A Pedagogical Study of Positive Discipline in Post-Reunification Parenting : Raising Resilient Children

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Abstract: This study aims to examine the application of positive discipline in post-reunification care from a pedagogic perspective, focusing on how this approach can improve the relationship between parents and children and support children's emotional and social development. This research used a qualitative approach with a case study method. Data were collected through semi-structured in-depth interviews and participant observation of four families in Bandung City who had experienced reunification after a significant period of separation. Data were analyzed through qualitative data analysis, including stages data reduction, data display, and conclusion drwaing and verification. The results showed that the application of positive discipline significantly helped improve communication and understanding between parents and children. Strategies such as open communication, appreciation of children's efforts, and the use of natural and logical consequences proved effective in improving family dynamics. This study provides deep insights into the application of positive discipline in the context of family reunification, which is still rarely explored. The findings can inform the development of parent training programs and policies that support the well-being of reunified families.

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Introduction

The issue of poverty is the basic issue for sending children to orphanages. This issue overlaps with other issues such as the inability and unwillingness of parents to provide care, protection issues and educational needs that are behind the high number of children in orphanages. Save The Children's research shows that most children are placed institutions for educational reasons and not because they need alternative care. Instead, families prefer institutions as a solution to parenting problems and other parental incapacities. The research recorded 128,016 children placed in 4,305 orphanages in 33 provinces and 395 district/cities. Under these conditions, orphanages then function more as dormitories for children continuing their education rather than as the last resource in the childcare system. Children are forced to face separation from their parents so that they can continue their education, not because of the need for alternative care. The use of orphanages in the general Indonesian context is one the basic forms of personal, social or economic crisis intervention. It is a response from the wider community through various approaches, especially religious approaches, to help problems in society.

The phenomenon of family reunification that occurs after a prolonged period of separation, whether due to conflict, displacement or other social situations, is a complex and multidimensional issue. Family reunification involves the reintegration of long-separated

family members and their adaptation to new family dynamics (Teixeira et al., 2022). In this context, parenting after reunification is a challenge, especially in the application of positive discipline. Positive discipline is a parenting approach that emphasizes the development of self-awareness, self-control, and responsibility through loving and respectful interactions (Elkadi & Sharaf, 2023).

Previous research suggests that parenting in reunification situations is often faced with a variety of barriers, including cultural differences, past trauma and changes in family structure (Muentner & Charles, 2023). For example, children who have lived apart from their parents for a long time may have developed different coping mechanisms and may have difficulty in adjusting to new parenting styles (O'Hara et al., 2023). In addition, returning parents often face challenges in understanding the emotional and psychological needs of their children who have grown up in a different environment (Grosa & King, 2023). However, studies on the application of positive discipline in the context of post-reunification parenting are limited. Most studies focus more on aspects of trauma and emotional recovery, while pedagogical aspects of parenting such as the application of positive discipline receive less attention (Sukamti & Widiastuti, 2022). Positive discipline can play an important role in helping children develop the social and emotional skills needed to adapt to the new family environment (Tshewang, 2022).

The positive discipline approach suggests that it emphasizes strengthening healthy relationships between parents and children, using effective communication, and fostering children's independence through rewards and recognition of their efforts (Shaharani & Februannisa, 2023). Positive discipline is not just about correcting negative behavior, but rather about building an environment that supports children's positive development. In the context of post-reunification parenting, this approach can help in creating a conducive atmosphere for children to feel safe, valued and supported in their adaptation process (Malvaso et al., 2021). The novelty of this research lies in its in-depth exploration of the application of positive discipline in the post-reunification care context. By understanding how this approach can be effectively applied, it is expected to provide new insights for practitioners and researchers in the field of parenting and education.

This study aims to analyze the impact of positive discipline on children's adaptation in the post-reunification family environment and identify effective strategies in its application. This research is expected to provide significant benefits, both practically and theoretically. Practically, the results of this study can serve as a guide for parents, caregivers, and educators in implementing positive discipline in family reunification situations. Theoretically, this study can enrich the literature on parenting in the context of reunification and provide a basis for further research on positive discipline in various other parenting contexts.

In terms of the theoretical framework used, this research will refer to the theory of child development from the perspective of developmental psychology and the theory of interpersonal communication in the family context, has direct relevance to the field education. In Education, child development theories provide a foundation for understanding how students learn, grow emotionally and interact socially. Meanwhile, interpersonal communication theory helps eductors and parents to build effective relationship that foster a supportive learning environment. Piaget and Vigotsky's developmental theories suggest that children construct knowledge through interaction and experience. Educators implementing constructivist teaching methods can use positive reinforcement and guided discovery to help students internalize discipline as a means of personal growth rather external control. In general, education can be understood as a systematic process of shaping indivuals to develop

intellectually, emotionally, socially and morally. As the basic concept of education as a process of character building, education as social interaction, family as the first and main educational institution for children, education as a lifelong process, where education takes place in various environments. Not only at school but also in the family and community. Thus, this research will integrate pedagogical and psychological approaches to provide a comprehensive understanding of positive discipline in post-reunification parenting.

Research Method

This study used a qualitative approach with the aim of exploring and understanding the application of positive discipline in post-reunification parenting. Qualitative approach were chosen because they allow researchers to delve deeply into the experiences, perceptions and views of research subjects in a complex and dynamic context (Anagnostaki & Zaharia, 2023). The research method is a case study, which allows the researcher to conduct an in-depth analysis of a particular phenomenon in a real-life context (Wisenthige, 2023). A case study was chosen because it provides the-flexibility to explore the different variables that interact in a family reunification situation and the application of positive discipline. This design also makes it possible to identify best-practices as well as challenges faced in the parenting process (Motaharinezhad et al., 2020).

The subjects of this study were families in Bandung City who had experienced reunification after a significant period of separation. Inclusion criteria for the study subjects included: (1) families who had reunited after a minimum of six months of separation, (2) had children between the ages of 6 to 18 years, and (3) were willing to participate in the study. Subjects were selected using purposive sampling method to ensure that they had characteristics relevant to the purpose of the study (Andrade, 2021). Data were collected through semi-structured in-depth interviews with parents and children. Semi-structured interviews were chosen because they allow flexibility in asking additional questions that can uncover more in-depth and relevant information (Belina, 2023).

In addition to interviews, participatory observations were also conducted to understand the dynamics of parenting in the context of daily family life. Field notes were made to record interactions between parents and children, as well as the observed application of positive discipline. Data obtained from interviews and observations were analyzed using the thematic analysis techique. Thematic analysis involves the process of coding the data to identify key themes emerging from the data (Cernasev & Axon, 2023). This process included several steps: (1) reading the transcripts in their entirety to gain a general understanding, (2) identifying units of meaning and coding each unit, (3) grouping similar codes into broader themes, and (4) reviewing the themes to ensure consistency and relevance to the research questions.

To ensure data credibility and validity, several strategies were used, including data triangulation, member checking, and audit trail (Mandasini, 2022). Data triangulation is done by combining data from various sources, such as interviews and observations. Member checking is done by asking participants to review and provide feedback on interim findings, to ensure that the researcher's interpretation matches their experience. Audit trail includes detailed documentation of all steps of the research to enable replication and verification by other researchers. This study adhered to the principles of research ethics, including obtaining written informed consent from participants, maintaining confidentiality of personal information, and giving participants the right to withdraw from the study at any time without

consequences. All data was stored in encrypted form and only accessed by the principal investigator to maintain confidentiality and data integrity.

Results and Discussion

This study involved four families who had been reunified after a separation period of between 1 to 6 years. The study subjects included parents and children aged between 6 and 18 years. All participating families had diverse socio-economic backgrounds, with some families coming from urban neighborhoods and from rural areas. One of the key findings of the study was that the application of positive discipline in post-reunification parenting significantly helped the relationship between parents and children. All families reported improved communication and a better understanding of their children's emotional needs after implementing positive discipline principles.

Praising and rewarding children for their efforts, not just their results, has been shown to increase children's motivation and confidence. This strategy helps children feel valued and supported in their learning process (Sege & Siegel, 2018). Using natural and logical consequences rather than physical punishment helps children understand the connection between their actions and consequences. For example if a child does not do their homework, they may not be allowed to play video games until the work is completed. Fay and Cline (1990) suggest that logical consequences help children learn from their experiences effectively. Positive discipline is not a permissive approach. This means that positive discipline does not let children do whatever they want, without rules and limits. The elements contained in positive discipline, according to Joan E. Durrant (2007) can be described in the following:
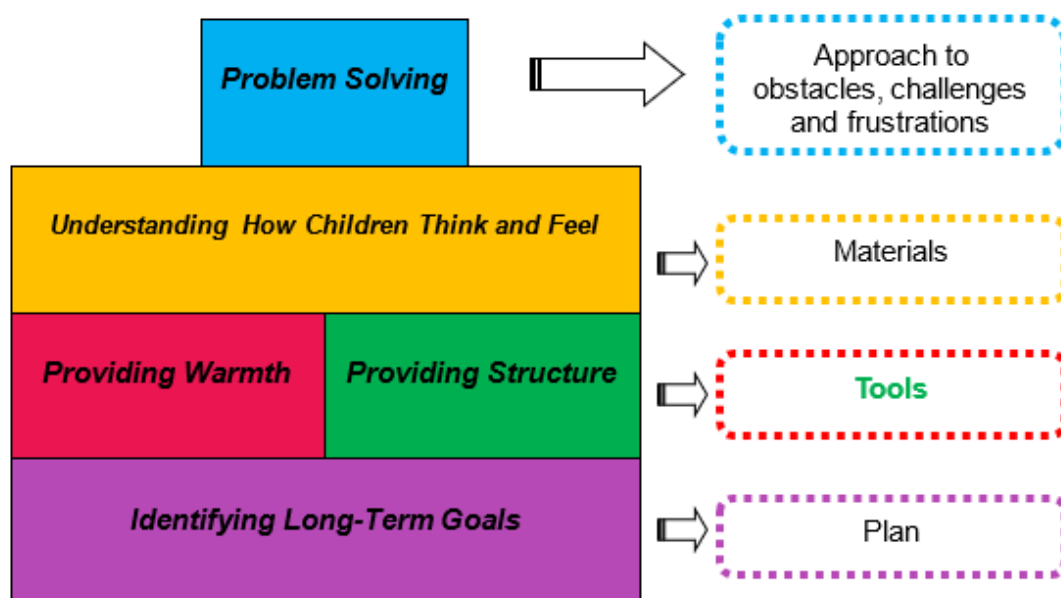

Chart 1. The Building Blocks of Positive Discipline

The results showed that the dynamics of parenting in reunified families were strongly influenced by children's past experiences in orphanages. Children who have lived in orphanages for a long time tend to experience difficulties in adjusting to family rules and norms. This is due to the significant differences between the orphanage environment and the family environment. In addition, parents also face challenges in understanding the emotional

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and psychological needs of children who have been separated from them for a long time. The time line of children's daily activities while in the orphanage and after reunification can be described as follows:

Table 1. Routine Activities of Children at the Orphanage

Dawn	Morning	Afternoon	Afternoon	Night
1. Wake up early 2. Worship / Prayer	1. Morning School 2. Picket and study (for those who enter in the afternoon)	1. Afternoon nap 2. Day School	1. Afternoon picket 2. Additional tutoring	1. Learning together 2. Sleep at night

Table 2. Routine Activities of Children at Home after Reunification

Dawn	Morning	Afternoon	Afternoon	Night
1. Wake up early 2. Worship / Prayer	1. Morning School	1. Day School 2. Play	1. Play 2. Helping parents	1. Learn 2. Sleep at night

A major challenge faced by reunified families is rebuilding the emotional bond between children and parents. Many children find it difficult to trust their parents after experiencing long separations. Also, parents are often unsure about the best way to discipline their child without causing additional trauma. Other challenges include economic issues and lack of social support which can exacerbate the parenting situation. The family environment is very important for children, especially during their developmental years. Based on the forms of care in the National Childcare Standards, the range of the childcare continuum, which then becomes the range of child services, can be described as follows:
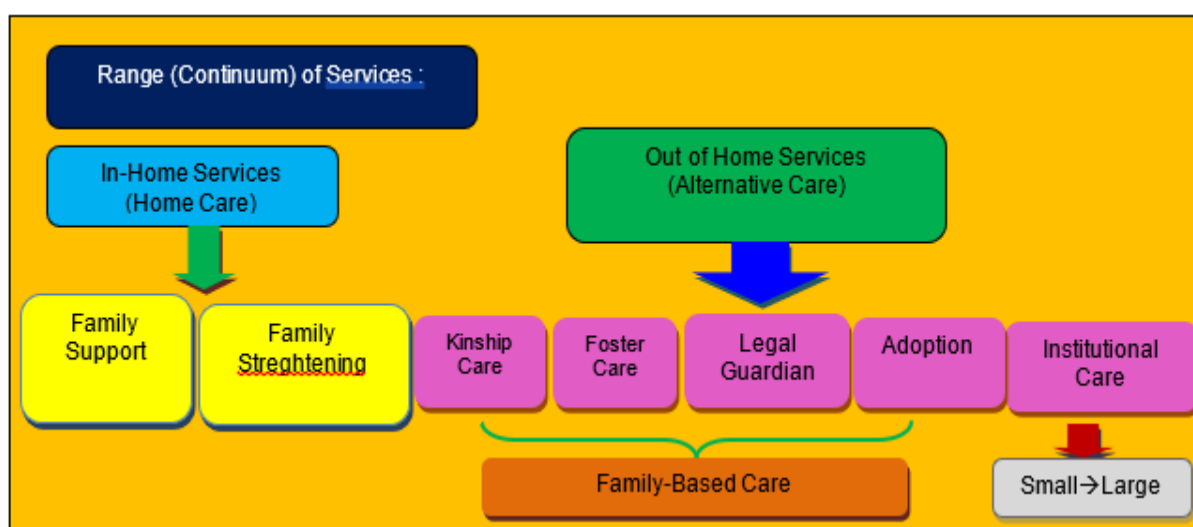

Chart 2. Childcare Continuum Range

Based on this continuum of care, the most appropriate and natural form of care that meets the needs of children is family-based care.

Discussion

The results of this study show that the application of positive discipline in parenting by reunified families has great potential to improve the quality of parenting and child welfare. However, the application of positive discipline also requires deep understanding and specialized skills from parents. The findings of this study confirm the importance of positive discipline as an effective pedagogical approach in post-reunification parenting. This approach not only helps to improve the relationship between parents and children, but also contributes to children's emotional and social development. Bandura's concepts of social learning and positive communication are particularly relevant in this context, suggesting that children learn desired behaviors through loving and supportive interactions (Ansani & H. Muhammad Samsir, 2022).

Children's past experiences in orphanages have a significant impact on the dynamics of parenting in reunified families. Children who have lived in orphanages for a long time often have difficulty adjusting to the new family environment. This is due to the significant differences between the orphanage environment and the family environment. In orphanages, children usually live in a more structured environment with strict rules. In contrast, family environments tend to be more flexible and prioritize emotional relationships.

The research found that children who have lived in orphanages for a long time tend to have difficulty adjusting to family rules and norms. They often feel confused and unsure about what is expected of them. In addition, these children also tend to have problems building emotional relationships with their parents. This is due to their past experiences which may have involved traumatic separations from their parents. Rebuilding emotional bonds between children and parents is a major challenge in the care of children by reunified families. Many children find it difficult to trust their parents after experiencing long separations. They may feel that their parents have abandoned them and feel insecure in their relationship. Social and economic support also play an important role in parenting by reunified families. Many families face economic challenges that can worsen the parenting situation. A lack of social support can also leave parents feeling isolated and unsure about how best to discipline their child.

This study found that families who have strong social support tend to be more successful in overcoming challenges in parenting. Social support can come from a variety of sources, including extended family, friends and the community. This support can help parents feel more confident in their role as caregivers and provide the emotional support their child needs.

The finding of this study support Albert Bandura's social learning theory, which emphasizes that children learn through social interactions and behavioral models provided by parent's or educators. In the context of education, a positive discipline approach can be applied to build better teacher-student relationships and still values of independence and responsibility through real examples. The result of this study show that rewarding children's efforts is more effective than physical punishment. Conceptually, this confirms the importance of positive reinforcement-based education, where learners are rewarded for their effort and good behavior, not just academic results. This research highlights that children who experience separation and later reunification with parents face psychological challenges that affect their social and emotional adaptation. In education, this reinforces the concept that

         247

the emotional and social aspects of learners should be considered in balance with the academic aspects.

Based on the results of this study, the practical implications that can be in education are that schools can implement the principles of positive discipline by replacing the punishment system with an approach based on open communication, rewards for positive behavior, and educational logical consequences. Teachers can avoid physical or verbal punishments that undermine children's confidence and replace them with more supportive methods. The success of positive discipline depends on parent's understanding of method. Therefore, schools can organize training programs for teachers and parents so that they understand effective communication techniques in educating children with a positive discipline approach. Children who experienced separation from their parents and later reunification have their own challenges in terms of discipline and social adjustmen. Schools can provide guidance and counseling servicces that focus on stregthening the social and emotional skills of children with similar experiences. This study emphasizes the importance of more humanistic, communication-based approach to education that children's psychological and social aspects in building a conducive learning environment.

Conclusion

Based on the findings of this study, positive discipline has a significant impact on children's emotional and social well-being and family dynamics. From a pedagogical perspective, positive discipline is an approach that focuses on reinforcing positive behavior through effective communication, appreciation of children's efforts, and the application of natural and logical consequences. The study found that the application of these strategies helped to create a supportive and conducive learning environment for children in the reunification process. Open communication and active listening enabled parents to understand their children's emotional and academic needs, which was crucial in supporting their adaptation after a period of separation.

Positive discipline has been shown to be effective in helping children develop important life skills such as responsibility, self-control and the ability to cooperate. From a pedagogic perspective, this approach is in line with Albert Bandura's social learning theory, which emphasizes the importance of role models in children's learning. Parents who apply positive discipline model desirable behaviours, which are then internalized by their children. This not only strengthens children's social and emotional skills, but also supports their academic achievement by creating a positive learning environment. The implications of this research for pedagogic practice are far-reaching. The findings support the importance of integrating positive discipline in good parenting training for parents. Pedagogical approaches that focus on positive reinforcement and effective communication can help overcome parenting challenges in reunification situations.

Recommendation

From the research findings on positive discipline in post-reunification parenting, there are many suggestions that can be made to improve the effectiveness of implementing good discipline and promoting family well-being. These recommendations cover several aspects of parenting practice, public policy and additional studies. There is a need for a thorough training program focused on positive discipline for parents. This program should include instruction on good communication, recognition of children's efforts, and the application of natural and logical repercussions. In addition, ongoing assistance such as therapy and support

groups for parents are essential in helping them overcome the difficulties faced when practicing positive discipline.

Schools can have a significant impact in promoting the implementation of positive discipline by incorporating its concepts into the curriculum and the overall school environment. Providing training to teachers and school staff on positive discipline can help foster a conducive learning environment that encourages students' emotional and social growth. In addition, implementing cooperative initiatives between educational institutions and families can increase the uniformity of positive discipline practices in both home and academic settings.

Policymakers should formulate and support policies that actively promote family well-being, especially in the context of reuniting separated family members. This includes the provision of available mental health services, scientifically supported family intervention programs, and financial assistance for families experiencing economic hardship. The aim of these regulations should be to create a consistent and nurturing atmosphere for families, which can then accelerate the adaptation process once they are reunited.

Additional research is needed to thoroughly investigate the various aspects of the application of positive discipline in post-reunification parenting. Conducting research using quantitative methods and involving larger sample sizes could yield more complete and thorough evidence on the efficacy of positive discipline. In addition, conducting research that considers diverse cultural contexts may provide further understanding of how positive discipline strategies can be modified to suit different social and cultural settings. Longitudinal research is essential to understand the long-term effects of constructive discipline on child development and family dynamics.

Advances in technology have led to the creation of training modules that utilize technology, such as mobile applications and online platforms. These modules can offer accessible and flexible training options for parents. These modules include educational resources, instructional videos, and interactive forums to exchange parenting insights and strategies. The-technology can also be used to track parents' progress in implementing good discipline and provide constructive evaluation.

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251