scholarship has heavily investigated PBIS frameworks within formal experimental settings, few studies document community-based capacity-building models that synchronously integrate teacher workshops, institutional policy design, curriculum adaptation, and structured parental partnership within early learning centers [1], [5], [9].

A preliminary diagnostic assessment at TK Lab School UMC identified a heavy reliance on verbal reprimands and reactive isolation during student misbehavior [2], [3]. Teaching staff lacked formal exposure to positive discipline concepts, while the institution operated without standardized classroom rules, dedicated oversight committees, or unified behavioral guidelines [3], [8]. These systemic deficits constrained the school's ability to maintain a consistent, inclusive, and child-centered learning environment [4], [7].

To bridge these gaps, a community engagement project was designed using a participatory action framework [13], [14]. The intervention integrated interactive teacher training [12], institutional policy formulation, curriculum adaptation within the Pancasila Student Profile Strengthening Project (P5) [18], [19], systematic parental orientation, and continuous mentorship via Project Management Office (PMO) tracking [9], [10]. This study outlines the execution process, presents quantitative pre- and post-intervention evaluations, details qualitative operational themes, and reports the structural outputs and short-term behavioral impacts of the intervention [1], [3].

2. Materials and Methods

2.1 Program Design and Action Research Framework

This initiative adopted a Participatory Action Research (PAR) design grounded in adult learning (andragogy) principles. The framework was structured across two operational cycles of planning, execution, observation, and reflection:

- **Cycle 1 (Capacity Building & Output Generation):** Diagnostic needs analysis, stakeholder focus group discussions (FGD), intensive teacher workshops, initial classroom agreement design, and baseline policy drafting.
- **Cycle 2 (Implementation, Institutionalization & Mentoring):** Classroom application, monthly PMO tracking, parent-teacher feedback integration, P5 curriculum alignment, and post-intervention evaluations.

Collaborative reflection occurred during monthly PMO sessions where facilitators, administrators, and teaching staff evaluated observational trends, addressed operational challenges, and refined instructional practices.

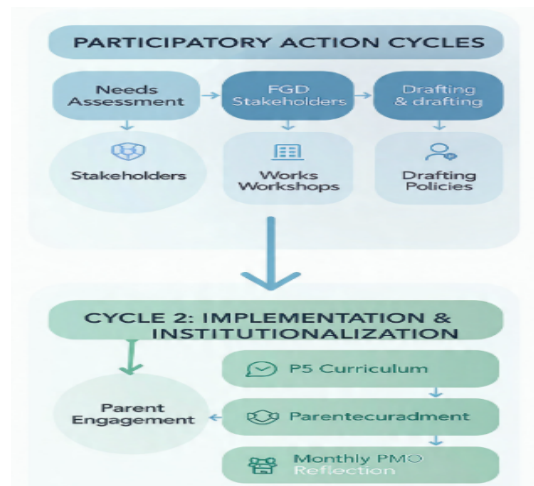


Figure 1. Participatory Action Cycles

2.2 Study Site and Participants

The project took place at TK Lab School UMC, Cirebon, West Java, Indonesia, from February to September 2025. Purposive sampling was used to select participants:

- 1 School Principal and 21 Teachers/Staff (engaged in training, classroom implementation, and evaluation).
- 8 School Committee Members (participating in policy formulation FGDs).
- 30 Parents/Guardians (participating in orientation sessions, electronic feedback loops, and evaluations).

2.3 Ethics Statement

The implementation protocol was formally approved by the Institutional Ethics and Community Service Review Board of Universitas Muhammadiyah Cirebon (Approval Ref: 048/LPPM/UMC/EC/2025). Administrative authorization was granted by the school board. Written informed consent was gathered from all participating teachers, administrators, and parents prior to data collection. Participants were informed about the scope of the program, data privacy measures, and their right to withdraw without administrative repercussions. All data were anonymized using alphanumeric codes, and recordings and logs were secured on encrypted storage devices restricted to the research team.

2.4 Program Implementation Stages

The initiative proceeded through nine operational stages over eight months:

- Needs Assessment: Diagnostic surveys and direct baseline classroom observations.
- Focus Group Discussions: Problem analysis and strategic alignment with school leadership.
- Teacher Workshops: A 16-hour intensive training focused on positive discipline mechanisms, logical consequences, classroom agreements, and restorative dialogue.
- Parent Socialization: Hybrid workshops and digital communication campaigns aligning home and school expectations.
- Positive Discipline Team Establishment: Formal creation of an oversight body via Principal Decree.
- Policy and Agreement Development: Drafting school-wide behavioral codes and 6 classroom agreements.
- P5 Curriculum Integration: Embedding positive discipline modules into the P5 curriculum.
- Monitoring and Evaluation: Bi-weekly classroom tracking, pre/post-questionnaires, and quantitative feedback analysis.
- Program Sustainability via PMO: Monthly Project Management Office review sessions to sustain practices and resolve implementation bottlenecks.

The nine-stage execution process is illustrated in **Figure 1**.

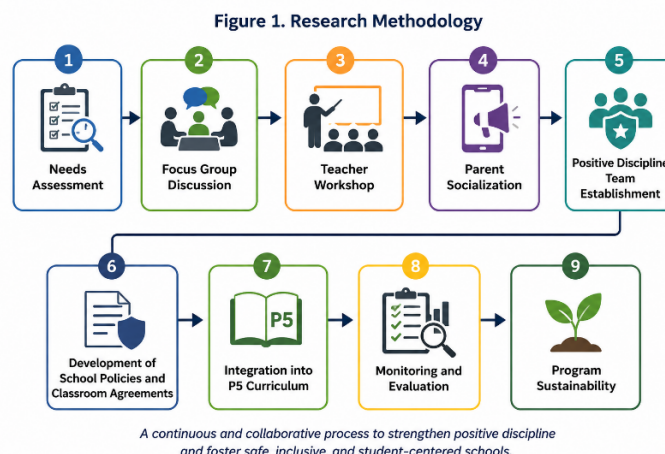


Figure 2. Operational Implementation Methodology of Positive Discipline Capacity Building

2.5 Instruments and Validation

Four evaluation tools were developed and validated:

1. **Teacher Knowledge Questionnaire:** A 20-item closed-ended survey spanning four analytical dimensions:
 - *Dimension A:* Foundations of Positive Discipline (5 items)
 - *Dimension B:* Restorative Practice vs. Punitive Control (5 items)
 - *Dimension C:* Logical Consequences & Classroom Agreements (5 items)
 - *Dimension D:* Inclusive Classroom Management (5 items)
 - *Scoring:* Binary scoring (1 = correct, 0 = incorrect; max score = 20), converted to percentage scores (0–100%).
 - *Validation & Reliability:* Content validity was confirmed by three academic experts in early childhood education, yielding a Content Validity Index (CVI) of 0.92. Pilot testing with 15 non-sample educators produced a Cronbach's alpha of 0.84, demonstrating strong internal consistency.
2. **Classroom Observation Checklist:** A structured tallies sheet capturing daily behavioral frequencies per educator during 60-minute observation windows:
 - Positive reinforcement instances (praise, effort validation).
 - Restorative dialogue applications (guided dispute resolution).
 - Reference to classroom agreements (redirecting behavior via shared norms).
 - Punitive verbal reprimands (shouting, public scolding).
3. **Parent Engagement Tracking Protocol:** A record sheet tracking attendance at workshops, completion rates of weekly digital reflection forms, and consultation logs.
4. **Document Review Matrix:** A qualitative rubric evaluating meeting logs, PMO reports, written policies, and adapted P5 lesson modules.

2.6 Data Analysis

Quantitative metrics were analyzed using descriptive statistics. Pre- and post-intervention scores, dimension percentages, and observational frequencies per teacher per day were calculated using Equation (1):

The percentage achievement was calculated using Equation (1):

$$P = (f / N) \times 100\% \quad (1)$$

where:

- **P** = percentage achievement,
- **f** = observed frequency,
- **N** = total respondents.

Qualitative data from FGDs, open reflection logs, and PMO meeting minutes underwent thematic analysis. The process involved data transcription, initial coding, code clustering, theme generation, and thematic verification. Independent coding reviews were conducted to ensure analytical rigor.

3. Results and Discussion

3.1 Quantitative Evaluation of Teacher Knowledge

The 20-item questionnaire administered before (N=22, including 1 principal and 21 teachers/staff) and after the workshop showed marked knowledge gains across all evaluated categories. The composite score rose from a baseline mean of 58.4% to 88.6% post-intervention (+30.2% raw gain). Table 1 details baseline and post-intervention performance across the four evaluated dimensions.

Table 1. Baseline and Post-Intervention Teacher Knowledge Scores (N=22)

Dimension	Measured Category	Items	Baseline Score (%)	Post-Intervention Score (%)	Raw Gain (%)
A	Foundations of Positive Discipline	5	61.8	91.8	+30.0
B	Restorative Practice vs. Punitive Control	5	52.7	86.4	+33.7
C	Logical Consequences & Classroom Agreements	5	57.3	89.1	+31.8
D	Inclusive Classroom Management	5	61.8	87.3	+25.5
Overall	Composite Knowledge Total	20	58.4	88.6	+30.2

Item-level analysis indicated the highest knowledge gain (+40.9%) on Item 8 ("Differentiating logical consequences from punitive measures"), where correct responses increased from 40.9% (9 of 22) at baseline to 81.8% (18 of 22) post-intervention.

3.2 Observational Results of Classroom Teaching Practices

Bi-weekly classroom tracking documented changes in instructional practices. Baseline observations were recorded over two weeks preceding the training, while post-intervention data were gathered across four weeks following classroom agreement implementation. Frequencies were averaged per teacher during 60-minute instructional periods. Table 2 presents the observed behavioral shifts.

Table 2. Observed Teacher Behavioral Frequencies in Classroom Interactions (N=21 Teachers)

Observed Indicator	Baseline Mean Frequency (instances/teacher/day)	Post-Intervention Frequency (instances/teacher/day)	Mean Net Mean Shift
Positive Reinforcement (praise, validating effort)	2.1	8.4	+6.3
Restorative Dialogue (guided listening, conflict resolution)	0.5	4.2	+3.7
Referencing Classroom Agreements (redirection via shared norms)	0.8	5.6	+4.8
Punitive Verbal Reprimands (shouting, harsh labeling)	6.8	1.2	-5.6
Punitive Isolation (unassisted isolation without dialogue)	3.1	0.3	-2.8

The observational findings highlight a substantial reduction in punitive instructional responses, accompanied by increased positive reinforcement and restorative dialogue.

3.3 Program Outputs and Measurable Indicators

To differentiate structural deliverables (outputs) from pedagogical behavioral changes (outcomes), Table 3 outlines the documented accomplishments of the intervention.

Table 3. Program Outputs and Operational Deliverables

Program Strategy	Target Deliverable / Output	Output Indicator / Measurable Result	Status
Organizational Setup	Positive Discipline Team	1 formal Oversight Team created via Principal Decree (Decree No. 014/TK-UMC/III/2025; 5 members assigned)	Completed
Policy Formulation	Institutional Behavioral Code	1 operational policy manual drafted, verified, and signed by leadership	Completed
Classroom Norms	Visual Classroom Agreements	6 classroom agreement boards co-created with children across 6 classroom units	Completed

Curriculum Adaptation	P5 Discipline Integration	Positive	2 modified P5 modules incorporating socio-emotional learning and conflict resolution	Completed
Parent Alignment	Parent Orientation & Updates		30 parents enrolled; 26 completed weekly digital reflection logs (86.7% participation rate)	Completed
PMO Operations	Administrative Review Meetings		6 monthly PMO tracking meetings held with documented action minutes	Completed

3.4 Integration of Positive Discipline into P5 Curriculum

Positive discipline principles were integrated into the *Projek Penguatan Profil Pelajar Pancasila* (P5) framework under the core theme "*Aku Sayang Bumi/Kita Semua Bersaudara*" (I Love the Earth / We Are All Brothers and Sisters). Adaptation occurred across three structural areas:

1. **Activity Planning:** Introduced daily 15-minute "Circle Time Reflections" focused on identifying feelings, building empathy, and resolving conflicts using visual emotion cards.
2. **Behavioral Objectives:** Mapped target Pancasila student competencies (*gotong royong* / mutual cooperation and *akhlak mulia* / noble character) to positive discipline actions, such as taking turns and using constructive phrasing.
3. **Assessment Rubrics:** Replaced narrative behavior reports with descriptive observation rubrics that track children's conflict resolution steps and adherence to classroom agreements.

3.5 Quantitative Assessment of Parental Participation

Parental engagement was tracked across the six-month post-workshop implementation period using three metrics:

- **Attendance at Socialization Workshop:** 28 of 30 invited parents attended the initial orientation session (93.3% attendance rate).
- **Weekly Electronic Log Submissions:** An average of 26 out of 30 parents (86.7%) regularly submitted weekly digital feedback forms regarding home-based behavior reinforcement.
- **Parent-Teacher Consultations:** 42 individual consultation sessions were recorded, focusing on aligning home and school behavioral support strategies.

3.6 PMO Operations and Sustainability Mechanisms

Program sustainability was driven by a structured Project Management Office (PMO) model. The PMO met monthly across six cycles (March to August 2025). Table 4 outlines the implementation challenges identified, corrective actions taken, and operational results.

Table 4. PMO Operational Cycles: Challenges, Corrective Actions, and Results

PMO Cycle	Identified Challenge	Operational	Corrective Action Taken	Observed Result
Month 1 (March)	Teachers struggled to enforce agreements during outdoor play.		Created portable visual "Playground Rules Cards" for duty teachers.	Playground conflict incidents decreased during outdoor breaks.
Month 2 (April)	Inconsistent use of restorative dialogue terms among newly recruited support staff.		Conducted a 2-hour refresher peer-mentoring session led by the Positive Discipline Team.	Uniformity in restorative phrasing improved across all classroom staff.
Month 3 (May)	Discrepancy between parent expectations and classroom logical consequences regarding toy sharing.		Issued a digital "Parent Guide to Logical Consequences" newsletter.	Parent inquiry logs showed improved alignment regarding home-school discipline consistency.
Month 4 (June)	P5 reflection sessions exceeded allocated time in younger classrooms (Group A).		Adapted reflection activities into short, 5-minute puppet-guided storytelling prompts.	Activity adherence reached 100% in Group A classrooms.
Months 5–6 (July–Aug)	Risk of momentum loss during new student intake and academic year transition.		Embedded positive discipline modules into new teacher onboarding and parent orientation packs.	Baseline adherence was maintained at the start of the new academic year without external coaching.

3.7 Qualitative Findings from Thematic Analysis

Thematic analysis of qualitative data from FGDs, PMO meeting minutes, and teacher journals highlighted three primary themes:

Theme 1: Transitioning from Reactive Control to Co-Constructed Norms

Teachers noted that replacing traditional rules with co-constructed "Classroom Agreements" (*Keyakinan Kelas*) reduced student resistance. One teacher observed:

"Previously, I spent significant energy shouting 'Don't run!' or 'Be quiet!' Now, we ask the children to review our visual agreement board: 'What did we agree on regarding moving inside the room?' The children remind one another, which minimizes my reliance on reprimands." (Participant T-04, FGD 2)

Theme 2: Institutional Structures Foster Pedagogical Consistency

Participants emphasized that the formal establishment of the Positive Discipline Team provided operational clarity and peer support. As shared by one educator:

"Having an official oversight team and clear guidelines provides confidence. When a child experiences an emotional episode, I no longer feel isolated. I follow the standardized restorative steps and can request peer support from the team." (Participant T-09, PMO Log 3)

Theme 3: Home-School Alignment Reinforces Behavioral Continuity

Parents reported that guidance on logical consequences helped them mirror classroom discipline strategies at home. A parent commented during an evaluation session:

"Understanding the difference between punishment and logical consequences altered how we handle misbehavior at home. Instead of imposing arbitrary privileges restrictions, we now use the same reflective questions the teachers use at school." (Participant P-12, Parent Reflection Log)

3.8 Analytical Discussion

The empirical findings demonstrate that this community engagement project improved educators' theoretical understanding and shifted instructional practices at TK Lab School UMC [12], [13]. The gain in average teacher knowledge scores (from 58.4% to 88.6%) aligns with prior research indicating that targeted professional development enhances educators' grasp of positive behavior support and non-punitive classroom strategies [1], [7], [9], [10].

Observational tracking confirmed an operational shift in teaching practices: punitive verbal reprimands declined (from 6.8 to 1.2 instances/day), while positive reinforcement and restorative dialogue increased (to 8.4 and 4.2 instances/day, respectively) [4], [5]. These behavioral changes corroborate existing literature showing that structured training combined with ongoing mentorship enables educators to adopt constructive classroom management habits [8]–[10]. Rather than claiming unmeasured broad changes in overall child safety, these results document specific adjustments in teacher-child interactions within the intervention site [2], [3].

The structural deliverables of this project—such as the creation of a Positive Discipline Team via Principal Decree, the drafting of institutional guidelines, and the establishment of visual classroom agreements—represent key program outputs [4], [7]. Distinguishing these structural deliverables from pedagogical behavioral changes clarifies the operational mechanism of implementation [3], [8]. As noted in educational governance literature, sustainable positive discipline implementation requires institutional support, formal leadership structures, and clear policy documentation rather than isolated individual effort [1], [4], [7].

Integrating positive discipline into the P5 curriculum provided a structured platform for ongoing character development [18], [19]. Aligning P5 reflection sessions and assessment rubrics embedded positive behavior concepts directly into the routine early childhood curriculum [3], [6]. This strategy echoes research indicating that incorporating social-emotional learning into standard curricular activities yields higher execution consistency compared to standalone programs [5], [7].

The monthly PMO governance structure provided an effective operational feedback mechanism [9], [14]. Iterative reviews of classroom challenges—such as playground management or age-appropriate reflection lengths—allowed the team to implement timely corrective actions [13], [14]. This finding supports professional development studies demonstrating that continuous mentorship and collaborative reviews yield longer-lasting instructional improvements than isolated training events [9], [10].

Parental engagement metrics (86.7% submission rate on digital reflection forms) demonstrated strong alignment across home and school environments [2], [6]. Aligning home expectations with classroom agreements reinforces children's social-emotional learning, as highlighted in early childhood research [1], [2], [6].

Moderated Novelty Statement: While community engagement projects frequently deliver standalone teacher workshops, the model presented here combines teacher training, institutional policy formulation, curriculum integration (P5), structured parent alignment, and continuous PMO governance within a single early childhood center [1], [3], [9], [18]. This integrated model provides a practical framework for early childhood institutions seeking to transition away from punitive disciplinary methods [3], [4], [8].

4. Conclusion

This community engagement initiative successfully developed and implemented an integrated capacity-building and institutional development model to strengthen positive discipline at TK Lab School UMC. The program achieved measurable gains in teacher knowledge (increasing from 58.4% to 88.6%) and fostered positive shifts in teaching practices, characterized by increased positive reinforcement and restorative dialogue alongside reduced punitive reprimands. Key program outputs included an established Positive Discipline Team, an institutional policy manual, 6 visual classroom agreements, modified P5 learning modules, and regular PMO review logs. Structured parental participation further supported alignment between home and school behavioral practices.

Limitations and Future Directions

This initiative was conducted as a single-site community engagement project without a randomized control group or long-term longitudinal tracking. Consequently, the findings cannot be generalized across all early childhood contexts. Furthermore, direct long-term metrics evaluating child developmental outcomes, overall school climate, and institutional safety were beyond the scope of this project. Future research should examine multi-site implementations across diverse demographic settings, employ randomized control designs, and track child-level developmental metrics over extended periods.

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