



## Strengthening Positive Discipline through the Implementation of the TABANA Program (Children's Kindness Bank) to Address Bullying in Kindergarten and Primary Schools

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### ABSTRACT

The TABANA program was developed in response to the increasing prevalence of negative behaviors and bullying incidents in partner preschool and primary schools, which previously lacked a structured behavior management system. The program aims to foster a culture of positive behavior through a positive discipline approach supported by visual reinforcement strategies, including kindness jars, appreciation tokens, behavioral indicators, and data-based behavioral recapitulation. Program activities were conducted through socialization sessions, focus group discussions, teacher training, classroom implementation, mentoring, evaluation, and sustainability planning. Data were collected through non-verbal observations, teacher interviews, activity documentation, and weekly and monthly behavioral records, and subsequently analyzed using a descriptive-comparative approach to examine changes before and after program implementation. The findings indicate that more than 70% of students demonstrated improvements in positive behavior, particularly in terms of discipline, honesty, cooperation, and task completion at the primary school level. At the kindergarten level, consistent improvements were observed in queuing behavior, tidying up learning materials, and smiling, although behaviors related to sharing and self-regulation still require further reinforcement. The program also contributed to a reduction in negative behaviors, including mild forms of peer-to-peer bullying, and enhanced teachers' capacity to manage classrooms and systematically evaluate student behavior. Overall, the TABANA program supports the creation of a more positive learning environment and establishes a sustainable foundation for character development in partner schools.

**Keywords:** positive discipline, TABANA, kindergarten, primary school, bullying

## 1. Introduction

Primary education constitutes a strategic setting for character formation and the internalization of moral values from an early age. Schools function not only as sites of knowledge transmission but also as arenas of social interaction that shape students' emotional, behavioral, and personality development. In Muhammadiyah-affiliated schools under the Ngemplak Branch Leadership in Boyolali, which oversee primary schools (SD/MI), kindergartens, and early childhood education institutions (PAUD), creating a safe, comfortable, and child-friendly educational environment has become a central priority. Nevertheless, preliminary observations indicate that significant challenges persist in student behavior management, particularly regarding the widespread occurrence of bullying behaviors manifested in various forms within the school environment.

The phenomenon of bullying observed in schools is not limited to verbal acts such as teasing, but also encompasses physical behaviors during play and non-verbal aggressive actions that cause emotional discomfort to other students. The impact of bullying should not be underestimated, as it can hinder children's growth and development, reduce learning motivation, and undermine their psychological well-being (Fossum et al., 2023; Suhandoko et al., 2025). Field evidence indicates that most bullying cases occur in the absence of clear handling mechanisms, documentation procedures, or explicit sanctions from school authorities, allowing negative behaviors to persist and recur without firm and educational intervention.

Numerous factors have been identified as triggers of bullying in school settings. From an individual psychological perspective, bullying behavior is often associated with a lack of empathy, a desire to assert dominance, and weak self-regulation abilities (Andriyani et al., 2024; Nugroho et al., 2020). Past experiences, such as having previously been victims of

violence, may also predispose children to engage in aggressive behavior toward their peers (Kvestad et al., 2024; Mardia, 2023). In addition, the family environment plays a significant role. Authoritarian, permissive, or violence-prone parenting styles are likely to foster risk behaviors in children (Farooq et al., 2024; Kuswendi, 2019; Primadewi et al., 2025). Children who feel neglected often seek validation through negative means, including bullying as a way to gain control or attention (Kadafi et al., 2021; Zhang, 2022).

In Muhammadiyah-affiliated schools in Ngemplak, preliminary field mapping revealed that approximately 30% of teachers reported difficulties in managing student behavior, particularly when dealing with peer conflicts or aggressive behaviors leading to bullying. Meanwhile, 20% of parents reported that their children had experienced bullying. This condition not only disrupts the learning process but also adversely affects social and emotional relationships within the school environment. When bullying is not adequately addressed, schools may become unsafe spaces for children, thereby impeding the development of positive character traits.

Beyond individual and family-related factors, the school system itself plays a critical role. Insufficient supervision, limited regulations for bullying prevention and intervention, and the absence of clear reward and consequence mechanisms contribute to unregulated student behavior (Rahmat et al., 2023; Safaat, 2023). In the absence of a consistent system, teachers often adopt varied individual approaches, resulting in inconsistency in behavior management practices. This lack of clarity also prevents students from understanding the consequences of their actions, thereby weakening the internalization of positive behavior.

This complex situation underscores the need for a systematic approach to fostering a culture of positive discipline and sustainably reducing bullying behavior. Educational literature widely recognizes positive discipline as an effective approach to shaping children's

behavior without resorting to physical or verbal punishment. Positive discipline emphasizes the reinforcement of desirable behaviors through rewards, constructive dialogue, and the creation of responsive classroom environments (Etum et al., 2021; Mustofa et al., 2024; Widyaningtyas & Mustofa, 2023). This approach has been implemented in various countries as a strategy to cultivate safe, inclusive, and supportive learning climates that promote students' social and emotional development.

Several schools in Indonesia have attempted to implement similar initiatives, such as reward point systems, star charts, or "child-friendly classroom" programs. However, these efforts often lack sustainability due to the absence of structured systems, adequate teacher training, and continuous evaluation. In Muhammadiyah-affiliated schools in Ngemplak, previous attempts to curb bullying have not been standardized and have not yet been supported by a comprehensive and measurable behavior development framework. Therefore, an integrated program that engages all components of the school ecosystem—teachers, students, and parents—is urgently required.

In response to these needs, this community engagement initiative offers a solution through the implementation of the TABANA program (Children's Kindness Bank). TABANA is a reward-based behavior management model designed to cultivate a positive classroom culture by providing appreciation for positive behaviors and educational consequences for negative behaviors. Teachers play an active role in recording, monitoring, and providing feedback on student behavior. The consistent implementation of TABANA is expected to foster students' social responsibility, empathy, discipline, and self-regulation skills.

The TABANA intervention targets not only students but also enhances teachers' capacity to manage classrooms effectively. Teacher skill enhancement is facilitated through focus group discussions (FGDs), simulations, and continuous mentoring.

This approach aligns with existing literature emphasizing that teachers' classroom management competence is a key determinant in the successful prevention of bullying (Cho et al., 2024; Eddy et al., 2024; Romano & Yilmaz, 2025).

Furthermore, the TABANA program promotes the downstream application of multidisciplinary research by integrating perspectives from education, developmental psychology, and socio-cultural approaches. Through this initiative, higher education institutions fulfill their role as catalysts for social change by implementing relevant, evidence-based research outcomes. Accordingly, the objectives of this program are to: (1) establish a structured and easily adaptable positive discipline-based student behavior development system; (2) enhance teachers' skills in effective and preventive classroom management; (3) reduce the intensity and frequency of bullying through the habituation of positive behaviors; (4) create a safe, enjoyable, and character-supportive school culture; and (5) provide a replicable behavior development program model for other schools within the Muhammadiyah network.

By adopting a systemic, evidence-based, and empowerment-oriented approach, the TABANA program is expected to serve as a sustainable intervention for addressing bullying and promoting a more child-friendly educational environment in Muhammadiyah-affiliated schools in Ngemplak. Moreover, the program is anticipated to become a model of best practice in positive discipline-based student behavior management that can be more broadly adopted by other educational institutions.

## 2. Method

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This community engagement activity was implemented using a participatory community engagement approach, positioning Muhammadiyah-affiliated schools under the Ngemplak Branch Leadership (PCM Ngemplak) as partner

institutions. This approach was selected to ensure the active involvement of teachers, school principals, students, and parents in the planning, implementation, and evaluation of the program. It emphasizes the principles of empowerment, capacity building, collaboration, and sustainability, thereby ensuring that the intervention not only addresses short-term issues but also fosters long-term behavioral change and the development of a positive school culture.

### **Location, Duration, and Target Groups**

The program was conducted in the PCM Ngemplak area, Boyolali, specifically in Muhammadiyah-affiliated schools (AUM) encompassing kindergarten (TK) and primary school levels (SD/MI). This location was determined based on a preliminary survey that identified a high incidence of bullying cases, weak student behavior management, and the need for a structured behavior development system. The program was implemented over a six-month period. The primary target groups included teachers as the main implementers of positive discipline, students as recipients of the behavior development intervention, school principals as institutional decision-makers, and parents as supporters of positive behavior habituation at home.

### **Stages of Implementation**

The program was carried out through six main stages. First, the socialization stage was conducted to provide initial understanding to school principals, teachers, and parents regarding the urgency of positive behavior development based on positive reinforcement. At this stage, the overall program flow was explained, including the determination of behavioral indicators, coin allocation mechanisms, the use of kindness jars, and the score recapitulation process using Microsoft Excel. The second stage involved focus group discussions (FGDs) to formulate behavioral indicators, engaging all partners in defining positive and negative behavior indicators for kindergarten and primary school levels. The outcomes of the

FGDs were translated into posters as reference tools for schools. This stage also included demonstrations of coin usage, point deduction mechanisms, and the determination of monthly achievement categories to ensure a shared understanding among all stakeholders prior to program implementation.

The third stage comprised teacher training aimed at enhancing teachers' competencies in applying positive discipline, delivering appreciation, and addressing negative behaviors through educational approaches. The training covered concepts of positive reinforcement, scoring techniques, daily behavior recording, and the use of TABANA media, including jars, coins, jar racks, and indicator posters. Teachers were also trained to use Excel templates to record weekly scores, calculate monthly scores, and interpret behavior development graphs, ensuring readiness for consistent program implementation. The subsequent stage was the classroom implementation of TABANA, conducted through the use of individual kindness jars, classroom jar racks, coins, and behavioral indicator posters. Teachers awarded points for positive behaviors and deducted points for negative behaviors. Students placed coins into their jars as a visual representation of their behavioral progress. Teachers then conducted weekly score recapitulations using Excel, which automatically generated monthly scores that served as the basis for determining achievement categories and selecting *Kindness Ambassadors* or *Students of the Month*. This process functioned as a positive habituation mechanism observable by the entire school community.

The next stage involved mentoring and evaluation to ensure optimal implementation. The team conducted classroom observations, examined the consistency of point allocation, discussed challenges encountered by teachers, and provided technical guidance related to score recapitulation. Evaluation was based on weekly and monthly data to assess student behavior development and teacher consistency. The evaluation results were formulated into improvement recommendations discussed

in reflective forums with teachers and school principals, complemented by parental feedback to ensure a comprehensive evaluation process. The final stage focused on program sustainability, aiming to ensure that TABANA remains an integral part of school culture after the completion of the community engagement activity. Schools were encouraged to establish internal policies regulating the permanent use of TABANA. Senior teachers served as mentors for new teachers, while indicator posters and

implementation mechanisms continued to be disseminated at the beginning of each academic year. Supporting media such as jars and coins were prepared for long-term use, and monthly data recapitulations were utilized as tools for character monitoring. The program was also directed toward expansion to other Muhammadiyah-affiliated schools within PCM Ngemplak to broaden its impact. Accordingly, the stages of implementation are illustrated in the following diagram:



Figure 1. Stages of Program Implementation

### 3. Results

The implementation of the community engagement program through the application of TABANA in Muhammadiyah-affiliated schools under PCM Ngemplak generated various outcomes demonstrating that a positive reinforcement model can be effectively implemented to improve student behavior. As a socio-cultural behavioral engineering model, TABANA was designed to foster the habituation of positive behaviors through visual media, including kindness jars, coins, and behavioral indicator posters, supported by a digital monitoring system using Excel-based templates. These outputs served as practical solutions to address behavioral issues previously encountered in schools, particularly verbal teasing, minor peer conflicts, aggressive behaviors, and the lack of habituation of courteous and respectful conduct.

#### Socialization and FGD

The initial stage of the TABANA program implementation commenced with socialization activities and focus group discussions (FGDs) involving school principals, classroom teachers, subject teachers, and parents. The socialization aimed to establish a shared understanding of the urgency of fostering positive student behavior, while simultaneously

introducing the fundamental concept of TABANA as a measurable, visual reward-based behavior management system. At this stage, the project team presented common behavioral issues frequently encountered in primary and early childhood education settings, such as low discipline, the persistence of aggressive behaviors, and the limited culture of peer appreciation. The delivery employed a participatory approach, enabling teachers to provide feedback based on actual classroom conditions.

Teachers were introduced to the practical benefits of TABANA implementation, emphasizing that the program extends beyond symbolic rewards to establish a consistent and measurable system for positive behavior habituation. At this stage, teachers were familiarized with the core components of TABANA, including kindness jars, jar racks, kindness coins, behavioral indicator posters, and the point-based assessment scheme. The success of the socialization stage was reflected in the high level of teacher enthusiasm to proceed to the FGD phase. School principals also provided administrative support, including the allocation of dedicated time for training and the provision of space for the placement of TABANA materials. Documentation of the socialization activities is presented in Figure 2.



Figure 2. Focus Group Discussion Activities

This activity involved teachers from kindergarten/early childhood education (TK/PAUD) and primary school levels (SD/MI), ensuring that the formulated indicators were aligned with students' developmental characteristics at each educational stage. The FGD outcomes revealed a consensus on differentiated positive behavior indicators across levels. At the kindergarten/early childhood level, the agreed indicators focused on foundational character-building behaviors, such as following teachers' instructions, sharing toys or learning materials, maintaining orderly conduct, praying before and after activities, and controlling hand-related actions. In contrast, at the primary school level, behavior indicators were formulated in a more complex manner, encompassing helping peers, honesty, punctual classroom attendance, respect for others, timely task completion, and aspects

of religious practice. These indicators were subsequently consolidated into standardized posters to be displayed in each classroom, serving as visual guidelines for both teachers and students.

The FGDs also resulted in the identification of negative behavior indicators subject to point deductions, including refusing to help peers, teasing, indiscipline, dishonesty, failure to complete assignments, neglect of religious practices, and failure to control hand-related actions. Teachers emphasized that negative behavior indicators should be clearly communicated so that students understand the consequences of inappropriate actions. The presence of both positive and negative behavior posters strengthened implementation consistency, addressing the prior issue whereby each teacher applied different behavioral standards.

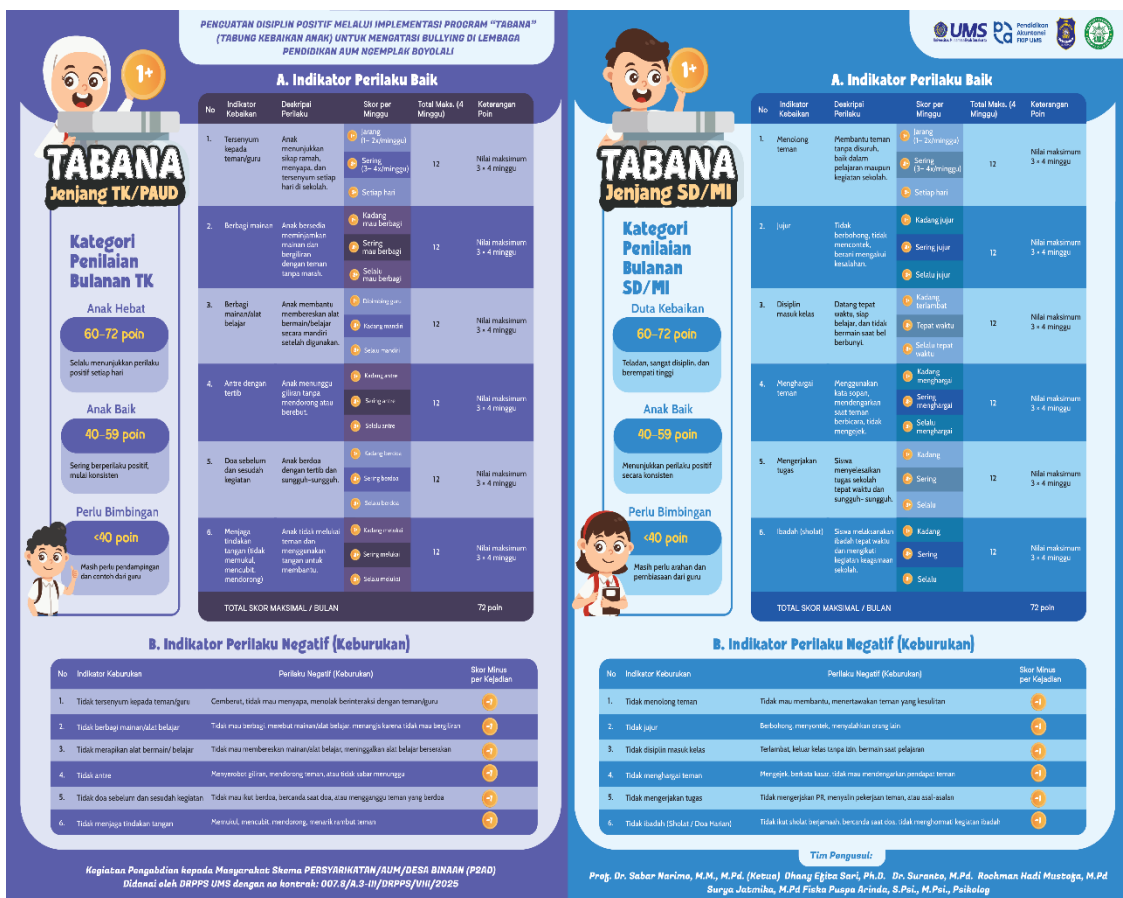


Figure 3. Behavior Indicator Poster

The socialization and FGD stages constituted a critical foundation for the implementation of a behavior change-oriented program. In the context of school management, cultural transformation requires emotional engagement and strong commitment from teachers as the primary agents of learning. By providing a dialogic space during the socialization process, the TABANA program fostered a sense of ownership among teachers, enabling them to perceive TABANA not as an additional workload but as a pedagogical tool that facilitates classroom management. This stage aligns with Kotter's organizational change model, which emphasizes the creation of a *sense of urgency* and the establishment of a *guiding coalition* as prerequisites for successful transformation. Accordingly, the effectiveness of the socialization process served as a robust foundation for subsequent stages of implementation.

### **Teacher Training (Strengthening Technical and Pedagogical Competencies)**

The teacher training stage was designed to enhance teachers' technical competencies related to TABANA implementation while reinforcing its underlying pedagogical foundations. The training was conducted

using a workshop-based approach, combining theoretical explanations, practical simulations, and guided mentoring. Training materials covered procedures for awarding kindness points, monitoring student behavior, recording daily scores, completing weekly and monthly recapitulations using Excel, and developing reflective reports on student behavioral progress. During the practical sessions, teachers engaged in hands-on practice by directly awarding points using kindness coins and students' individual jars.

A key component of the training was the introduction of the TABANA Excel Recapitulation Template. This Excel format was designed to automatically calculate total weekly and monthly scores (ranging from 0 to 72 points), requiring teachers only to input the number of coins collected each week. These data are critical, as they form the basis for evaluating indicator achievement and determining the *Student of the Month*. Teachers were also trained to interpret behavioral development graphs generated by the template to support reflective reporting and data-informed decision-making. Documentation of the teacher training activities is presented in Figure 4.



**Figure 4. Training Activities for Teachers**

The training yielded a significant impact on teachers' understanding. The majority of teachers reported that TABANA provided a more structured behavior evaluation tool compared to previously used methods. The success of this stage indicates that teachers had attained both the technical readiness and pedagogical understanding necessary to proceed to the field implementation stage.

### **Implementation of TABANA**

The classroom implementation of TABANA represented the direct application of the structured kindness jar system that had been previously developed. Each student was provided with an individual jar labeled with their name and placed on a designated rack to ensure accessibility. Teachers awarded kindness coins whenever students demonstrated behaviors aligned with the established indicators. This activity became a weekly routine that fostered students' sense of ownership and intrinsic motivation. The

implementation of the program elicited positive responses from students, who found it easier to understand behavioral expectations due to the presence of indicator posters displayed prominently in the classroom as visual reminders.

At the kindergarten level, the implementation indicated that students became more guided in following instructions. Although several indicators such as sharing toys, praying, and controlling hand-related actions remained relatively low, the program generally facilitated the habituation of positive behaviors. At the primary school level (SD/MI), teachers reported significant improvements in indicators related to honesty, punctual classroom attendance, and task completion. Only one student remained inconsistent in completing assignments, suggesting that the intervention was effective for the majority of students. Documentation of the TABANA program implementation in classrooms is presented in Figure 5.



**Figure 5. Classroom Implementation of the TABANA Program**

This implementation is consistent with the concepts of self-monitoring and behavioral reinforcement, which posit that positive behaviors are more likely to increase when they are consistently reinforced through visual rewards. TABANA functions as a simple gamification-based system that enhances student engagement and motivation, as evidenced by students' enthusiasm in collecting kindness coins.

### **Results of Program Mentoring and Evaluation**

The evaluation of student behavioral development at the kindergarten and primary school (SD/MI) levels was conducted using data triangulation, encompassing non-verbal observations, teacher interviews, and

documentation of weekly and monthly score recapitulations. This triangulation approach enabled a more comprehensive understanding of the impact of TABANA implementation on changes in student behavior. Overall, the findings indicate significant improvements across most positive behavior indicators at both the kindergarten and primary school levels, accompanied by a reduction in negative behaviors, thereby reinforcing the establishment of positive discipline within the school environment. Documentation of the mentoring activities is presented in Figure 6.



**Figure 6. Mentoring Activities in Partner Schools**

Furthermore, at the kindergarten level, teachers reported that behaviors related to emotional regulation and social interaction began to show improvement. Although several indicators such as sharing toys, praying, and controlling hand-related actions had not yet reached optimal levels, an upward trend was consistently observed. This pattern can be explained by the developmental characteristics of early childhood learners, who typically

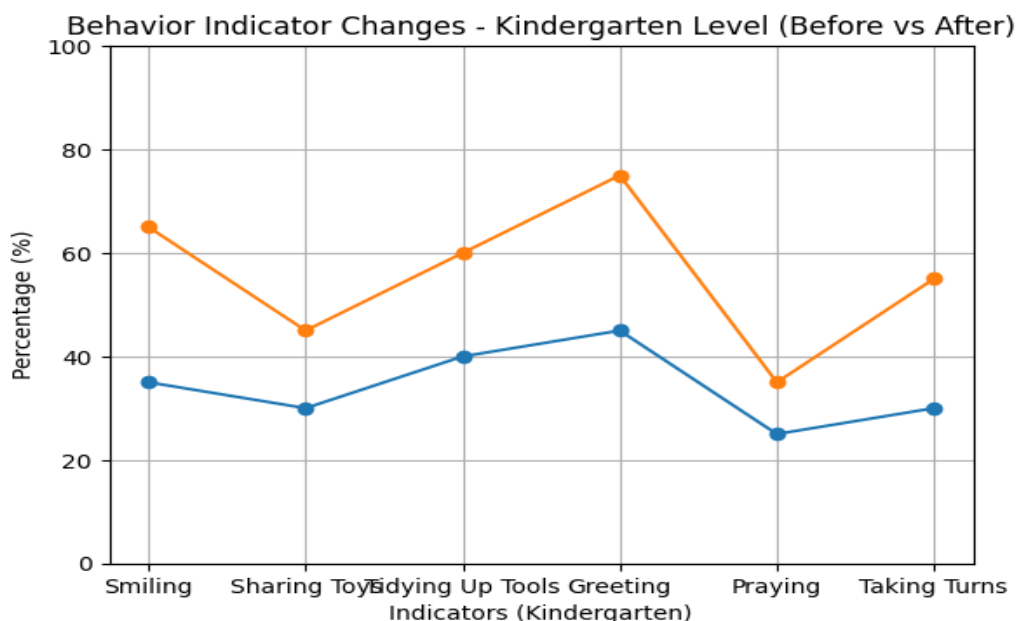
require repeated habituation and consistent positive reinforcement before prosocial behaviors can be established in a stable manner. The implementation of TABANA contributed to providing such a structured habituation process through concrete visual rewards. Data comparing student behavior before and after the implementation of TABANA at the kindergarten level are summarized in Table 1.

**Table 1. Changes in Kindergarten Students' Behavioral Indicators Before and After TABANA Implementation**

| No. | Behavioral Indicators (Kindergarten) | Before (%) | After (%) | Impact Description   |
|-----|--------------------------------------|------------|-----------|--|
| 1   | Smiling                              | 35         | 65        | Children became more cheerful and responsive                           |
| 2   | Sharing toys                         | 30         | 45        | Empathy began to emerge, but further guidance is still needed          |
| 3   | Tidying up learning materials        | 40         | 60        | Awareness of tidying up increased significantly                        |
| 4   | Queuing                              | 45         | 75        | Ability to wait for turns improved markedly                            |
| 5   | Praying                              | 25         | 35        | Slight improvement; continued habituation is required                  |
| 6   | Controlling hand actions             | 30         | 55        | Aggressive behavior decreased, but regular supervision is still needed |

The visualization of behavioral changes among kindergarten students presented in Figure 7 further clarifies the observed improvements in positive behavior following the implementation of TABANA. The graph indicates a considerable increase across nearly all behavioral indicators, particularly in smiling, maintaining the neatness of learning materials, and queuing, which exhibited improvements of approximately 20–30 percent.

These gains suggest that the visual reward mechanism, implemented through coins and kindness containers, is effective in promoting prosocial behavior and behavioral order among early childhood learners. Nevertheless, the graph also reveals that certain indicators, such as sharing toys, praying, and controlling hand actions, demonstrated relatively lower levels of improvement.



**Figure 7. Percentage Increase in Positive Behavioral Indicators among Kindergarten Students**

Behavioral changes among elementary school (SD/MI) students were more pronounced, particularly in the areas of honesty, discipline, and task completion. Teachers reported that the kindness coin system heightened students' awareness that their behaviors were continuously observed and appreciated, thereby enhancing both intrinsic and extrinsic motivation. Interview data indicated that approximately 70% of

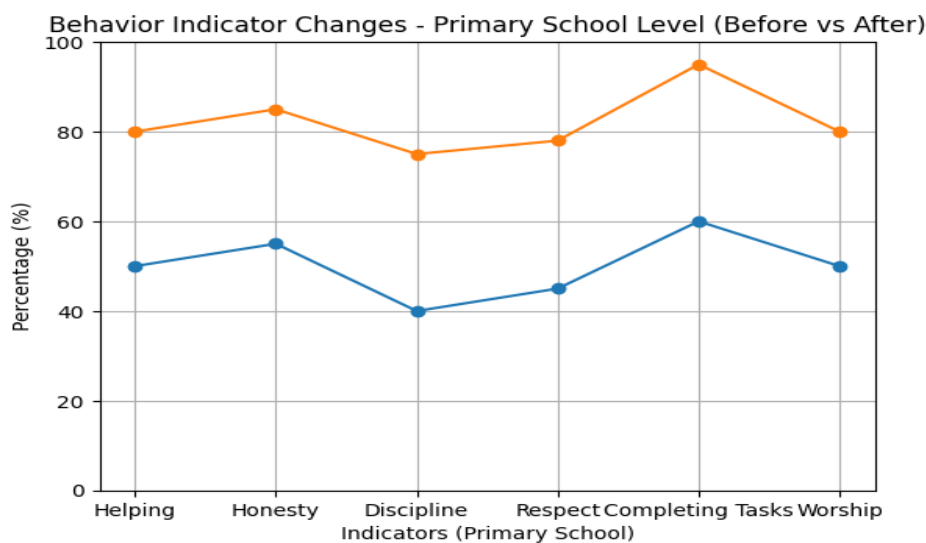
students became more motivated to behave positively, and most discipline-related indicators increased to levels exceeding 80%. The only indicator that remained challenging was consistency in task completion for one student, who required individualized assistance. The comparative data on behavioral indicators before and after the implementation of TABANA at the SD/MI level are summarized in Table 2.

**Table 2. Changes in Behavioral Indicators of Elementary School (SD/MI) Students Before and After the Implementation of TABANA**

| No. | Behavioral Indicator (SD/MI) | Before (%) | After (%) | Impact Description                           |
|-----|------------------------------|------------|-----------|--|
| 1.  | Helping others               | 50         | 80        | Students more readily offer assistance       |
| 2.  | Honesty                      | 55         | 85        | Dishonest behaviors decreased substantially  |
| 3.  | Discipline                   | 40         | 75        | Students became more punctual and orderly    |
| 4.  | Respecting peers             | 45         | 78        | Peer interactions became more positive       |
| 5.  | Task completion              | 60         | 95        | Nearly all students completed assignments    |
| 6.  | Religious observance         | 50         | 80        | Religious discipline increased significantly |

Meanwhile, the behavioral trend graph for the SD/MI level presented in Figure 8 demonstrates a far more consistent improvement across all behavioral indicators. The task completion indicator showed the highest increase, rising from 60% to 95%, indicating that the use of coins as a form of appreciation significantly enhanced students' motivation to complete assignments on time. Substantial improvements were also observed

in honesty, discipline, and respect for peers, reflecting the internalization of character values reinforced through the reward mechanism and the *Student of the Month* recognition. In terms of religious observance, a notable increase was also recorded, suggesting that TABANA effectively strengthens spiritual habituation when behavioral indicators are clearly communicated through visual posters.



**Figure 8. Percentage Increase in Positive Behavioral Indicators among Elementary School (SD/MI) Students**

The graph illustrates that the implementation of TABANA was more stable at the elementary school (SD/MI) level, as students at this stage possess more mature self-regulation abilities compared to kindergarten students. Overall, the graphical patterns observed across both educational levels indicate that TABANA not only succeeded in enhancing students' behavioral outcomes in general but also generated a pattern of change that is measurable, systematic, and empirically accountable.

**Program Sustainability**

The sustainability of the TABANA program was intentionally designed from the outset to ensure that it would not be limited to the duration of the community service initiative, but rather evolve into an integral component of school culture. This sustainability is supported by strong commitments from school principals and teachers to integrate TABANA into internal policies, classroom management practices, and character education agendas. To ensure consistency in implementation, schools appointed senior teachers as mentors responsible for guiding new teachers on behavioral indicators, point-allocation techniques, the use of program media, and digital record-keeping procedures, thereby facilitating continuous knowledge transfer across academic years.

All supporting materials, including behavioral indicator posters, implementation procedure posters, kindness tubes, tokens, and tube racks, were designated as long-term

school assets. In addition, re-socialization activities are conducted at the beginning of each academic year to ensure uniform understanding and consistent practice among teachers and students. The Excel-based recapitulation system continues to function as a behavioral monitoring tool, enabling schools to assess students' character development in a measurable manner while also providing historical data for character report cards, evaluation meetings, and communication with parents.

Program sustainability is further oriented toward scaling up implementation across other Muhammadiyah schools within the PCM Ngemplak area, given the positive responses from teachers and parents as well as empirical evidence of effectiveness reflected in students' behavioral improvements during the initial implementation phase. In line with this plan, the proposing team has prepared the development of an official module, enhancements to the quality of visual media, and reinforcement of the digital recapitulation system to facilitate broader adaptation across diverse school contexts.

Ultimately, the sustainability of TABANA is reflected not only in the continuity of its implementation but also in schools' capacity to utilize behavioral development data as a basis for informed decision-making, strengthen school-parent partnerships, foster a culture of appreciation, and create a safe, supportive, and conducive learning environment for sustainable character development.

#### 4. Discussion

The implementation of the TABANA program in partner schools demonstrated a significant contribution to fostering a culture of positive behavior, enhancing student discipline, reducing negative behaviors, and strengthening teacher-student relationships. Field findings indicate that each stage of the program from socialization to sustainability was interrelated in producing measurable changes in student behavior.

The socialization stage served as a critical foundation for ensuring a shared understanding among all stakeholders. During this stage, teachers, school principals, and parents were introduced to the urgency of behavior development based on positive approaches. This effort is consistent with numerous studies emphasizing that school community awareness of bullying and negative behavior issues represents an essential initial step toward creating a safe learning environment (Andriyani et al., 2024; Safaat, 2023). Studies by Austin et al. (2024) and Laitinen et al. (2025) reveal that limited teacher and parent literacy regarding bullying dynamics often results in inconsistent and reactive responses. This condition aligns with the initial findings in partner schools, which lacked a structured behavior management system. The TABANA socialization stage addressed this gap by introducing a reward-based discipline concept that has been empirically shown to reduce aggressive behavior among students (Visty, 2021). Accordingly, the socialization phase functioned not only as a dissemination of program mechanisms but also as a preventive intervention that strengthened stakeholders' behavioral literacy.

The FGDs resulted in jointly agreed-upon positive and negative behavior indicators among kindergarten and primary school teachers. The standardization of these indicators was crucial, as prior to program implementation, teachers employed subjective approaches in assessing student behavior. Teacher subjectivity in classroom management has been documented by Dewi and Khotimah (2020) and Safira and Syahril (2023), who found that inconsistent teacher perceptions of behavior lead to disparities in the provision of rewards and consequences. The FGD outcomes are highly consistent with the recommendations of Dey Putri et al. (2020), who emphasized that children's prosocial behavior is more likely to develop when behavioral indicators are presented concretely and visually. Moreover, the consensus on negative behavior indicators supports the findings of Janpleng and

Ruangmontri (2021) and Octaviana et al. (2022) regarding the importance of bullying prevention through the habituation of empathy and rule compliance. The positive and negative behavior indicator posters produced through the FGDs functioned as visual anchors in each classroom, ensuring a shared reference for all teachers. This approach minimized interpretative variation and strengthened fairness in point allocation. Thus, the FGDs served not only as a product-oriented activity (posters and indicators) but also as a medium for value consolidation among teachers.

Teacher training constituted a critical stage in ensuring the consistent implementation of TABANA. Teachers were equipped with competencies to apply positive discipline, deliver effective appreciation, and address negative behaviors using educational approaches. Research by Santosa (2022) and Vanlommel et al. (2023) underscores that teachers' classroom management competence is a key determinant of the success of behavioral interventions. Visual reward models such as the kindness jar enabled teachers to focus more on reinforcing positive behavior, thereby reducing reliance on verbal reprimands. Studies by Kuusimäki et al. (2019) and Martin et al. (2023) demonstrate that teachers employing positive approaches are more effective in preventing peer conflicts and aggressive behaviors. Overall, the teacher training component of the TABANA program enhanced both technical and pedagogical competencies, positioning teachers as central agents in cultivating a positive school culture.

The classroom implementation of TABANA exhibited strong effectiveness in increasing student motivation and positive behavior. Students demonstrated enthusiasm in collecting coins and monitoring their behavioral progress through individual jars. This visual reward model aligns with findings by Chen and Vernazza (2023) and Yuliani et al. (2024), which indicate that positive reinforcement enhances learning focus and reduces verbal bullying behaviors among primary school students. At the Islamic

primary school (MI) level, indicators such as honesty, respect for peers, and task completion showed substantial improvement. These results confirm the findings of Visty (2021), which suggest that consistent appreciation systems can enhance self-regulation and prosocial behavior. At the kindergarten level, improvements were more varied. Indicators such as smiling, tidying up materials, and queuing showed greater increases compared to behaviors related to sharing toys and controlling hand-related actions. This pattern is consistent with Dey Putri et al. (2020), who noted that early childhood learners are still developing empathy and motor control, thereby requiring more intensive and repeated reinforcement. The Student of the Month program further enriched students' emotional experiences by providing strong social recognition. Research by Nugroho et al. (2020) and Vanlommel et al. (2022) suggests that social recognition has long-term effects in building self-esteem and preventing the development of aggressive behavior.

The mentoring and evaluation results indicate that most teachers were able to implement TABANA consistently, although challenges in standardizing point allocation remained. Teacher subjectivity in behavioral assessment has long been recognized as a persistent issue in educational practice (Safira & Syahril, 2023). Consequently, technical mentoring served as an effective solution to align teachers' interpretations, ensuring that score categories were assigned objectively based on established indicators. The data further revealed that approximately 70% of students experienced improvements in motivation and positive behavior. This finding is consistent with the principles of positive discipline, which emphasize that desirable behaviors must be reinforced consistently within a supportive environment (Visty, 2021). Behavioral trend graphs across both educational levels demonstrated strong upward trajectories, supporting literature that suggests systematic interventions are more effective than ad hoc approaches in addressing negative

behaviors (Rahmat et al., 2023). Furthermore, parental involvement in providing feedback reinforced findings by Alkrdem (2020), Kadafi et al. (2021), and Kuusimäki et al. (2019), which highlight parenting patterns and family-school collaboration as key factors in preventing bullying behaviors.

## 5. Conclusion

Overall, the implementation of the TABANA Program demonstrated a high level of achievement with respect to the predetermined targets. This is evidenced by an increase in positive behaviors among more than 70 percent of students, the attainment of most discipline- and honesty-related indicators, and heightened student motivation to engage in positive behavior through a visual reward system. The adoption of a positive reinforcement-based approach proved to be both appropriate and relevant in addressing the primary challenge faced by the partner schools, namely the absence of a structured, consistent, and standardized behavior development system.

The program design, which began with socialization, followed by focus group discussions to formulate behavioral indicators, teacher training, classroom-based implementation of TABANA media, and continuous mentoring and evaluation, demonstrated strong alignment with the practical needs of schools in mitigating negative behaviors and strengthening a culture of discipline. The program's impact is reflected in the improvement of students' prosocial

behaviors, a reduction in negative behavioral incidents, enhanced teacher competence in data-driven classroom management, the establishment of a documented behavior management system, and strengthened collaboration among teachers, schools, and parents.

Beyond generating measurable behavioral changes, the TABANA Program offers long-term benefits by reinforcing institutional capacity and fostering a more appreciative, inclusive, and supportive school culture that promotes the sustainable development of students' character.

## 6. Allowance

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## 6. Reference

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