Implementation of Positive Discipline Through Strengthening Learning Communities Assisted by Artificial Intelligence in MIM 2 Babakan

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Keywords	Abstract
ChatGPT, Coaching Practice, Learning Community, Positive Discipline	Positive discipline characterizes an educational institution that has habits, character, and regulations that reflect an effective spirit and commitment. With the help of ChatGPT, strengthening learning communities and coaching practices in madrasas become facilities to support the implementation of positive discipline. The research method uses a mixed methods approach with questionnaires (pretest-posttest), direct interviews, and non-participatory observations of madrasah principals and teachers. The results of the study indicate that strengthening learning communities and coaching practices assisted by ChatGPT can strengthen or support the implementation of positive discipline in madrasas. The questionnaire also found surprising results from the pretest and posttest which indicated an increase in knowledge and good practices in implementing positive discipline (average score results 41,6 –> 69,3) . The conclusion of the study is that with the help of artificial intelligence, it can help principals and teachers to create a better classroom atmosphere and student attention in implementing positive discipline. Strengthening learning communities and coaching practices also have a positive impact on the implementation of positive discipline in madrasas.

Introduction

The independent curriculum is part of a paradigm shift in learning. Initially, this transformation was intended for pioneering schools, as they served as pilot institutions for the

curriculum's implementation. Speaking of pioneering schools, the independent curriculum encompasses topics or study materials that need to be reviewed and implemented, one of which is positive discipline. Positive discipline emphasizes the disciplinary aspects of the institution and creates an inclusive, safe, and enjoyable learning environment.

The relevant ministries deliver positive discipline materials through training programs and workshops. Pioneering schools, led by principals and their teachers, adapt and adjust to the curriculum changes. Positive discipline becomes an academic and systemic framework that is expected to shape effective pioneering schools. The independent curriculum provides space for discussion and contemplation for schools implementing these changes, so that materials such as positive discipline are intended to strengthen the character or excellence of the school.

Positive discipline is one of the training materials for driving schools (Nugraha, 2022) . Positive discipline is part of the independent curriculum that accommodates school needs and local potential excellence and can measure the readiness of teachers and schools in implementing it (Rahayuningsih, Uji, et al., 2024)., In principle, the topic discusses creating an inclusive learning environment for the development of student character according to the Pancasila student profile (Amalina, 2024) . As (Rahayuningsih et al., 2024) stated that positive discipline can increase the capacity of teachers in managing learning in the classroom so that the learning atmosphere becomes better, more meaningful, and more enjoyable. *Coaching* is also part of the independent curriculum that accommodates the needs of teacher career development (Astuti et al., 2023) . Learning communities are another topic similar to *coaching* practices . As (Widayanti & Anwar, 2024) said, learning communities are initiated in an institution/school that is open (internal and external) which functions as a forum for coordination and reflection on joint learning related to learning and classes. Effective *coaching techniques are also able to explore and map student characteristics that greatly support differentiated learning* (Kusumardi, 2023) . The effectiveness of learning communities in schools can also improve student learning outcomes, indicating collaboration between teachers to prepare learning and conduct assessments (Salamah et al., 2024) .

ChatGPT is an advancement in digital technology. This AI device functions as an artificial intelligence-based tool that has a multifunctional role. As stated by (Pontjowulan, 2023) that ChatGPT takes on important tasks and is able to help human needs for various activities. Meanwhile, based on (Maulana et al., 2023) ChatGPT can be used as a learning medium for teachers and students, especially for strengthening literacy. According to (Windiatmoko et al., 2025) it also shows the important role of ChatGPT in making it easier for teachers to compile innovative learning materials and media.

Based on interviews with research partners, the implementation of the independent curriculum was carried out in grades 1 , 2, 4 , and 5. Its implementation includes positive discipline, *coaching practices,* and learning communities. In positive discipline at MIM 2 Babakan, its implementation is constrained by concepts and understanding as guided by the relevant ministry, so research and strengthening are needed. For *coaching practice* , the obstacles faced are the absence of a concept, scheme, routine schedule, and compliance

with the Kemdikbudristek *coaching guidelines*. Likewise with learning communities, these institutions do not yet have a structure, learning program, and regular schedule. The use of chatGPT has also not been maximized due to the lack of knowledge and skills in operating it. From the information it can be concluded that the findings are part of the problem formulation and need to be solved so that practical and constructive solutions are found. Based on the explanation above, the proposing team proposed the following problem formulations: 1) how can strengthening learning communities and *coaching practices* improve the implementation of positive discipline in MIM 2 Babakan? 2) how can the use of ChatGPT improve the implementation of positive discipline in MIM 2 Babakan?

In the study (Sugiyanto et al., 2023) examined child mentoring through strengthening self-discipline, while (Laesti Nurishlah, 2022) examined the application of positive discipline in elementary schools. Meanwhile, training in the application of positive discipline to support teacher competence is carried out in a community service scheme (Rahayuningsih et al., 2024) . Likewise, the topic of coaching practice has been studied by (Kusumardi, 2023) and (Astuti et al., 2023) and (Amalina, 2024) . The topic of learning communities has been studied in (Sekar & Kamarubiani, 2023) , (Salamah et al., 2024) , (Jiwandono et al., 2023) , and (Hamzah, 2023; Titihalawa et al., nd; Widayanti & Anwar, 2024) . Meanwhile, the application of ChatGPT in learning was studied in (Pontjowulan, 2023) and (Maulana et al., 2023) .

Based on the state of the art description above, the novelty element of this research is first, conceptual novelty, namely the topic of positive discipline implementation, coaching practices, and ChatGPT-assisted learning communities, which has never been proposed or researched before. These three subtopics are examined together. Previous research, as listed in the citations and bibliography, examined each topic separately or only one subtopic. For example, they only examined positive discipline or coaching practices. Second, the novelty is the methodological approach, utilizing AI tools, namely ChatGPT, as a form of intervention with the aim of improving understanding and implementation by madrasahs.

Third, the novelty is the novelty of the findings or research results, which demonstrate that these three topics, along with ChatGPT, can have a positive and implementable impact on the implementation of the independent curriculum in the madrasah. The AI tools function to facilitate the system and the work of teachers in understanding and implementing the independent curriculum.

Method

Research design

This study is a field research that aims to collect data from the research location in accordance with the research questions or problem formulation (Mukhtazar, 2020) . This study uses a mixed *methods approach* because it combines the strengths of qualitative and quantitative methods to gain a deeper understanding of the implementation of positive discipline, coaching practices, and ChatGPT-assisted learning communities.

This approach is appropriate because positive discipline involves aspects of behavior, school culture, and policies that require more diverse data collection. In line with (Rachmad et al., 2024) who stated that mixed research allows for collaboration between quantitative and

qualitative. Both have an important role so that the data analyzed is increasingly valid. So, quantitative data from the results of the questionnaire and tests are collected and analyzed first, then deepened with data from the qualitative results. This is in line with (Yam, 2022) who conveyed that mixed research emphasizes the cross-check and analytical aspects between quantitative and qualitative.

Research sample

Primary data sources were obtained from respondents, informants, and resource persons who were a madrasah principal and 17 teachers in the research partner environment. The research partner is MI Muhammadiyah 2 Babakan, Kalimanah District, Purbalingga Regency.

Research procedure

Data sources were obtained from *pretest-posttest results* , interview results, observations, questionnaires, and related documents so that data collection used interview, observation, and questionnaire methods, and tests. Data validation techniques use triangulation of data sources and methods. The proposer and team formulate, assess, and interpret the results of data collection sources. Data analysis techniques use interactive analysis techniques consisting of data collection stages, data reduction stages, data presentation stages, and conclusion drawing stages. As (Pertiwi, 2019) states that interactive analysis has advantages in drawing conclusions because there is data verification/reduction that is adjusted to the formulation of the problem.

Data collection was conducted through observation, namely by reviewing the research location and direct interviews with respondents, sources or informants. Non-participatory observation was applied by researchers by only observing without being directly involved in the activities. The aspects observed were the teacher's approach to positive discipline, classroom management strategies, supportive learning environment, reflection and feedback. The technique used was to record in detail everything observed, including interactions, communications, and events relevant to the implementation of positive discipline. Furthermore, observation data were categorized and organized based on the concept of positive discipline and followed by the preparation of descriptive narratives that clearly describe the process of implementing positive discipline. Analysis of observation data can help in identifying patterns and relationships between observed aspects (Creswell & Creswell, 2009).

Data analysis

In addition, interviews were conducted with key informants consisting of the head of the madrasah and teachers. The head of the madrasah explained his authority in managing institutions related to the implementation of the curriculum, the implementation of learning communities and *coaching practices*. The teachers also explained how to apply positive discipline in the classroom, activities in the learning community and *coaching practices*. In-depth interviews with open questions so that informants can explore their knowledge and

experiences during the implementation of the independent curriculum. The results of the interviews were then transcribed to facilitate research in the research process and the preparation of narratives that describe the views and experiences of respondents comprehensively (Creswell & Creswell, 2009) . Meanwhile, from *the pretest-posttest,* the researcher compared the results of the questionnaire with a Likert scale to measure changes in attitudes and knowledge and skills of partners after the research was conducted. The method uses a simple difference test, namely measuring the average between *the pretest* and *posttest results.*

Results and Discussion

Results

Positive discipline at MIM 2 Babakan has been implemented in every class, from class I to class VI. Positive discipline is not only a definition or philosophy, but also a regulation agreed upon between teachers and students. An action that is done with full awareness and responsibility, as a form of respect for oneself and others around him. As a result, a person / student can understand and control each of his behaviors. As educators, the goal is to create children who have self-discipline so that students can behave with reference to universal values of virtue and have intrinsic motivation. In general, positive discipline takes the form of class rules or class agreements. In partner madrasas, positive discipline is implemented at every class level visited. When conducting observations in class, quite effective learning is presented. The teacher checks student attendance and starts the class. Previously, the teacher ensures student readiness such as attendance, neatness, arriving on time, seating, class duty, and politeness. Evidence of the implementation of positive discipline in each class is written, printed and posted in the classroom. This is confirmed by documentary evidence displayed in each class. According to the confession of the sixth grade teacher, the class agreement was made through deliberation between the teacher and students. He said that the students proposed several things and then discussed them together. Of course, there are still instructions from the teacher so that the class agreement is effective in creating discipline in the class. Likewise, the same thing was described by other class teachers in telling the process of forming a class agreement.

As a madrasa that implements the independent curriculum, MIM 2 Babakan has undergone a transformation that refers to the latest policy. Institutionally, teachers led by the head of the madrasah often participate in independent curriculum training both online and offline. Although not as intensive as the driving schools from other ministries, MIM 2 Babakan piloted the curriculum in grades I and IV, at the beginning of its implementation. Now, it is added in classes II and V which use the independent curriculum. This madrasa continues to follow information related to the independence curriculum. In practice, the learning community is also a core part of the transformation of the school/madrasah in the context of the independent curriculum. Its implementation in this madrasah needs to be discussed in detail according to the sequence of development in the concept of the independent curriculum. There are three big ideas and five dimensions. The results are described according

to the stages of the learning community, namely *focusing on learning; cultivating collaboration and collective collaboration; and oriented towards student learning outcomes* .

This stage emphasizes the importance of involving all students (in a class) in quality learning. Students are guided to gain effective learning experiences and the highest achievements. Therefore, teachers need to continue learning and ensuring class conditions. It was conveyed during interviews with the principal and teachers that the learning community at the madrasah had been running quite effectively. In the midst of minimal knowledge about the concept, this learning community actually passes this first stage. The teachers always ensure the teaching materials that will be presented in class. There are parallel classes so that there are two classes at the same level . The teachers also create small instruments in the form of tests/retests for students every time the teaching materials are finished being delivered. Furthermore, the teacher also knows the students' learning outcomes after the test. It is known that there are students who do not study/have low grades. Teachers will provide additional hours/teaching materials for these students according to their shortcomings that students do not yet understand. On the other hand , teachers said during interviews that they have prepared enrichment materials for students who have good grades. Teachers have thought about how students who learn quickly can achieve the highest learning achievements/experiences.

In this madrasah, from grade I to VI, all levels are parallel. So there are classes A and B at each level. Learning activities will be more optimal if teachers collaborate with other teachers. This collaboration was born to present an atmosphere of learning together, there is a sense of interdependence on each other so that there is an awareness that the learning process and student success are a shared responsibility. It is said that when child I moves up to grade II, the grade I teacher will convey the condition of this grade I student. It is also said that the grade V teacher will ask the grade IV teacher to get information about the learning achievements and character of the grade IV student.

This madrasah also implements the guidelines which state that learning communities contain learning cycles. The cycle consists of initial reflection; planning; implementation; and evaluation. *Initial reflection,* in its implementation, madrasah teachers discussed in each meeting to see and analyze the results of student assessments. Each teacher gradually reflects on student learning outcomes. There , further learning goals and targets are set to improve student learning. *Planning,* after reflecting, teachers plan further learning in order to improve/enrich and improve. *Implementation,* teachers apply the planning results, also conduct formative assessments to measure student learning development. *Evaluation,* this is important to do as a way to make improvements and see what is good or not. The four stages of the cycle are flowing and repetitive. This means that after the evaluation is carried out, an initial reflection can be carried out again because each teaching material or each level of condition is different.

Coaching is an effort to provide assistance from the head of the madrasa to teachers. If according to the guidelines, it is done once a month. However, in this madrasa it has been done even though it is not scheduled regularly. The focus of reflection is aimed at the

development   of the madrasah principal's self-development of the mindset, principles, and *coaching competencies* used while mentoring teachers. The principles of implementing *coaching* consist of partnerships, creative conversations, and maximizing potential. The partnership element means that before and during *coaching* you position yourself as a partner so that the impression of bosses and subordinates does not appear. Building partnerships is essential to create a comfortable atmosphere so that *coaching* can be carried out flexibly and effectively. Creative conversation can be said to be skill in dialogue and intensive conversation. Its function is to explore and map the situation until awareness and thinking arises from teachers regarding problems in the classroom. Maximizing teacher potential is one of the main principles because the principal of the madrasah must be aware of their respective strengths. In *coaching,* the principal can map potential so that it can be used as a consideration for making academic and other instructional decisions.

As conveyed by the head of the madrasah, ChatGPT is occasionally used to help with work. He said, when used to compile small things to help in consideration material in meetings with teachers. It was revealed for the fourth grade teacher that they quite often use ChatGPT especially when searching for teaching materials or related texts for certain subjects. Another teacher said that ChatGPT was used when compiling the RPP framework so that it was effective in terms of processing time. The researcher observed the teacher when operating ChatGPT outside the classroom which in principle was to help with work in the teaching field such as preparing teaching materials, searching for reading texts, processing questions and answers, and making writing frameworks. During the observation, the researcher provided input in the form of *prompts* based on the needs of the teacher and the head of the madrasah according to their respective main tasks. The teacher tried and applied the *prompt input* . It was said that the input was something new and very useful to help in the use of ChatGPT to be effective and relevant.

In this research there was also *a pretest* and *posttest* for madrasa heads and teachers. The test questions revolve around the application of positive discipline, learning communities, *coaching practices,* and the use of ChatGPT. The results obtained indicate that there was an increase or change in the respondents' knowledge and understanding. This can be seen in table 1 below.

Table 1. Results between *pretest* and *posttest*

Respon dent	Positive Discipline		Learning Community		Coaching Practice		ChatGPT Use		Score	
	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	Pretest	Posttest	**Pretest**	**Posttest**
K	12	18	12	18	12	18	12	18	48	72
G1	12	18	12	18	6	12	12	18	42	66
G2	12	18	12	18	12	18	12	18	48	72
G3	6	12	12	18	12	18	12	18	42	66

G4	12	18	12	18	6	18	12	18	42	72
G5	6	18	6	12	12	18	12	18	36	66
G6	6	12	12	18	12	18	12	18	42	66
G7	12	18	12	18	6	12	12	18	42	66
G8	12	18	6	18	12	18	12	18	42	72
G9	12	18	12	18	12	18	12	18	48	72
G10	6	18	12	18	12	18	12	18	42	72
G11	6	18	12	18	6	18	12	18	36	72
G12	12	18	6	12	12	18	12	18	42	66
G13	12	18	12	18	6	18	12	18	42	72
G14	6	12	12	18	6	18	12	18	36	66
G15	6	18	6	18	12	18	12	18	36	72
G16	12	18	6	18	12	18	12	18	42	72
G17	12	18	12	18	6	12	12	18	42	66
Average	9,6666 67	17	10,33 33 3	17, 333 33	9,6 666 67	17	12	18	41, 666 67	69, 333 33

Based on the table above, for all existing indicators, there is an average with a *pretest* score of 41,7 and a *posttest* score of 69,3. This means that with a difference of 27,6, there is a fairly obvious change experienced by the madrasah.

Discussion

As stated in the research (Laesti Nurishlah, 2022) which states that positive discipline forms good character in students. This is emphasized by the results of research from (Sugiyanto et al., 2023) which explains that the mentoring model for teachers allows the creation of class agreements between teachers and students. The class agreement or regulations are a form of deliberation that produces a comfortable and safe atmosphere for all. These are the things and conditions that were seen during the time the researcher conducted interviews and observations at the research location. Class agreements are written and posted in the classroom. Not just a mere formality, every morning the teacher also reminds the students to read and comply with the agreement.

The implementation of positive discipline also forms competent teachers. Competence here refers to the achievement of competence related to classroom management skills and social intelligence. This is in line with the results of research by (Rahayuningsih et al., 2024) which states that positive discipline training can improve teacher competence. In the article, the training model can provide teachers with a comprehensive understanding of the concept of positive discipline according to the independent curriculum. On the other hand , by holding training, teachers collaboratively develop class agreements that are tailored to the needs of each class.

Other studies say that positive discipline is part of character education for students (Febriandari, 2018) . This is evident in MIM 2 Babakan based on observations and interviews

with class teachers, which show the practice of discipline, neatness, enthusiasm, and enthusiasm from students to learn. Students also try their best to follow or comply with existing class agreements, in addition to being constantly reminded by the teacher. The teacher stated that during the implementation of the class agreement, the principle of consequences was prioritized rather than sanctions or punishments. This practice, if it is in accordance with the concept of positive discipline of the independent curriculum, is the right action so that it reflects the main principles of the philosophical views of Ki Hajar Dewantara. This condition is in line with his research (Yulianto, 2024) which states that the basic concept of positive discipline comes from the thoughts of Ki Hajar Dewantara. The independent curriculum and a number of its study materials are indeed based on the brilliant ideas/ideas of the Father of National Education. The same thing was also found by research (Windiatmoko, 2022) which explained that the independent curriculum was inspired by Ki Hajar Dewantara's views in seeing the needs of the curriculum and administration.

The learning community or kombel at MIM 2 Babakan has been implemented substantively, although not routinely, so it needs strengthening. However, the benefits of this combination are very much felt by teachers, especially in understanding learning strategies, teaching content, and student learning readiness (as a form of initial formative assessment). These benefits are very relevant to research conducted by (Titihalawa et al., nd) which revealed that with the presence of Kombel, teachers collaborate with their colleagues to analyze the student learning process. Teachers also have to frequently ask about the condition of students. This is also in line with Kombel's big idea, namely cultivating collaboration and joint commitment.

Another thing was revealed when this study found that MIM 2 Babakan in its learning community is very focused on how students are able to understand the teaching materials presented in class. The class teacher prepares interesting learning strategies, materials, and learning media for students. Focus on learning that is often discussed when teachers discuss in their kombel. This is relevant to the research results from (Sekar & Kamarubiani, 2023) which show the conclusion that the most important thing in every discussion in the kombel is the focus on student learning. In practice, student learning outcomes are the mainstay for teachers to see and prepare for further learning. The students' learning outcomes are the considerations for teachers in Kombel to determine strategic and effective strengthening and enrichment steps. This is very relevant to the description of the research results by (Salamah et al., 2024) which illustrates that the effectiveness of Kombel is able to improve student discipline and learning outcomes.

During the interview, the researcher received an explanation of the *coaching practices* that had been carried out by the madrasah principal to the teachers. The principal of the madrasah views *coaching* practices as important to help teachers, especially in aspects of classroom teaching and career levels. In the teaching aspect, the head of the madrasah provides assistance and direction to teachers to prepare the best possible learning tools. It is said that there needs to be a touch of digital technology to make learning more interesting. This is in line with the results of research from (Kusumardi, 2023) which revealed an

explanation that *coaching* practices allow institutional leaders to obtain complete information from teachers which is used to map and explore their potential. From a career aspect, *coaching assistance* can facilitate teachers to examine the achievements or accomplishments achieved in order to promote their rank or career. This is in line with the results of research from (Hidayat et al., 2023) which states that the role of the principal/madrasah is very vital in supporting teachers in their career journey. Conveyed by teachers and madrasah principals, *coaching* that has been carried out through effective and creative conversations. This means that even though it is not scheduled regularly, the principal of the madrasah when *coaching* is carried out by having casual conversations but has a clear goal, especially to empower teachers to explore their potential to develop further. This condition is relevant to research by (Rumasukun et al., 2024) which explains that the principal is tasked with carrying out *coaching* with one of the goals being to empower teachers according to their needs and career levels.

Both the principal and the teachers are quite familiar with ChatGPT to help them in their work. Teachers use the AI application to search for reading texts as teaching materials. This is relevant to the research results from (Pontjowulan, 2023) which explains that ChatGPT with limited and regular use can help teachers' performance in searching for teaching materials. In addition, ChatGPT can function as a tool or device for teachers to explore information related to learning in the classroom. In the explanation by (Dwiyono et al., 2024) it was revealed that the use of ChatGPT can improve teachers' competence in being literate in information technology and artificial intelligence.

In MIM 2 Babakan, the use of ChatGPT is carried out by teachers in accordance with the RPP that has been prepared. Teachers often use ChatGPT when looking for teaching materials and filling in the prepared learning media. This is in line with research (Fauzi et al., 2025) which states that the use of ChatGPT makes it easier for teachers to create interesting learning materials and media. On the other hand , in the instructional aspect and creating test questions, teachers also use ChatGPT to help formulate but are still reviewed first before the final test is made. This condition is in accordance with research from (Fahada et al., 2023) which states that the use of ChatGPT functions as a tool to facilitate teacher performance in preparing learning in the classroom.

Conclusion

Positive discipline is applied in all classes, from grades I to VI, with rules agreed upon between teachers and students. This aims to form the character of students who are disciplined and responsible. Class agreements are made through deliberation, where students actively participate in determining the rules to be followed. This creates a comfortable and safe learning atmosphere, and increases students' awareness of their behavior. MIM 2 Babakan implements learning communities as part of the independent curriculum. Although not yet fully routine, this community helps teachers understand learning strategies and student readiness. Collaboration between teachers is enhanced to ensure effective learning and orientation towards student learning outcomes. Teachers focus on quality learning

experiences and strive to improve student learning outcomes through careful reflection and planning. The head of the madrasah provides coaching to teachers to support teaching and career development. This approach involves partnerships and creative conversations, aimed at maximizing teachers' potential. Coaching is conducted flexibly, although not regularly scheduled, and focuses on teacher self-development and improving the quality of teaching. Using ChatGPT in MIM 2 Babakan helps teachers in compiling teaching materials, searching for reading texts, and formulating test questions. This technology makes it easier to prepare for learning and increases teacher work efficiency. By leveraging AI, teachers can focus more on developing engaging and relevant materials for students.Overall, MIM 2 Babakan shows a strong commitment to improving the quality of education through various innovative initiatives. The implementation of positive discipline, strengthening learning communities, effective coaching practices, and the use of AI technology are strategic steps taken to create a better learning environment and support the development of students' character and academics. These initiatives not only improve the quality of teaching, but also build strong collaboration between teachers and students, and prepare students to face future challenges.

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