



Journal of Educational Sciences

Journal homepage: <https://jes.ejournal.unri.ac.id/index.php/JES>



P-ISSN
2581-1657
E-ISSN
2581-2203

Implementation of Positive Cultural Planning as a Strategy to Achieve the Effectiveness of Kalirejo 02 State Elementary School

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ARTICLE INFO

Article history:

Received: 17 Nov 2025

Revised: 19 Des 2025

Accepted: 24 Des 2025

Published online: 05 Jan 2026

Keywords:

Implementation,
Planning,
Positive Culture,
Strategy,
School Effectiveness

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Article Doi:

<https://doi.org/10.31258/jes.10.1.p.1074-1087>

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ABSTRACT

This study aims to analyze and describe the implementation of positive culture planning as a strategy to achieve school effectiveness at Kalirejo 02 State Elementary School. The research method used is qualitative, with data collection through interviews, observations, and document reviews. The results of the study indicate that the implementation of positive culture has been implemented effectively through a comprehensive management process. Planning is carried out strategically by integrating the values of the Pancasila Student Profile into the School Vision and formal programs outlined in the RKS/RKAS. Implementation is focused on the application of Positive Discipline, characterized by the consistent use of Class Beliefs and the Restitution Triangle method by teachers. This implementation has had a significant impact on school effectiveness, as evidenced by: a significant decrease in student violation cases, an increase in the quality of a safe and supportive school climate, and an increase in teacher job satisfaction. However, challenges faced are maintaining consistent implementation across all staff and optimizing parental involvement to strengthen a positive culture at home. Overall, a positive culture at Kalirejo 02 State Elementary School serves as a successful management strategy that improves students' internal discipline and creates a holistic learning ecosystem.

1. Introduction

Education is a long-term and fundamental investment for a nation. Education is not simply a process of transferring knowledge, but rather a holistic process aimed at developing intelligent, adaptive, and characterful individuals, ready to contribute to the advancement of civilization. The paradigm of school effectiveness has undergone a significant shift. Previously, effectiveness was often measured narrowly, focusing solely on students' academic scores on national exams or graduation standards. However, along with societal dynamics and workforce needs, this view has broadened. Effective schools are now defined as institutions capable

of creating a supportive learning ecosystem. Effectiveness is not only about outcomes, but also about the process, namely creating a quality environment and culture that consistently supports students' character, mental, and social development. This shift is highly relevant to the current national education vision, namely producing students with global competencies and behaviors consistent with Pancasila Values, which is then implemented through the Pancasila Student Profile program.

In the effort to achieve effective schools and realize the Pancasila Student Profile, various challenges often become major obstacles to creating an ideal learning environment. Issues of discipline problems, bullying, low student motivation, and a lack of professional collaboration between teachers and staff indicate a suboptimal school culture. This situation requires proactive action by developing and implementing a structured, consistent, and sustainable Positive Culture Plan. This positive culture is born from a strong organizational culture that addresses both internal and external issues (Schein & Sechein, 2021; Schein & Schein, 2023). This strategy is believed to be key to transforming Kalirejo 02 State Elementary School into a truly effective school. A positive culture is a set of values, beliefs, and practices collectively embraced and implemented by the entire school community, explicitly promoting safety (physical and psychological), respect (for oneself, others, and the environment), responsibility (for actions and the learning process), and student-centered learning.

A positive culture is not simply a set of written rules, but rather an internal climate created through daily interactions. This is a key prerequisite for creating a safe, comfortable, and supportive learning environment where students are willing to take risks and teachers feel motivated to teach wholeheartedly. Without a strong, positive cultural foundation, even the most sophisticated academic program will struggle to achieve optimal results. Creating a planned positive culture is not merely idealistic; it is a proactive and highly pragmatic strategy to address the challenges outlined above and definitively achieve Effective School status. Through the implementation of a Positive Culture Plan, schools shift from reactive problem-solving to building a preventative and productive environment.

This strategy has a direct impact on key indicators of School Effectiveness, including improved discipline and accountability, which reduces misconduct and fosters self-awareness; increased student motivation to learn in a safe and supportive environment that fosters curiosity and active engagement; decreased dropout and absenteeism rates; increased teacher job satisfaction and professional collaboration; and improved academic achievement. In the context of national education reform, improving school quality is no longer measured solely by student academic outcomes, but also by character development and a supportive learning climate (Lickona, 2021). A positive school culture is defined as a set of shared values, beliefs, assumptions, and norms that are shared and practiced by the entire school community, which collectively create a safe, inclusive, and conducive environment for teaching and learning (Coghlan, 2023).

Research by Agustina, Nangimah, and Megawati (2023); Nuraeni (2024); and Firdaus and Rizal (2025) shows that this positive culture has a strong and proven correlation with school effectiveness. Other similar studies, including those by Paulus, Basri, and Silvester (2024) and Isbakhi and Nasrudin (2025), found that implementing a positive culture is a strategic and essential step for schools to fulfill their role in shaping student character amidst the challenges of the times. Although the importance of school culture has been recognized, efforts to transform it often face challenges, particularly inconsistencies in implementation and a lack of shared ownership. This is where the role of the principal becomes central, acting as an instructional leader and architect of change. The principal must be able to formulate clear and systematic strategic plans to consistently instill and maintain the core values of a positive culture.

The principal of Kalirejo 02 State Elementary School also involves parents in implementing positive cultural strategies. This involves parenting activities, which empower parents with the skills to implement positive habits or a positive culture. The principal plans these habit-building activities through a program development meeting. The impact of these structured activities is that the positive culture is maintained and the school's effectiveness is increased. In addition to structured habituation activities, the principal's strategy in maintaining a positive culture is also seen in the principal's role and function as a supervisor, which requires them to evaluate each habituation activity as a reflection of the positive culture that has been implemented. The school provides trust and control over teachers' responsibilities and work models. The principal changes basic assumptions, encouraging innovation and adaptation in an effort to improve organizational effectiveness and performance, as found in research by Putri and Yusuf (2022); Suwandi, Yanti, and Librianti (2024); and Lase et al. (2025). This impacts the school's effectiveness for all members of the school community, including being a Child-Friendly School (SRA), a Population Alert School (SSK), and many other achievements.

Based on the background description above, it is necessary to conduct research that aims to describe the implementation of positive cultural planning as a strategy to realize the effectiveness of Kalirejo 02 State Elementary School. The description of the implementation of positive cultural planning will include positive cultural planning, implementation of positive culture and the impact of positive culture on school effectiveness.

2. Methodology

This research uses a qualitative case study approach. Qualitative research is used to understand complex social phenomena by emphasizing individual meanings, experiences, and perspectives (Sugiyono, 2023). A qualitative approach was chosen because this study aims to understand and explore in depth how positive cultural planning is implemented as a strategy to achieve effectiveness at Kalirejo 02 State Elementary School through positive cultural planning, implementation, and the impact of positive culture on school effectiveness. Data collection does not use

numbers or provide interpretations of the results, but rather statements that describe the problem under study according to the actual situation (Assyakurrohim *et al.*, 2023).

The research steps undertaken include initial/preparatory stages, implementation stages, and final reporting stages. The initial stages include research planning, including problem formulation (determining the case), problem identification (determining the specific phenomenon or issue of positive culture being investigated), determining objectives, clearly defining the case (which can be an individual, group, organization, program, or event), developing a theoretical framework, and formulating research questions. The implementation stage includes selecting the case that best answers the research questions, and data collection. In this study, the research questions are directed at a single, unique and representative case. The final section includes data analysis, discovery, and reporting. (Ilhami *et al.* (2024).

In this qualitative study, the primary instrument is the researcher. The researcher plays an active role in collecting, analyzing, and interpreting data. The researcher conducted direct interviews with informants, conducted direct field observations, and conducted direct document studies to obtain relevant data on the implementation of positive cultural planning as a strategy to achieve effectiveness at Kalirejo 02 State Elementary School. Data collection techniques included interviews, observations, and documentation studies. Triangulation (Source Triangulation) was used to test data validity. Source triangulation was conducted by comparing information obtained from various informants, such as the principal, teachers, students, and parents. If the data obtained from various informants shows similarities or alignment, then the data is considered valid and reliable. The data analysis techniques used include data collection, data reduction, data display, and conclusion drawing/verification.

3. Results and Discussion

Kalirejo 02 State Elementary School is a core school in the Gatot Subroto Cluster in East Ungaran District. Positive cultural achievements within Kalirejo 02 State Elementary School, such as a harmonious work environment, are demonstrated by smiles, greetings, and courteous greetings, discipline, and punctual teacher attendance. Kalirejo 02 State Elementary School's achievements in 2025 include winning first place in the National Science Olympiad (OSN) Mathematics competition in Semarang Regency, second place in the Semarang Regency-level Women's Volleyball competition organized by the Semarang Regency Education and Culture, Youth and Sports Office, first place in the Semarang Regency POPDA shot put, and first place in the Semarang Regency POPDA 1000-meter run. These achievements are inseparable from the principal's role as the driving force behind the educational institution, who has been so effective in leading the institution to victory in competitions at the regency level, and the active participation of the school community.

The analysis and findings regarding the formal steps taken by Kalirejo 02 State Elementary School in designing and planning the implementation of a positive culture as a strategy for achieving school effectiveness. Interviews with the principal and document review indicate that Kalirejo 02 State Elementary School's vision explicitly includes keywords aligned with a positive culture: "Realizing Students with Noble Morals, Intelligence, and Pancasila Character." This emphasis on "Noble Morals" and "Pancasila Character" serves as the primary umbrella for positive culture planning.

This integration demonstrates that a positive culture, encompassing positive discipline and the values of the Pancasila Student Profile, has been established as a strategic priority at the highest level. This aligns with the view that effective planning must begin with a clear direction (Hitt & Ireland, 2020). With a strong vision, the positive culture program is not merely an additional activity but a core value that must be realized by the entire school community. The link between the vision and the Pancasila Student Profile ensures that planning aligns with current national education policies.

The review of the School Work Plan (RKS) and the School Activity and Budget Plan (RKAS) for the current year includes at least three core programs specifically designed to instill a positive culture: 1) the 5S Morning Habituation Program (Smile, Greet, Say Hello, Be Polite, and Courteous), budgeted for banners and monthly rewards for exemplary students; 2) Character-Based Literacy and Numeracy Activities every 15 minutes before class begins, focusing on inspirational stories embodying the values of integrity and mutual cooperation; and the Anti-Bullying Program, implemented through quarterly short seminars in collaboration with school/community health center psychologists. The existence of specific programs formally outlined in the RKS and RKAS demonstrates commitment and sustainability of planning. These programs are not incidental, but rather structured and supported by budget allocations. This is crucial for school effectiveness, as good planning must involve resource allocation (Lunenburg, 2021). The establishment of targets and the duration of the program (quarterly anti-bullying) indicate that planning is carried out systematically and measurably, not simply as an idea without follow-up.

The analysis of roles and responsibilities in supporting the Positive Discipline program can be seen in the existence of a school culture development team. A review of the organizational structure documents for Kalirejo 02 State Elementary School revealed a School Culture Development Team structure chaired by the Vice Principal for Student Affairs. The division of duties includes the Principal (responsible for making the ultimate decision, monitoring, and providing resources); Teachers (fully responsible for implementing Class Beliefs and the Restitution Triangle in their respective classes); Administrative Staff (responsible for managing attendance data and administering student rewards); and the School Committee (responsible for providing input (advocacy) and assisting with parental supervision at home regarding the 5S habituation).

Clear role allocation is a crucial element in organization (Koontz, Weihrich, and

Cannice, 2020). These findings indicate that positive culture planning at Kalirejo 02 State Elementary School was well-organized, preventing overlapping responsibilities. The assignment of teacher responsibilities for the Classroom Beliefs and the Restitution Triangle indicates that the school has adopted positive discipline principles as the primary method, rather than simply rigid rules. The involvement of the School Committee strengthened the planning by incorporating external perspectives, which is essential for creating a holistic learning environment. Positive culture planning was socialized through several channels, including the Beginning of the Year Meeting, which socialized the details of the RKS/RKAS and the division of tasks to all teachers and staff; Parent-Teacher Meetings, especially regarding explanations of the values and habits implemented in the school, as well as requests for support at home; and School Displays, namely the installation of visual displays of Classroom Beliefs and the values of the Pancasila Student Profile in every corridor and classroom. The socialization was effective and this was one of the keys to the planning's success. These findings indicate that Kalirejo 02 State Elementary School uses a multi-stakeholder approach (teachers, staff, and parents) to ensure comprehensive understanding and support. The use of visual media (displays) serves as a constant reminder and creates an environment that "speaks" of positive values, reinforcing implementation in the field. Thus, positive culture planning is not only known by the administrators, but also understood and internalized by the entire school ecosystem (Prasetyo, 2020; Setiyanti & Setyowati, 2025).

Data analysis and findings: Description of Positive Culture Implementation at Kalirejo 02 State Elementary School is demonstrated through the implementation of Routine Habits and Positive Discipline. Observations with teachers and students indicate that the Morning Habits of 5S (Smile, Greet, Say Hello, Polite, Courteous) are consistently implemented at the school gate by the teacher on duty. Furthermore, congregational Dhuha prayers are held twice a week (Tuesday and Friday), followed by a short sermon by students on a rotating basis. Positive Discipline is also practiced in the classroom. Interviews with teachers indicate that they have facilitated the participatory creation of Classroom Beliefs, not just regulations. Observations of minor violations found that teachers used the Restitution Triangle (identity stabilization, validation of wrongdoing, and questioning beliefs) to resolve problems, rather than physical or verbal punishment. This aligns with the findings of Munaroh (2023; Ningrum, Rosyita, and Markarma (2025); and Marisa (2025) regarding the Restitution Triangle and consistent habituation.

The consistent implementation of the 5S habituation and Dhuha prayer demonstrates the school's commitment to shaping students' religious and social character. The use of Classroom Beliefs and the Restitution Triangle indicates that Kalirejo 02 State Elementary School has shifted from a control- and punishment-based disciplinary approach to positive, empowering discipline. This approach aligns with self-determination theory (Lesatari & Aalhayat, 2023; Marisa, 2025; Permadi & Sriyanto, 2025), where students are encouraged to reflect on their

values, rather than simply obeying orders. This implementation is at the heart of the strategy for achieving school effectiveness based on internal values.

Observations and document reviews revealed that teachers connect science material on ecosystems with the values of mutual cooperation and environmental stewardship. Teachers use group discussions and ask students to plan simple actions to maintain a clean school environment. Almost all lesson plans (90%) include targets for achieving the Pancasila Student Profile Dimensions (e.g., Critical Thinking, Independence) relevant to the teaching materials. The integration of positive values is not only carried out through extracurricular activities but is also embedded in the intracurricular curriculum. This demonstrates that teachers at Kalirejo 02 State Elementary School have implemented holistic learning. The link between teaching materials and character values (such as mutual cooperation and ecosystems) demonstrates effective contextualization and internalization efforts. This reinforces the planning objective, that character development is the responsibility of all teachers and occurs naturally in every learning activity.

In a supportive school environment, observations indicate that the school environment, including restrooms and the yard, is clean and well-maintained. A duty schedule is posted in each classroom and is well-implemented. The school facilitates an Appreciation Bulletin Board (Modified Bulletin Board) in the form of a dedicated bulletin board ("Pojoy Bintang Kalirejo") that displays photos and short stories of students demonstrating positive behavior, such as helping friends or being honest. There is also a Reading Area or Reading Corner in every corridor and classroom, easily accessible to students.

A positive, clean, and motivating physical environment serves as a "Third Teacher" for students (Reggio Emilia Approach). The Pojoy Bintang Kalirejo serves as a powerful mechanism for appreciation and positive reinforcement, encouraging other students to emulate praised behavior. This arrangement aligns with the positive culture plan, which aims to create a safe, comfortable, and supportive school environment for character development, ultimately enhancing the effectiveness of the teaching and learning process.

Findings from collaboration with parents and external parties, as revealed by interviews and document review, indicate that parental involvement is evident in daily communication documents (via contact books/chat groups), which document regular feedback from teachers to parents regarding student behavior development. Interviews with the School Committee confirmed the existence of quarterly meetings discussing parental support for the anti-bullying program. The school periodically (once a year) invites the East Ungaran Police to provide counseling on the dangers of cyberbullying and juvenile delinquency, and collaborates with the Community Health Center (Puskesmas) on a health program that also includes personal hygiene education. Effective implementation requires ecosystem support. The active involvement of parents and external parties demonstrates that a positive culture extends beyond the school gates. This synergy ensures the consistency of values students receive at school and at home. Collaboration with the Police and Community Health Center also demonstrates the school's proactive approach to

problem prevention and broadening students' understanding of relevant social issues.

Interview findings and document review to uncover the role of Leading Teachers and Learning Communities indicate that Kalirejo 02 State Elementary School has two Leading Teachers (GPs) who are actively involved in the School Learning Community (KBS). KBS meeting minutes show that GPs regularly lead internal workshops on coaching techniques and the application of the Restitution Triangle for fellow teachers. The presence of Leading Teachers and School Learning Communities (KBSs) is a driving force (agent of change) in implementing a positive culture. They serve as role models and internal trainers, ensuring that positive discipline implementation and P5 integration are adopted by all teachers equally. This demonstrates internal capacity for self-improvement and program sustainability, which are crucial for maintaining long-term school effectiveness.

The analysis of the tangible impact of the planning and implementation of a positive culture on the effectiveness of Kalirejo 02 State Elementary School. The analysis and findings of document reviews and interviews on improving student discipline and internal compliance show a significant 40% decrease in minor violations (such as being late and not bringing equipment) within one year of the positive culture program's full implementation. Student attendance also increased by an average of 2.5%. Students tended to resolve conflicts independently using the Class Beliefs principles they had developed, and the use of the Restitution Triangle made them more reflective and accountable for their actions (Suryatama, Saputra & Siswanto, 2024).

The dramatic decrease in violations and increased attendance are strong indicators that the positive culture has successfully fostered self-discipline in students. This aligns with positive discipline theory, which argues that a focus on responsibility and self-reflection is more effective than external punishment in changing long-term behavior. Students' adherence to the Class Beliefs (which are self-established norms) demonstrates a sense of ownership of school rules, which is crucial for creating an orderly learning environment and supporting school effectiveness (Saputra, 2023; Rahayu & wardana, 2024). The analysis and findings of the document review and interviews on correlation with academic achievement indicate that, although direct data on academic score improvement requires a more in-depth comparative study, school data indicates an average 5% increase in non-cognitive subject scores (attitudes and skills) across all grade levels. The principal stated that the calm, minimal conflict, and sense of security resulting from the anti-bullying implementation have created a better learning focus. Teachers can now spend less time managing classroom behavior and more time on quality instruction.

Although academic improvement is multivariate, the literature shows a strong correlation between a positive school climate and academic achievement (Wibowo *et al.*, 2020). At Kalirejo 02 State Elementary School, the success of a positive culture is evident in the increase in attitude scores, which reflect important soft skills such as responsibility, collaboration, and independence fundamental to cognitive achievement. Reducing classroom disruptions allows for increased

effective learning time (Time on Task), indirectly contributing to the effectiveness of the classroom learning process.

Interview findings on teacher job satisfaction and motivation revealed that the majority of teachers (over 85% of the interview sample) felt more supported and less stressed in managing their classrooms. They stated that using the Restitution Triangle was far more satisfying than punitive, as they saw tangible changes in their students. The active Learning Community led by the Leading Teachers fostered a high sense of professionalism, where teachers felt they were continually learning and equipped with positive new strategies. This demonstrated that school effectiveness is measured not only by student outcomes but also by the quality and morale of staff. A positive culture has created a supportive and collaborative work environment for teachers. Increased teacher job satisfaction (marked by reduced stress and increased professionalism) has a direct impact on the quality of teaching they provide. Motivated teachers tend to be more creative, enthusiastic, and committed, which directly increases the overall capacity and effectiveness of the school (Zulfikar & Suriyono, 2022; Utari, 2023).

Observations and interviews regarding the Quality of the Learning Environment (Sense of Safety and Mutual Respect) revealed that most students (upper grades) stated that they felt safe and comfortable at school, and they knew who to report any problems (anti-bullying). Interactions between students outside of class appeared more cordial and there were fewer physical altercations. The 5S program and the "Pojok Bintang Kalirejo" program have fostered a culture of appreciation and recognition for small successes.

Achieving a sense of safety and comfort is a fundamental prerequisite for school effectiveness and learning success (Haryati & handayani, 2021; Rokhmaniyah, Ummi, dan Munir, 2024). The implementation of a positive culture at Kalirejo 02 State Elementary School successfully created a positive psychosocial climate. A respectful and safe environment encourages students to take academic risks, participate actively, and develop important social-emotional skills (Suryatama, Saputra & Siswanto, 2024).

Overall, the implementation of a positive culture at Kalirejo 02 State Elementary School serves as an effective change management strategy, successfully creating synergy between improved discipline, teacher morale, and the quality of the learning environment, which collectively enhances the school's holistic effectiveness. Based on the analysis of the results and hypothetical discussion described above, the key positive findings for the implementation of a positive culture at Kalirejo 02 State Elementary School can be seen in Table 1.

Table 1. Key Positive Findings of Positive Culture Implementation

Implementation Aspects	Key Positive Findings	Impact on School Effectiveness
1. Formal Planning	Strong School Vision: A positive culture is explicitly integrated into the school's Vision ("Pancasila-Based").	Making character a strategic core value, not just an add-on program.

		Structured Programs: Habitual programs (5S, Dhuha Prayer) and Anti-Bullying are included and budgeted in the School Work Plan (RKS/RKAS).	Ensuring sustainability and resource support for implementation.
2. Positive Discipline		Implementation of the Restitution Triangle: Teachers use a reflective approach (not punitive) to resolve conflicts. Decrease in Violations: Data shows a 40% decrease in minor violations.	Building internal discipline and self-responsibility in students. Creating a more orderly, focused, and conducive learning environment.
3. Learning Quality		Integration of P5 Values: Teachers consistently link teaching materials to the Pancasila Student Profile (P5) dimensions in lesson plans/teaching modules.	Achieving holistic learning that is not compartmentalized between academics and character.
Implementation Aspects		Key Positive Findings	Impact on School Effectiveness
4. Physical & Psychosocial Environment		Strong Culture of Appreciation: A "Pojok Bintang Kalirejo" bulletin board is available for positive reinforcement. Increased Comfort: Students feel safer and more comfortable at school (especially from bullying).	Cultivating a sense of security, respect, and motivation in students. Meeting the basic psychological prerequisites for students to focus on learning.
5. Staff Capacity		The Role of Leading Teachers: Leading Teachers actively lead internal workshops (e.g., on the Restitution Triangle) within the School Learning Community (KBS).	Ensuring continuous professional learning and self-improvement among teachers.
6. Collaboration		Ecosystem Partnership: There is synergy with parents (Committee) and external parties (Police, Community Health Center).	Ensuring consistency in the values and support students receive both at school and at home.

In summary, the positive findings indicate that Kalirejo 02 State Elementary School has successfully built a values-based learning ecosystem, supported by thorough planning and transformative implementation by its teachers. However, implementation challenges remain. Some identified challenges include: Parental involvement is still dominant in the School Committee (advocacy) and daily communication, and unequal monitoring of the implementation of Class Beliefs at home. Budget allocation (RKAS) for a positive culture is still focused on rewards and physical resources (e.g., banners), with minimal support for ongoing teacher training (outside of the Teacher Leader initiative). There is no formal evaluation system that explicitly links a positive culture to academic achievement data (e.g., creating a correlation dashboard). Although the majority of teachers implement the Restitution Triangle, a handful of senior teachers still tend to revert to traditional

approaches (punishment) when stressed or tired. Furthermore, the reading corner is not optimally utilized during breaks, with students preferring to play.

Recommendations to address these challenges include: Creating simple guidelines (worksheets/checklists) for parents to reinforce the positive habits taught in school. Allocate specific funds within the school's work plan (RKAS) to invite external speakers or fund teacher certification for more in-depth positive discipline training; develop behavioral pre- and post-test instruments and compare them with academic grade trends to quantitatively demonstrate the program's effectiveness; mandate regular coaching and peer mentoring (by the Leading Teacher) for teachers deemed inconsistent in implementing positive discipline; and create or hold a Literacy Ambassador Program and scheduled storytelling activities in the Reading Corner to generate interest and enliven the area.

Although Kalirejo 02 State Elementary School has demonstrated significant success, the main challenge lies in maintaining consistent implementation across all levels, especially among senior teachers, and expanding parental support to ensure the positive culture is fully internalized, both at school and at home. Follow-up recommendations are implemented by reviewing the Planning & Budget, Teacher Capacity Building, and Ecosystem Engagement studies.

4. Conclusion

Based on the analysis of interview data, observations, and document reviews, this study concludes that the implementation of positive culture planning has been carried out effectively and has succeeded in achieving effectiveness at Kalirejo 02 State Elementary School, East Ungaran District. This success is supported by three main factors: Strategic and Formal Planning, Consistent Implementation of Positive Discipline, and Measurable Improvement in School Effectiveness. Positive culture (including the values of the Pancasila Student Profile) has been explicitly integrated into the School Vision and supported by specific, structured programs and allocated budgets in the RKS/RKAS. This makes positive culture a core priority, not just an additional program. The implementation of positive culture in daily life shows a paradigm shift from punishment-based discipline to an empowering approach, marked by the consistent application of Class Beliefs and the Restitution Triangle method by the majority of teachers. In addition, the integration of P5 values in intracurricular learning is running well. The impact of this implementation is clearly visible in the Improvement of Student Discipline, Increased job satisfaction of teachers and education staff due to a supportive environment, and the Creation of a safe, comfortable, and mutually respectful school climate (including an effective anti-bullying program), which are basic prerequisites for increasing student learning focus. However, this effectiveness needs to be maintained through efforts to overcome challenges, especially in maintaining the consistency of the application of positive discipline by all teachers at all levels, as well as optimizing parental involvement to strengthen positive habits in the home environment. Overall, Positive Culture at Kalirejo 02 State Elementary School serves as a comprehensive

management strategy to achieve the goal of character-based and effective education.

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How to cite this article:

Permatasari, D. A., Soegeng Y. A. Y., & Murniati, N. A. N. (2026). Implementation of Positive Cultural Planning as a Strategy to Achieve the Effectiveness of Kalirejo 02 State Elementary School. *Journal of Educational Sciences*, 10(1), 1074-1087.
