IMPLEMENTATION OF POSITIVE DISCIPLINE AS AN EFFORT TO OVERCOME BULLYING AT AISYIYAH SURYA CERIA ELEMENTARY SCHOOL, KARANGANYAR

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Abstract

Primary school education is the process of guiding children aged 6-12 years to develop basic intellectual, social and personal abilities that are developmentally appropriate. In this phase, strengthening character education, especially positive discipline, is very important because of the rise of deviant behavior such as bullying. This study aims to apply positive discipline as part of strengthening student character education, and identify and analyze the efforts made by the Principal and teachers at SD ASC Karanganyar in overcoming bullying behavior. This research uses qualitative research. Data collection was carried out through observation, interviews and documentation. Data analysis techniques used qualitative data analysis, namely data reduction, data presentation, and drawing conclusions. The results showed that the Principal and Teachers at SD ASC Karanganyar have implemented the application of positive discipline and combined with students and parents. The application of positive discipline in minimizing bullying actions, namely: 1). Mutual respect between teachers who are role models for children, 2). Establish effective communication with students, 3). Teaching positive discipline instead of punishing, 4). Focus on solutions not punishment, provide encouragement not praise. Cooperation carried out to overcome bullying includes: 1). Association meetings, 2). Motivation class, 3). Collaboration with Sawahita Psychology, 4). Collaboration with Karanganyar Police on bullying prevention socialization.

Keywords: Positive discipline; Bullying; Elementary school.

INTRODUCTION

Education is a process of assisting students to develop optimally and reach their highest potential, in line with their abilities and the value system they adhere to in society (Apsari, 2015). Education is not a process of imposing the teacher's will on students but rather an effort to create conducive conditions for children's development—conditions that facilitate the optimal development of the child (Annisa & Habiby, 2024). Establishing an optimal generation must always be linked to basic education, as elementary schools are an integral part of the basic education system (Gaite & Suyatmi, 2018). The term elementary school refers to a social institution specifically entrusted by society to provide the first stage of basic education for six years, which is followed by the second stage for three years in junior high schools or equivalent institutions (Octaviani, Darmiyanti, & Bintang Kejora, 2022). Technically, elementary education can be defined as the process of guiding, teaching, and training students aged 6–12 years to acquire basic abilities in intellectual, social, and personal aspects that are integrated and aligned with their developmental characteristics (Nasri, Adnan, & Sulvinajayanti, 2020).

At the elementary school level, character education reinforcement is crucial, particularly in light of numerous incidents that indicate a moral crisis among children (Ahmad & Muhammad, 2024). One essential character value to cultivate is positive discipline. Positive discipline is critical for students as it fosters other good character values (Zilvad, 2023). The emphasis on positive discipline stems from the increasing occurrence of behaviors contrary to disciplinary norms, such as bullying, which frequently occurs in elementary schools (Khasanah, Mahrudin, & Suherman, 2024). Education must play a role in establishing a strong foundation for the character and

personality of children, particularly students (Rika Saraswati & Venatius Hadiyono, 2020). However, if the foundational aspects of education that shape children's character and personality are weak, children will be easily influenced by negative elements, which could lead to an increase in bullying incidents if not adequately addressed (Victorynie, 2017).

Bullying is a form of aggressive behavior involving violence and harm inflicted on others repeatedly (Hana, Fidiya, Reza, & Uswatun, 2023). The causes are diverse, ranging from family environments characterized by conflict, exposure to inappropriate media content, community environments that are not child-friendly, to teachers who lack a comprehensive understanding of how to address bullying in schools (Agustin, Utaminingsih, & Riswari, 2024). According to data from the Organisation for Economic Cooperation and Development (OECD), bullying affects 41.1% of students in Indonesia, placing the country fifth among 78 nations with the highest bullying prevalence (Nisma & Nelliraharti, 2024). In addition to bullying, 22% of Indonesian students reported being verbally insulted or having their belongings stolen, 18% experienced physical aggression, 15% faced intimidation, 19% were ostracized, 14% were threatened, and 20% reported having rumors spread about them. Data from the Indonesian Child Protection Commission (KPAI) further recorded 17 cases involving students and teachers in 2021. In January 2022 alone, a total of 9,678 cases of violence were reported, with 1,515 male and 8,978 female victims. Unreported cases also remain a concern, underscoring the need for serious attention to bullying issues (Junindra, Fitri, Desyandri, & Murni, 2022).

Aisyiyah Surya Ceria Elementary School, located on Gurita Street, Beji Bejen, Karanganyar Subdistrict, Karanganyar Regency, has approximately 415 students across 15 classes. The school operates under the auspices of the Aisyiah Regional Leadership of Karanganyar and upholds the tagline "Religious, Smart, and Confident." As an urban school with diverse family backgrounds, Aisyiyah Surya Ceria Elementary School consistently promotes a culture of positive discipline among its students (Ayundasari, 2022).

Given this background, the researcher is interested in examining the implementation of positive discipline as a strategy to address bullying at Aisyiyah Surya Ceria Elementary School (ASC). This study aims to implement positive discipline as part of character education reinforcement at ASC and to identify and analyze efforts made by the school to reduce bullying behavior in the elementary school environment. The findings are expected to provide recommendations for other schools to create a safe, friendly, and bullying-free environment that supports positive character development in students (Ahmad & Muhammad, 2024).

RESEARCH METHOD

This research employs field research within a qualitative framework (Sugiyono, 2022). Field research involves studying specific conditions related to social groups, institutions, or communities. Often referred to as observation, this method entails direct interaction with and investigation of the events being studied. The observation was conducted at Aisyiyah Surya Ceria Elementary School in Karanganyar. The qualitative method focuses on obtaining in-depth data, including factual information, requiring comprehensive analysis. Qualitative research positions the researcher as the primary instrument for data collection, enabling direct engagement with the research subjects (Arikunto, 1993). The data collected is concrete, derived from interview transcripts, field notes, documents, visual data (e.g., photos and videos), online sources, and human experiences. Data analysis follows qualitative techniques, including data reduction, data presentation, and drawing conclusions (Adlini, Dinda, Yulinda, Chotimah, & Merliyana, 2022).

RESULT AND DISCUSSION

Implementation of Positive Discipline in Overcoming Bullying

The term "discipline" originates from the Latin word *discere*, meaning "to learn." From this root comes the word *disciplina*, which signifies "teaching" or "training." Over time, the term has evolved to encompass various meanings. First, discipline is defined as compliance with rules or

submission to supervision and control. Second, it refers to training aimed at self-development to encourage orderly behavior. Broadly, discipline can be seen as an influence designed to help children adapt to environmental demands. Discipline is a familiar term in daily life, often regarded as a guidance process intended to instill specific behavior patterns, habits, or characteristics in individuals, particularly those that enhance mental and moral qualities (Prabowo & Cahyawulan, 2016).

Discipline may include teaching, guidance, or encouragement provided by parents to their children. It is an internalized sense of duty and responsibility within the heart and soul of an individual, driving adherence to norms and regulations. Discipline reflects awareness and commitment to following established rules and prohibitions. In essence, discipline is an individual's conscious action to comply with existing rules or regulations, as reflected in their daily behavior. Its ultimate aim is to shape mental, moral, and ethical qualities, character, and integrity, as instilled by educators, to prevent negative violations within school environments and broader society (Diniaty, 2017).

Aisyiyah Surya Ceria Elementary School, located in an urban setting, carries the tagline "Smart, Religious, Confident." Guided by this vision, the school consistently implements positive discipline to shape its students. This discipline includes morning routines (Duha prayer, Quranic recitation, and morning *dhikr*), motivational sessions at the beginning and end of the school day to address daily challenges, and counseling services for students requiring further support. A dedicated counseling team and psychologist oversee the program to ensure effective implementation (Nur Efendi & Muh Ibnu Sholeh, 2023).

Discipline involves teaching or training individuals to adhere to expected codes of behavior and rules in both the short and long term. The Positive Discipline method incorporates eight principles: (1) Respecting children; (2) Encouraging positive social behavior; (3) Promoting self-discipline and character development; (4) Maximizing children's participation; (5) Respecting children's growth, development, and need for a dignified life; (6) Valuing children's motivation and life goals; (7) Upholding justice; and (8) Promoting solidarity.

By employing the Positive Discipline method, students are expected to take responsibility for their actions, exhibit good behavior both inside and outside the school environment, and develop long-term positive habits. Students are also encouraged to take accountability for their actions, particularly when violating school rules. In this approach, school regulations are collaboratively developed by principals, teachers, students, and parents. Instead of traditional reward and punishment systems, this method emphasizes rewards and consequences (Nasri et al., 2020).

In the educational context, the primary target of discipline implementation is students, where communication between students and teachers is key in creating agreed-upon rules and regulations. This effort aims to foster discipline, enabling students to meet the expectations of the educational institution. The overarching goal of discipline is to shape attitudes and behaviors that align with established rules. Discipline helps students learn responsibility and self-control, ensuring they can understand and follow instructions effectively. Specifically, the purpose of discipline in children is to lay the foundation for expected social behaviors and foster self-regulation from an early age. The broader aim of discipline is to cultivate behaviors aligned with the roles set by cultural groups to which individuals belong (Ahmad & Muhammad, 2024).

The specific objectives of the positive discipline approach at Aisyiyah Surya Ceria Elementary School include:

Table 1. Implementing Positive Discipline Carried

Positive Discipline Is Not	Positive Discipline Is
Letting children do whatever they want.	Helping children develop self-control.
There are no rules	Communicate clearly
React quickly to situations	Respect children and earn their respect
Punish rather than hit or yell	Teaching children how to make good decisions
	Building children's skills and confidence. Teaching children to respect others' feelings

The approach to implementing positive discipline at Aisyiyah Surya Ceria Elementary School, Karanganyar, involves several key strategies. First, the school focuses on individualized approaches for each student by identifying their unique needs and providing relevant solutions to their challenges. Second, the school engages in two-way communication, involving students in discussions about rules and consequences, fostering a sense of responsibility. Third, positive reinforcement is applied by giving praise or rewards for good behavior to strengthen positive habits. These approaches complement each other in creating a supportive learning environment that fosters the holistic development of students(Khasanah et al., 2024).

This strategy not only helps students understand the importance of discipline but also shapes mindsets and habits that encourage responsibility, empathy, and mutual respect among students. Consequently, the implementation of positive discipline at Aisyiyah Surya Ceria Elementary School aims to nurture a generation that is not only disciplined but also possesses noble character, which is fundamental in preventing negative behaviors such as bullying.

Aisyiyah Surya Ceria Elementary School strives to implement positive discipline practices that build students' character rather than judging them. The school uses a variety of approaches tailored to the specific problems encountered. The primary goal of positive discipline is to instill a constructive impact, ensuring students avoid violations of school regulations. This discipline method emphasizes fostering positive attitudes and behaviors, not through punishment or coercion but through educational, guiding, and exemplary approaches (Agustin et al., 2024).

The application of positive discipline at Aisyiyah Surya Ceria Elementary School aims to create a conducive environment where students feel valued and supported in developing character values such as responsibility, respect, empathy, and discipline. Through this character reinforcement, students are expected to understand the benefits of discipline and the adverse effects of deviant behavior, such as bullying. By providing guidance, understanding, and exemplary behavior, students are taught the importance of respecting others' feelings and avoiding bullying.

The ultimate goal of positive discipline implementation is to cultivate self-control in students. This method helps students develop the ability to regulate themselves and take responsibility for their actions. Students are taught to understand the consequences of their behavior and make sound decisions without external pressure or punishment.

Through this approach, positive discipline not only instills good habits in students' daily lives but also helps prevent bullying, creates a safe learning environment, guides students to become more responsible individuals, and raises awareness of the long-term impact of their actions, particularly concerning bullying. Thus, the application of positive discipline at Aisyiyah Surya Ceria Elementary School supports the formation of a better, empathetic, and highly responsible younger generation.

Identification of Bullying Prevention and Impact of Implementing Positive Discipline

Bullying is a form of aggressive behavior involving physical, verbal, or psychological harm. It is repeated and detrimental, causing trauma, anxiety, and discomfort for the victim. Bullying is a psychosocial issue characterized by degrading others repeatedly, with negative consequences for both perpetrators and victims. Perpetrators often possess more power than their victims, which fosters a sense of dominance. The root causes of bullying are both internal and external. Internally, factors such as temperament and psychological traits influence the aggressor's actions. They tend to exhibit impulsive behavior and lack self-regulation, showing little empathy or remorse for their actions. Socially, individuals engaging in bullying often have poor social skills (Octaviani et al., 2022).

School bullying specifically involves repeated aggressive behavior by individuals or groups with greater power over weaker students, aiming to harm them. There are several categories of bullying behavior: *First,* direct physical contact: includes acts like hitting, pushing, biting, hair-pulling, kicking, locking someone in a room, and damaging others' belongings. *Second*, direct verbal contact: Involves threatening, humiliating, name-calling, sarcasm, insulting, or spreading gossip. *Third*, direct non-verbal behavior: Includes mocking facial expressions, sinister stares, or threatening gestures. *Fourth,* indirect non-verbal behavior: involves ignoring someone, manipulating friendships, or isolating individuals.

Thus, it can be concluded that bullying comes from the word bully, which is a word that refers to the concept of a "threat" made by someone to another person (who is generally weaker or "lower" than the perpetrator), which causes psychological disorders for the victim in the form of stress (which appears in the form of physical or psychological disorders. Bullying is a big homework for all schools in Indonesia, especially at SD Aisyiyah Surya Ceria Karanganyar. Students at SD Aisyiyah Surya Ceria Karanganyar still carry out many acts of bullying. Here are some acts of bullying that occur at SD Aisyiyah Surya Ceria Karanganyar. First, physical bullying. This is a type of visible bullying. Anyone can see it because there is physical contact between the bully and the victim. For example, slapping, throwing, stepping on feet, tripping, spitting, extorting, throwing with objects, punishing by running around the field, punishing with push-ups, refusing. Second, verbal bullying. This is a type of bullying that can also be detected because it can be caught by our sense of hearing. Examples: cursing, insulting, calling names, shouting, humiliating in public, accusing, booing, spreading gossip, slandering, rejecting. Third, mental/psychological bullying. This is dangerous bullying because it is not caught by our eyes or ears if we are not alert enough to detect it. This bullying practice occurs secretly and outside our monitoring radar. Examples: looking cynically, looking threateningly, humiliating in public, ignoring, isolating, looking condescendingly, glaring, and sneering (Nisma & Nelliraharti, 2024).

Based on several problems at SD Aisyiyah Surya Ceria Karanganyar. The principal of SD Aisyiyah Surya Ceria Karanganyar and the student team implemented several principles of positive discipline carried out by teachers and given to students, namely: First, mutual respect between educators must respect each other because educators are role models for children. In addition, educators also need to respect students' needs and identify the motives behind students' behavior. Second, establish effective communication with students in solving problems. Third, provide discipline that teaches, not being permissive or punishing. Fourth, focus on solutions, not punishment. Fifth, provide encouragement, not praise. Encouragement shows an effort to improve, not only building self-confidence, but for long-term empowerment. In dealing with bullying cases, teachers are people who play a very important role in dealing with bullying. The role of teachers in schools has become an obligation and needs to be carried out by all teachers. The role of teachers in bullying students is as someone who guides or gives advice and directs and fosters students so that they can overcome cases or problems that occur regarding bullying. The role of teachers in overcoming bullying is integrated into the main tasks and roles of teachers, including the role of teachers as educators, teachers as mentors, teachers as role models (Hana et al., 2023).

Teachers as educators are tasked with providing lessons to students in class (school) in addition to providing lessons, teachers are also responsible for overcoming existing problems, especially bullying problems by providing materials related to bullying so that there is a change in attitudes, habits, and social relationships towards the better. The knowledge or material delivered does not only discuss the material in general, but also the dangers and impacts of bullying, so that students can know not to bully through the teachings given. SD Aisyiyah Surya Ceria Karanganyar in handling bullying cases always provides the best service and becomes a facilitator for students. This is evidenced by the existence of motivational classes conducted by homeroom teachers which are conducted at the beginning and end of learning so that teachers can find out what problems exist on that day. In addition, SD Aisyiyah Surya Ceria Karanganyar builds cooperation with parents, stakeholders and the community (Gaite & Suyatmi, 2018).

Some of the collaborations carried out by Aisyiyah Surya Ceria Karanganyar Elementary School include: First, Community Meeting. Community meetings are a meeting agenda attended by parents and students and homeroom teachers. The meeting is held outside the classroom. Community meetings aim to discuss school information, problems in class, and anything related to the class and students. With community meetings, parents of students can get to know each other better so that they can foster brotherhood and solidarity so that positive synergy is created between parents and homeroom teachers. This is also an effort by the school to work together with parents so that they can jointly build the implementation of positive discipline for students. Second, Motivation Class. Motivation class is an activity carried out by each teacher at Aisyiyah Surya Ceria Karanganyar Elementary School to students in each class. Motivation classes are held at the beginning and end of learning. This activity is carried out to provide positive energy to students and to find out what problems there are in the class.

Collaboration with Sawahita Psychology. With the collaboration with the psychology institution, Aisyiyah Surya Ceria Karanganyar Elementary School strives to provide the best service for children who are experiencing difficulties, problems that must be handled by psychologists. The program carried out is the provision of assistance for children who have problems that cannot be solved by teachers. Fourth, Collaboration with the Karanganyar Police on the socialization of bullying prevention. Aisyiyah Surya Ceria Karanganyar Elementary School collaborates with the Karanganyar Police Chief in order to motivate students not to commit crimes such as bullying. This activity was carried out during the break in the introduction period for the school environment. The Karanganyar Police came to Aisyiyah Surya Ceria Karanganyar Elementary School to provide information related to acts of bullying violence. From several collaborations carried out by Aisyiyah Surya Ceria Karanganyar Elementary School, the aim is to overcome bullying at Aisyiyah Surya Ceria Karanganyar Elementary School (Junindra et al., 2022).

The implementation of positive discipline has several significant impacts in overcoming bullying in the school environment. First, increasing student awareness and empathy. Positive discipline teaches students to understand the feelings and needs of others, so that they are better able to feel the negative impact of bullying on victims. By building empathy, students become more sensitive to their social environment and tend to avoid behavior that can hurt others. Second, reducing student aggressive behavior. With an educational rather than punitive approach, students who tend to bully are taught to manage their emotions, understand the consequences of their actions, and find other ways to express themselves positively. Third, creating a safe and comfortable school environment. This safe and comfortable environment reduces the chances of bullying because there is no room for bullying behavior to develop. Fourth, forming good student character. Positive discipline instills moral values such as discipline, empathy, and respect that form the basis of student behavior so that bullying does not occur. With these impacts, the implementation of positive discipline plays an important role in building a school culture that is free from bullying, strengthening relationships between students, and creating an educational environment that supports the social-emotional development of each student (Resmani dan Agustina, 2014).

CONCLUSION

The research conducted shows that Aisyiyah Surya Ceria Karanganyar Elementary School has implemented positive discipline, and has the goal of creating a conducive environment where students feel valued and supported in developing character values such as responsibility, respect, empathy, and discipline. In general, Aisyiyah Surya Ceria Karanganyar Elementary School has implemented positive discipline in minimizing bullying, namely *first*, mutual respect, between educators must respect each other because educators are role models for children. In addition, educators also need to respect the needs of students, and identify the motives behind the behavior of student actions. *Second*, establish effective communication with students in solving problems. *Third*, teach positive discipline, not be permissive or punishing. *Fourth*, focus on solutions, not punishment. And the last is to provide encouragement, not praise.

Then there are several collaborations that have been carried out by Aisyiyah Surya Ceria Karanganyar Elementary School in implementing positive discipline to overcome bullying, namely first, Paguyuban Meetings. The community meeting is a meeting agenda attended by parents and students and homeroom teachers with the aim of discussing school information, problems in class, and anything related to the class and students. Second, Motivation Class. Motivation class is an activity carried out by each teacher of Aisyiyah Surya Ceria Karanganyar Elementary School to students in each class. Third, Collaboration with Sawahita Psychology. The program carried out is mentoring for children who have problems that cannot be resolved by teachers. Fourth, Collaboration with Karanganyar Police on Bullying Prevention. Based on the findings of this study, several suggestions can be given to improve the implementation of positive discipline to overcome bullying in the school environment, namely increasing teacher training on positive discipline and behavior management because this will deepen teachers' understanding of effective ways and special strategies without having to use punishment in overcoming bullying behavior in the school environment. Then, conduct regular evaluations and monitoring. The school can conduct regular evaluations regarding the effectiveness of the positive discipline program that is already running. The evaluation results can be used to assess the extent to which this positive discipline program has succeeded in reducing the number of bullying and how students, teachers, and parents perceive the school environment.

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