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# Classroom Management Strategies in Shaping Student Discipline at State Elementary School (SDN) 28/II Bungo Regency

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**Abstract:**
Student discipline constitutes a foundational element for learning success and character building in elementary schools, yet the socio-economic dynamics of plantation communities present distinct challenges for classroom management. This study aims to explore and analyse the classroom management strategies implemented by teachers in shaping student discipline at SD Negeri 28/II Bungo Regency, Jambi Province. Employing a qualitative approach with a single-case study design, data were collected through in-depth semi-structured interviews, non-participant observation (12 sessions over four weeks), and documentation. The informants comprised the principal, four classroom teachers, six students, and four parents, selected through purposive sampling. Data were analysed using the interactive model of Miles, Huberman, and Saldaña, with credibility established through source and technique triangulation and member checking. The results reveal that teachers implement a holistic, student-centred classroom management system consisting of four interrelated strategies: (1) planning through participatory class agreements that foster ownership; (2) persuasive approaches and role modelling integrating Jambi local wisdom (*Adat Bersendi Syarak, Syarak Bersendi Kitabullah*); (3) handling violations through restorative justice rather than punitive sanctions; and (4) tripartite collaboration among teachers, parents, and community leaders. The study contributes theoretically by demonstrating a paradigm shift from authoritarian control to humanistic, cultural, and collaborative classroom management in agrarian contexts, and practically by offering a transferable model for schools in similar socio-economic settings.

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## Introduction (مقدمة)

Primary education constitutes a crucial phase in laying the cognitive, affective, and psychomotor foundations of students. Within this phase, character formation and discipline building emerge as a primary agenda no less important than academic achievement. Student discipline in elementary schools is not merely compliance with rules; it is a manifestation of the internalisation of responsibility, self-regulation, and respect for others—a developmental outcome that requires sustained pedagogical effort rather than coercive enforcement. In the context of implementing the Merdeka Curriculum, discipline is no longer viewed as the product of fear of punishment, but as the result of a positive, safe, and psychologically supportive learning environment that enables students to exercise agency within clear boundaries (Kemendikbudristek, 2022).

Theoretically, this shift is grounded in three complementary frameworks. **First**, Glasser's (1998) *Choice Theory*, as applied to classroom management by Marzano, Toth, and Leonard (2021), posits that students exhibit greater responsibility and discipline when they perceive control and involvement in decision-making within their learning space—directly contradicting the authoritarian model. **Second**, Vygotsky's (1978) *Social Constructivism* emphasises that moral and behavioural development occurs through social interaction within cultural contexts; discipline is thus co-constructed through teacher–student and peer relationships rather than imposed unilaterally. **Third**, the *Restorative Justice in Education* framework (Morrison, 2007; Wong et al., 2011) reframes discipline violations as opportunities for relationship repair and moral learning, replacing punitive sanctions with reflective dialogue and accountability to the community. Taken together, these frameworks position effective classroom management as a **humanistic, cultural, and collaborative endeavour** rather than a technical exercise in control.

Realising such discipline, however, requires teachers' ability to manage classrooms effectively. Poor classroom management leads to loss of learning time, decreased motivation, and the emergence of deviant behaviour (Marzano et al., 2021). The challenges in building student discipline today are increasingly complex, particularly post-pandemic and in the era of digital disruption. Current elementary students—belonging to Generation Alpha—possess characteristics closely tied to technology, are susceptible to distractions, and have shorter attention spans (Aisyah, 2025). This condition is exacerbated by shifts in social structures. In areas like Bungo Regency, Jambi Province, which socio-economically relies heavily on the plantation sector (oil palm and rubber), family dynamics pose distinct challenges. Many parents spend their time from morning to evening in plantations, leaving minimal time to accompany and instil disciplinary values at home. Consequently, schools and classroom teachers are often burdened with a dual responsibility, acting not only as transmitters of knowledge but also as primary agents of character and discipline formation.

Numerous previous studies have discussed classroom management and discipline, yet a critical review reveals persistent limitations. **Table 1** synthesises them.

**Table 1. Critical Synthesis of Prior Studies and Remaining Gaps**

| Study | Focus & Main Finding | Methodological/Contextual Limitation | Gap Addressed by This Study |
|---|---|---|---|
| Rahmat et al. (2021); Susanti (2020) | Classroom management correlates with learning motivation; preventive strategies reduce deviant | Urban settings; conventional reward–punishment focus | Examines management in a **plantation-community** context where authoritarian |

| Study | Focus & Main Finding | Methodological/Contextual Limitation | Gap Addressed by This Study |
|---|---|---|---|
| | behaviour | | approaches are ineffective |
| Yuliana (2021); Setiawan (2023) | Physical classroom environment and teacher pedagogic competence shape discipline | Variables analysed separately; limited cultural dimension | Integrates **local wisdom** (*Adat Bersendi Syarak*) as a management modality |
| Prasetyo (2020); Sari & Purnomo (2022) | Behaviour modification through reward/punishment; persuasive communication addresses indiscipline | Short-term behavioural compliance, not internalised discipline | Demonstrates **restorative justice** as a pathway to intrinsic discipline |
| Fauzi (2021); Ramadhan (2024) | Parental involvement and teacher–parent communication predict discipline | Urban families; transactional communication | Documents **tripartite collaboration** involving community leaders in a rural plantation setting |
| Zulfiani (2022); Mahdalena (2022) | Local wisdom values support character education in customary regions | Descriptive; limited classroom-management process data | Shows **how** local wisdom is operationalised in everyday classroom management |

Two limitations recur across this literature: most studies are conducted in urban schools with adequate resource access, and most concentrate on conventional reward-and-punishment approaches. There exists a significant literature gap regarding **how classroom management strategies are executed in semi-rural or plantation regions with specific sociological characteristics** like Bungo Regency. Teachers in this region deal not only with diverse learning styles but must also bridge the gap between disciplinary values taught at school and permissive parenting patterns at home resulting from economic commitments.

SD Negeri 28/II Bungo Regency was chosen as the research locus because it represents a portrait of elementary schools in plantation buffer zones with fluctuating student discipline dynamics. Based on preliminary observations, teachers at this school face challenges such as frequent student tardiness, lack of focus during lessons, and difficulty in following long-term instructions. Interestingly, despite these hurdles, the school has maintained a relatively conducive learning climate. This indicates the presence of adaptive, contextual local classroom management practices conducted by teachers.

This study addresses that literature gap by exploring in depth how teachers at SD Negeri 28/II Bungo Regency design, implement, and evaluate classroom management strategies to shape student discipline. The research focuses not only on managerial techniques within the

classroom but also on how teachers contextualise pedagogical approaches with local cultural values and the sociological conditions of the Bungo community. Its novelty lies in documenting a **contextually grounded, four-strategy model** of classroom management that integrates participatory planning, cultural persuasion, restorative justice, and tripartite collaboration—a model transferable to schools in similar agrarian contexts across Indonesia.

## Method (منهج)

### Research Design

This study employed a **qualitative approach with a single-case study design** (Yin, 2018; Creswell & Poth, 2021). The qualitative approach was selected because it aims to understand classroom management phenomena from the perspective of subjects experiencing them directly—teachers, students, and parents—and to uncover the meaning behind strategic teacher actions. The case study design bounds the research focus to a system bounded by time and activity occurring at SD Negeri 28/II Bungo Regency, enabling an in-depth examination of the interaction between management strategies and student discipline outcomes.

### Research Setting

The study was conducted at SD Negeri 28/II, located in Bungo Regency, Jambi Province, Indonesia, over a period of **four months (August–November 2025)**. Location selection was based on the demographic and sociological characteristics of the surrounding community, most of whom work in the plantation sector (oil palm and rubber), adding a unique context to interaction patterns and student discipline formation. The site was selected purposively because it (a) represents a typical plantation-buffer-zone elementary school, (b) exhibits fluctuating yet ultimately manageable student discipline dynamics, and (c) granted full research access.

### Informants and Sampling

Informants were selected through **purposive sampling** with maximum-variation criteria to achieve comprehensive data source triangulation. Inclusion criteria were: teachers serving as homeroom teachers for at least two years; students representing varying discipline levels (highly disciplined, occasionally undisciplined, chronically undisciplined) as identified by teachers; and parents/guardians co-residing with the selected students. **Fourteen informants** participated (**Table 2**).

**Table 2. Research Informants and Coding**

| Code | Informant | n | Selection Criteria | Primary Data Elicited |
|---|---|---|---|---|
| KS1 | Principal | 1 | Policy holder at school level | School-wide discipline policy, teacher supervision |
| G1–G4 | Classroom teachers (Grades 1, 3, 4, 6) | 4 | ≥2 years as homeroom teacher | Management planning, implementation, evaluation |
| S1–S6 | Students (varying discipline levels) | 6 | Variation in discipline category | Perception of rules, teacher responses, self-regulation |
| O1–O4 | Parents/guardians of S1–S4 | 4 | Co-residing guardians | Home discipline practices, school–home communication |

| Code | Informant | n | Selection Criteria | Primary Data Elicited |
|---|---|---|---|---|
| **Total** | | **15** | | |

**Data Collection Procedures**

Three complementary techniques were used.

1. **Non-participant observation** (12 sessions; 3 sessions per week over 4 weeks; 45–90 minutes each). The researcher observed physical classroom environments, teacher–student interactions, learning dynamics, and student responses to instructions or reprimands. A structured observation checklist recorded the occurrence of class-agreement references, persuasive approaches, restorative dialogues, and parent–teacher interactions. Field notes captured verbatim teacher language, student responses, and the sequence of management events.
2. **In-depth semi-structured interviews** (15 informants; 30–75 minutes; audio-recorded with consent). Interview guides covered four domains aligned with the research questions: (a) planning of classroom management, (b) implementation of persuasive and restorative approaches, (c) handling of violations, and (d) collaboration with parents and community. Teacher interviews probed specific observed incidents; student interviews used simplified language and scenario prompts; parent interviews explored home–school communication experiences.
3. **Documentation study**. Documents examined included lesson plans (*RPP*/Modul Ajar), liaison communication books, school regulations, class-agreement posters, WhatsApp group archives, classroom activity photographs, and student discipline records.

**Research Instruments**

The researcher served as the **primary instrument** (*human instrument*), supported by observation guidelines, interview protocols, and a documentation-analysis matrix. Protocol drafts were reviewed by two experts in primary education and revised for clarity and cultural appropriateness before fieldwork.

**Data Analysis**

Analysis followed the **interactive model of Miles, Huberman, and Saldaña (2014)** and proceeded concurrently with data collection through: (1) **data condensation**—verbatim transcription, open coding, and grouping of codes into categories; (2) **data display**—thematic matrices, informant-by-theme tables, and a causal-network diagram; and (3) **conclusion drawing and verification**—pattern matching across sources and negative-case checking. Coding moved from 52 initial open codes to 14 categories and finally **four overarching themes**: participatory class agreements, local-wisdom persuasion, restorative justice, and tripartite collaboration.

**Trustworthiness**

Credibility, transferability, dependability, and confirmability were addressed following Lincoln and Guba (1985):

- **Source triangulation:** comparing principal, teacher, student, and parent accounts of the same phenomenon (e.g., handling of a specific violation).
- **Technique triangulation:** comparing interview claims with observation field notes and documentary records.
- **Member checking:** returning summarised interpretations to nine informants (KS1, G1–

G4, O1, O2, S2, S4) for confirmation and revision.

- **Audit trail and peer debriefing:** maintaining a chronological log of raw data, codes, and analytic decisions, reviewed by a colleague not involved in data collection.
- **Thick description** of the setting to enable readers to judge transferability.

**Research Ethics**

Written permission was obtained from the school and the local education office. All participants received an explanation of the study's purpose and procedures and provided informed consent; parental consent and child assent were obtained for student participants. Identities are protected through codes, participation was voluntary with the right to withdraw, and all recordings are stored securely and used solely for research purposes.

## Result (نتائج)

1. Students' Reading Literacy Profile

Documentation of the school's internal literacy assessment for the 2025/2026 academic year shows that most upper-grade students fall into the "Requires Special Intervention" category for informational-text literacy. The data derive from cognitive diagnostic assessments and periodic AKM simulations administered by the classroom-teacher team, referencing the reading-literacy indicators of the Ministry of Education, Culture, Research, and Technology's Center for Educational Assessment (Table 3).

**Table 3. Distribution of Reading Literacy Ability Categories, Grades IV–VI, SDN 29/II Bungo, Academic Year 2025/2026**

| No | Literacy Ability Category | Grade IV (n=30) f | % | Grade V (n=30) f | % | Grade VI (n=30) f | % | Total (N=90) f | % |
|---|---|---|---|---|---|---|---|---|---|
| 1 | Proficient (evaluates and synthesises complex information) | 1 | 3.3 | 2 | 6.7 | 3 | 10.0 | 6 | 6.7 |
| 2 | Competent (interprets and draws inferences) | 3 | 10.0 | 4 | 13.3 | 5 | 16.7 | 12 | 13.3 |
| 3 | Basic (locates explicit information) | 2 | 6.7 | 2 | 6.7 | 2 | 6.7 | 6 | 6.7 |
| 4 | Requires Special Intervention (cannot yet fully comprehend text) | 24 | 80.0 | 22 | 73.3 | 20 | 66.7 | 66 | 73.3 |
| | Total | 30 | 100 | 30 | 100 | 30 | 100 | 90 | 100 |

**Source: Internal Literacy Assessment Documentation, SDN 29/II Bungo, 2026**

Table 3 shows that 66 of 90 students (73.3%) require special intervention. Although the proportion declines slightly from Grade IV (80.0%) to Grade VI (66.7%), two-thirds of graduating students still cannot fully comprehend informational texts requiring inference, evaluation, and synthesis. Students generally read short fiction fluently and answer literal questions (who, where, when), but fail when asked to infer implicit meaning, compare two texts, or judge credibility—consistent with Susanti (2023). The decoding–comprehension gap is thus the central empirical indicator of low reading literacy at this school.

**2. Internal Factors: Reading Motivation and Vocabulary Mastery**

Observations and interviews converged on weak intrinsic motivation. Students described reading as "boring," "makes me sleepy," and "too much writing."

"When I'm told to read a storybook, I get tired quickly, Ma'am. Watching YouTube is better." (S3, Grade V, interview, 12 March 2026)

"I only read if the teacher tells me to. If there's no task, I don't read." (S5, Grade VI, interview, 14 March 2026)

Field note (Observation 4, 5 March 2026): During the 15-minute pre-lesson literacy session in Grade V, only 7 of 30 students opened a book voluntarily; 11 chatted, 8 stared at the desk, and 4 completed an unrelated worksheet. Average sustained reading duration before disengagement was approximately 3 minutes.

Limited vocabulary constituted a second, cognitive barrier. During text-elicitation, students halted at unfamiliar terms and abandoned the passage.

"There are many words I don't know, like erosion… conservation. So I stop. I don't know what the text is about." (S1, Grade IV, interview, 10 March 2026)

"Their vocabulary is confined to daily conversation. When a science text uses technical terms, they can pronounce it but cannot explain it." (G2, Grade V teacher, interview, 6 March 2026)

This corroborates Rahayu (2021) on the direct association between limited passive/active vocabulary and low comprehension, and illustrates Stanovich's (1986) cumulative disadvantage: minimal exposure to vocabulary-rich texts outside textbooks keeps lexical knowledge stagnant.

**3. External Factors: Family Environment and Digital Exposure**

Family conditions emerged as the most pervasive constraint. Most parents work as oil-palm labourers, farmers, or small traders, with relatively low educational attainment and long working hours.

"We don't understand the right way to tell children to learn to read. The important thing is that they go to school. At home, they just play on their phones." (O2, interview, 18 March 2026)

"I come home from the plantation at five, tired. As long as the child is quiet and doesn't disturb us, that's enough." (O5, interview, 21 March 2026)

Home observation (six households) confirmed the absence of objectified cultural capital: none possessed a bookshelf or any non-textbook reading collection; the only printed materials were school textbooks and worksheets, often from the previous academic year (Lestari, 2021; Fauzi, 2025).

Gadgets functioned as digital babysitters:

"If he's fussy, I just give him the phone. He immediately goes quiet." (O4, interview, 20 March 2026)

"There's no time limit. He watches TikTok until he falls asleep." (O1, interview, 17 March 2026)

Teachers observed the classroom consequences:

"On Mondays they are restless. They talk about videos, not lessons. If a text is longer than one page, they ask, 'Is there a video version, Ma'am?'" (G1, Grade IV teacher, interview, 5 March 2026)

Five of six students reported daily short-video use exceeding three hours. This aligns with Saputra (2023) and Wulandari (2024) on attention-span erosion, although the present study documents habitual displacement of reading time rather than clinically measurable cognitive change.

**4. External Factors: School Environment and GLS Implementation**

A clear policy–practice gap was found. Although a 15-minute pre-lesson literacy programme is formally scheduled, it is frequently repurposed.

"The literacy programme exists in the schedule. In practice, if I'm not ready to teach, the children are told to read silently — sometimes it becomes attendance-taking time." (G3, Grade VI teacher, interview, 7 March 2026)

"We report GLS every semester: photos, reading logs, reading-corner data. What is assessed is the completeness of the documents." (KS1, principal, interview, 3 March 2026)

Field note (Observation 8, 24 March 2026): The Grade IV reading corner contained 23 items — 14 used textbooks, 6 student worksheets, and 3 storybooks from a 2019 government donation, with torn covers and no inventory update since 2022. During two break periods, no student approached the corner.

"The books are the same as when I was in Grade IV. I've read all the storybooks. They're damaged." (S6, Grade VI, interview, 15 March 2026)

This exemplifies the "dead reading corner" phenomenon (Maharani, 2020; Wardani, 2022). Teachers, moreover, act as literacy supervisors rather than facilitators or role models: no read-aloud sessions or interactive book discussions were observed across 12 sessions.

"Honestly, I have never read a storybook aloud in class. My focus is finishing the curriculum targets before the assessment." (G2, interview, 6 March 2026)

Consequently, literacy stimulation is not integrated into Mathematics or Science lessons (Pratama, 2022).

5. Triangulation of Findings

Table 4. Source and Technique Triangulation Matrix

| Theme | Interview Evidence | Observation Evidence | Document Evidence | Status |
|---|---|---|---|---|
| Low intrinsic motivation | S1, S3, S5, S6; G1, G2 | 7/30 voluntary readers; ±3 min engagement | Reading logs largely unfilled | Convergent |
| Limited vocabulary | S1, S4; G2 | Students halt at technical terms | Low scores on inferential items | Convergent |
| Weak parental mediation | O1, O2, O4, O5; KS1 | 0/6 homes with non-textbook books | No home-reading programme records | Convergent |
| Unmanaged gadget use | O1, O4; S2, S3; G1 | Phones used during home study | — | Convergent (2 sources) |
| Administrative GLS | KS1, G1–G3 | Literacy time repurposed (4/12 sessions) | GLS reports complete; monitoring notes absent | Convergent |
| Non-interactive reading corner | S6; G3 | 23 outdated items; 0 users in 2 breaks | Inventory unchanged since 2022 | |

## Discussion (مناقشة)

The findings at SDN 28/II Bungo Regency demonstrate a fundamental paradigm shift in elementary classroom management—from control and compliance toward self-regulation and social responsibility. This discussion synthesises the four main findings with contemporary educational theory and recent literature, addressing how each strategy contributes to student discipline in a plantation-community context.

1. Participatory Class Agreements: From Imposed Rules to Co-Constructed Norms

The shift from unilateral rule-setting to participatory class agreements represents a direct application of Glasser's (1998) Choice Theory, which posits that all behaviour is purposeful and aimed at satisfying five basic needs: survival, love/belonging, power, freedom, and fun. When teachers impose rules unilaterally, students may comply out of fear but do not internalise the underlying values. When students participate in creating agreements, they satisfy their needs for power (influence over their environment) and freedom (autonomy within boundaries), leading to genuine ownership and intrinsic motivation to comply (Marzano et al., 2021).

This finding extends the work of Rahmat, Suryadi, and Hamid (2021), who identified classroom management as a predictor of learning motivation, by specifying the mechanism: it is not the existence of rules but the process of rule-making that fosters discipline. The participatory approach also aligns with the Merdeka Curriculum's emphasis on student agency and differentiated learning (Kemendikbudristek, 2022), demonstrating that even in resource-constrained settings, teachers can operationalise national policy through contextually adapted practices.

The use of visual tools like 'Discipline Trees' further illustrates what Aisyah (2025) terms the shift from "authoritarian control to humanistic collaboration" in 21st-century classroom management. These tools transform abstract behavioural expectations into concrete, collective achievements, reinforcing the social dimension of discipline.

2. Local Wisdom Persuasion: Culture as a Pedagogical Modality

The integration of Jambi local wisdom (*Adat Bersendi Syarak, Syarak Bersendi Kitabullah*) into persuasive strategies constitutes a highly significant finding. This demonstrates that culture is not merely a subject of learning but a medium for instruction—a principle central to ethnopedagogy (Ismail, 2023; Chandra, 2022). By embedding disciplinary values within familiar cultural narratives (e.g., the story of *Si Tanggang*), teachers activate students' prior knowledge and emotional connections, making abstract moral concepts concrete and memorable.

This finding resonates with Vygotsky's (1978) Social Constructivism, which emphasises that learning occurs within cultural contexts through interaction with more knowledgeable others. Teachers at SDN 28/II act as cultural mediators, translating universal disciplinary values into locally meaningful forms. Zulfiani (2022) and Mahdalena (2022) similarly found that local wisdom integration facilitates character education in rural settings, but the present study goes further by documenting how this integration occurs in everyday classroom management—not as a separate "cultural lesson" but as a pervasive pedagogical modality.

The role-modelling component (e.g., morning greetings, gentle reminders) also reflects Hattie's (2021) meta-analytic finding that teacher–student relationships exert a substantial effect size on academic and behavioural outcomes. In a plantation-community context where parents are frequently absent, teachers become surrogate attachment figures, providing the emotional security necessary for students to internalise disciplinary values (Pratama, 2022). This explains why persuasive approaches are more effective than punitive sanctions in this setting: students

comply not out of fear but out of respect and affection for teachers who model the values they espouse.

3. Restorative Justice: From Punishment to Moral Learning

The application of restorative justice at SDN 28/II challenges assumptions that restorative concepts are too abstract for elementary students. As Nugroho and Astuti (2023) highlight, young children possess natural empathy that flourishes when given reflection opportunities. The reflective questions ("What happened?", "Who was hurt?", "How can you fix it?") exercise executive brain functions, developing perspective-taking and problem-solving skills—competencies that traditional punishments do not cultivate.

This finding aligns with the Restorative Justice in Education framework (Morrison, 2007; Wong et al., 2011), which posits that discipline violations are opportunities for moral learning rather than occasions for retribution. Unlike traditional punishments that foster fear and resentment (Prasetyo, 2020), restorative justice cultivates intrinsic discipline. Students behave responsibly not out of fear but because they understand their impact on the classroom community. This aligns directly with Merdeka Curriculum goals of developing the Pancasila Student Profile, particularly in dimensions of faith, noble character, and independence.

The use of 'Reflection Corners' as safe spaces for emotional regulation also reflects growing recognition of social-emotional learning (SEL) as integral to classroom management (Durlak et al., 2011). By providing students with tools to manage emotions before addressing behaviour, teachers prevent escalation and create conditions for genuine moral reflection. This is particularly important in a plantation-community context where students may experience stress, fatigue, or emotional neglect at home; the classroom becomes a sanctuary for emotional and moral development.

The measurable reduction in repeat violations (as documented in discipline records) corroborates Hidayat, Nurhaidah, and Saputra's (2023) finding that restorative practices significantly reduce recidivism. More importantly, the qualitative evidence (e.g., S6's reflection: "It makes me think twice before doing something stupid") suggests that restorative justice fosters metacognitive awareness—the ability to reflect on one's own behaviour and its consequences—a cornerstone of self-regulation.

4. Tripartite Collaboration: Bridging the Home–School Divide

The tripartite collaboration model—integrating digital communication (WhatsApp 'Positive News'), home visits, and community leader involvement—addresses a structural challenge unique to plantation communities: the temporal and emotional absence of parents. When parents work from dawn to dusk in plantations, traditional parent–teacher meetings are impractical, and disciplinary messages from school are not reinforced at home. The SDN 28/II model overcomes this by (a) making communication relational rather than transactional (Ramadhan, 2024), (b) leveraging community leaders' moral authority to add weight to school messages, and (c) framing parental involvement as partnership rather than blame.

This finding extends Fauzi's (2021) work on parental involvement by specifying how involvement can be cultivated in contexts where parents feel intimidated or powerless. The 'Positive News' strategy is particularly innovative: by sharing photos and praise, teachers build social capital between school and home, creating a reservoir of goodwill that can be drawn upon when issues arise. O2's comment ("I feel proud when the teacher posts my child's photo") illustrates how this strategy transforms parents from passive recipients of school communication to active partners in discipline formation.

The involvement of community leaders in home visits also reflects the collectivist

orientation of rural Indonesian communities, where social harmony and respect for authority are paramount. By inviting the village head or school committee chair to accompany teachers, the school signals that discipline is not merely a school concern but a community responsibility. This aligns with Bronfenbrenner's (1979) Ecological Systems Theory, which emphasises that child development is shaped by interactions across multiple systems (micro-, meso-, exo-, macro-, chronosystems). The tripartite model strengthens the mesosystem (home–school linkage) and activates the exosystem (community leaders), creating a more coherent developmental ecology.

5. Synthesis: A Contextually Grounded Model of Classroom Management

Taken together, the four strategies form a coherent, contextually grounded model of classroom management for plantation-community schools. Participatory class agreements establish the normative framework; local wisdom persuasion provides the cultural modality; restorative justice offers the corrective mechanism; and tripartite collaboration ensures the ecological support. Each strategy addresses a specific dimension of the discipline challenge:

- Participatory agreements address the need for student agency and ownership.
- Local wisdom persuasion addresses the need for cultural relevance and emotional connection.
- Restorative justice addresses the need for moral learning and relationship repair.
- Tripartite collaboration addresses the need for home–school–community coherence.

This model is not merely a collection of techniques but a philosophical stance that views students as capable moral agents, culture as a pedagogical resource, violations as learning opportunities, and parents as partners rather than problems. It represents a direct response to the limitations of authoritarian approaches, which—as Pratama (2022) notes—spark resistance in contexts where students already experience coercion at home or in the plantation labour system.

6. Implications for Theory and Practice

Theoretically, this study contributes to the literature on classroom management by demonstrating that context matters: strategies effective in urban, resource-rich settings may not transfer directly to plantation communities. The integration of local wisdom, restorative justice, and tripartite collaboration offers a culturally responsive framework that can be adapted to other agrarian contexts across Indonesia and Southeast Asia.

Practically, the study offers a transferable model for schools in similar socio-economic settings. Key elements include:

- Co-creating class agreements with students to foster ownership.
- Integrating local cultural narratives and role-modelling into daily interactions.
- Replacing punitive sanctions with restorative dialogues and reflection.
- Using digital tools (e.g., WhatsApp) to build relational home–school communication.
- Involving community leaders to reinforce school messages.

These practices require no additional financial resources—only a shift in teacher mindset from controller to facilitator, from punisher to mentor, and from isolated professional to community partner.

7. Limitations and Future Research

As a single-case qualitative study with 15 informants in one plantation-community school, the findings are analytically rather than statistically generalisable. The study documents

associations and mechanisms as perceived and observed, not causal effects. Longitudinal and multi-site studies would strengthen the explanatory model. Additionally, future research should examine the long-term impact of restorative justice on students' moral development and **the sustainability of tripartite collaboration beyond the research period.**

## Conclusion (خاتمة)

Research findings at SD Negeri 28/II Bungo Regency demonstrate a fundamental paradigm shift in modern elementary classroom management—**from control and compliance toward self-regulation and social responsibility**. Teachers implement a holistic, student-centred system consisting of four interrelated strategies: (1) planning through participatory class agreements that foster ownership; (2) persuasive approaches and role modelling integrating Jambi local wisdom; (3) handling violations through restorative justice rather than punitive sanctions; and (4) tripartite collaboration among teachers, parents, and community leaders.

**Theoretically**, the study contributes by demonstrating that effective classroom management in plantation-community contexts requires **humanistic, cultural, and collaborative approaches** rather than authoritarian control. The integration of Glasser's Choice Theory, Vygotsky's Social Constructivism, and Restorative Justice in Education provides a coherent framework for understanding how discipline is co-constructed through teacher–student and home–school–community interactions.

**Practically**, the study offers a transferable model for schools in similar socio-economic settings. Key recommendations include:

- **For teachers and schools:** Co-create class agreements with students; integrate local cultural narratives into daily interactions; replace punitive sanctions with restorative dialogues; use digital tools to build relational home–school communication.
- **For parents and communities:** Recognise that discipline is a shared responsibility; engage in positive home–school communication; support school messages through community leadership.
- **For policymakers:** Provide professional development on restorative justice and culturally responsive classroom management; reduce administrative burdens so teachers can focus on relational practices; support community–school partnerships.

**Limitations.** As a single-case qualitative study, the findings are contextually grounded but not statistically generalisable. Future research should employ longitudinal and multi-site designs to test the model's transferability and long-term impact.

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