

IMPLEMENTATION OF THE RESTITUTION TRIANGLE METHOD IN REDUCING CHILD DELINQUENCY AT SDN 4 WONOSARI MUSI RAWAS SOUTH SUMATERA

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Abstract

This study aims to implement the Restitution Triangle method as an effective strategy in reducing juvenile delinquency in the school environment, especially at SDN 4 Wonosari, Musi Rawas, South Sumatra. The Restitution Triangle method is a restorative approach that involves collaboration between the school, parents, and children as the main actors in the process of recovery and prevention of delinquency. This study uses a descriptive quantitative approach with data collection techniques through observation, interviews, and questionnaires to students, teachers, and parents during the study period. In its application, this method focuses on open dialogue, moral responsibility, and a recovery process that involves all related parties to build children's awareness of the impact of their actions and repair damaged social relationships. The results of the study indicate that the implementation of the Restitution Triangle Method is significantly able to reduce the level of student delinquency, improve communication between schools and parents, and form more positive and responsible behavior among children. This implementation also shows an increase in students' moral awareness and empathy towards their families and the surrounding community. Based on these findings, it is suggested that this method can be routinely integrated into character education programs and child behavior management in elementary schools to create a healthy, safe, and understanding learning environment. This study contributes to the development of discipline strategies based on a restorative approach and is able to reduce child delinquency effectively.

Keywords: *Restitution Triangle Method, Juvenile Delinquency, Restorative, Elementary School, Delinquency Reduction, Character Education, Delinquency Prevention.*

INTRODUCTION

Education is an important aspect in the formation of children's character and behavior. However, the phenomenon of juvenile delinquency is still a challenge faced by schools in various places. According to the Great Dictionary of the Indonesian Language, delinquency comes from the word nakal, which means liking to do bad things (not obeying and disturbing), and bad behavior. While delinquency is interpreted as mild behavior that violates or violates the norms that apply in a society (Asmalia et al., 2024). Kartini Kartono in (Sarwirini, 2011) in general, juvenile and juvenile delinquency behavior is interpreted as a form of behavior that is not in accordance with the norms that live in the community. Children's behavior that is not in accordance with the norms is considered as a child with social disabilities and then society considers these disabilities as abnormalities so that their behavior is called delinquency.

Juvenile delinquency can harm not only the individual child, but also the school environment and society as a whole (Sulisrudatin, 2018). Delinquency at elementary school age, if not handled properly, can develop into more serious behavior in the future (Maulani, 2018). Therefore, effective and appropriate handling is needed to overcome this problem early on. Often there are still mistakes in handling juvenile delinquency, several approaches to preventing and overcoming juvenile delinquency that occur today have a tendency to take a repressive approach (Sarwirini, 2011). Until now, at the Elementary School (SD) level, there are no guidance and counseling (BK) teachers who specifically handle problems related to juvenile delinquency (Naili et al., 2023). As a result, this responsibility is carried out by class teachers, subject teachers, and also principals who do not have the skills or special training that guidance and counseling (BK) teachers have in dealing with juvenile delinquency effectively.

BK teachers have a very important role in dealing with juvenile delinquency problems that occur in schools (Sejati, 2023).

An inappropriate and ineffective approach in dealing with problematic student behavior can worsen the situation and can result in legal problems such as what happened in the case of a teacher who was threatened with criminal charges in an attempt to discipline a student, which happened to a teacher in Musi Rawas Regency, South Sumatra Province. <https://sumsel.inews.id/berita/duduk-perkara-kasus-sularno-guru-honorar-yang-terancam-penjara-gegara-disiplinkan-murid>. From the case examples, it is very important to have the right steps in handling the problem to avoid negative consequences and ensure more effective and wise handling. This condition is what increasingly triggers the need for the implementation of appropriate steps in dealing with juvenile delinquency problems. This restitution triangle method is one approach that is considered effective in dealing with juvenile delinquency. This method emphasizes children's awareness by actively involving children in the conflict resolution process. However, the application of this method has not been widely studied in the context of basic education, especially in rural schools such as State Elementary School 4 Wonosari.

The restitution triangle can help students become more purposeful, positively disciplined, and recover after making mistakes. The emphasis is not on how to behave to please others or avoid discomfort, but the goal is to become people who value the values of virtue that they hold. Restitution helps students to be honest with themselves, able to reflect on themselves and evaluate the impact of the mistakes they make. Restitution provides an offer not coercion. There are three steps in the restitution triangle, namely stabilizing identity, validating wrong actions and asking for beliefs. The background of this thesis aims to investigate the effectiveness of the application of the restitution triangle method in dealing with juvenile delinquency at Elementary School 4 Wonosari. A deeper understanding of the causes and impacts of juvenile delinquency and the potential of the restitution triangle method as an alternative approach, it is hoped that this research can provide a significant contribution in efforts to improve a safe, harmonious, and productive learning environment in the school.

The opinion of Nurul Qolbi Eka Pratiwi, Agung Rimba Kurniawan, (Identification of Student Delinquency in Elementary Schools) student delinquency is deviant behavior and violation of school regulations carried out by students, so that it disrupts the learning atmosphere and harms individuals or other students, (Pratiwi & Kurniawan, 2018). Muhamad Toto Nugroho, (Teacher Strategy in Implementing Moral Education to Build Disciplined Attitudes in Elementary School Students) argues that the strategy carried out by grade II teachers to form students' disciplined attitudes and social or community ethics at school, invites students to reject every invitation to break the law, can control themselves against despicable acts, complete assignments on time, and put things in their place (Nugroho, 2022).

LITERATURE REVIEW

1. Overview of the Restitution Triangle method

According to Gossen in (Agusta, 2022) Restitution is the process of creating conditions for students to correct their mistakes so that they can return to their group with a stronger character. The Restitution Triangle is an approach that focuses on restoring and repairing relationships and students' responsibility for their actions. Referring back to the opinion of (Gossen, 1996) that restitution is also a collaborative process that teaches students to find solutions to problems and helps students think about what kind of people they want to be and how they should treat others. This method aims to teach students to understand the impact of their behavior, correct mistakes, and rebuild positive relationships with friends and teachers.

The restitution triangle is a concept used in psychology to help someone correct mistakes that have been made. This concept consists of three stages, namely three restitutions or restitution triangles with the principles of control theory, namely Stabilizing the identity, validating the misbehavior, asking for beliefs (Hofifah, 2023). Overview of the Restitution Triangle method is a strategy that can be done as a process of creating conditions that guide students to correct the mistakes they make. With the application of 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. With the application of the restitution triangle, it is also expected to be able to increase student motivation to be better throughout their lives and this motivation arises from within themselves, not because of fear or expecting rewards.



Figure 1.1 Restitution Triangle

a. Overview of juvenile delinquency

According to (Kartono, 1992) juvenile delinquency is deviant behavior and violates norms that can harm others. Juvenile delinquency in elementary schools includes various forms of behavior that disrupt the teaching and learning process and have a negative impact on the school environment. Some forms of delinquency include physical aggression, disobedience to teachers, and interference with peers. Factors that influence juvenile delinquency include the family environment, school environment, and individual characteristics of the child. Another opinion from (Kartono, 1988) calls naughty children socially disabled children. This is because children's behavior that is not in accordance with norms is considered abnormal by society.

The problem of student delinquency that arises at the elementary school level which is now often discussed, delinquency at the elementary school level if not handled quickly and appropriately, can cause further problems in the future. Forms of student delinquency such as: hiding friends' belongings, being noisy, liking toys and not paying attention during learning, calling friends by their parents' names, then fighting at school during school hours, ordering friends roughly and beating other students, and the last delinquency that goes against their status as students, namely: not being neat in uniform, speaking rudely to other students, and some shouting at other friends. (Pratiwi & Kurniawan, 2018)

b. Overview of Combating Juvenile Delinquency

Efforts to overcome juvenile delinquency should start from sufficient knowledge about the background and causes of the delinquent behavior. For this reason, it is necessary to formulate and use appropriate methods and approaches in efforts to handle and overcome juvenile delinquent behavior (Akmal Latief & Zulherawan, 2020). Misunderstanding of the causes (causality) of juvenile delinquency will lead to the emergence of incorrect therapy in order to cure and overcome juvenile delinquency behavior. causality of juvenile delinquency based on theories and concepts in juvenile delinquency and how the legal basis and methods are the basis for overcoming juvenile delinquency in Indonesia (Harefa & Ndruru, 2022). Positive discipline avoids physical punishment or violence, and focuses instead on providing educational consequences and helping children understand the consequences of their actions. This approach involves providing clear choices, constructive praise, and opportunities for children to correct their mistakes through self-reflection. In addition, positive discipline encourages parents and educators to be good role models in demonstrating desired behavior.

METHOD

1. Research approach and design

This study uses a qualitative approach. In general, qualitative research uses various natural methods to describe it in natural language and context. (Sugiono, 2018). By choosing a qualitative approach, it is expected that the desired goal will be achieved, namely the researcher tries to find out in detail about the implementation of the restitution triangle method at State Elementary School 4 Wonosari Musi Rawas South Sumatra.

2. Location and Time of Research

This research was conducted at State Elementary School 4 Wonosari, Megang Sakti District, Musi Rawas Regency, South Sumatra Province. The research period is planned for one academic semester, starting from July to December 2024. The subjects of the research were grade I (One) teachers.

This study is limited to the implementation of the Restitution Triangle method in reducing juvenile delinquency at State Elementary School 4 Wonosari. The focus of the study was only on class I (one) teachers, namely Mr. Yudha Abi Pratama, S.Pd., who is also a driving teacher.

3. Presence of Researchers in the Field

The presence of researchers in the field is very important in qualitative research. In this study, the presence of researchers in the field aims to deeply understand the context and dynamics that occur in the implementation of the Restitution Triangle Method at SD Negeri 4 Wonosari.

4. Research Data Sources

To obtain data, there are two sources used by researchers, namely the first is primary data and the second is secondary data. The following is an explanation of the two data:

1) Primary Data

Primary data sources are data sources collected directly by researchers from their primary sources (Moleong, 2005). These primary data are usually in the form of a summary of the results of interviews with informants directly who are used as research subjects. The results of direct interviews conducted with research subjects are then processed into data that will be needed in this research process.

2) Secondary Data

Secondary data sources are indirect data sources such as through documents (Sugiyono, 2016). Researchers obtain secondary data through the results of library studies, magazines, articles, the internet, journal references, and so on. The purpose of this is to obtain supporting data that is relevant to the research. This secondary data can help show the facts of the research being conducted, increasing the validity of the data.

5. Data collection technique

This research uses several techniques in collecting data, namely:

1) Interview

Interview is the process of collecting news, data, or facts in the field (Bastian et al., 2018). Another term for interview is interview. One way to complete this procedure is to meet face to face with the informant. An interview is a conversation conducted by two people: the informant or interviewee asks questions, and the interviewee or interviewee provides answers to the questions carried out in depth to obtain more detailed qualitative data related to the application of the Restitution Triangle method. This interview provides an opportunity for respondents to explain their experiences, obstacles, and personal reflections in using the method in the classroom.

2) Documentation

Documentation is physical evidence to support a study. In data collection, researchers not only conduct interviews but also carry out documentation processes (mitha nafisatur, 2024). It is hoped that this documentation method will help in the data analysis process. In addition, researchers will document interviews with informants during the data collection process. Documentation was carried out by researchers in the field, namely at SDN 4 Wonosari Musi Rawas, South Sumatra

6. Data Analysis Techniques

1) Data collection

After the research results are obtained, data analysis can be used to process the data Data Collection. The main activity of every researcher is to collect data. In the initial stage, researchers examine the social situation or object being investigated, and thus they obtain very diverse data (Sugiyono, 2016).

2) Data Reduction

After the research results are obtained, data analysis can be used to process the data Data Collection. The main activity of every researcher is to collect data. In the initial stage, researchers examine the social situation or object being investigated, and thus they obtain very diverse data (Oliver, 2019).

3) Data Presentation

To present data, you can use a brief description of the chart, flowchart, relationship between categories, and so on. Text presented in narrative form is a data presentation process. In addition to narrative text data, this type of data can be in the form of graphs, matrices, networks, and diagrams. All of these types are designed to connect information so that it is easy to understand. Data presentation in research can be formed in the form of a table containing statements from each research informant, and the classification of each statement (Berampu et al., 2022).

4) Conclusion and Verification

When someone conducts research, it is necessary to carry out the final activity in the research, namely the process of conclusion and verification. This research must reach the final stage and requires verification of the meaning and truth of the findings made by the research subjects.

7. Data Validity Check

Data validity checking in this study uses triangulation techniques, Triangulation methods are used by the author to ensure the validity of the data in this study. To explain further, the source triangulation method is used for what, this means comparing and assessing the level of trust in information obtained from one source with another source. Moleong stated that source triangulation is a method of checking the validity of data by utilizing something else outside the data itself as a comparison to the data or for checking purposes (Moleong, 2005).

RESULTS AND DISCUSSION

A. Overview of Research Location

SDN 4 Wonosari is one of the public elementary schools located in Megang Sakti District, Musi Rawas Regency. This school is committed to creating a child-friendly learning environment and supporting positive character development through innovative pedagogical approaches, one of which is the Restitution Triangle method.

B. Presentation of Interview Data

This study aims to describe the implementation of the Restitution Triangle method in reducing student delinquency in elementary schools. Data were obtained through in-depth interviews with one of the teachers at SDN 4 Wonosari. The study was conducted from September 11 to November 11, 2024. The following are the results of the interview:

Question 1 Understanding Methods: How do you understand the Restitution Triangle method?

Teacher's answer: "From what I understand, the restitution triangle method is a method to help students solve their problems by creating a condition for the students themselves to correct their mistakes so that their character is stronger when they return to their group."

Question 2 Understanding Methods: Have you ever attended training or socialization related to this method? If yes, what did you learn?

Teacher's answer: "I got material about the restitution triangle method when I attended the teacher movement education, I learned that this method is more effective in solving student problems, because in its implementation the teacher facilitates and creates a condition for the students themselves to correct their mistakes so that their character is stronger when they return to their group. The restitution triangle strategy aims to help students to be honest with themselves and evaluate the consequences or impacts of the mistakes they make. So it is important for educators to create conditions or atmospheres that make students willing to solve their problems and do better. Because the core of this strategy is to provide offers, not coercion."

Question 3 Application of Method: How do you apply the Restitution Triangle method in class?

Teacher's Answer: "When implementing the restitution triangle to solve student problems, I use 3 steps, which include: 1. Stabilizing identity 2. Validating wrong actions 3. Asking class beliefs".

Question 4 Application of Method: In what situations do you usually use this method?

Teacher's Answer: "When dealing with students who violate discipline, violate class beliefs, and to resolve conflicts between students"

Question 5 Application of Method: Did you encounter any obstacles in implementing this method? If so, what were those obstacles?

Teacher's Answer: "In the application of the restitution triangle to solve student problems there are no obstacles. However, the commitment to use the restitution triangle for all teachers is still very difficult, because this method is considered new for some teachers, and the diversity of teachers in understanding this method is also an obstacle to comprehensive implementation in educational units."

Question 6 Effectiveness of Method: In your opinion, is this method effective in reducing student delinquency? Why?

Teacher's Answer: "In my opinion, this method is very effective in disciplining students, because in general the conventional method of giving punishment to students who violate discipline cannot change habits permanently, this will actually make students traumatized and afraid. This is very different from the triangle of restitution, because in its implementation it has the goal of changing people who fail from wrongdoing to successful people."

Question 7 Effectiveness of Method: Did you see any changes in student behavior after this method was implemented? If so, how were those changes?

Teacher's Answer: "The restitution triangle aims to help students understand the impact of their actions on others. In this way, students learn to be more respectful of other people's feelings, as well as to develop empathy and respect, both for teachers and peers. After our school introduced this method to solve student problems, the changes were very visible, students were more respectful of other people's feelings, as well as to develop empathy and respect, both for teachers and peers."

Question 8 School Support: How is the support from the school, including the principal, in implementing the Restitution Triangle method?

Teacher's Answer: The support from the school is very positive, this can be seen when I shared practices related to the restitution triangle method, the principal facilitated the activity, all colleagues also seemed enthusiastic in participating in the practice sharing activities that I did. and I observed several colleagues starting to use this method in solving student problems".

Question 9 School Support: Are the facilities or resources provided by the school adequate to implement this method?

Teacher's Answer: "The facilities and resources provided by the school are more than adequate to implement this method."

Question 10 Experience and Reflection: Tell us about your most memorable experience when applying this method.

Teacher's Answer: 'I once solved a student problem, where at that time I received many reports that my student named F often asked for pocket money from his friends, even every time he asked for pocket money from his friends he liked to force them and threatened to hit them if they didn't give it. Of course, as a teacher, I immediately took action so that F's habit would not get worse and harm his friends. However, after I confirmed with F, he did not want to be honest about his actions, he even dared to swear and said that his friends were slandering him. To deal with this situation, I tried to stay calm and not get emotional, I tried to apply the restitution triangle strategy by implementing the three steps of the restitution triangle, namely Stabilizing identity, Validating wrong actions, Asking class beliefs. And in the end, F consciously and honestly admitted his mistake, as a consequence, without coercion he made a solution to his own problem, he decided to apologize to his friends, and was willing to return the money he had taken from his friends. and he said he would not repeat his actions again. This is interesting and impressive for me, that all problems should be able to be solved without prioritizing emotions and giving punishment, as teachers and through good communication, we can make guilty children into children who have an honest and responsible attitude."

Question 11 Experience and Reflection: What do you think needs to be improved in the implementation of the Restitution Triangle method in schools?

Teacher's Answer: "What needs to be improved is a joint commitment, all school residents, including the principal, teachers and staff must fully understand this method, so that this method can be used as the main alternative in carrying out discipline, without having to give gifts, let alone verbal and physical punishments to students who violate school beliefs or class beliefs."

Question 12 Experience and Reflection: What do you think about the potential of this method in forming students' moral values?

Teacher's Answer: "The restitution triangle strategy aims to help students be honest with themselves and evaluate the consequences or impacts of the mistakes they make. So it is important for educators to create conditions or an atmosphere that makes students willing to solve their problems and do better. Because the core of this strategy is to provide offers, not coercion. So I think this method is very good in forming moral values for students."

DISCUSSION

a. Teachers' Understanding of the Restitution Triangle Method

Based on the interview results that have been presented, it can be seen that teachers understand and apply the Restitution Triangle method as an alternative approach in solving student problems in elementary schools. Teachers understand that this method is not just a way to resolve conflicts, but also as a strategy to build character, moral values, and self-awareness in students.

The findings show that teachers have a fairly good understanding of this method. This understanding is in line with the theory of (Morrish, 2000) which states that restitution is a process to help students restore themselves to a good identity after making mistakes. This is different from conventional discipline approaches that emphasize punishment. Teachers understand that in restitution, students are facilitated to realize their mistakes and choose a better way to act in the future.

The teacher added that he learned about this method through the Teacher Mover Education training. In the training, the teacher learned that the Restitution Triangle method is more effective than the conventional approach because it focuses on student self-awareness, not on punishment. This strategy aims to make students honest with themselves and understand the impact of their actions. This is in accordance with the opinion of (Joyce & Showers, 2002) which states that training and mentoring play a very important role in changing teacher learning practices effectively.

b. Application of Restitution Triangle Method in Class

In its application, teachers use three main steps in the Restitution Triangle method, namely: 1) Stabilizing student identity, 2) Validating wrong actions, and 3) Asking class beliefs. Teachers usually apply this method when students violate discipline, violate class beliefs, or when there is conflict between students.

The implementation of the three main steps in the Restitution Triangle method carried out by teachers (stabilizing identity, validating wrong actions, and asking class beliefs) is in line with the concept developed by Diane Gossen, the originator of this method. This process aims for students not only to be aware of mistakes, but also to understand the values that have been violated and to find solutions for improvement. The use of this method in cases of disciplinary violations and conflicts between students shows that teachers have applied it in real contexts.

c. Constraints in Implementing the Method

The teacher said that in implementing the Restitution Triangle method for students, he did not find any significant obstacles. However, challenges arose at the level of acceptance and consistency of all teachers in the school. Because this method is considered new, the understanding and commitment of all teachers are still diverse, thus hampering the implementation as a whole in the school environment.

However, different results in the study (Oktaviana, nd) still found obstacles and obstacles inhibiting factors, such as conditions, readiness to learn and lack of student awareness of the importance of discipline, requiring a long time, and the influence of people around them. The same thing is also true in the study conducted (Marisa, 2024) still found obstacles in the application of the inhibiting factor method, namely the lack of parental supervision of gadgets, lack of teacher time, and lack of teacher understanding of the restitution triangle.

The research conducted (Mukarromah & Wulandari, 2025) also experienced obstacles in implementing methods such as student resistance to emotional reflection, teacher inconsistency, and limited training resources.

d. Effectiveness of Methods in Reducing Student Delinquency

According to the teacher, the Restitution Triangle method is very effective in disciplining students. He stated that this approach is different from conventional methods that rely on punishment, which can actually cause trauma. The Restitution Triangle focuses on long-term behavioral change by making students realize their mistakes and take responsibility for their actions.

After being implemented, teachers saw positive changes in student behavior. Students became more appreciative of other people's feelings, showed empathy, and were more respectful of teachers and peers. This also has similarities to research conducted (Damang et al., 2024) that the contribution of the Restitution Triangle approach has proven relevant to improving student discipline in Central Mamuju with a method that facilitates open communication between teachers and students.

Teachers stated that this method was very effective because it was able to change students' behavior consciously and voluntarily, not because of pressure. This is in line with the principle of restorative discipline, which views violations as an opportunity to learn and grow, not just to be punished. This method succeeded in forming an attitude of empathy and respect in students, as observed by teachers. This change also

strengthens the findings of (Narvaez, 2006) that effective moral learning involves self-reflection and understanding the impact of actions on others.

e. School Support in Implementing Methods

Teachers revealed that the school, including the principal, provided positive support for the implementation of the Restitution Triangle method. The principal facilitated practice sharing activities, and colleagues appeared enthusiastic and began to apply this method in solving student problems.

There were no technical obstacles in implementing this method, but challenges arose in the form of a lack of understanding and commitment from other teachers in the school. This shows that the success of this method does not only depend on individual abilities, but also on institutional support and school culture. This supports the opinion (Fullan, 2007) that educational change requires the involvement of all elements of the school systematically.

In addition, teachers said that the facilities and resources provided by the school were sufficient to support the implementation of this method effectively. On the other hand, the support of the principal and adequate facilities were the main supporting factors for the success of the implementation. Principals who provide space and support for teacher innovation play an important role in the sustainability of the program.

f. Memorable Experience in Implementing the Method

The teacher shared a memorable experience when dealing with a student who often forced his friends to give him pocket money. Initially, the student refused to admit his actions. However, through the application of the three steps of the Restitution Triangle—stabilizing identity, validating wrong actions, and asking for class beliefs—the student finally admitted his mistake, apologized, returned the money, and promised not to repeat his actions. The teacher felt that this experience demonstrated the effectiveness of the Restitution Triangle method in forming positive character in students without using punishment.

The teacher's experience in handling students who commit violations wisely and without emotion is real evidence that this method is able to touch the moral aspects of students deeply. Students not only admit their mistakes, but also show an attitude of responsibility and commitment to correct them. This proves that the Restitution Triangle method has contributed to the formation of character and moral values, as expected in the Pancasila Student Profile, namely being faithful, responsible, and having noble character.

g. Aspects that Need to be Improved in the Implementation of the Method

Teachers believe that to increase the effectiveness of the Restitution Triangle method, there needs to be a joint commitment from all members of the school community. Principals, teachers, and staff need to understand this method thoroughly so that it can be used as the main alternative in disciplining students without having to use verbal or physical punishment.

Overall, the implementation of the Restitution Triangle method has a positive contribution in reducing student delinquency in elementary schools. This method not only solves problems, but also builds moral values, honesty, empathy, and a sense of responsibility in students. This is in line with the character education approach that emphasizes the process of internalizing values and self-reflection.

h. The Potential of the Restitution Triangle Method in the Formation of Moral Values

Teachers argue that the Restitution Triangle method has great potential in forming students' moral values. By helping students evaluate the consequences of their mistakes and building honesty and responsibility, this method can foster positive character in students. The essence of this method is to provide students with the opportunity to improve themselves consciously, not because of pressure or coercion.

However, there are still obstacles in its implementation, especially in terms of joint commitment. Not all teachers understand and are ready to implement this method, because there are still differences in understanding and experience in using the method. Other obstacles are limited time and the need for more training and socialization regarding this method to all school residents.

CONCLUSION

Based on the results of the research that has been conducted on the implementation of the Restitution Triangle method in reducing juvenile delinquency at State Elementary School 4 Wonosari, Megang Sakti District, Musi Rawas Regency, it can be concluded that this method has been understood and implemented positively by teachers. Teachers understand the Restitution Triangle method as an approach to help students realize their mistakes without pressure or punishment, but through a process of self-reflection and social responsibility. This understanding is obtained through training such as the teacher movement program and direct experience in dealing with student

problems at school. In its application, teachers follow three main steps in the Restitution Triangle, namely stabilizing identity, validating wrong actions, and asking class beliefs. This method is generally applied when students commit disciplinary violations, conflicts between friends, or when class values are violated. The application has proven effective in fostering awareness, empathy, and a sense of responsibility in students. Compared to conventional punishment-based methods, the Restitution Triangle is more successful in forming students' characters positively and permanently.

In terms of support, the school gave a positive response to the implementation of this method. The principal and colleagues fully support the implementation of the strategy through facilitating practice sharing activities and the availability of supporting facilities. However, challenges are still found in terms of collective commitment from all teachers, especially because of differences in understanding and the assumption that this method is still new. Overall, the Restitution Triangle method has great potential in shaping students' moral values. This approach encourages students to be honest with themselves, understand the impact of their actions on others, and try to correct mistakes with full awareness. Therefore, this method is very relevant to be applied as the main alternative in a discipline approach that educates and builds students' character sustainably.

Based on the results of the study, it shows that the use of the Restitution Triangle Method has proven effective in forming positive behavior and moral values of students. The majority of teachers understand the benefits and application of this method, and feel its impact in reducing student delinquency. The main obstacles faced are time constraints, student resistance, and the need for further training for teachers. Support from the school, both in facilities and training, is very important for the success of this method. With improvements in these aspects, this method has great potential to be applied more widely in schools.

SUGGESTION

Based on the findings and conclusions of this study, the researcher suggests several things to support the sustainability and effectiveness of the implementation of the Restitution Triangle method in elementary school environments.

First, for teachers, it is expected to continue to develop understanding and skills in implementing the Restitution Triangle method consistently in learning activities and in handling student problems. Teachers need to build awareness that a recovery-based discipline approach is more effective in shaping the character and moral values of students.

Second, for schools, it is important to create a school culture that supports a non-violent and reflection-based approach. This can be done through internal training, forums for sharing good practices between teachers, and forming small teams that focus on character building for students using this method. Thus, all school residents can have a uniform understanding and commitment.

Third, the principal is expected to continue to facilitate the implementation of this method by providing structural and cultural support. The principal's support plays an important role in creating a collaborative atmosphere between teachers and legitimizing a new, more humanistic approach to educating children.

Finally, for further researchers, it is recommended to conduct further studies with a wider scope both quantitatively and qualitatively. In-depth research on the impact of the Restitution Triangle method on aspects of students' social-emotional development, as well as its implementation in schools with different backgrounds, will be very useful to enrich educational references and practices in Indonesia.

To overcome the obstacles in implementing the Restitution Triangle method, several strategic solutions are needed. First, schools need to provide ongoing training and mentoring for teachers so that they understand and are able to apply this method consistently. Second, school culture must be directed towards a humanistic disciplinary approach through the socialization of restitution values and the formation of learning communities between teachers. Third, allocating special time for reflection and dialogue with students is very important to support the behavioral recovery process. In addition, resistance from some teachers or parents can be overcome through open communication and sharing good practices that have been proven effective. Finally, the principal needs to conduct regular monitoring and evaluation so that the implementation of this method runs optimally and has a positive impact on the development of student character.

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