

THE IMPLEMENTATION OF THE RESTITUTION TRIANGLE IN IMPROVING STUDENTS' POSITIVE DISCIPLINE AT SMP NEGERI 2 PAGAR ALAM CITY

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ABSTRACT

This study aims to explore the implementation of the restitution triangle in promoting positive discipline among ninth-grade students in Islamic Religious Education at state junior high school 2 Kota Pagar Alam, and to identify both the supporting and inhibiting factors faced by teachers in applying this approach. The research uses a qualitative method with a descriptive analytical approach. Data was collected through observation, interviews, and documentation. The findings show that the restitution triangle has been implemented at state junior high school 2 Kota Pagar Alam by Islamic Religious Education teachers and has led to noticeable changes in students' attitudes and behavior. Supporting factors include adequate teaching facilities such as the use of projectors, and the presence of proactive teachers. Inhibiting factors include the diversity among students, low self-awareness, peer influence, external environmental factors brought into the school, and the role of parents.

Keywords: Implementation; Restitution Triangle; Supporting and Inhibiting Factors.

INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves and society (Rahman, et al, 2022) . The purpose of education itself is to educate the nation's life and develop a complete human being, namely one who believes and is devoted to God Almighty and has noble character, has knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of responsibility for the nation's society (Yasin & Rifky, 2024).

Meanwhile, learners are children who have not yet reached maturity and need guidance from parents or a teacher in order to mature into mature adults with their own spiritual souls, activities, and creativity (Regina & Rizana, 2023). According to Ningsih (2024) a learner is a student who participates in learning in the classroom, who is guided by a teacher in order to become a person who matures his mind and can be directed. The method that can be implemented in achieving this is the restitution triangle.

According to Diane Chelsom Gossen (2004) states that the restitution triangle is the process of creating conditions for students to correct their mistakes, with a stronger character and in this method emphasizes restoring damaged relationships caused by bad behavior and the restitution triangle is able to encourage students to understand the impact of their actions and take concrete actions to correct their mistakes (Lestari & Aalhayat, 2023) . The restitution triangle is the stages that contain guidance from an educator to students, which emphasizes the process of changing behavior from bad to good. The stages of the restitution triangle are as follows: first stabilizing identity, second validating wrong actions, third asking for beliefs (Lestari & Aalhayat, 2023) . As researchers can understand that the purpose of stabilizing identity is the first approach taken by a teacher with the aim of helping students to understand learning from the mistakes they have made, validating wrong actions is an approach that aims to create an emotional connection or closeness between students and teachers. This involves acknowledging and accepting students' feelings and actions, asking about beliefs where these beliefs have been created and agreed upon between the teacher and the student (Mubrurroh & Hasani, 2024).

Based on the above study, it can be seen that the implementation of the restitution triangle in improving the positive discipline of students is about how the method used by the teacher. in this method contains several forms of stages, namely in the process of changing the behavior of students from those who are not yet responsible and becoming students who are able to restore their responsibility, namely by obeying the class agreement that has been mutually agreed upon (Miftahurrahman, 2024). So the researcher is interested in raising the research title "Implementation of the Restitution Triangle in Improving the Positive Discipline of Students at SMP Negeri 2 Pagar Alam City" focusing on analyzing how the implementation of the restitution triangle in improving the positive discipline of students in Islamic religious education subjects and supporting factors and inhibiting factors in implementing the restitution triangle.

RESEARCH METHODS

Looking at the object of research conducted, it is found that this research uses *field research* using a qualitative descriptive approach. This research was conducted in November 2024-May 2025, located at SMP Negeri 2 Pagar Alam City. The population of this study amounted to 120 students, using the *stratified random sampling* method where the sample obtained in this study was 12 students.

Researchers chose the object to be studied regarding the implementation of the restitution triangle, which with the help of 12 students as research samples in collecting information, this study used two types of data, namely primary data and secondary data. In collecting data on how the implementation of the restitution triangle as applied by Islamic Religious Education teachers at SMP Negeri 2 and how what are the supporting and inhibiting factors of the method, researchers use data collection techniques in the form of observation and interviews. Before the data will be analyzed by starting data collection and data reduction.

RESULTS AND DISCUSSION

Based on the results of direct observations and structured/guided interviews with several parties related to the implementation of the restitution triangle at SMP Negeri 2 Pagar Alam City, the following results were obtained:

Implementation of the Restitution Triangle in Forming Positive Student Discipline at SMP Negeri 2 Pagar Alam

In obtaining relevant information as well as to suit the needs of the researcher, the researcher conducted an interview with Mr. Sulismanto, M.Pd.I, as the Islamic Religious Education subject teacher, related to the implementation of the restitution triangle in improving student discipline at SMP Negeri 2 Pagar Alam City. Information was obtained that the implementation of the restitution triangle began in 2023 where Mr. Sulismanto, M.Pd.I joined as a driving teacher. Where we know the driving teacher is a teacher who participates and is at the forefront of moving the educational ecosystem and the form of real action is centered on learning.



Figure 1. Interview with Islamic Religion Subject Teacher

With the implementation of the restitution triangle method, it can be seen that it can raise students' awareness of the importance of responsibility and discipline towards the rules that exist at school. The method used in implementing the restitution triangle is the demonstration method, where this method emphasizes real action / practice, and is also complemented by other methods such as lectures. This has a positive impact on students, where the teacher as a guide to direct and students who carry out in restoring their responsibility as a student who has a high spirit of discipline.



Figure 2. Implementation of the Restitution Triangle

Reinforced by the results of observations made by researchers reinforced by the existence of regulations made by SMP Negeri 2 and there is also a class agreement that has been designed, this regulation can be a guideline for students so that they can have a positive attitude. restitution triangle has a positive impact on changing student behavior patterns, where in its application students feel unburdened in correcting their mistakes, and students are given the opportunity to convey the background of why the student committed a violation. Not only that, the restitution triangle

emphasizes students to always have disciplined behavior both in terms of time, discipline towards and discipline towards the rules that have been agreed upon in classroom learning. Based on the description above, by implementing the restitution triangle through three steps, namely stabilizing identity, validating wrong actions, and asking about beliefs in disciplining students, it is hoped that students can have self-awareness, because every action taken has consequences.

Based on the description above, we can know that SMP Negeri 2 Pagalar Alam has implemented the restitution triangle in its implementation, it has been fairly realized and has been carried out as its role, namely through the formation of student character with positive discipline through a class agreement that has been mutually agreed upon between Islamic Religious Education teachers and students who take part in learning, and enforcing existing school rules. This retribution triangle emphasizes the value of openness where students are given ample opportunity to express their opinions so that students do not feel judged and students feel valued and emotionally safe even though they have made mistakes.

Supporting factors and inhibiting factors for the implementation of the restitution triangle in improving the positive discipline of students at SMP Negeri 2 Pagalar Alam City.

In every activity or program, of course, there are inhibiting factors in its implementation, and there are also supporting factors, as well as the implementation of the restitution triangle, in its implementation it is inseparable from various challenges and obstacles, as information obtained by researchers, the following are the results of interviews with informants regarding supporting factors and inhibiting factors in the implementation of the restitution triangle. At this stage the researchers conducted guided and structured interviews with Mr. Sulismanto, M.Pd.I as the Islamic Religious Education teacher, and Mr. Alfian Jaya, S.Pd as the principal who became the informant. That there are a number of factors that support the smooth implementation of the restitution triangle model in this school. One of them is the availability of adequate learning facilities, especially the use of infocus in classes IX A to D, which greatly helps teachers in delivering material and visualizing learning concepts. In addition, the teacher's background as a mobilizing teacher is an important aspect that also strengthens the implementation of this model. Mr. Sulismanto has been active as a mobilizing teacher since 2023, and along the way, he carried out the task of making a learning video featuring the practice of the restitution triangle. From here, the model began to be implemented in PAI learning, with the spirit of realizing student-centered learning.



Figure 3. Interview with Principal and Counseling Guidance Teacher of SMP Negeri 2 Pagalar Alam City

However, the implementation of the restitution triangle model also faced several obstacles. From the PAI teacher's perspective, the main challenge lies in the students' deeply rooted habits, which are not easy to change in a short time. In addition, some students also experienced difficulties in communicating the problems they faced, especially when dealing with the reflective process in this model. Even so, the restitution approach is considered quite effective in reducing the intensity of violations that occur in the classroom.

Meanwhile, the Principal revealed that although the major obstacles were not too dominant, the involvement of parents in the restitution process was a challenge. The diverse backgrounds of

students and the busyness of parents resulted in less than optimal coordination between the school and the family. Based on the field findings, the factors inhibiting the implementation of the restitution triangle can be grouped into several aspects, including low student self-awareness, diversity of social backgrounds, the influence of the environment outside school, peer influence, and the lack of parental role in shaping discipline at home. Through classroom observations, researchers also found students who were not behaviorally stable, such as chatting during class, not focusing, not completing assignments, and often arriving late. This phenomenon indicates the existence of external influences that cannot be fully controlled by the school environment.

When viewed from a theoretical perspective, the restitution triangle serves as a strategic approach in shaping students' positive discipline, which rests on three main stages: stabilizing identity, validating mistakes, and returning students to class beliefs. Teachers use the class agreement as a reference point for mutually agreed values, so that when violations occur, students are not punished immediately, but are given space to explain, understand mistakes, and reflect on their actions. This model has proven to be more humane and empathetic than conventional punishment approaches, and encourages character strengthening such as responsibility and honesty.

Overall, the implementation of the restitution triangle carried out by PAI teachers at SMP Negeri 2 Pagar Alam City has been quite effective. Teachers not only act as educators, but also as facilitators who guide students to grow within the framework of values and responsibilities. This approach also shows the involvement of various parties, including counseling teachers and principals, who work together in handling violations wisely. Although there are still challenges, the application of this model makes a significant contribution in creating a more positive, reflective, and character-oriented learning climate for students.

CONCLUSIONS

Based on the results of this study, the researcher can conclude that the implementation of the restitution triangle in improving the positive discipline of students at SMP N 2 Pagar Alam city, and the factors that become supporters and obstacles in implementing it. has been implemented well as it has been implemented by the Islamic Religious Education teacher, and can be seen from the concrete results, namely there are changes in student attitudes and behavior. In its implementation, the restitution triangle provides positive things where a teacher acts as a guide without giving severe punishment, but provides a way to find solutions and makes students feel guilty about the class agreement they violated. The supporting factors in the implementation of this method are adequate learning facilities, one example is the use of *infocus*, there is a driving teacher and the inhibiting factor in the implementation of this restitution triangle is the influence of several factors, namely: lack of awareness in students, the influence of the outside environment brought into the school environment, and the influence of peers.

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