

ABSTRAK

Dian Pitriani, Ni Wayan (2026) *Restitusi: Membangun Budaya Disiplin Positif Dalam Pembelajaran IPS di SMP Negeri Sekecamatan Mendoyo Berperspektif Ki Hadjar Dewantara Tahun 2025*, Program Studi Pendidikan Ilmu Pengetahuan Sosial, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata Kunci: Restitusi, disiplin positif, pembelajaran IPS, Ki Hadjar Dewantara, budaya sekolah.

Permasalahan kedisiplinan siswa dalam pembelajaran masih sering ditangani dengan pendekatan hukuman yang menimbulkan rasa takut dan resistensi, bukan kesadaran diri. Kondisi ini menunjukkan bahwa budaya disiplin di sekolah belum sepenuhnya tumbuh dari kesadaran internal peserta didik. Penelitian ini bertujuan untuk menganalisis dan mengeksplorasi penerapan restitusi dalam membangun budaya disiplin positif dengan perspektif filosofi pendidikan Ki Hadjar Dewantara yang menekankan pengasuhan humanis, keteladanan, dan kemerdekaan belajar. Jenis penelitian yang digunakan adalah kualitatif deskriptif dengan subjek sebanyak 18 guru IPS dan 90 siswa tingkat SMP yang dipilih melalui teknik purposive sampling. Data dikumpulkan melalui observasi, wawancara mendalam, dan dokumentasi, sedangkan analisis data dilakukan secara interaktif melalui reduksi data, penyajian data, dan penarikan kesimpulan tematik. Hasil penelitian menunjukkan bahwa penerapan restitusi efektif dalam menumbuhkan kesadaran disiplin positif siswa karena berfokus pada pemulihan hubungan dan tanggung jawab pribadi, bukan pada pemberian hukuman. Restitusi mendorong siswa untuk memahami konsekuensi moral dari tindakannya serta membangun empati dan kontrol diri. Keselarasan konsep restitusi dengan prinsip "*Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani*" terbukti memperkuat pembentukan karakter disiplin positif di sekolah. Simpulan penelitian menegaskan bahwa restitusi berperspektif Ki Hadjar Dewantara dapat menjadi strategi efektif dan humanis dalam membangun budaya disiplin positif. Implikasi penelitian ini menekankan perlunya pelatihan guru untuk mengintegrasikan nilai-nilai among dan restitusi dalam praktik pembelajaran IPS.

ABSTRACT

Dian Pitriani, Ni Wayan (2026) *Restitution: Building a Culture of Positive Discipline in Social Studies Learning at Public Middle Schools in Mendoyo District with a Ki Hadjar Dewantara Perspective in 2025*, Social Sciences Education Study Program, Postgraduate Program, Ganesha University of Education.

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Keywords: *Restitution, positive discipline, social studies learning, Ki Hadjar Dewantara, school culture.*

Disciplinary issues among students in the learning process are often addressed through punitive approaches that generate fear and resistance rather than self-awareness. This condition indicates that the culture of discipline in schools has not yet developed from students' intrinsic awareness. This study aims to analyze and explore the implementation of restitution in fostering a positive discipline culture based on Ki Hadjar Dewantara's educational philosophy, which emphasizes humanistic nurturing, exemplary behavior, and the freedom to learn. This research employed a descriptive qualitative design involving 18 social studies teachers and 90 junior high school students, selected through purposive sampling. Data were collected through observations, in-depth interviews, and documentation, and analyzed using an interactive model consisting of data reduction, data display, and thematic conclusion drawing. The results show that restitution effectively fosters students' positive discipline awareness because it focuses on restoring relationships and personal responsibility rather than imposing punishment. Restitution encourages students to understand the moral consequences of their actions while developing empathy and self-control. The alignment between restitution and the principles of "Ing Ngarso Sung Tulodo, Ing Madyo Mangun Karso, Tut Wuri Handayani" strengthens the formation of a positive disciplinary culture in schools. The study concludes that restitution from the perspective of Ki Hadjar Dewantara represents an effective and humanistic strategy for building positive discipline in education. The implication highlights the importance of teacher training to integrate among and restitution values into social studies learning practices.