



Literature Study: Application of Positive Psychology to the Field of Education in Indonesia

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ABSTRACT

Purpose of the study: This study aims to determine the application of positive psychology, especially in the field of education in Indonesia, which has a large impact on students and teachers

Methodology: This research is a literature study using descriptive qualitative research methods through literature studies that examines Positive Education implemented in the Merdeka Belajar curriculum and its psychological benefits for students.

Main Findings: Positive education is an attractive solution to improve the welfare and happiness of students in learning at school, in line with Merdeka Belajar which is the Government's weapon as an effort to improve the quality of students. students are also the main goal.

Novelty/Originality of this study: Based on the literature study conducted on positive education, it can be concluded that positive education has become a view that is widely recommended for the education system, but in practice it is still not implemented even though there is an Independent Learning curriculum, successful implementation with the collaboration of the academic community and students will help Indonesia improve the quality of students.

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1. INTRODUCTION

In 1998, Positive Psychology was founded by Martin EP Seligman and Mihaly Csikszentmihalyi who is the president of the American Psychology Association. Positive psychology means studies that investigate positive emotions in order to improve the quality of human life, which in Positive Psychology focuses more on understanding and describing happiness and of course subjective well-being [1]. Positive Psychology's work is not aimed at reforming or eliminating suffering, weakness, or (mental) disorders, but tends to enlarge, and in order to make a rational understanding of human life. Positive Psychology is a social and intellectual movement within the discipline of psychology that emphasizes human vitality and how individuals can develop to be successful [2]. One of the main goals of the development of Positive Psychology is the creation of senses and techniques that can improve psychological well-being and health, which will then impact individuals, their relationships with other individuals and also physical health. Seligman also stated that the goal of Positive Psychology itself is to initiate a change in the psychological emphasis from being preoccupied with fixing the bad things in life and also to form positive bonds [3].

Positive Psychology begins with the understanding of human psychology whose scope emphasizes meaning and happiness [4]. Since the emergence of Positive Psychology, views and discussions regarding meaning and happiness have become a hot and prominent issue among Positive Psychology figures [5]. They believe that the human perspective on the positive side will achieve factual perceptions and be effective in improving the quality of the individual, family and society. Positive Psychology aims to make normal life meaningful [6]. A life full of happiness is interpreted as a life full of meaning in the form of: A pleasant life, in which there is a peaceful and comfortable mood. Furthermore, a quality life in it there are broad opportunities for individuals to develop their signature strengths and individual involvement in various life activities and a flowing life. And finally, there is a meaningful life, where the individual's life is dedicated to something that is bigger than himself [7].

Along with these three life goals, the object of study in Positive Psychology is divided into 3 parts, namely subjective, individual and group [8]. Subjectively, the object of study is subjective experience, namely well-being, satisfaction, feelings of satisfaction with the past, optimism for the future, and feelings of flow for the present [9]. In individuals, the object of study is a variety of positive personal traits, such as the individual's ability to love and optimize their potential as a calling in life, courage, personal talent, ability to forgive, self-persistence, future thinking and self-wisdom. In groups, the object of study is an important part of society and institutions that are able to guide society towards a better, responsible, civilized and tolerant [10]. Not only in psychology, but positive psychology has also had a wide-ranging impact on many other fields and areas of life, such as psychiatry, education, economics and business, and even politics and the military.

One of them is in the field of education, in today's millennial era which is full of advanced technological developments, education also follows technological developments to then be applied in learning [11][12]. This development certainly cannot be separated from the contribution of psychology where mental health and well-being in the world of education are starting to be highlighted. with the emergence of concerns about the mental health and well-being of students, a model that supports these two issues was born, which is called positive education. Positive education means a learning model that combines elements of Positive Psychology in it [13]. Positive education uses the PERMA example developed by Seligman and VIA's elaboration. In 2011, Seligman introduced the PERMA model (Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment), Seligman revealed that human welfare is interpreted in five important points, namely positive emotions, involvement, positive relationships, meaning, and achievement [14]. He believes that the best way to achieve prosperity is to combine two perspectives known in positive psychology as hedonic and eudemonic [15]. So in eudanism, happiness and well-being can be achieved when someone can do something meaningfully while in hedonic well-being and happiness is a combination of feeling relaxed, free from worry and of course surrounded by closest friends. So that [16] can explain the benefits of positive education significantly, It is important for schools to consider the best way to develop and support the well-being of their students [17] also suggested a redesign in the context of learning so that the learning process and schools become interesting and help improve welfare. Based on research [18] it was found that engagement, positive emotion, and peer support have a positive effect on student achievement in Indonesia. So that it can be seen the importance of implementing this positive education in Indonesia. and peer support has a positive effect on student achievement in Indonesia. So that it can be seen the importance of implementing this positive education in Indonesia.

As a response, the Indonesian government through the Ministry of Education and Culture then introduced a new curriculum called Merdeka Belajar. The program developed aims to create a pleasant atmosphere in schools, not only for students but for the entire school community [19]. Overall this program includes four main programs, namely the abolition of the final school exam system which was replaced in the form of a minimum competency assessment and character survey, which is based on the assessment model used by PISA and TIMSS but adapted to Indonesian culture [20].

Based on several previous studies, according to Febriandari (2018), positive education implemented in schools is not far from the goal of forming positive character students without violence against children [21], this is also in line with Hadini's research (2022) which implicates positive psychology theory in religious learning, and it helps in the development of students' potential [22]. Both from all the supporting literature and relevant research referring to the application of positive psychology which is becoming known as positive education, however, there is still little that focuses on the system established by the government, namely the Merdeka Belajar program. The study above shows that the role of positive psychology in Indonesian education is certainly something that can help improve the quality of students, not only from the cognitive side of students, but it is hoped that the psychological and well-being of students can increase. So this study aims to determine the application of positive psychology, especially in the field of education in Indonesia, which has a large impact on students and teachers.

2. RESEARCH METHOD

This research uses qualitative research with descriptive analysis techniques with library research where this research tries to describe existing phenomena. Literature study is research that answers existing problems by looking at existing literature that is appropriate to the problem so as to produce answers or solutions to these problems [23][24]. The literature used is in the form of books, national journals and international journals. This study will present arguments from the literature review and the results of researchers' thoughts about character education and the quality of education in Indonesia through personal improvement, professional quality of teachers and collaboration between the academic community and better curriculum policy makers.

3. RESULTS AND DISCUSSION

Positive education is a general term used to describe interventions carried out empirically in positive psychology which will result in the level of student welfare [25][26]. Even though it seems that it is still taboo in the world of education, especially in the Indonesian curriculum, it turns out that this positive education refers to Aristotle's view that the goal of human life universally is to achieve prosperity [27]. This positive education is also based on scientific studies regarding how human development is and also maximum application in order to achieve optimal function, this is also a scientific implementation of the theory developed by Seligman, namely the PERMA model [28]. This model itself has 5 primary elements which are crucial factors in long-term well-being. Where there is Positive emotion (which is related to positive emotions such as joy, gratitude, and hope), Engagement (involvement of individuals/students in activities that hone talents), Relationship (which refers to positive correlations between individuals as well as support and reinforcement when difficult), Meaning (interpreted by finding a concrete meaning/meaning of something that is believed), and finally there is Accomplishment (in it the pursuit of success, achievement, and mastery of something). Seligman also added an 'H' for Health, which means health with aspects such as exercise, adequate sleep, and fulfilling the body's nutrition [29]. Especially now that education should not only pay attention to student output, but what is the condition of students while undergoing a series of levels of education that have been set by the government. Some experts also argue that this positive education is an issue that is closely related to the stages of child development at school [30]. This of course happens because of the times and has an impact on increasingly complex challenges in the world of education that often appear recently such as low student academic achievement, low level of student involvement, and high level of student anxiety which if left unchecked can become academic stress which will greatly affect student motivation in learning.

For example, a cross-sectional survey conducted by [31] showed that the phenomenon of academic anxiety and stress among international students is increasing. In addition, [32] in his study also reported an increase of at least 5% in the students he studied experiencing mental disorders during school life. Furthermore, there is data from the National Center for Education Statistics in 2015 showing that at the age of 12 to 18 years children tend to get bullied at their schools, especially grade six (27.8%) and seventh grade (26.4%). As discussed above, on the other hand this is of concern to PISA where their assessment results show that at least 30% of students in the world are not involved in activities held at school. The results of the PISA assessment show that Indonesia's score in reading is ranked 72 out of 77 countries, the math score is ranked 72 out of 78 countries, and the science score is ranked 70 out of 78 countries, this clearly indicates a problem in the education system in Indonesia [19] [33]. Even though there have been many curriculum revisions carried out by the government in accordance with the state's expectations in order to achieve an increase in student achievement, for the last ten years Indonesian students have not shown an increase in achievement. Activities at school itself are also a consideration in implementing this positive education, because the character and culture of the school may have its own uniqueness [35].

In Indonesia, the government recently implemented positive education in the Merdeka Belajar program. The perspective of the two is the same, namely that it is important to apply positive psychology in schools to increase the level of well-being among students and teachers [38]. At the same time, the Merdeka Belajar program also emphasizes evaluating the school atmosphere, class, and how to create happier schools to support student achievement [39]. This program also emphasizes objective evaluation of student character, the welfare of school members included in the school curriculum, which is in fact in line with PISA's concern since 2000 until now. The teacher will generally be able to bring out student optimism by conveying an assessment regarding the use of the meaning of success and failure that students are likely to experience in class. Teachers can also teach students in the process of solving problems and looking for alternative solutions to problems, so that students can learn to overcome and not give up when faced with a dilemma [40]. The optimism that is grown in schools and then owned by students will really help them become immune to the possibility of various mental problems such as depression. Not only at the individual level, in the social environment of the school, student optimism can be developed. [41] assume that optimism is something that can be generated and then transmitted to the surrounding environment, so that if the teacher, staff and school systems built on the basis of optimism will affect students in

the learning process. Research conducted by several experts also proves that increased optimism in positive education in schools has a positive impact on student achievement [42]-[46].

Not only the teacher's efforts but students have also been introduced to Positive Psychology in order to explore the strengths of positive character from students, the strength of positive character is not only talking about the absence of problems, mental disorders but how good character such as responsibility, honesty, and self-control can help students against all negative energy from stress and trauma. Therefore positive education refers to the school and learning environment which can be a model that children can emulate by habituating good behavior that can form positive character. For this reason, good relations between students and schools are needed, good relations between students and schools are crucial in order to achieve an optimal learning process. In order for the emergence of attachment students naturally have a good view of their school, A positive view of itself can be formed from various learning experiences experienced by students at school. The struggle for teachers is to try to increase their competence and create positive relationships between teachers and students. The study of Positive Psychology attracted a lot of interest from all walks of life, not only academics, their enthusiasm was shown by the large number of studies, the American Psychology Association even issued a special edition of its journal, which was published in January 2000 and March 2001 which was devoted to articles on Positive Psychology. Then the number of study slogans or courses held by Harvard University in 2006, at that time the Positive Psychology study became a very popular study, this can raise the issue that existing developments in psychology have not been able to satisfy the curiosity of Westerners who are used to living freely and are still looking for the values of happiness itself, especially in the educational aspect. Recently, many educational psychologists have been interested in this discussion, but no one has researched the application of positive psychology in Indonesia specifically in the context of positive education and independent learning which the researchers discuss in this article.

4. CONCLUSION

Positive psychology is an approach that can be considered new in psychology, but its role is very large and greatly changes the perspective of an individual towards his life. In the context of education, positive psychology has had a positive impact with the emergence of positive education which has even been adapted by Indonesia's new curriculum, namely Merdeka Belajar. In positive education, our goal is not only to improve student achievement in terms of cognitive and student skills, but how the welfare and positive character of students are also a big consideration in order to increase Indonesian students' interest in learning.

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