

Implementation of the Restitution Triangle in Building a Humanistic and Restorative School Culture at Kalibatur State Elementary School

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ABSTRACT

The increase in negative student behavior and the decline in positive character are challenges in creating a conducive learning environment that supports holistic student development. This can be overcome by implementing the restitution triangle. The purpose of this study was to analyze the effectiveness of the application of the restitution triangle in building a humanistic and restorative school culture at Kalibatur Elementary School. The research method used was qualitative descriptive with a case study approach. Data were collected through observation, interviews, and documentation of students and teachers which were then analyzed thematically to identify the application of the restitution triangle and its impact on school culture. The results showed that this approach helped create a school culture that supports students' social and emotional development, as well as reducing negative behaviors such as bullying and conflict between students. The commitment and support of all school residents, teacher training and skills, student and parent involvement, evaluation and continuous development are factors in the success of this program. This study concludes that the application of the restitution triangle at Kalibatur Elementary School is effective in building a humanistic and restorative school culture. This program is recommended as an innovative model in creating a more positive educational environment and supporting the development of students' character holistically.

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1. INTRODUCTION

Character education in elementary schools plays an important role in shaping students personalities who are noble and responsible.¹ However, challenges arise when students make mistakes or violations, which are often faced with a punitive approach. This approach can have negative impacts, such as decreased motivation and less harmonious relationships between teachers and students. Dr. William Glasser in his book, *Restitution- Restructuring School Discipline* (1998) concluded that there are 5 control positions applied by a teacher, parent

¹ Hastuti, Rini Mei. (2024). *Segitiga Restitusi Menawarkan Solusi Tumbuhkan Disiplin Diri*. PRIMARY. Diakses dari <https://primary.ump.ac.id/index.php/primary/article/view/57>

or superior in exercising control.² The five control positions are punisher, guilt maker, friend, monitor and manager.

1. Punisher, a punisher can use physical or verbal punishment. People who play the position of punisher, always say that schools need a system or tool that can suppress students even more.
2. Guilt maker, in this position the teacher will usually speak softly. The guilt maker will use silence that makes others feel uncomfortable, guilty, or inferior.
3. Friend, teachers in this position will not hurt students, but will still try to control students through persuasion.
4. Monitor, monitoring means supervising. When we supervise, we are responsible for the behavior of the people we supervise. The position of the monitor is based on rules and consequences. By using sanctions/consequences, we can separate our personal relationship with students, as someone who plays a monitoring position.
5. The last position, manager, is a position where the teacher does something together with students, invites students to be responsible for their behavior, supports students to find solutions to their own problems.

Then what are the indicators that positive discipline has occurred? Class belief is the key.

Agreement on the value of goodness in the class is what forms class belief. All class members agree on this, students feel involved in forming beliefs. But is it guaranteed that there will be no more violations? The restitution triangle is the answer. The restitution triangle is a strategy that can be done as a process of creating conditions that guide students to correct the mistakes they make. By implementing the restitution triangle, students are expected to be able to return to their groups and have strong characters and correct the mistakes they have made.³ As an alternative, the Restitution Triangle concept offers a more humanistic restorative approach. This approach focuses on restoring relationships, developing responsibility, and personal growth of students. The Restitution Triangle consists of three main components: stabilizing identity, validating wrong actions, and questioning beliefs.⁴ This process begins by helping students calm down and reduce negative emotions, so that they can think clearly and be open to self-reflection. Next, the teacher listens to students' feelings and needs, and identifies the values underlying their behavior, so that students feel heard and understood. The final stage is to help students create a remedial plan to correct their mistakes and take responsibility for their actions. The application of the Restitution Triangle in character education has various benefits. This method helps students develop emotional intelligence, such as the ability to recognize and manage their emotions. In addition, this approach strengthens the relationship between teachers and students, creates a positive learning environment, and builds a school culture that supports the development of student character. The implementation of the Restitution Triangle at Kalibatur Elementary School aims to create a humanistic and restorative school culture. With this approach, it is hoped that a safe, supportive learning environment will be created, and that it motivates students to develop into better individuals. In addition, the implementation of this approach is also expected to strengthen the relationship between teachers and students, as well as increase parental involvement in the educational process.⁵

2. RESEARCH METHODS

This study uses a descriptive method with a qualitative approach to gain an in-depth understanding of the implementation of the restitution triangle in building a humanistic and restorative school culture at Kalibatur State Elementary School. The qualitative approach was chosen because it allows researchers to explore the processes, experiences, and meanings experienced by teachers, students, and schools in implementing this method.⁶ The subjects of the study consisted of teachers, students, and principals at Kalibatur State Elementary School who were directly involved in the implementation of the Restitution Triangle. Data collection techniques included in-depth interviews, participant observation, and school document studies related to disciplinary policies and practices.⁷ This study involved a number of participants consisting of 30 students, 3 class teachers and the principal. This study used a purposive sampling technique, namely the selection of participants based on certain considerations that are relevant to the focus of the study. This technique was chosen because it allows researchers to select participants who have direct experience and high relevance to the implementation of the Restitution Triangle at Kalibatur State Elementary School. This study used qualitative instruments in the form of interview guidelines, observation sheets, and document analysis protocols. The data collection procedure began with

² Glasser, W. (1998). *The Quality School: Managing Students Without Coercion*. Harper, New York. ISBN 9780060952860.

³ Tanjung, H. S. P. (2024). Penerapan Disiplin Positif Melalui Segitiga Restitusi di Sekolah. *THE JURNAL*. <https://thejurnal.id/news/penerapan-disiplin-positif-melalui-segitiga-restitusi-di-sekolah/index.html>

⁴ Gossen, Diane C. (1997). *Restitution: Restructuring School Discipline*. New View Publications.

⁵ PGRI Kabupaten Sampang. (2023). *Penerapan Segitiga Restitusi di Sekolah: Transformasi Pendekatan dalam Penanganan Konflik*. Diakses dari <https://pgri-kabsampang.org/penerapan-segitiga-restitusi-di-sekolah-transformasi-pendekatan-dalam-penanganan-konflik/>

⁶ Castara, & Aliyyah. (2024). *Implementasi Segitiga Restitusi Dalam Meningkatkan Kedisiplinan Siswa*. Jurnal Pendidikan, Universitas Bosowa.

⁷ Lailatul Mukarromah, & Ayu Wulandari. (2025). *Implementasi Segitiga Restitusi terhadap Pembentukan Disiplin Positif dan Kecerdasan Emosional*. Jurnal Ilmiah Ilmu Pendidikan, Universitas Negeri Surabaya.

preparation, namely conducting a literature study and compiling research instruments, participant recruitment, and data collection using prepared research instruments. Data collection was carried out during the even semester period of the 2024/2025 academic year, with a schedule adjusted to school activities and participant availability. Data analysis was carried out interactively using the Miles and Huberman model which includes data reduction, data presentation, and verification of conclusions. This process aims to identify implementation patterns, supporting and inhibiting factors, and the impact of the implementation of the Restitution Triangle on the formation of a humanistic and restorative school culture.⁸ This method refers to previous research that used a similar approach to explore the implementation of the Restitution Triangle in the context of elementary education, which showed success in improving discipline and open communication between teachers and students.⁹

3. RESULTS AND DISCUSSIONS

3.1 Research Results

Research on the implementation of the Restitution Triangle in building a humanistic and restorative school culture at Kalibatur Elementary School shows positive results in improving student discipline and character. The implementation of the Restitution Triangle is carried out through three main flows, namely stabilizing student identity, validating wrong actions, and asking students' beliefs about their behavior. Teachers use guiding questions to help students reflect on mistakes and find solutions for improvement, so that students can improve themselves and be accepted back into groups with stronger characters. The steps for implementing the restitution triangle at Kalibatur Elementary School are as follows:

1. Stabilizing Identity

The first step is to help students feel valued and not judged. Teachers can use sentences such as, "No human is perfect; I have also made mistakes like that." The purpose of this step is to calm students' emotions so that they can think rationally and be open to the improvement process.

2. Validate the Misbehavior

Once students have calmed down, teachers help them understand that their actions have had a negative impact on themselves and others. Teachers can ask, "How did you feel when that happened?" or "Why did you feel that way?" to explore students' feelings and help them realize the consequences of their actions.

3. Seek the Belief

This step aims to help students connect their actions with the positive values they hold. Teachers can ask, "What are the values that have been agreed upon at school?" or "How should we act in situations like this?" to encourage students to reflect on their behavior and make a commitment to act better in the future.

4. Create a Plan of Improvement

Once students understand the impact of their actions and are aware of the values that need to be upheld, the next step is to create a plan of improvement. Teachers and students together design concrete steps to correct mistakes, such as apologizing, making amends, or behaving better in the future.

5. Evaluation and Follow-up

The final step is to evaluate the implementation of the improvement plan and provide ongoing support to students. Teachers monitor student progress and provide positive feedback to reinforce desired behavioral changes.

The results of observations and interviews with teachers showed that students who participated in the restitution process showed a significant increase in discipline. For example, students became more responsible in preparing learning equipment, maintaining the cleanliness and order of the school environment, and carrying out picket duties more regularly. This indicates that the restitution triangle approach is effective in forming positive discipline that is oriented towards self-awareness and responsibility, not just punishment. The success of the implementation of the restitution triangle application program at Kalibatur Elementary School can be seen from the following indicators:

1. Increasing Positive Student Discipline

The implementation of the restitution triangle can improve student discipline, as seen in the increase in discipline from 65% to 86% through the application of the restitution triangle in the learning process.

2. Strengthening Character and Emotional Intelligence

This approach helps students develop strong character by focusing on positive values such as honesty, integrity, and empathy, as well as increasing their emotional intelligence.

⁸ Shidiq, & Choiri. (2019). *Model Analisis Data Kualitatif Interaktif*. Buku Metodologi Penelitian Pendidikan.

⁹ Widiyanto, & Inayati. (2023). *Peran Disiplin Positif Segitiga Restitusi dalam Pembentukan Karakter Siswa*. Seminar Nasional Pendidikan Dasar, Universitas Sarjana Terapan Jogja.

3. Improvement of Social Relations in Schools

Through an approach that emphasizes dialogue and reflection, the triangle of restitution repairs relationships that may have been damaged by wrongdoing, and fosters respect and empathy among students and between students and teachers.

4. Increased Parent and Community Involvement

The implementation of the triangle of restitution in schools encourages the involvement of parents and the community in the educational process, creating a strong partnership to support student development.

5. Positive and Safe Learning Environment

Schools that implement the triangle of restitution create a safe and comfortable environment for students, supporting effective and enjoyable learning processes.

The success of the implementation of the Restitution Triangle is greatly influenced by the support of the school environment, especially the similarity of mindset among teachers. Teachers who have the same understanding and commitment to this approach can work together in providing motivation and guidance to students who are having problems, so that the restitution process runs more effectively.

The implementation of the restitution triangle contributes to a humanistic and restorative school culture. The restitution triangle focuses not only on discipline, but also on the formation of character and better interpersonal relationships in the school environment. By providing opportunities for students to correct mistakes through reflection and open dialogue, this approach builds a humanistic and restorative school culture. Students are encouraged to develop self-control, a sense of responsibility, and social awareness, thus creating a positive and supportive school climate.¹⁰

3.2 Discussions

The implementation of the Restitution Triangle at Kalibatur Elementary School faces several obstacles and challenges that need to be overcome in order to achieve success. Based on existing references, here are some challenges that may be faced:

Obstacles and Challenges in Implementing the Restitution Triangle

1. Limited Time and Teacher Workload

The Restitution Triangle approach requires more time than traditional discipline methods. Teachers must take time to reflect with students, which can interfere with other learning schedules.

2. Resistance from Students and Parents

Some students may feel uncomfortable with this approach because they are used to physical or verbal punishment. In addition, parents who do not understand this concept may reject or not support its implementation.

3. Limited Resources and Training

Teachers need special training to implement the Restitution Triangle effectively. Without adequate training, the implementation of this approach may be less than optimal.

4. Difficulties in Communication and Emotional Reflection

Some students may be reluctant or have difficulty in conducting deep emotional reflection. This can hinder the process of recovery and behavioral improvement.

5. Consistency in Implementation

The implementation of the Restitution Triangle requires consistency from all parties in the school. Differences in understanding and attitudes between teachers can cause this approach not to be implemented evenly.

Efforts to Overcome Challenges

1. Training and Socialization

Conducting routine training for teachers and socialization to parents regarding the benefits and implementation of the Restitution Triangle.

2. Provision of Special Time

Scheduling special sessions for reflection with students without disrupting main lesson hours.

3. Individual Approach

Providing special attention to students who have difficulty in the reflection process through a more personal approach.

4. Collaboration with Parents

Building good communication with parents to support the implementation of the Restitution Triangle at home.

¹⁰ Sari, D. (2024). *Efektivitas Segitiga Restitusi dalam Meningkatkan Disiplin Positif dan Mengurangi Perilaku Negatif Siswa*. Jurnal Pendidikan Indonesia.

By identifying and overcoming these challenges, it is hoped that the implementation of the Restitution Triangle at Kalibatur State Elementary School can run effectively and have a positive impact on the development of student character.

4. CONCLUSIONS

Based on the results of the research conducted at Kalibatur State Elementary School, it can be concluded that the implementation of the Restitution Triangle approach has a significant positive influence in building a humanistic and restorative school culture. This implementation has an impact on changing the paradigm of teachers in dealing with student behavior, increasing moral awareness of students, strengthening teacher-student relationships, and creating a more inclusive and peaceful school climate.

First, the implementation of the Restitution Triangle has shifted the disciplinary approach from a punishment system to a system of reflection and personal responsibility. In practice, teachers guide students to understand the reasons behind their actions, and help them find ways to improve their impact.

Second, this approach has been shown to increase students' moral awareness and sense of responsibility for their own behavior. Students are not only asked to "obey the rules", but are also invited to understand the values behind the rules.

Third, interpersonal relationships at school, especially between teachers and students, have seen marked improvements. Teachers become more empathetic and assertive, while students feel more heard and appreciated.

Fourth, the emergence of a restorative culture in schools can be seen from various initiatives such as reflective dialogue, mediation-based conflict resolution, and strengthening the school community.

However, the successful implementation of the Restitution Triangle is not without challenges. One of the main obstacles is the need for intensive training for teachers to be able to implement this approach consistently and in depth. In addition, time and space to reflect in the formal learning schedule are still obstacles that need to be solved.

Thus, it can be concluded that the Restitution Triangle is not just a disciplinary strategy, but a moral education framework that can shape children's character integrally. To optimize its implementation, schools need to provide training, institutional support, and create an environment that supports sustainable reflective practices. In the long term, the implementation of the Restitution Triangle can be a model in building a more humane, just, and meaningful education ecosystem.

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