
CLASS CONFIDENCE TO BUILD A POSITIVE CULTURE IN SCHOOLS

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Submitted: 16/12/2022

Revised: 27/02/2023

Accepted: 18/04/2023

Published: 03/06/2023

Abstract

Positive discipline is discipline without threats or punishment. Applying positive discipline can increase student awareness in determining the positive character of positive discipline through an agreement between the teacher and students so that students feel involved and responsible for carrying out the discipline. This study aims to determine the impact of implementing a positive culture in the formation of class beliefs at Bina Karya Medika Ponorogo Health Vocational School. One form of positive culture developed in schools is applying positive discipline. This type of research is Classroom action research. Classroom action research is carried out through a cycle consisting of four stages, starting with action planning, continuing with learning actions and observation activities, and ending with reflection to analyze the data obtained through action. The results of the study show that the application of positive discipline and becoming a class belief will make students able to work together, collaborate, and communicate with colleagues, school principals, and other school members. Habituation of the implementation of religious teachings that students believe in to create a positive culture in school/class. Give an exemplary example that starts from yourself and always uses the triangle of restitution.

Keywords

Class beliefs, positive culture, SMK Bina Karya Medika



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INTRODUCTION

This study aims to determine the impact of implementing a positive culture in the formation of class beliefs at Bina Karya Medika Ponorogo Health Vocational School. One form of positive culture developed in schools is applying positive discipline. Positive discipline is discipline without threats or punishment. Applying positive discipline can increase student awareness in determining the positive character of positive discipline through an agreement between the teacher and students so that students feel involved and responsible for carrying out the discipline (Duch B J, 2011).

Based on initial observations at Bina Karya Medika Ponorogo Vocational High School, many students are currently influenced by modern technology. With the existence of a school culture, it can minimize the influence of changing times and their environment. Parents of students certainly realize that their children today are affected by negative things and the behavior of today's children is worse. For this reason, students need habituation that can form good behavior by the values that exist in society so that they have provisions for the next level. By carrying out various positive habits through school culture, it is hoped that students will become accustomed to applying them in everyday life. Research on building a positive culture through a class trust has been carried out (Ramli, 2013). This study discusses the influence of school culture on the productive competence of vocational students in Sumatra West. The results show that the teacher is someone who has a very large task and role in the education of a student. The success of students is influenced by the role of a teacher in carrying out their duties. However, this will not be maximized if it is not supported by the role of parents, the community, and the students themselves (Budiwan et al., 2018). The role of the teacher in carrying out school cultural habits 6 has constraints from students who are affected by their living environment, lack of attention from parents, lack of supervision from parents, and the development of science and technology, which is increasingly advanced and has a negative impact if not under the supervision of parents. Thus, the teacher's role is needed as an executor both technically and non-technically, so that he is expected to be able to overcome the obstacles to implementing a positive school culture and can have a big positive influence on students.

A positive culture is values, beliefs, and habits in schools that are in favor of students so that students can develop into critical, respectful, and responsible individuals (Lee, 2021). By cultivating a positive culture and good character in the school environment, students will not commit violations because they will get punished and tend to embarrass themselves. Through an agreement between the teacher and students, students feel involved and responsible for carrying out the discipline.

Positive discipline is to instill motivation to become the person they want and respect themselves with the values they believe in without being affected by punishment or reward that influences intrinsic motivation, which has a long-term impact (Skinner, 1953).

The purpose of real action, in general, is to activate prior knowledge of what has been previously learned about the educational concept of Ki Hajar Dewantara about the concept of a positive environment and culture in schools. Observing how the design system in each school can create a positive environment and support students to become happy, independent, and responsible individuals according to Ki Hajar Dewantara's philosophy (Mochamad Tauchid, 1963). The objectives specifically are to foster a positive culture and good character in the classroom, to create pro-student learning by discussing in groups to educate students who are independent, collaborative, and responsible, and to foster independent learning and happiness in learning with class agreements.

Habituation of the implementation of religious teachings that students believe in so as to create a positive culture in the school/class. One's efforts to learn to control and master oneself in choosing actions that refer to values that are valued in order to achieve the desired noble goals (universal virtue values). Positive discipline has internal motivation. In other words, someone who has positive discipline means they can be responsible for what they do because they base their actions on universal values that are believed to be good (Nasr, 2002). As educators, the teacher's goal is to guide children to have positive discipline so that they can behave with reference to universal virtues and have intrinsic, not extrinsic, motivation (Sung & Hwang, 2013).

Give exemplary examples that start from yourself and always use the triangle of restitution in dealing with student problems by positioning them as managers, namely by giving meaningful questions so that students become independent and responsible for their problems. Through restitution, we can help students become more purposeful, have positive discipline, and recover after making mistakes (Li Sternang and Cecilian Lundholm, 2011). The emphasis is not on how to behave to please others or avoid discomfort, but the goal is to be a person who values the virtues they believe in. Restitution helps students to be honest with themselves and evaluate the impact of mistakes made (Glasser, M.D., 2001). Restitution provides an offer, not coercion. It is very important for teachers to create conditions in which students are willing to solve problems and do even better by saying, "Everyone makes mistakes", not saying, "You have to do this. Otherwise, I will give you sanctions (Diane Chelsom Gossen, 1997).

The novelty of the research 1) Ramli's research entitled the influence of school culture on the productive competence of Participants Students of Public High Schools in West Sumatra, the results of this study stated there is a significant positive effect of school culture on the productive competence of West Sumatra State Vocational High School students by 12.7%. The difference with research conducted by researchers is that the level of positive influence is much greater compared to Ramli's research. 2) Jake Madden's research entitled Four Pillars to Building a Positive School Culture. This article examines the premise of the Special School. In dealing with such premises, this paper examines what schools have in common by detailing four main 'pillars'. Included in this pillar are the concepts of leadership and the development of an appropriate school staffing culture. Building on the theme of leading to change, the article provides insight into how 'change' can be successfully implemented in schools when leadership is focused on what is important. The difference with this research is that research at SMK Bina Karya Medika Ponorogo does not result in the emergence of a pattern of leadership but is limited to the character. 3) study jianhui zhang Cultivating and Nurturing a positive school culture and Climate: Impacts of Philosophy for Children Hawaii at Waikiki Elementary School. Study This shows that positive school culture and climate help create a school culture and climate that is characterized by intellectual safety, student-centered inquiry, experience integration, and a reputation to be proud of. While no one school community is the same, this study highlights factors that might help cultivate and maintain a more positive primary school culture and climate in other contexts. 4) Muhammad Joko Susilo's research entitled Strategy Create a Conducive School Culture Through Paradigm School School Superior Muhammadiyah. From the results of a study of several top schools in Muhammadiyah, it can be seen that various school strategies were the triggers for the formation of the superior Muhammadiyah school, which is now in the public spotlight to be used as a model. These strategies include: a. developing traditional cultures, b) implementing Islamic and Muhammadiyah values, and c) Internalizing and emphasizing character values. The strategies were undertaken to create a culture of the school between others: a) carrying out mature program planning and clear achievement strategies, b) changing the mindset of all stakeholders, c) setting good examples, d) instilling character values, and e) creating optimal carrying capacity. The difference with this research is that positive culture originates from the local wisdom of the Indonesian people, while this positive research originates from religion.

METHOD

This research is a collaborative classroom action research (CAR). The research was conducted in two cycles. Each cycle consists of two meetings. Each cycle is held in formative tests. Each cycle consists of four stages, namely the stages of planning, implementing, observing, and reflecting (John W. Creswell, 2014). The research subjects were students and teachers of class XI SMK Bina Karya Medika Ponorogo on microbiology subjects. There are 29 students in class XI, consisting of 2 male students and 27 female students. Observations were made on student learning activities, student learning outcomes, and teacher performance. The type of data used in this research is qualitative data. Qualitative data is data in the form of words, sentences, gestures, facial expressions, charts, pictures, and photographs. Data collection techniques used are observation and interviews. In cycle I, the researcher conducted interviews at the beginning of the research activity to find out more in-depth information about the learning that occurs to resource persons, namely class XI teachers. Observations were made during the learning process. The observer first determines the aspects to be observed and then makes observation guidelines to facilitate filling in the observation sheet. Observations in this study were conducted to determine student activity and teacher performance during microbiology learning through the use pre-test-based learning model. After the test was carried out to get the results of the target test from a positive culture that had not been fulfilled, then cycle II was carried out. In cycle 2, the researcher made changes in carrying out the learning process by applying culture-positive like cooperating with colleagues, interacting intimately with students, applying a disciplined and responsible attitude, and being a role model for students. After taking the exam and analyzing it using (John W. Creswell, 2014), a positive culture has been built in students.

FINDINGS AND DISCUSSION

Findings

This Positive Culture began to be studied on December 13, 2022. Learning began in collaboration with other teachers to discuss the ins and outs of how to foster a positive culture and environment in our respective schools. During these two weeks, the researcher has been going through online learning with other teachers from all levels, from kindergarten to elementary, to vocational. This Positive Culture begins with a flow starting from self-composing modules that are directed to observing the importance of creating a positive culture and environment in schools.

Armed with the concept of Ki Hajar Dewantara's Education which is then linked to the creation of a positive culture and environment in schools (Ki Hajar Dewantara, 1964). In addition, the researchers also observed how the design system in each school was able to create a positive environment and support students to become happy, independent, and responsible individuals, according to Ki Hajar Dewantara's philosophy. Furthermore, in exploring the concept, the researcher discussed a lot with other teacher colleagues about positive discipline and universal policy values, theories of motivation, punishment, rewards, class beliefs, basic human needs, and a quality world. Five control positions and a restitution triangle. During the collaboration room, researchers were divided into three groups to discuss and begin to analyze four different cases that occurred in the school environment. Then the next day, the researcher presented the results of the researcher's discussion in turn. In the contextual demonstration, the researcher was assigned to practice the triangle of restitution in handling cases that occurred at school. Entering the elaboration of the concept, the researcher re-deepened the researcher's understanding of positive culture with the instructor. Furthermore, at the connection stage between materials, researchers are directed to link modules 1.1, module 1.2, and module 1.3 by creating a positive culture in the school environment. In the last flow, namely real action, researchers are directed to make webinars or seminars with positive cultural material in their respective research schools.

This step begins on Monday, January 2, 2023, and the teacher submits a real action plan to the school principal. In this activity, the principal approves the positive culture dissemination plan proposed by the teacher. After that, the teacher prepares the preparations for the dissemination activities, including invitations for dissemination, attendance lists for the dissemination, materials for dissemination, and inviting the principal and fellow teachers to become dissemination participants. The positive culture dissemination activity was carried out on Wednesday, January 4, 2023, and was attended by the school principal and all educators, and education staff. In his remarks, the principal said that the dissemination of positive culture is the first step for schools to improve children's character. The dissemination participants enthusiastically listened to the dissemination material and took part in the practice of compiling class beliefs and restitution. The next concrete action activity is to invite school members to develop class beliefs. With the formulation of these class beliefs, all school members are expected to be able to believe in each formulation of class beliefs and apply them so that a positive culture can be immediately created in schools.

One of the steps to bring back positive discipline is to make the class confident in the face-to-face learning that begins to take place. Class beliefs are chosen because every action or behavior we do within a class can determine the creation of a positive environment. The behavior of these class citizens becomes a habit that eventually forms a positive culture. For this reason, it is necessary to create shared basic beliefs among class citizens.

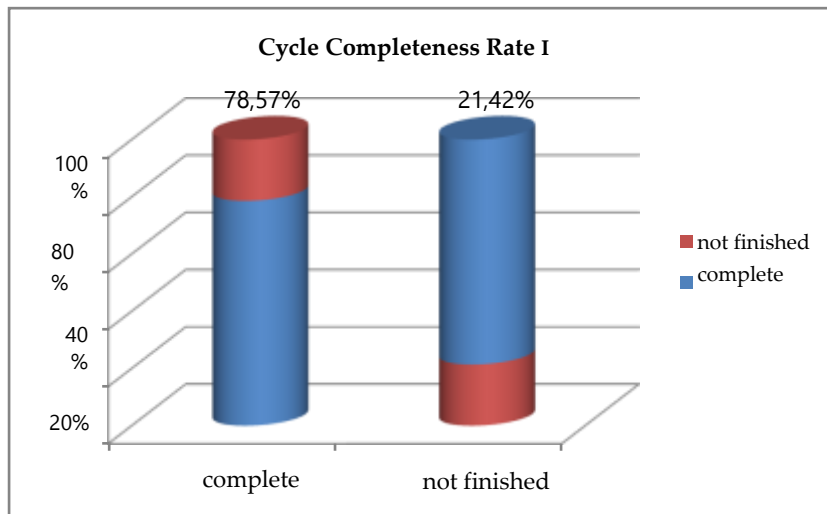
The first step is to carry out real action at SMK Bina Karya Medika Ponorogo, among others. Planning with steps: 1) create an action plan for real action activities; 2) Deliver activity plans and ask permission from the school principal as the person in charge; 3) Coordinating and socialize with colleagues and other school members; 4) Prepare everything (suggestions and infrastructure) related to the real actions to be implemented.

The second step is implementation. Implementation the first real action was carried out in class XI.1 and class XI.2. The implementation steps are as follows: 1) The teacher socializes the concept of class beliefs to students; 2) Students brainstorm about what rules they want and their dream class; 3) The teacher asks the students to write a class atmosphere of their dreams on the post-it notes that the teacher has distributed; 4) Students take turns sticking their brainstorming lists on the blackboard; 5) The teacher and students jointly review the opinions that have been written and then classify them into virtue values which are the core of the rules; 6) Teachers and students jointly review the class beliefs that have been formed, then copy on cardboard and signed by all class members and teachers; 7) The next class belief is posted on the class wall.

The third step is reflection. At this stage, the teacher evaluates the concrete actions that have been carried out and whether they have gone well or still need to be perfected. The teacher also does not forget to ask students for feedback on the implementation of concrete actions that have been carried out and make improvement programs for them in the future.

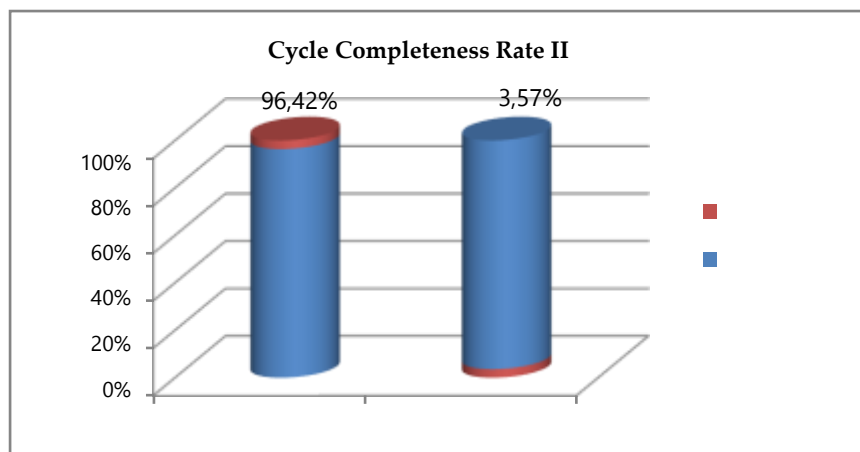
Cooperation is the desire to work together with other individuals as a whole and be part of a group in achieving common interests. Collaboration or learning together is the result of implementing a positive culture at the Bina Karya Medika Ponorogo Health Vocational School, such as the development of a team process (groups) in which members support and rely on each other to achieve a consensus result. The classroom is an excellent place to build group (team) skills, which are needed later in life to occur by natural processes. Collaboration and communication with colleagues, principals, and other school members to create a positive school environment.

Figure 1. Completeness Positive Cultural Values of Microbiology
Class XI SMK Bina Karya Medika Ponorogo Cycle I



Based on the completeness graph above, there were 23 students who achieved learning mastery of more than KKM 65 or 78.57%, while those who had not achieved learning mastery of less than 65 were six children or 21.42%.

Figure 2. Completeness Positive Cultural Values of Microbiology
Class XI SMK Bina Karya Medika Ponorogo Cycle II



Based on the completeness graph above, there are 28 students who achieve learning mastery of more than KKM 65 or 96.42%, while those who have not achieved learning mastery of less than 65 are one child or 3.57%.

Discussion

This positive cultural concrete action is planned in several stages, including: *First*, preparation. Asking for permission from the school principal regarding concrete actions carried out in the school environment. Organizing positive cultural outreach attended by school principals and fellow teachers; 2) Implementation, coordinating with colleagues and school residents, teachers and students design class agreements together, and teachers and students evaluate the agreements that have been made. Describe the obstacles encountered in habituating good behavior in a positive culture; 4) Reflection, teachers and students reflect and improve in habituating good behavior in a positive culture, periodically evaluating the implementation of positive culture in the classroom/at school, making slogans related to a positive culture in the classroom/school area; 5) As a result of real action, there is a lot of experience that researchers gain after studying module 1.4 of this positive culture. Researchers learned a lot from the experiences of other fellow teachers about cases encountered in their respective schools. Researchers are also starting to understand the application of a positive culture in schools that can shape students into happy, independent, and responsible individuals. Because creating a positive environment and culture in the school environment will greatly affect the psychological growth of students (Yu et al., 2017). The series of real action activities carried out by teachers resulted in the growing understanding of educators and education staff in schools regarding the application of positive culture and the adoption of positive culture in schools, especially in the preparation of class beliefs and restitution (Hamidi & Chavoshi, 2018).

Second, lessons learned from the real action. New knowledge and experience that researchers gain from carrying out real actions. How to create a positive culture in school. Begin to understand the importance of class beliefs. Understand the five basic human needs, understand the five positions of control as an educator, understand and begin to apply the restitution triangle as a way to solve problems with students without having to judge them so that they can return to their group with a stronger character and without feeling inferior. one of the most important lessons is the value of togetherness. To create a positive culture both in the classroom environment and in the school environment with cooperation, collaboration, and effective communication between teachers, education staff, parents, and the surrounding community. To create a positive culture in schools, an individual can't carry out his role without the help and support of colleagues and other school members. The need to make class beliefs/class agreements a positive cultural effort in class/school. Researchers are also starting to understand the application of a positive culture in schools that can

shape students into happy, independent, and responsible individuals because creating a positive environment and culture in the school environment will greatly affect the psychological growth of students (Alaiya Choiril Mufidah, 2017).

Third, positive discipline. Positive discipline is a way of applying discipline without violence and threats, which in practice involves communication about effective behavior. In applying this positive discipline, students are taught to understand the consequences of their behavior. In addition, positive discipline also teaches students to be responsible and respectful in interacting with their environment. Positive discipline is a way of applying discipline that aims to raise awareness and empower students to do things without bribes, threats, or punishment (Curşeu et al., 2007).

Fourth, the teacher control position. A series of research and rely on control theory (Glasser, M.D., 2001) concluded that there are five control positions implemented by a teacher, namely: a) punishers (people who carry out punishing positions, always say that schools need a system or tool that can put more pressure on students even deeper); b) make people feel guilty. In this position, the teacher will usually sound softer. Making people feel guilty is using silence to make others feel uncomfortable, guilty, or inferior; c) friends, teachers in this position will not hurt students but will still try to control students through persuasion; d) monitor: this position monitors based on rules and consequences; e) manager (the teacher does something together with the students, lets the students take responsibility for their behavior, supports the students so they can find solutions to their problems).

Fifth, Basic human needs. All human actions have a specific purpose. Everything that is done is the best effort to get what you want. When getting what you want, actually, at that time, humans are fulfilling one or more of their basic needs. When someone commits an act that is contrary to good values or violates the rules, it is actually because they fail to fulfill their basic needs. In general, according to (Maslow, 2004), humans have five basic needs, including a) Basic Needs or Physiology. This first basic level need has a relationship with the needs of each individual's body, both biological and physical needs. This very basic need must first be met so that humans can survive and move on to the next level of need. Physiological needs are human needs for oxygen, water, food, normal body temperature, sleep, homeostasis, sexual needs, and so on (Argaw et al., 2017).

Grameds can reason an individual may not be able to meet the next level of needs if they have not met these basic physiological needs. It should be remembered that if even one of these physiological needs cannot be met, it will automatically interfere with meeting the needs at the next

level. Of course, this will be different from those who are destined to be rich. Eating food is no longer a physiological need for them. However, they consider eating expensive food to be their way of life; b) The Need for Security, the second basic level of need, is the need to always feel safe. An individual can move to the next level of needs if he has succeeded in fulfilling the needs at the first level. Abraham Maslow explained that this need for security includes both physical and emotional security.

Please note the level of needs at this level is more for the age range of children. This is because children still have a low level of vigilance, so the assistance of older people is needed. The need for security can be exemplified by examples such as the need for security from threats that will threaten, the need for protection from crime, the need for security from the threat of disease, the need for security from the dangers of natural disasters, and so on; c) Social Needs (Love, Affection, and Ownership Rights), the third level needs are needs regarding social aspects that exist in society, such as the need to feel love, affection, and have ownership rights to something. At this level, Abraham Maslow gives his opinion regarding the reasons why an individual seeks love. Maslow (Maslow, 2004) explained the background of this aspect because it was based on loneliness, solitude, depression, stress, and excessive anxiety.

The feeling of love that is owned by an individual itself has two types, namely D-Love or Deficiency and B-Love or Being. Someone who feels love due to lack will be included in the D-Love type. D-Love itself is often described as a feeling of love that makes oneself the focal point. Meanwhile, B-Love is a form of evaluating an individual without any intention to take advantage of a loved one. Love is in the form of love that has no desire to have and only supports the person to be better, and love that can have a positive impact on both parties can usually be exemplified when an individual establishes a friendship with another individual or group (Budiwan, 2021).

In addition, the needs at this third level also include the need to be able to make friends with other individuals, form a family, socialize with a group, adapt to the surrounding environment, and be in a community environment. Like the previous needs, these third-level needs can be achieved if an individual succeeds in fulfilling their needs at the previous level; e) The need to get awards, the next level needs, namely the fourth level, is the need to get awards. The award referred to at this level of need is not always an award in the form of a trophy or prize.

The meaning of the word appreciation here is self-esteem. Yep, every individual deserves dignity. Self-esteem can come from yourself or others. When the needs at this level can be met, it

will automatically bring up the need to feel respected, to feel trusted by others, and to stabilize oneself. From that, we can conclude that this need is about rank, title, and profession. After an individual succeeds in fulfilling it, the individual's self-confidence will automatically skyrocket rapidly. A high level of self-confidence will certainly affect the social role of the individual. Conversely, if this need is not met, it will have serious impacts such as depression, anxiety, stress, lack of self-confidence, inferiority, feeling useless, and so on (Prior et al., 2016).

Forms of appreciation from other people get status, titles, ranks, positions, becoming famous people, get an appreciation for the diligence that is done, get praise, are well appreciated by others; f) The Need for Self-Actualization, the highest level needs, namely the need to actualize oneself. This need can be achieved if an individual succeeds in fulfilling the four previous needs. Self-actualization can be interpreted as a real form to reflect the hopes and desires of an individual for himself. In the description of self-actualization given by Abraham Maslow, this self-actualization acts as an individual's need to decide what they want. If Grameds is still confused about self-actualization, then we will give an example if an individual is a musician, then he should go to music. If he is a dancer, then he must move his body; if he is an educator, then he must find someone to be educated and many more (Muslich, 2015).

To actualize oneself is not an easy thing to do. Because in meeting these needs, an individual must get sufficient support from various parties. The impact that occurs when the needs at this final level are not met is the emergence of feelings of discomfort, anxiety, tension, inferiority, and so on.

Sixth, class belief. Class belief is an effective bridge that can help the formation of a positive discipline culture in the classroom. To form a positive culture, it is necessary to create and agree on shared basic beliefs or principles among class members. The values of virtue or universal principles that are universally agreed upon are called beliefs (Ferdawan & Putra, 2013). A belief will motivate someone more from within or motivate intrinsically. Someone will be more moved and excited to carry out their beliefs rather than just following a set of rules. Students are the same way, and they need to listen to and learn about a belief rather than just listening to the rules that govern them to act this way or that way (Muhammad Adri, 2010). Classroom beliefs contain several rules to help teachers and students work together to form effective teaching and learning activities.

Seventh, the restitution triangle. The restitution triangle is a stage to facilitate teachers and parents in carrying out the process of preparing their children to make restitution. The Restitution

Triangle is a process of creating conditions for students to correct their mistakes so that they can return to their groups with stronger characters.

This process includes three stages, and each stage is based on important principles of Control Theory (Klement & Dostal, 2016), namely: a) Stabilize the Identity (Is a basic part of the restitution triangle which aims to change the child's identity from people who feel failed because he made a mistake to become a person who can be strengthened by his basic needs); b) Validate the Misbeh (According to Control Theory all human actions, good or bad, must have a specific purpose/purpose. A teacher who understands control theory will change his view from stimulus-response theory to a proactive way of thinking that recognizes the goals of every action.); c) Asking for Belief / Seeking the Belief (the phase where the child will be ready to be connected with the values he believes in, and move on to become the person he wants).

Researchers learned many interesting things from the material in module 1.4, mainly related to the teacher's control position. So far, researchers have not implemented a manager's control position in dealing with student problems. Students experience problems are caused because they want to meet their needs, but researchers rarely explore further the basic needs that they must fulfill, which causes students to experience problems, so researchers have not been able to find the best solution to overcome these student problems.

To foster a positive culture in the classroom, the teacher must be able to create class beliefs and make them the basic foundation for cultivating a positive culture in the classroom. Another interesting thing about this module is that of the restitution triangle. In the restitution process, when students make mistakes, the teacher will respond in a way that allows students to make internal evaluations of what they did to correct their mistakes and make students' beliefs stronger, able to take lessons from problems, as well as improve themselves (Watanabe et al., 2017). Through restitution, the student's relationship with the problem party is also restored, and the teacher's focus is on strengthening the student's character (Amirulloh Syarbini, 2013).

The researcher's analysis related to the use of these core concepts is that the researcher makes class agreements with universal beliefs that are carried out at the beginning of the semester, such as being responsible, independent, maintaining cleanliness, being on time, smiling culture greetings, praying before and after learning, collaboration, and respecting other people, as well as building agreements regarding discipline in the learning process in the next one semester, especially how the learning process is, how to evaluate it, and what are the consequences if there is one individual who

does not carry out the points of belief in the class. After studying this module, the researcher's mind became more open, and a lot of motivation and inspiration emerged within the researcher to foster a positive culture in schools. Researchers also have a better understanding of how to get students to practice positive culture without coercion and do it from their own beliefs. Researchers are also starting to understand that forcing someone through coercion or punishment is not a wise and effective way to change students' character in a better direction. Previously, researchers looked more at problem students as a source of problems, so it needed to be given consequences.

After studying this module, researchers have more confidence and can view students as problematic because they have needs that they want to fulfill. Students do not need to be punished, but their beliefs are strengthened for self-improvement in the future. What can be done to make an impact in the classroom and school environment is to apply the concept of positive culture with the concept of a stimulus-response paradigm shift with the teacher's control position, agree on class beliefs with students and invite students to apply class beliefs in learning activities. In solving student problems, researchers can find a manager's position, namely, seeing the needs of students, asking for beliefs, and inviting students to find solutions for self-improvement.

The principle of the triangle of restitution can also be applied in dealing with troubled students. In the process of creating a positive culture both in the classroom and school environment. In addition to these concepts, other things that researchers think are important to learn in the process of creating a positive culture both in the classroom and at school are how to process emotions, get to know the theory of student learning styles and their implementation in class, and how to carry out effective learning in meeting the needs of students. Individual learning needs in heterogeneous classes.

CONCLUSION

The impact of implementing a positive culture in the formation of class confidence at the Bina Karya Medika Ponorogo Health Vocational School is felt by all parties, both managers, staff, and students. This change occurs after everyone is convinced of the benefits it will give birth to cooperation, collaboration, and communication with colleagues, principals, and other school members to create a positive school environment. In addition to this, the habituation of the implementation of religious teachings is believed by students so that a positive culture is created in the school/class. Give exemplary examples that start from yourself and always use the triangle of

restitution in dealing with student problems by positioning them as managers, namely by giving meaningful questions so that students become independent and responsible for their problems.

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