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From Exclusionary Discipline to Restorative Support: A School Counseling Framework for Reducing Out-of-School Suspension in Secondary Education

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Abstract: Exclusionary discipline remains a critical concern in secondary education because it can interrupt learning, weaken student belonging, and limit opportunities for developmental guidance. This article aims to formulate a Restorative In-School Support Model as a school counseling framework for reducing unnecessary exclusionary discipline at SMA Muhammadiyah Kalosi, Enrekang. The study employed a conceptual and practice-based model development design supported by an integrative literature review. Relevant literature on exclusionary discipline, restorative practices, school counseling, social-emotional learning, trauma-informed education, and school-based behavioural support was synthesized and contextualized within a Muhammadiyah secondary school setting. The result is a structured model consisting of intake and safety screening, eligibility decision, academic continuity planning, brief counseling and behavioural reflection, restorative accountability and repair agreement, community contribution, re-entry meeting, follow-up monitoring, and evaluation and adjustment. The model positions discipline as an educative and counseling process that combines accountability, safety, academic continuity, relational repair, and student reintegration. The article concludes that restorative in-school support can provide a theoretically grounded and contextually relevant framework for helping schools respond to student misconduct in a firm, humane, and developmentally appropriate manner. Future empirical studies are needed to examine its feasibility, implementation quality, and impact on disciplinary outcomes.

Keywords: restorative practices; school counseling; exclusionary discipline; academic continuity; secondary education

Abstrak: Disiplin eksklusif masih menjadi persoalan penting dalam pendidikan menengah karena dapat mengganggu kesinambungan belajar, melemahkan keterikatan peserta didik dengan sekolah, dan membatasi peluang pembinaan perkembangan. Artikel ini bertujuan merumuskan Restorative In-School Support Model sebagai kerangka konseling sekolah untuk mengurangi disiplin eksklusif yang tidak diperlukan di SMA Muhammadiyah Kalosi, Enrekang. Kajian ini menggunakan desain pengembangan model konseptual berbasis praktik yang didukung oleh tinjauan literatur integratif. Literatur tentang disiplin eksklusif, praktik restoratif, konseling sekolah, pembelajaran sosial-emosional, pendidikan peka trauma, dan dukungan perilaku berbasis sekolah disintesis serta dikontekstualisasikan dengan karakter sekolah menengah Muhammadiyah. Hasil kajian menghasilkan model terstruktur yang meliputi asesmen awal dan penapisan keamanan, keputusan kelayakan, perencanaan kesinambungan akademik, konseling singkat dan refleksi perilaku, akuntabilitas restoratif dan kesepakatan perbaikan, kontribusi komunitas, pertemuan kembali ke kelas, pemantauan lanjutan, serta evaluasi dan penyesuaian. Model ini menempatkan disiplin sebagai proses edukatif dan konseling yang memadukan akuntabilitas, keamanan, kesinambungan akademik, perbaikan relasional, dan reintegrasi peserta didik. Artikel ini menyimpulkan bahwa dukungan restoratif di sekolah dapat menjadi kerangka yang relevan secara teoretis dan kontekstual untuk membantu sekolah merespons pelanggaran perilaku secara tegas, humanis, dan sesuai perkembangan. Penelitian empiris lanjutan diperlukan untuk menguji kelayakan, mutu implementasi, dan dampaknya terhadap hasil disiplin sekolah.

Kata Kunci: Praktik restoratif; konseling sekolah; disiplin eksklusif; kesinambungan akademik; pendidikan menengah

1. Introduction

School discipline is not merely an administrative mechanism for enforcing rules; it is a formative educational process through which students learn responsibility, self-regulation, empathy, accountability, and membership in a moral learning community. In secondary education, disciplinary issues are closely related to adolescent development, peer interaction, identity formation, emotional regulation, and students' need for recognition from significant adults. Therefore, disciplinary responses that focus only on sanctioning misconduct may produce temporary compliance but do not necessarily strengthen students' capacity to understand harm, regulate behaviour, restore relationships, and participate responsibly in school life. Contemporary studies increasingly emphasize that school discipline should be connected to student well-being, social-emotional development, school climate, and equitable access to learning rather than being reduced to punishment alone (Katic et al., 2020; Lodi et al., 2022; Zakszeski & Rutherford, 2021).

One of the most debated disciplinary practices in secondary schools is exclusionary discipline, particularly out-of-school suspension. This practice is commonly justified as a way to protect classroom order, communicate the seriousness of rule violations, and provide time for schools to respond to behavioural incidents. However, recent empirical and review-based studies show that exclusionary discipline may produce unintended educational and developmental consequences. Suspension removes students from instruction, reduces access to teacher feedback and counseling support, weakens school connectedness, and may increase the likelihood of repeated misconduct. A meta-analysis by Gerlinger et al. (2021) found that exclusionary discipline is associated with later delinquent outcomes, while Eyllon et al. (2022) reported that more exclusionary school discipline policies were associated with higher depressive symptoms among adolescents. Similarly, Del Toro and Wang (2022) showed that suspensions for minor infractions can negatively influence students' academic performance and perceptions of school climate. These findings indicate that exclusionary discipline is not a neutral administrative action; it is an educational intervention with academic, psychological, relational, and ethical implications.

The problem becomes more critical when disciplinary responses interrupt students' opportunities to learn. In the context of adolescent education, learning continuity is central because disciplinary incidents often occur among students who may already experience academic difficulty, emotional stress, peer conflict, or low school belonging. When students are sent home without structured reflection, academic support, or re-entry planning, the school may unintentionally shift the responsibility for behavioural improvement away from the educational environment. Recent literature suggests that school-based interventions can reduce disciplinary exclusion when they are implemented with clear procedures, staff commitment, and consistency across school policy and practice (Valdebenito et al., 2025). This supports the need for alternative disciplinary models that preserve safety and accountability while maintaining students' access to instruction, counseling, and supportive adult relationships.

Restorative practices have emerged as a promising alternative to exclusionary discipline because they shift the focus from rule violation and punishment toward harm recognition, accountability, relationship repair, and reintegration. In restorative approaches, students are guided to answer educationally meaningful questions: What happened? Who was affected? What harm was caused? What needs to be repaired? What commitments are required to prevent recurrence? Such questions are directly connected to the goals of school counseling because they involve self-awareness, emotional regulation, empathy, responsible decision-making, and social problem-solving. Systematic reviews have shown that restorative justice and restorative practices in schools are associated with stronger relationships, prosocial behaviour, improved school climate, and reduced reliance on exclusion when implemented systematically (Katic et al., 2020; Lodi et al., 2022; Zakszeski & Rutherford, 2021). Recent evidence also indicates that restorative practice exposure is related to more positive student perceptions of school climate, although implementation fidelity and long-term consistency remain essential conditions for meaningful change (Gregory et al., 2024).

Nevertheless, restorative discipline should not be understood as the absence of consequences. A major weakness in some restorative initiatives is the misconception that restorative practice simply replaces sanctions with dialogue. Recent scholarship warns that restorative approaches can be ineffective when they are implemented superficially, without adult training, role clarity, cultural responsiveness, documentation, and procedures for safety screening (Katic et al., 2020; Romero et al., 2020; Zakszeski & Rutherford, 2021). A restorative framework must therefore combine high support and high accountability. It should provide students with opportunities to remain connected to learning while requiring them to reflect on their behaviour, repair harm, and make concrete commitments. In this sense, restorative discipline is not permissive; it is a structured pedagogical and counseling process designed to transform misconduct into developmental learning.

The need for a contextual restorative framework is particularly relevant for SMA Muhammadiyah Kalosi, Enrekang. As a Muhammadiyah secondary school situated within a local community context, the school requires a disciplinary approach that is firm, educative, culturally respectful, religiously grounded, and psychologically supportive. The values of guidance, moral responsibility, communal care, and character formation are compatible with restorative principles when translated into school counseling practice. However, the application of restorative support in this context should be carefully designed so that it does not merely adopt models from other educational systems. It needs to be aligned with the school's moral culture, teacher-student relationships, parental involvement, counseling services, and the realities of adolescent behaviour in a local Indonesian secondary school. This contextualization is important because restorative practice is most effective when it is embedded in school culture rather than treated as a temporary disciplinary technique (Gregory et al., 2024; Lodi et al., 2022; Stahl et al., 2024).

School counseling provides a professional foundation for this contextualization. Counselors are positioned to identify the developmental, emotional, academic, and relational needs behind disciplinary incidents. They can help students analyze triggers, name emotions, understand consequences, develop alternative responses, and plan constructive re-entry into the classroom. This role is consistent with contemporary approaches to school psychology and counseling that emphasize prevention, equity, social-emotional learning, trauma-informed support, and whole-school systems of care (Abdou et al., 2025; Jones et al., 2020; Owen et al., 2023). In this framework, counseling is not used to excuse misconduct, but to strengthen students' capacity to take responsibility, repair relationships, and return to learning with dignity.

The integration of social-emotional learning is also necessary because many disciplinary incidents involve difficulties in self-management, social awareness, relationship skills, and responsible decision-making. Transformative and equity-oriented SEL literature emphasizes that students' emotional and behavioural development must be understood in relation to their lived experiences, cultural contexts, and school relationships (Jagers et al., 2021; Simmons, 2021; West et al., 2025). For this reason, a restorative in-school support model should not be limited to a single conversation after misconduct. It should include academic continuity, brief counseling, reflective accountability, community contribution, re-entry planning, and follow-up monitoring. This structure helps ensure that students do not only "receive consequences" but also learn how to repair harm, regulate themselves, and participate more responsibly in the school community.

Despite the growing literature on restorative practices, several gaps remain. First, much of the existing research focuses on broad policy reform, whole-school restorative justice, or district-level outcomes, while fewer studies translate restorative principles into an operational counseling framework for specific school contexts (Zakszeski & Rutherford, 2021). Second, many restorative models emphasize dialogue and relationship repair, but less attention is given to academic continuity during disciplinary intervention, even though lost instructional time is one of the central harms of suspension (Valdebenito et al., 2025). Third, studies have repeatedly shown that implementation quality, staff readiness, and contextual adaptation determine whether restorative practices become meaningful interventions or merely symbolic language (Gregory et al., 2024; Katic et al., 2020; Stahl et al., 2024). These gaps justify the development of a contextual model that integrates restorative accountability, school counseling, academic support, and structured re-entry within the setting of SMA Muhammadiyah Kalosi, Enrekang.

Based on these considerations, this article reformulates the Restorative In-School Support Model as a school counseling framework for reducing unnecessary exclusionary discipline at SMA Muhammadiyah Kalosi, Enrekang. The novelty of this article lies in its attempt to connect restorative discipline with counseling-based student development, academic continuity, community contribution, and re-entry monitoring in a Muhammadiyah secondary school context. The model does not aim to eliminate all forms of formal discipline, especially in cases involving serious violence, safety threats, or legal violations. Rather, it offers an alternative pathway for non-violent, moderate, or repeated behavioural incidents that require accountability but do not necessarily require removal from the learning environment.

The objectives of this article are: (1) to synthesize recent literature on exclusionary discipline, restorative practices, school counseling, social-emotional learning, and trauma-informed support; (2) to formulate a contextual Restorative In-School Support Model for SMA Muhammadiyah Kalosi, Enrekang; and (3) to describe the stages, stakeholder roles, expected outcomes, and ethical safeguards needed for implementation in secondary school discipline systems. The guiding question of this article is: How can a restorative in-school support model be designed as a school counseling framework to reduce unnecessary exclusionary discipline while preserving accountability, safety, academic continuity, and student belonging at SMA Muhammadiyah Kalosi, Enrekang?

2. Literature Review

2.1. Exclusionary Discipline and the Need for Educational Alternatives

Exclusionary discipline refers to school responses that remove students from regular learning environments, including out-of-school suspension, expulsion, and other exclusion-based sanctions. Although such practices are often justified as mechanisms for maintaining order, contemporary research increasingly questions their educational value. Suspension may temporarily remove disruptive behaviour from the classroom, but it does not necessarily address the causes of misconduct, teach alternative behaviours, or strengthen students' attachment to school. Anderson (2020) found that suspension reduction policies provide important lessons for school leaders because exclusionary discipline is associated with lower achievement, dropout risk, and justice system involvement. Similarly, Cribb Fabersunne et al. (2023) showed that exclusionary discipline is associated with changes in grade point average among middle and high school students, indicating that removal from instruction has measurable academic implications.

The concern is not limited to academic performance. Exclusionary practices may weaken student belonging, increase disengagement, and intensify negative perceptions of school fairness. Steyer et al. (2025) argued that even when formal suspensions decline, informal exclusionary practices may still restrict students' access to classroom learning opportunities. This finding suggests that discipline reform should focus not only on reducing suspension numbers but also on ensuring that students remain meaningfully connected to learning. Wright et al. (2020) further showed that exclusionary discipline is related to later academic and behavioural risks, while Noltemeyer et al. (2020) emphasized that school suspension is associated with negative academic and psychosocial outcomes. These findings support the need for school-based approaches that maintain safety and accountability without unnecessary removal from the learning environment.

The search for alternatives has led scholars to examine approaches that combine behavioural support, social-emotional learning, restorative practice, and positive school climate. Avery-Overduin and Poed (2023) identified social-emotional learning, Positive Behaviour Interventions and Supports, and restorative justice practices as major alternatives to external suspension. Anyon et al. (2021) also showed that student and teacher perceptions of school climate are closely related to disciplinary exclusion, suggesting that discipline reform should address relationships and institutional climate rather than behaviour alone. Therefore, schools need disciplinary models that are structured, developmental, and able to maintain accountability while reducing the educational harm of exclusion.

2.2. Restorative Practices as a Developmental Discipline Paradigm

Restorative practices provide a conceptual alternative to punitive discipline by shifting the focus from rule violation and punishment to harm recognition, accountability, relationship repair, and reintegration. In restorative discipline, the central questions are not only what rule was broken and what sanction should be applied, but also who was harmed, what needs emerged, and what obligations must be fulfilled to repair the harm. Darling-Hammond et al. (2020), in a review of quantitative research, concluded that restorative justice in K-12 schools has potential to improve school climate and reduce discipline problems, although the evidence base still requires stronger designs and implementation analysis. Alonso-Rodríguez et al. (2025), in a systematic review, found that restorative practices can reduce school violence, improve emotional well-being, and promote socio-emotional skills.

The strength of restorative practice lies in its relational and pedagogical orientation. Cantera-Rios et al. (2024) described restorative discipline as an alternative to punishment that supports coexistence, relationships, and learning outcomes. Rather than treating students as problems to be removed, restorative approaches treat misconduct as an opportunity for guided accountability. This is particularly relevant for adolescents, who are still developing self-regulation, empathy, moral reasoning, and responsible decision-making. Sedillo-Hamann (2022) argued that restorative justice in schools should be trauma-informed so that repair processes maintain connection while avoiding secondary harm. Ballin (2022) also connected trauma-sensitive schooling and social-emotional learning as complementary approaches for promoting educational equity.

However, restorative practices are not automatically effective. They require careful design, shared understanding, and consistent implementation. Dhaliwal et al. (2023) found that educators' beliefs and perceptions shape the implementation of restorative practices, suggesting that professional sensemaking is central to school-level change. McQueen et al. (2023) reported that teachers identified full-time restorative coordination and student leadership as important elements for effective implementation. Hibbin (2024) further emphasized relational accountability, showing that restorative practice can reorient authority through distributed relationships rather than hierarchical

control alone. These studies indicate that restorative discipline should be understood as a whole-school relational framework, not merely a set of conversations after misconduct.

2.3. School Counseling, Social-Emotional Learning, and Trauma-Sensitive Support

School counseling provides an essential professional foundation for restorative in-school support. Disciplinary incidents often involve emotional dysregulation, peer conflict, academic frustration, family stress, trauma exposure, or weak problem-solving skills. A counseling-based response does not excuse misconduct; it helps students understand behaviour, identify triggers, evaluate consequences, and develop alternative responses. Hatchimonji et al. (2020) emphasized that school-based mental health supports are important for addressing students' behavioural and emotional needs, particularly when schools aim to move beyond punishment-oriented responses. In this sense, counseling transforms discipline from a sanctioning event into a developmental process.

The alignment between restorative practice and social-emotional learning is especially important. Cipriano et al. (2023), in a meta-analysis, found that universal school-based social and emotional learning interventions have positive effects on students' skills, attitudes, prosocial behaviour, and academic outcomes. Murano et al. (2020) also emphasized that SEL interventions are more meaningful when implemented with attention to development, context, and school culture. This alignment is relevant because many behavioural incidents involve difficulties in self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Heyward (2024) noted that clearly defined skill-building restorative discipline models can strengthen implementation because schools often struggle to translate restorative ideals into concrete routines.

Trauma-sensitive perspectives further strengthen this model. Students' behavioural responses may reflect stress, insecurity, adverse experiences, or unmet emotional needs. Sedillo-Hamann (2022) argued that restorative justice in schools should be trauma-informed so that repair processes do not reproduce harm. Ballin (2022) similarly emphasized that trauma-sensitive schooling and social-emotional learning can be intentionally connected to promote equity. Berger (2022) also showed that trauma-informed educational approaches require whole-school commitment, teacher awareness, and relational support. Therefore, a restorative in-school model must include safety screening, counseling support, voluntary participation, and careful facilitation. These elements are necessary to prevent restorative meetings from becoming coercive, superficial, or emotionally unsafe.

In the context of SMA Muhammadiyah Kalosi, school counseling also has moral and character-building relevance. Guidance and counseling services in Indonesian schools are expected to support students' personal, social, academic, and behavioural development. Sari, Suwandayani, and Waluyo (2025) found that guidance and counseling strategies in a religious-based school context involve problem identification, structured planning, observation, and direct support for student discipline. Baehaqi (2020) also showed that discipline character in Muhammadiyah boarding school contexts can be strengthened through contextual learning, habituation, role modelling, and balanced reinforcement. These findings suggest that restorative counseling can be aligned with school values when it is implemented through structured, respectful, and developmental procedures.

2.4. School Climate, Belonging, and Community-Based Accountability

School climate and belonging are central to restorative discipline because student behaviour is shaped by relationships, perceptions of fairness, and the quality of adult support. A positive disciplinary climate is not permissive; it combines clear expectations with relational care. Restorative practices can support this balance by helping students remain members of the school community while taking responsibility for harm. Alonso-Rodríguez et al. (2025) reported that restorative practices can improve group cohesion and emotional well-being, while Darling-Hammond et al. (2020) highlighted their potential contribution to school climate and discipline outcomes.

Belonging is especially important for adolescents because their motivation, self-concept, and conduct are influenced by peer relationships and adult recognition. When disciplinary systems rely heavily on exclusion, students may interpret correction as rejection. In contrast, restorative support communicates that the behaviour is unacceptable but the student remains capable of repair and renewed participation. Allen et al. (2021) emphasized that school belonging is associated with students' motivation, engagement, and psychological adjustment. Korpershoek et al. (2020), through a meta-analysis, also showed that students' sense of belonging is linked to academic, behavioural, and social-emotional outcomes. These findings strengthen the argument that disciplinary intervention should preserve students' membership in the school community.

Community-based accountability is particularly relevant for schools with strong moral and communal identities. In such contexts, discipline should cultivate responsibility, self-correction, and care for others. Restorative contribution activities, such as classroom service, peer support, restitution, or community repair tasks, may help students rebuild

prosocial identity after misconduct. However, these actions must remain educational and dignified, not humiliating or punitive. Hibbin (2024) emphasized that relational responsibility can reshape discipline through networks of accountability, while McQueen et al. (2023) showed that student leadership can strengthen relational climate in restorative implementation. Thus, accountability should be understood as responsible participation in the community, not merely compliance with sanctions.

2.5. Research Gap and Conceptual Position of the Present Article

Recent literature shows growing support for alternatives to exclusionary discipline, but several gaps remain. First, many studies focus on district-level discipline reform or whole-school restorative justice, while fewer studies translate restorative principles into a practical school counseling framework for a specific institutional context. Second, many restorative models emphasize dialogue and relationship repair but give less explicit attention to academic continuity during disciplinary intervention. This is problematic because learning loss is one of the major harms of suspension. Third, implementation studies show that restorative practices require adult readiness, role clarity, documentation, and leadership support, yet schools often lack a concrete operational model for daily use (Dhaliwal et al., 2023; Heyward, 2024; McQueen et al., 2023).

The present article addresses these gaps by formulating a Restorative In-School Support Model for SMA Muhammadiyah Kalosi, Enrekang. The proposed framework integrates intake and safety screening, academic continuity, brief counseling, restorative accountability, community contribution, re-entry planning, follow-up monitoring, and evaluation. This integration distinguishes the model from purely punitive discipline and from informal restorative conversations that lack structure. Conceptually, the model is grounded in the view that discipline should protect safety, preserve learning, strengthen accountability, support emotional growth, and restore students' participation in the school community. In a Muhammadiyah secondary school context, this framework offers a way to align school discipline with counseling practice, character education, relational responsibility, and community care.

3. Method

This article employed a conceptual and practice-based model development design supported by an integrative literature review. This design was selected because the main purpose of the article was not to test an intervention empirically, but to formulate a theoretically grounded and contextually relevant school counseling framework for reducing unnecessary exclusionary discipline at SMA Muhammadiyah Kalosi, Enrekang. A conceptual design is appropriate when a study aims to synthesize existing knowledge, clarify theoretical relationships, and construct a practical framework that can guide future implementation and empirical evaluation. In this article, the Restorative In-School Support Model was developed by integrating literature on exclusionary discipline, restorative practices, school counseling, social-emotional learning, trauma-informed education, and school-based behavioural support.

3.1. Research Design

The study used an integrative literature review combined with contextual model formulation. An integrative review allows researchers to synthesize theoretical, empirical, and practice-oriented literature in order to develop a broader understanding of a complex educational issue. This approach is relevant because exclusionary discipline is not only a disciplinary problem, but also a psychological, pedagogical, counseling, ethical, and institutional issue. Therefore, the development of a restorative in-school support framework requires the integration of multiple knowledge domains.

The article was categorized as a conceptual paper and practice-based study. As a conceptual paper, it develops a framework by critically examining current literature and identifying relationships among key concepts. As a practice-based study, it translates these concepts into operational stages that may be adapted by school leaders, teachers, and counselors in the context of SMA Muhammadiyah Kalosi, Enrekang. The study does not report student-level empirical data, intervention outcomes, or statistical findings. Instead, it proposes a structured model that can later be tested through case study, design-based research, action research, or mixed-methods evaluation.

3.2. Research Context

The contextual focus of this article is SMA Muhammadiyah Kalosi, Enrekang, a secondary school situated within a local Indonesian community and shaped by Muhammadiyah educational values. The school context is relevant because disciplinary practices in such an institution are expected to uphold academic order, moral responsibility, religious values, social care, and student character development. These expectations require a disciplinary approach that is firm enough to maintain school safety but also educative enough to support student growth.

The model was designed for secondary school students who experience non-violent, moderate, or repeated behavioural incidents that require structured intervention but do not necessarily require removal from the school environment. Examples may include repeated classroom disruption, verbal conflict, disrespectful communication, truancy, academic dishonesty, minor peer conflict, or repeated defiance that does not involve severe violence or serious safety threats. For incidents involving serious violence, abuse, criminal conduct, substance-related violations, or immediate safety risks, formal school procedures and relevant legal or child protection mechanisms should remain the priority. In such cases, restorative support may function as a complementary re-entry and counseling process rather than a replacement for formal disciplinary action.

3.3. Data Sources and Literature Selection

The primary data sources for this article were peer-reviewed journal articles, systematic reviews, meta-analyses, policy-oriented reports, and scholarly works related to school discipline and student support. The literature was selected based on five thematic domains: exclusionary discipline, restorative practices, school counseling, social-emotional learning, and trauma-informed education. Particular attention was given to literature published between 2020 and 2025 in order to ensure the currency of the conceptual framework. Earlier foundational works were used only when they were necessary to clarify established concepts or theoretical foundations.

The inclusion criteria for the literature were as follows: (1) publications focused on school discipline, restorative justice, restorative practices, student behaviour, counseling, social-emotional learning, trauma-informed education, or school climate; (2) studies or reviews relevant to secondary education or school-based student support; (3) works that discussed implications for educational practice, counseling, equity, or intervention design; and (4) publications from reputable academic journals, scholarly books, institutional reports, or recognized educational organizations. Literature was excluded when it was unrelated to school settings, focused only on criminal justice without educational relevance, lacked clear scholarly grounding, or did not contribute to the development of the proposed model.

The literature selection was not intended to function as a systematic review with exhaustive database searching and statistical synthesis. Rather, it followed an integrative review logic, in which relevant bodies of knowledge were critically synthesized to construct a model that is theoretically coherent and practically applicable. This approach is suitable for developing a counseling-sensitive disciplinary framework because the topic requires conceptual integration across several educational and psychological fields.

3.4. Model Development Procedure

The development of the Restorative In-School Support Model proceeded through five stages. First, the article identified the limitations of exclusionary discipline, particularly its potential effects on learning continuity, student belonging, mental health, and repeated behavioural risk. This stage established the need for an alternative framework that does not automatically remove students from the learning environment.

Second, the article synthesized restorative practice literature to identify core principles of restorative discipline. These principles include harm recognition, student accountability, relational repair, reintegration, voluntary participation in dialogue where appropriate, and attention to the needs of affected parties. This synthesis helped clarify that restorative discipline should not be understood as permissiveness, but as a structured process that combines accountability and support.

Third, the article integrated school counseling and social-emotional learning perspectives. This stage mapped behavioural incidents onto developmental needs such as emotional regulation, self-awareness, empathy, communication, problem-solving, responsible decision-making, and help-seeking behaviour. The integration of counseling and SEL was necessary to ensure that the proposed model addresses not only the external behaviour but also the underlying developmental processes that shape student conduct.

Fourth, the article contextualized the model within the setting of SMA Muhammadiyah Kalosi, Enrekang. Contextualization involved aligning the model with the values of moral guidance, collective responsibility, school order, student dignity, and community care. The aim was to avoid importing restorative practice as a generic model without considering the institutional and cultural character of the school. In this stage, restorative support was positioned as compatible with character education and school counseling practice in a Muhammadiyah secondary school context.

Fifth, the article translated the conceptual synthesis into an operational intervention cycle. The resulting model consists of intake and safety screening, academic continuity, brief counseling, restorative accountability, community contribution, re-entry planning, and follow-up monitoring. Each component was designed to answer a specific

weakness of exclusionary discipline. Intake and safety screening prevent misuse of the model in unsafe situations. Academic continuity prevents learning loss. Brief counseling addresses emotional and behavioural roots of misconduct. Restorative accountability guides students to recognize harm and make repair. Community contribution rebuilds positive identity. Re-entry planning and monitoring ensure that the student returns to class with support and clear commitments.

3.5. Analytical Framework

The analysis was conducted through thematic synthesis and conceptual mapping. Thematic synthesis was used to identify recurring ideas across the literature, including the risks of exclusionary discipline, the importance of school belonging, restorative accountability, relational repair, social-emotional competence, trauma-informed support, and implementation fidelity. These themes were then organized into conceptual categories that informed the structure of the proposed model.

Conceptual mapping was used to connect problems, principles, interventions, and expected outcomes. For example, the problem of lost instructional time was connected to the principle of academic continuity and translated into tutoring, assignment completion, and teacher check-ins. The problem of repeated misconduct was connected to counseling support and translated into emotional regulation planning, conflict analysis, and behavioural commitments. The problem of damaged relationships was connected to restorative accountability and translated into restorative questions, mediated dialogue, repair agreements, and re-entry meetings.

This analytical process ensured that each component of the model was not merely procedural but theoretically justified. The model was therefore constructed as a coherent counseling framework in which disciplinary intervention, academic support, moral reflection, and relational repair operate as interconnected elements.

4. Results

This section presents the conceptual result of the integrative literature review and contextual model development process. Since this article is designed as a conceptual paper and practice-based study, the results are not presented as statistical findings or empirical themes derived from field data. Instead, the results are presented as a structured Restorative In-School Support Model that may be used as a school counseling framework to reduce unnecessary exclusionary discipline at SMA Muhammadiyah Kalosi, Enrekang. The model was formulated by synthesizing scholarship on exclusionary discipline, restorative practices, school counseling, social-emotional learning, trauma-informed education, and school-based behavioural support. The resulting framework consists of core assumptions, operational components, implementation stages, stakeholder roles, expected outcomes, and proposed evaluation indicators.

4.1. Core Assumptions of the Restorative In-School Support Model

The Restorative In-School Support Model is grounded in the assumption that school discipline should protect the learning community while maintaining students' access to educational and developmental support. In this model, discipline is not viewed solely as a mechanism for sanctioning misconduct but as a structured process through which students learn responsibility, emotional regulation, empathy, and relational accountability. This assumption is consistent with restorative and counseling perspectives, which emphasize that behavioural incidents should be addressed through accountability, reflection, repair, and reintegration rather than exclusion alone.

The first assumption is that discipline should maintain safety without automatically removing students from instruction. Exclusionary discipline may be necessary in cases involving serious violence, severe safety threats, or legal violations. However, for non-violent, moderate, or repeated behavioural incidents, removal from school may not always be the most educationally appropriate response. The model therefore begins with intake and safety screening to determine whether a student can remain in school while receiving structured support. This screening is essential to ensure that restorative support is not applied indiscriminately or used in situations that require formal protection procedures.

The second assumption is that accountability is more meaningful when students are guided to understand harm and participate in repair. In punitive approaches, accountability is often interpreted as receiving a sanction. In restorative approaches, accountability involves recognizing the impact of one's behaviour, listening to affected parties when appropriate, identifying obligations, and taking action to repair harm. Therefore, the model does not eliminate consequences. Instead, it redefines consequences as educative processes that require reflection, responsibility, and concrete behavioural commitment.

The third assumption is that behavioural change requires emotional and relational support. Many disciplinary incidents in secondary schools are related to adolescent development, peer conflict, emotional reactivity, academic frustration, weak self-management, or difficulties in communication. For this reason, the model integrates brief counseling as a central component. The purpose of counseling is not to excuse misconduct, but to help students identify triggers, understand emotions, evaluate choices, and develop alternative responses.

The fourth assumption is that academic continuity is part of disciplinary responsibility. When students are removed from school, they may lose access to instruction, assignments, teacher feedback, and peer learning. Such learning loss can increase frustration and disengagement. Therefore, the model includes supervised academic work, teacher check-ins, and assignment completion during the intervention process. Academic continuity ensures that disciplinary intervention does not unintentionally produce additional academic disadvantage.

The fifth assumption is that reintegration must be intentional. Students who experience disciplinary intervention should not simply be returned to class without preparation, communication, or support. Re-entry requires a structured process through which students review their commitments, understand classroom expectations, and receive support from counselors, teachers, and school leaders. This assumption is important because successful discipline should not end with punishment; it should end with restored participation in the learning community.

4.2. Components of the Restorative In-School Support Model

The model consists of seven interrelated components: intake and safety screening, academic continuity, brief counseling support, restorative accountability, community contribution, re-entry planning, and follow-up monitoring. These components are designed to respond to the main limitations of exclusionary discipline while preserving accountability and school safety. Each component has a specific function, but the components should be implemented as an integrated cycle rather than as isolated activities.

Table 1. Components of the Restorative In-School Support Model

Component	Purpose	Core Activities	Counseling Focus
Intake and safety screening	Determine whether the student can remain safely in school during intervention	Incident review, initial risk screening, identification of affected parties, eligibility decision, parent notification	Safety, fairness, initial emotional stabilization
Academic continuity	Prevent learning loss during disciplinary intervention	Assignment completion, supervised study, tutoring, teacher check-ins, learning plan	Academic responsibility, task persistence, learning motivation
Brief counseling support	Address emotional, social, and behavioural roots of the incident	Individual counseling, trigger analysis, emotion identification, behavioural goal setting	Self-awareness, self-management, problem-solving
Restorative accountability	Guide students to recognize harm and plan repair	Restorative questions, reflection sheet, mediated dialogue when appropriate, repair agreement	Empathy, responsibility, perspective-taking
Community contribution	Rebuild positive identity and membership in the school community	Meaningful school contribution, peer support, class-related service, supervised service activity	Prosocial identity, care, belonging
Re-entry planning	Prepare students to return to class with dignity and clear commitment	Re-entry meeting, student commitment, teacher coordination, support plan	Relational repair, goal setting, renewed participation
Follow-up monitoring	Ensure continuity of support after re-entry	Counselor check-ins, teacher feedback, attendance and behaviour monitoring, adjustment of support	Behaviour maintenance, support adjustment, recurrence prevention

The first component, intake and safety screening, functions as the entry point of the model. It ensures that restorative in-school support is applied only to cases that are appropriate for school-based intervention. This component prevents two risks: the risk of overusing exclusion for incidents that can be addressed restoratively, and the risk of using restorative dialogue in cases where safety, coercion, or serious harm requires formal procedures.

The second component, academic continuity, addresses the instructional consequences of disciplinary intervention. In this model, students remain responsible for learning tasks while participating in counseling and restorative processes. Academic continuity may include assignment completion, teacher-provided learning materials, tutoring,

and short academic check-ins. This component reinforces the idea that discipline should not separate students from their identity as learners.

The third component, brief counseling support, provides a structured opportunity for students to examine the emotional and behavioural dimensions of the incident. The counseling process may focus on identifying triggers, recognizing emotions, understanding choices, developing alternative responses, and setting immediate behavioural goals. This component is particularly important in secondary education because adolescents often need guided support to regulate emotions and interpret the social consequences of their actions.

The fourth component, restorative accountability, is the moral and relational center of the model. It guides students to understand who was affected by their behaviour, how harm occurred, and what actions are needed to repair the situation. Restorative accountability may take the form of written reflection, guided restorative questions, mediated conversation, apology, restitution, or a repair agreement. However, direct dialogue with affected parties should occur only when it is safe, voluntary, and properly facilitated.

The fifth component, community contribution, aims to rebuild positive identity and school membership. Rather than allowing students to internalize a negative disciplinary label, this component provides a meaningful and non-humiliating opportunity to contribute to the school community. Community contribution should be educational, respectful, and connected to the nature of the incident when possible. It should never be used as public shaming or excessive labour.

The sixth component, re-entry planning, prepares the student to return to class with clarity and dignity. The re-entry process includes reviewing the student's reflection, repair actions, academic tasks, and behavioural commitments. It may involve the counselor, vice principal for student affairs, homeroom teacher, subject teacher, and parent or guardian when appropriate. The goal is to ensure that the student does not return to class with unresolved conflict or unclear expectations.

The seventh component, follow-up monitoring, ensures that restorative support continues after the student returns to the regular learning environment. Follow-up may include scheduled counselor check-ins, teacher feedback, attendance monitoring, and review of behavioural commitments. This component is necessary because a single disciplinary meeting is rarely sufficient to produce sustained behavioural change.

4.3. Operational Stages of the Model

The Restorative In-School Support Model is designed as a short-term structured intervention that may be implemented within one to three school days, depending on the nature of the incident, student readiness, school capacity, and the needs of affected parties. The model is flexible, but it should follow a clear sequence so that the intervention remains consistent, fair, and educationally purposeful.

The *first* stage is intake and safety screening. This stage begins immediately after a behavioural incident is reported. The vice principal for student affairs, school counselor, homeroom teacher, or designated restorative coordinator reviews the incident and determines whether the case is eligible for restorative in-school support. The screening should consider the severity of the incident, safety risks, the presence of coercion or intimidation, the needs of affected parties, prior behavioural patterns, and the student's readiness to participate. If the incident involves serious violence, abuse, criminal behaviour, or immediate danger, formal school and protection procedures should take priority. If the incident is appropriate for in-school support, the student proceeds to the next stage.

The *second* stage is academic continuity planning. After eligibility is determined, the student receives a structured learning plan for the duration of the intervention. Subject teachers provide assignments, learning materials, or short guidance so that the student can continue academic work. The student may complete tasks in a supervised room under the guidance of a counselor, teacher, or assigned staff member. This stage ensures that the disciplinary process does not result in unnecessary learning loss.

The *third* stage is brief counseling and behavioural reflection. In this stage, the counselor conducts a focused session with the student. The session explores what happened, what the student was thinking and feeling, what choices were made, who was affected, and what alternative responses could have been used. The counselor may also identify possible contributing factors, such as peer pressure, emotional stress, academic frustration, family issues, or unresolved conflict. The expected product of this stage is a short behavioural growth plan that includes one or two specific commitments.

The *fourth* stage is restorative accountability and repair planning. The student is guided to complete restorative reflection and identify the harm caused by the incident. When appropriate, the student may participate in a mediated

dialogue with affected parties, such as a teacher or peer. However, such dialogue should be voluntary, prepared, and facilitated by a trained adult. If direct dialogue is not appropriate, the student may complete an indirect repair action, such as a written apology, restitution plan, academic honesty agreement, classroom contribution, or behavioural commitment letter. The expected product is a repair agreement that is realistic, respectful, and connected to the incident.

The *fifth* stage is community contribution. This stage provides the student with an opportunity to demonstrate responsibility through constructive participation in the school community. The contribution should be meaningful and non-humiliating. Examples may include helping organize learning materials, assisting a supervised school service activity, contributing to a classroom improvement task, supporting peer learning under teacher supervision, or participating in a school-based character-building activity. The contribution should be proportionate and educational, not punitive or degrading.

The *sixth* stage is re-entry meeting. Before the student returns fully to regular classroom participation, a short re-entry meeting is conducted. The meeting may involve the student, counselor, homeroom teacher, vice principal for student affairs, subject teacher, and parent or guardian when necessary. The meeting reviews what the student has learned, what repair action has been completed or planned, what academic tasks remain, and what support is needed after re-entry. The tone of the meeting should be firm, respectful, and future-oriented.

The *seventh* stage is follow-up monitoring. After the student returns to class, the counselor and teachers monitor the student's progress. Monitoring may occur after three days, two weeks, and one month, depending on the case. The follow-up process includes checking attendance, assignment completion, classroom behaviour, teacher-student relationships, and recurrence of similar incidents. If the student continues to experience difficulty, the support plan may be adjusted through additional counseling, parent meetings, peer mediation, or academic assistance.

4.4. Stakeholder Roles in the Implementation of the Model

The implementation of restorative in-school support requires coordination among multiple stakeholders. The model cannot be implemented effectively by the school counselor alone. School leaders, teachers, homeroom teachers, parents, students, and affected parties all have specific roles. Clear role distribution is necessary to avoid confusion, inconsistent practice, and excessive burden on one actor.

Table 2. Stakeholder Roles in Restorative In-School Support

Stakeholder	Main Role	Specific Responsibilities
Principal	Policy leadership and institutional support	Establish school policy, allocate resources, support restorative culture, ensure consistency
Vice principal for student affairs	Discipline coordination	Coordinate referrals, conduct or supervise safety screening, manage documentation, communicate with parents
School counselor	Counseling and restorative facilitation	Conduct counseling, guide reflection, facilitate repair planning, support re-entry, monitor follow-up
Homeroom teacher	Student mentoring and parent connection	Support student commitment, communicate with parents, observe adjustment, reinforce classroom expectations
Subject teachers	Academic continuity and classroom reintegration	Provide assignments, give feedback, support classroom return, report learning and behavioural progress
Parents or guardians	Home-based support	Reinforce commitments, participate in meetings when needed, support behavioural growth at home
Student	Active accountability and behavioural growth	Reflect on behaviour, complete academic tasks, repair harm, follow re-entry plan, attend follow-up
Affected parties	Voice, safety, and repair needs	Share needs voluntarily when appropriate, participate in dialogue only with consent and preparation

The principal plays a strategic role in legitimizing the model as part of school discipline policy. Without leadership support, restorative in-school support may remain an isolated initiative rather than a consistent school practice. The vice principal for student affairs functions as the coordinator of discipline procedures, ensuring that cases are referred, documented, and monitored appropriately. The school counselor serves as the primary professional responsible for counseling, emotional support, restorative reflection, and follow-up.

Homeroom teachers are important because they often understand students' daily behaviour, family background, peer relationships, and academic patterns. They can help connect the intervention process with classroom reintegration and parental communication. Subject teachers are responsible for maintaining academic continuity by providing assignments, learning materials, and feedback. Parents or guardians are expected to support behavioural commitments at home and participate in meetings when necessary.

Students are not passive recipients of intervention. They are expected to participate actively by reflecting on behaviour, completing learning tasks, repairing harm, and following the agreed support plan. Affected parties, such as teachers or peers who experienced harm, should have the opportunity to express their needs, but their participation must remain voluntary and safe. They should never be pressured to forgive, reconcile, or meet the student if they are not ready or if there is a risk of further harm.

4.5. Expected Outcomes and Evaluation Indicators

Because this article is conceptual and practice-based, the outcomes presented in this section are proposed outcomes rather than empirical findings. These outcomes may be used in future implementation studies or school-based evaluation. The model is expected to produce outcomes at student, classroom, and school levels. The main expected outcomes include reduced unnecessary suspension, stronger academic continuity, improved student reflection, increased restorative accountability, stronger school belonging, reduced recurrence of behavioural incidents, and more consistent disciplinary responses.

Table 3. Expected Outcomes and Evaluation Indicators

Domain	Expected Outcome	Possible Indicator	Data Source
Discipline	Reduced unnecessary out-of-school suspension	Number and type of suspension cases before and after implementation	Discipline records
Academic continuity	Reduced learning loss during intervention	Completed assignments, teacher feedback, student learning plan	Assignment logs, teacher reports
Counseling development	Improved self-regulation and behavioural reflection	Completed reflection sheet, behavioural goals, counseling notes	Counselor documentation
Restorative accountability	Increased responsibility and repair	Repair agreement, apology, restitution, mediated dialogue, completed repair action	Restorative documentation
School belonging	Improved sense of reintegration and support	Student perception of fairness, support, and readiness to return	Brief survey or interview
Recurrence prevention	Reduced repeated incidents	Repeat incidents within 30 or 90 days after intervention	Discipline records
Equity and consistency	More consistent disciplinary responses	Discipline data by gender, class, incident type, and student background	School discipline dashboard
Implementation quality	Improved procedural clarity	Completed referral forms, re-entry plans, follow-up notes	Administrative records

The discipline domain focuses on whether the school reduces unnecessary reliance on out-of-school suspension, especially for non-violent or moderate incidents. However, suspension reduction should not be interpreted as the only measure of success. A school may reduce suspension without improving student support if the intervention is not implemented carefully. Therefore, discipline data should be interpreted together with academic, counseling, restorative, and belonging indicators.

The academic continuity domain evaluates whether students continue learning during the disciplinary intervention. Indicators may include completed assignments, teacher feedback, and the student's learning plan. This domain is important because one of the main weaknesses of exclusionary discipline is the interruption of learning.

The counseling development domain evaluates whether students engage in reflection and develop behavioural goals. Indicators may include completed reflection sheets, counseling notes, and specific self-regulation commitments. This domain helps determine whether the intervention supports behavioural growth rather than only procedural compliance.

The restorative accountability domain evaluates whether students recognize harm and take concrete steps to repair it. Indicators may include repair agreements, apologies, restitution, mediated dialogue, or other appropriate actions.

These indicators should be documented carefully, but documentation must respect confidentiality and student dignity.

The school belonging domain evaluates whether students experience the re-entry process as supportive, fair, and respectful. This may be assessed through a brief survey, interview, or counselor check-in. Student belonging is important because students who feel disconnected from school may be more likely to disengage academically or behaviourally.

The recurrence prevention domain evaluates whether similar incidents occur again within a defined period, such as 30 or 90 days. This indicator can help the school determine whether the intervention contributes to behavioural stability. However, recurrence data should be interpreted carefully because repeated behaviour may reflect unmet needs that require additional support.

The equity and consistency domain evaluates whether the model is applied fairly across students and incident types. Schools should monitor whether disciplinary decisions vary by gender, class, socioeconomic background, disability status, or other relevant characteristics. This monitoring is important to ensure that restorative support does not become selective, biased, or inconsistent.

The implementation quality domain evaluates whether school actors follow agreed procedures. Indicators include completed referral forms, safety screening records, counseling notes, repair agreements, re-entry plans, and follow-up documentation. This domain is necessary because the success of the model depends not only on its conceptual strength but also on procedural consistency.

4.6. Proposed Flow of the Restorative In-School Support Model

The proposed flow of the Restorative In-School Support Model is designed to help SMA Muhammadiyah Kalosi implement restorative discipline in a clear, structured, and sequential manner. As presented in Figure 1, the model begins with the behavioural incident and proceeds through intake and safety screening, eligibility decision, academic continuity planning, brief counseling and behavioural reflection, restorative accountability and repair agreement, community contribution, re-entry meeting, follow-up monitoring, and evaluation and adjustment.

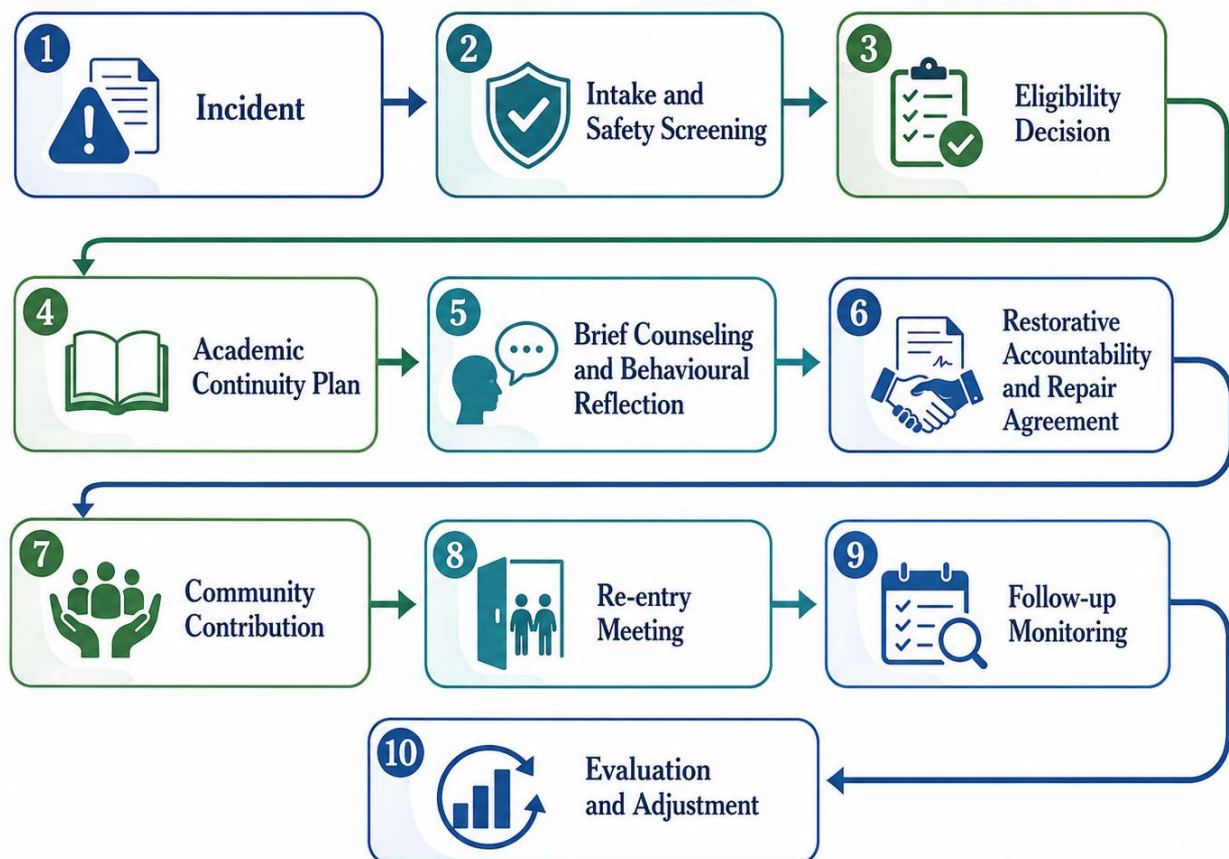


Figure 1. Restorative In-School Support Model for SMA Muhammadiyah Kalosi, Enrekang

The flow indicates that restorative in-school support begins immediately after a behavioural incident, but it does not automatically replace formal disciplinary procedures. The eligibility decision is essential because not all incidents are appropriate for restorative in-school support. Cases involving serious harm, violence, abuse, criminal conduct, or immediate safety risks require formal school procedures and, when necessary, referral to relevant protection mechanisms.

For eligible cases, the student remains connected to school through academic continuity, counseling, restorative accountability, and structured re-entry. The process is designed to ensure that the student remains responsible for the behaviour while also receiving guidance to improve. This balance between accountability and support is the central characteristic of the model.

Evaluation and adjustment are included at the end of the flow because implementation should not stop after re-entry. Schools need to review whether the intervention was completed, whether the student returned to class successfully, whether academic tasks were completed, whether repair actions were meaningful, and whether further support is needed. This final stage also allows the school to improve the model over time based on documented experience and stakeholder feedback.

Overall, the Restorative In-School Support Model offers a structured alternative to unnecessary exclusionary discipline. It does not reject the need for rules, sanctions, or safety procedures. Rather, it provides a counseling-sensitive pathway for responding to behavioural incidents in ways that preserve accountability, academic continuity, student dignity, and school belonging. In the context of SMA Muhammadiyah Kalosi, Enrekang, the model may serve as a practical framework for integrating discipline, counseling, character education, and community responsibility within secondary school practice.

5. Discussion

The Restorative In-School Support Model developed in this article offers a counseling-oriented alternative to exclusionary discipline at SMA Muhammadiyah Kalosi, Enrekang. The model responds to a central problem in school discipline: how schools can maintain order and accountability without unnecessarily removing students from learning, counseling, and relational support. The discussion interprets the proposed model in relation to previous literature, school counseling practice, restorative discipline theory, social-emotional learning, local school context, ethical safeguards, and future research needs.

5.1. Reframing School Discipline as an Educative and Counseling Process

The main contribution of the proposed model is its attempt to reframe discipline as an educative and counseling process rather than a purely punitive response. In conventional exclusionary discipline, misconduct is often followed by removal from the classroom or school environment. Although this response may provide immediate administrative control, it does not necessarily help students understand the consequences of their actions, repair harm, or develop alternative behaviours. This limitation is consistent with Gerlinger et al. (2021), who found through meta-analysis that exclusionary discipline is associated with increased delinquent outcomes. Such evidence suggests that suspension and similar practices should not be treated as neutral disciplinary tools because they may contribute to further behavioural risk when they are not accompanied by developmental support.

The proposed model addresses this concern by keeping eligible students within the school environment while requiring them to participate in reflection, academic work, counseling, repair planning, and re-entry preparation. This approach is consistent with the argument that discipline should be connected to students' opportunity to learn. Del Toro and Wang (2022) found that suspensions for minor infractions can negatively affect students' academic performance and perceptions of school climate. Therefore, maintaining academic continuity during disciplinary intervention is not merely an instructional concern; it is part of a broader discipline reform strategy. In the context of SMA Muhammadiyah Kalosi, this means that students who make behavioural mistakes should remain accountable while also remaining connected to learning tasks and adult guidance.

The model also recognizes that adolescent behaviour is shaped by emotional, relational, and developmental factors. Secondary school students are still developing self-regulation, perspective-taking, moral reasoning, peer relationship skills, and responsible decision-making. A disciplinary response that only imposes punishment may fail to address these developmental needs. By integrating brief counseling and behavioural reflection, the model positions school discipline as an opportunity for students to examine emotions, identify triggers, understand harm, and develop alternative responses. This strengthens the developmental function of school discipline and aligns it with the broader mission of education.

5.2. Restorative Accountability beyond Permissiveness

A common misunderstanding of restorative discipline is that it reduces consequences or allows students to avoid responsibility. The model proposed in this article rejects that interpretation. Restorative in-school support does not eliminate accountability; rather, it deepens accountability by requiring students to understand harm, acknowledge responsibility, develop a repair agreement, complete meaningful actions, and participate in re-entry monitoring. This understanding is aligned with restorative practice literature, which emphasizes that accountability is not limited to receiving punishment but includes recognition of harm and active participation in repair.

Katic et al. (2020) showed that restorative justice practices in schools can support violence prevention and constructive conflict response when they are implemented systematically. Similarly, Lodi et al. (2022), in a systematic review, reported that restorative justice and restorative practices in schools are increasingly used to strengthen relationships, improve school climate, and reduce reliance on punitive discipline. These studies support the central assumption of the present model: students are more likely to learn from misconduct when they are guided to reflect on consequences, listen to affected voices when appropriate, and participate in repairing harm.

The inclusion of restorative accountability and repair agreement in the model is therefore theoretically important. It ensures that the student does not merely receive counseling as emotional support but also engages in moral and relational responsibility. The model requires students to answer restorative questions, identify who was affected, consider what needs to be repaired, and make concrete commitments. This process helps prevent restorative practice from becoming a vague conversation without behavioural consequences.

Recent evidence also supports the potential of restorative practice as an alternative to exclusionary disciplinary systems. Adukia et al. (2025) found that restorative practice reforms in schools were associated with reductions in suspensions and arrests without meaningful average declines in test-score value added. This finding is significant because it challenges the assumption that reducing punitive exclusion necessarily weakens school order or academic performance. However, the present model should not be interpreted as a guarantee of similar outcomes in SMA Muhammadiyah Kalosi because it has not yet been empirically tested. Rather, the finding strengthens the rationale for piloting a structured restorative model in school contexts where reducing unnecessary exclusion is an educational priority.

5.3. The Role of School Counseling in Restorative Discipline

The proposed model places the school counselor at the center of restorative disciplinary intervention. This is important because disciplinary incidents often involve more than visible rule violations. They may reflect emotional dysregulation, peer conflict, academic frustration, low belonging, family stress, trauma exposure, or difficulty communicating needs appropriately. A counseling-oriented model allows the school to respond to these underlying dimensions without excusing misconduct.

In this framework, the counselor's role includes conducting brief counseling, guiding reflection, supporting emotional regulation, facilitating repair planning, coordinating re-entry, and monitoring follow-up. These functions are consistent with contemporary school counseling and school psychology perspectives that view student behaviour through developmental, relational, and systemic lenses. Abdou et al. (2025) argued that integrating restorative justice into school psychology practice can cultivate a restorative lens that attends to context, relationship, and student voice. This reinforces the argument that restorative discipline should be supported by professionals who understand student development and psychosocial needs.

The model also aligns with trauma-informed education. Jones et al. (2020) emphasized that school-wide trauma-informed approaches require supportive relationships, staff awareness, and systemic implementation. Owen et al. (2023) further argued that trauma-informed care, restorative justice, and multicultural education can be joined within a whole-school reform framework. These perspectives are relevant because students' behavioural problems may sometimes be connected to stress responses or adverse experiences. A punitive response may intensify shame or disengagement, whereas a counseling-sensitive restorative response may help students regain emotional control and reconnect with the learning community.

However, the counselor's role should not be interpreted as carrying the entire burden of discipline reform. The model requires collaboration with school leaders, teachers, homeroom teachers, parents, and students. Counselors provide professional support, but institutional consistency depends on policy, leadership, teacher participation, and clear procedures. Without shared responsibility, restorative support may become an isolated counseling activity rather than a school-wide disciplinary framework.

5.4. Academic Continuity as a Core Element of Discipline Reform

One distinctive feature of the proposed model is the inclusion of academic continuity as a core disciplinary component. Many restorative discipline models emphasize dialogue, relationship repair, and community restoration, but they do not always explicitly address the academic consequences of disciplinary intervention. This article argues that academic continuity must be central because one of the major harms of exclusionary discipline is the interruption of learning.

When students are suspended or removed from school, they may miss instruction, assignments, teacher feedback, and classroom routines. For students who already experience academic difficulty, this interruption can deepen disengagement. Del Toro and Wang (2022) found that suspension for minor infractions can negatively affect academic performance and school climate perceptions. Valdebenito et al. (2025), in an updated systematic review of school-based interventions for reducing disciplinary exclusion, emphasized that effective interventions require structured implementation and attention to school-level conditions. These findings indicate that discipline reform must not only reduce exclusion but also preserve students' access to learning.

In the proposed model, academic continuity is operationalized through supervised assignment completion, tutoring, teacher check-ins, and learning plans. This structure reinforces the idea that students remain members of the learning community even when they are undergoing disciplinary intervention. It also communicates that responsibility includes completing academic tasks, not merely serving a sanction. For SMA Muhammadiyah Kalosi, academic continuity can help ensure that discipline supports both character formation and academic development.

5.5. Student Belonging, School Climate, and Re-entry

The proposed model also contributes to the literature on school belonging and school climate. Exclusionary discipline may communicate to students that they are problems to be removed rather than learners to be guided. This message can weaken student belonging and increase alienation, particularly among adolescents who are sensitive to peer status, adult recognition, and institutional fairness. Eyllon et al. (2022) found that exclusionary school discipline policies were associated with higher depressive symptoms among adolescents, indicating that punitive disciplinary climates may have broader psychological implications.

Restorative in-school support seeks to maintain belonging while preserving accountability. The model does not deny that misconduct has consequences. Instead, it communicates that the student remains part of the school community and is expected to repair harm, continue learning, and return with renewed commitment. This distinction is important because belonging does not mean permissiveness; it means that correction occurs within a relationship of guidance rather than rejection.

Gregory et al. (2024) found that adolescent exposure to restorative practices was associated with positive perceptions of school climate, particularly support and structure. This finding is relevant to the proposed model because students need both relational support and clear expectations. Restorative support becomes weak if it provides warmth without accountability, but it also becomes punitive if it provides accountability without dignity and care. The model therefore combines safety screening, academic tasks, counseling, repair agreement, community contribution, re-entry meeting, and monitoring to create a balanced structure.

The re-entry meeting is particularly important because students should not return to class without preparation. Re-entry provides an opportunity to review commitments, coordinate teacher support, reduce stigma, and clarify expectations. It also helps prevent the student from returning to the same unresolved conflict or emotional pressure that contributed to the incident. In this sense, re-entry is not an administrative ending; it is a relational and educational transition.

5.6. Contextual Relevance for SMA Muhammadiyah Kalosi, Enrekang

The model is designed for SMA Muhammadiyah Kalosi, Enrekang, and should therefore be interpreted in relation to the school's institutional and moral context. As a Muhammadiyah secondary school, SMA Muhammadiyah Kalosi is expected to integrate academic learning, moral formation, religious values, social responsibility, and care for students' development. A restorative approach is compatible with these values because it emphasizes responsibility, self-correction, repair, compassion, and community contribution.

However, contextual relevance does not mean simply adding religious language to a disciplinary model. It requires translating restorative principles into school procedures that are culturally meaningful, ethically safe, and administratively feasible. Stahl et al. (2024) showed that the implementation and limits of restorative practices are strongly shaped by school context, including local culture, relationships, and institutional capacity. Therefore, SMA Muhammadiyah Kalosi needs to adapt the model to its own structure, counseling resources, teacher readiness, student characteristics, and parent-school relationships.

Community contribution is one component that can be meaningfully aligned with the Muhammadiyah educational context. It reflects the idea that students who make mistakes should be guided to contribute positively to the community. Nevertheless, community contribution must be carefully designed so that it remains educational and dignified. It should never become public humiliation, excessive labour, or symbolic punishment. Its purpose is to rebuild prosocial identity and strengthen students' sense of responsibility toward the school community.

The local context of Enrekang also matters because school discipline is embedded in community expectations, family relationships, and local social norms. Parental involvement may strengthen the model when parents understand that restorative support is not a form of leniency but a structured process of accountability and guidance. Therefore, communication with parents should emphasize that the model upholds discipline while preventing unnecessary disconnection from school.

5.7. Implementation Requirements and Institutional Readiness

The success of restorative in-school support depends on implementation quality. Previous literature consistently shows that restorative practices require leadership commitment, professional development, role clarity, consistent procedures, and monitoring. Zakszeski and Rutherford (2021) emphasized that restorative practices are promising but require stronger attention to implementation gaps. Romero et al. (2020) also warned that restorative approaches must address implicit bias and disciplinary inequity if they are to function as meaningful alternatives rather than superficial reforms.

For SMA Muhammadiyah Kalosi, implementation requires several institutional conditions. First, the school needs clear eligibility criteria to determine which cases are appropriate for restorative in-school support. Without such criteria, the model may be applied inconsistently or inappropriately. Second, the school needs standardized documentation, such as referral forms, safety screening records, reflection sheets, repair agreements, re-entry plans, and follow-up notes. Documentation is important for consistency, accountability, and evaluation, but it must be handled with confidentiality.

Third, teachers need practical guidance on how to support academic continuity. If teachers are expected to provide assignments, feedback, or re-entry support, the process must be simple and manageable. Fourth, counselors need sufficient time and institutional recognition to conduct counseling, facilitate restorative reflection, and coordinate follow-up. Fifth, school leaders need to build a shared understanding that restorative support is not a soft alternative to discipline but a structured form of educative accountability.

Implementation should also include regular review of discipline data. Schools need to examine whether restorative support reduces unnecessary suspension, whether certain student groups are treated differently, whether repair agreements are completed, and whether repeated incidents decline. This data-informed approach can help prevent inconsistency and strengthen fairness.

5.8. Ethical Safeguards in Restorative Discipline

Restorative discipline is ethically defensible only when it protects the dignity, safety, and rights of all parties. The proposed model therefore includes intake and safety screening as the first operational stage. This is necessary because not all incidents are appropriate for restorative dialogue. Serious violence, abuse, coercion, criminal conduct, or immediate safety threats may require formal disciplinary, legal, or child protection procedures. In such cases, restorative support may be used only as a complementary re-entry or healing process after safety has been established.

The participation of affected parties must be voluntary. Students, teachers, or peers who experience harm should not be pressured to forgive, reconcile, or participate in mediated dialogue. Restorative meetings should occur only after preparation and with trained facilitation. This ethical boundary is essential because poorly facilitated restorative processes may create secondary harm, especially when there are power imbalances or unresolved safety concerns.

Confidentiality is also central. Counseling information should not be shared broadly across the school community. Documentation should focus on educationally relevant information, such as behavioural commitments, support plans, repair agreements, and follow-up needs. The school must avoid labeling students publicly or treating community contribution as humiliation. Ethical restorative practice requires firmness, fairness, consent, dignity, and careful adult facilitation.

5.9. Limitations of the Proposed Model

The proposed model has several limitations. *First*, this article is conceptual and practice-based; it does not report empirical implementation data from SMA Muhammadiyah Kalosi. Therefore, the model should not be interpreted as evidence that restorative in-school support has already reduced suspension, improved student belonging, or prevented repeated incidents at the school. It is a theoretically grounded and contextually formulated framework that requires empirical testing.

Second, the feasibility of the model depends on school resources. Effective implementation requires counselor availability, teacher cooperation, leadership support, documentation systems, time allocation, and parent communication. Schools with limited counseling personnel or high disciplinary caseloads may need to adapt the model gradually.

Third, the model may not be appropriate for all types of incidents. Cases involving serious violence, abuse, or immediate safety risks require formal procedures and protection mechanisms. The model is most suitable for non-violent, moderate, or repeated behavioural incidents where the student can safely remain in school while receiving structured intervention.

Fourth, the model requires professional development. Restorative discipline can be misunderstood as permissiveness if teachers and parents do not understand its principles. Conversely, it can become punitive if implemented without attention to student dignity, consent, and repair. Therefore, training and shared language are necessary before full implementation.

6. Conclusion

This article has developed a Restorative In-School Support Model as a school counseling framework for reducing unnecessary exclusionary discipline at SMA Muhammadiyah Kalosi, Enrekang. The model was formulated through an integrative synthesis of literature on exclusionary discipline, restorative practices, school counseling, social-emotional learning, trauma-informed education, and school-based behavioural support. As a conceptual and practice-based framework, the model does not claim empirical effectiveness at this stage, but it offers a structured pathway for schools to respond to student misconduct in a more educative, humane, and developmentally appropriate manner.

The proposed model answers the objective of the article by showing how restorative in-school support can be designed to preserve accountability, safety, academic continuity, and student belonging. It consists of intake and safety screening, eligibility decision, academic continuity planning, brief counseling and behavioural reflection, restorative accountability and repair agreement, community contribution, re-entry meeting, follow-up monitoring, and evaluation and adjustment. These stages indicate that discipline can be implemented not only as a sanctioning mechanism but also as a counseling process that guides students to understand harm, take responsibility, repair relationships, continue learning, and return to the school community with dignity.

The contribution of this article lies in its integration of restorative discipline and school counseling within a contextual model for a Muhammadiyah secondary school. The model emphasizes that reducing exclusionary discipline should not mean weakening school rules or ignoring misconduct. Rather, it requires a balanced approach that combines firmness, care, moral guidance, academic responsibility, and structured reintegration. For SMA Muhammadiyah Kalosi, Enrekang, the framework may support the development of disciplinary practices that are consistent with school values, student development, and the broader purpose of education.

Future research should empirically examine the feasibility and effectiveness of the model through action research, case study, or mixed-methods evaluation. Further studies may investigate its impact on suspension rates, student belonging, behavioural recurrence, academic continuity, teacher perceptions, counselor roles, and parent participation. The development of practical instruments, such as safety screening forms, restorative reflection sheets, repair agreement templates, re-entry plans, and follow-up monitoring tools, is also recommended to support future implementation and evaluation.

Author Contributions

Both authors contributed to conceptualization, literature synthesis, model development, manuscript review, editing, supervision, and final approval. Dr. Ismail was responsible for methodology and original draft preparation, while Muliyadi, M.Pd. contributed to visualization and contextual refinement. Both authors have read and agreed to the published version of the manuscript.

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Conflicts of Interest

The authors declare no conflict of interest.

Declaration of Generative AI and AI-Assisted Technologies

During the preparation of this manuscript, the authors used AI-assisted technology to support language refinement, organization of ideas, and academic formatting. The authors reviewed, edited, verified, and take full responsibility for the final content of the manuscript.

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