



## ROLE OF POSITIVE PSYCHOLOGY TO EDUCATION IN INDONESIA: POSITIVE EDUCATION IN PHYSICS

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### Abstract :

Positive education is an implementation of positive psychology which is a study related to happiness and well-being, namely using the PERMA model developed by Seligman in 2011. 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 well-being and positive character of students are also a big consideration in order to increase Indonesian students' interest in learning. Not only the teacher's efforts but students have also been introduced to Positive Psychology in order to explore the positive character strengths of students. Future researchers can certainly examine more deeply the use of independent learning in the long term and how it affects learning in schools, especially learning physics.

Keywords: *Merdeka Belajar*; Positive Education in Physics; Positive Psychology

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## INTRODUCTION

In 1998, Positive Psychology was founded by Martin E.P Seligman and Mihaly Csikszentmihalyi who are presidents 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 (Nihayah, et.al., 2021). 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 (Amirzan, et.al, 2020). 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 emphasis

of psychology from being preoccupied with fixing bad things in life and also to form positive bonds (Aisyah & Chisol, 2020).

Positive Psychology begins with the understanding of human psychology whose scope emphasizes meaning and happiness (Waters, et.al., 2022). Since the presence of Positive Psychology, views and discussions regarding meaning and happiness have become a hot and prominent issue among Positive Psychology figures (Seligman, 2019). 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 (Hernanda et al., 2022). 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 which 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 an individual's life is dedicated to something that is bigger than himself (Oishi, et.al., 2022).

Along with these three life goals, the object of study in Positive Psychology is divided into 3 parts, namely subjective, individual and group (Grant & Otad, 2022). 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 (Arslan, 2021). 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 society (Anam, et.al., 2019). Not only in the field of psychology, but in positive psychology it also has a broad influence on various scientific fields and other fields of life, such as psychiatry, education, economics and business, 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. 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 (Waters & Loton, 2019). Positive education uses the PERMA example developed by Seligman and VIA's elaboration. In 2011, Seligman introduced the PERMA (Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment) model. Seligman revealed that human welfare is interpreted in five important points, namely positive emotions, involvement, positive relationships, meaning, and achievement (Farmer & Cotter, 2021). He believes that the best way to achieve prosperity is to combine two perspectives known in positive psychology as hedonic and eudemonic (Mirehie & Gibson, 2020). So in eudaimonism, 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 Kern et.al (2016) can explain the benefits of positive education significantly, it is important for schools to consider the best way to build and support the welfare of their students. Riedel et. al (2020) also suggests redesigning the learning context so that the learning process and schools are interesting and help improve welfare. Based on research (Wibowo et al., 2020) 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.



Figure 1. PERMAH model of Well-Being

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 (Sari & Gumiandari, 2022). Overall this program includes four main programs, namely the abolition of the school final 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 (Kusmaryono, 2020). In line with the independent learning curriculum, the implementation of positive education that is to be applied to schools should have careful planning and be included in the official school curriculum for at least five years, which will help determine clear strategies, school goals and school goals.

The study above shows that the role of positive psychology in Indonesian education is certainly something that can help in improving the quality of students, not only from the cognitive side of students, then the question arises about how positive psychology plays a role in the development of education in Indonesia and how the concept of well-being in studying physics is included in it.

## RESEARCH METHOD

This study uses qualitative research with descriptive analysis techniques with library research (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 (Surani, 2019). 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 the researchers' thoughts on character education and the quality of education in Indonesia through personal improvement, professional quality of teachers and better education management. The literature from this research is reviewed in such a way as to be able to answer the topic being discussed thoroughly.

To ensure the quality of this review, a research selection method was used to select relevant studies for inclusion in this review. Inclusion and exclusion criteria were used to identify potential primary studies. The criteria is to select relevant articles for inclusion or exclusion and those who comply with the criteria will be preferred as part of the study. Thus, the selected studies must comply with the following inclusion criteria:

- 1) Studies published from 2016-2022
- 2) Studies that utilize the application of positive education in Indonesia
- 3) Study evaluating Merdeka Belajar curriculum programme
- 4) Implementing character education to improve student well-being (PERMAH)

In addition, exclusion criteria were used to identify irrelevant articles that should not be included in this study. Thus, the exclusion criteria are as follows:

- 1) Positive psychology is not implemented in the world of education
- 2) Study does not evaluate positive education especially Merdeka Belajar curriculum

This criterion is important because it will determine the scope and validity of the results of the systematic review. The selection process must follow these criteria starting from the initial evaluation to the final stage of study classification

## RESULTS AND DISCUSSION

Table 1. The results of research

No	Author	Positive Psychology in Education
1	Aisyah, A., & Chisol, R. (2020)	Rasa syukur kaitannya dengan kesejahteraan psikologis pada guru honorer sekolah dasar
2	Amirzan, A., Kasih, I., & Marpaung, D. R. (2020)	Pengembangan Prototipe Bicycle Static dalam Meningkatkan Kebugaran Jasmani Anak Berkebutuhan Khusus
3	Anam, S., Degeng, I., Murtadho, N., & Kuswandi, D. (2019)	The Moral Education and Internalization of Humanitarian Values in "Pesantren"
4	Andayani, M., & Amir, Z. (2019)	Membangun self-confidence siswa melalui pembelajaran matematika.
5	Arslan, G. (2021)	Psychological well-being in college students: Psychometric properties of the Brief Inventory of Thriving (BIT) and the Comprehensive Inventory of Thriving (CIT)
6	Azhari, S., Suastra, I. W., & Sudiatmika, A. A. I. A. R. (2020)	Hubungan antara Motivasi Belajar dan Sikap Ilmiah dengan Prestasi Belajar Fisika Siswa Kelas XI IPA SMA Negeri
7	Bevel, Raymona K & Mitchell, Roxanne M. (2021)	The effect of academic optimism on elementary reading achievement
8	Cheung, D. K., Tam, D. K. Y., Tsang, M. H., Zhang, D. L. W., & Lit, D. S. W. (2020)	Depression, anxiety and stress in different subgroups of first-year university students from 4-year cohort data
9	Daga, A. T. (2021)	Makna Merdeka Belajar dan Penguatan Peran Guru di Sekolah Dasar
10	Dassanayake, W., Springett, J., & Shewring, T. (2017)	The impact on anxiety and depression of a whole school approach to health promotion: evidence from a Canadian comprehensive school health (CSH) initiative
11	Farmer, N., & Cotter, E. W. (2021)	Well-being and cooking behavior: using the positive emotion, engagement, relationships, meaning, and accomplishment (PERMA) model as a theoretical framework
12	Grant, A. M., & Atad, O. I. (2022)	Coaching psychology interventions vs. positive psychology interventions: The measurable benefits of a coaching relationship
13	Harahap, A. Z. (2021)	Pentingnya Pendidikan Karakter Bagi Anak Usia Dini
14	Hernanda, I., Sofiah, D., & Muslikah, E. D. (2022)	Kesejahteraan psikologis pada tenaga pengajar: Menguji peranan rasa syukur dan keseimbangan kehidupan-kerja
15	Huda, R. R. M., & Ardiyan, L. (2022)	Rancangan Implementasi Perma+ Dalam Layanan Bimbingan Dan Konseling Untuk Pencegahan Bullying Dan Peningkatan Wellbeing Siswa
16	Istikhari, N. (2021)	Pendekatan Kognitif dalam Teori Kesehatan Mental Al-Balkhi: Psikologi Positif di Abad Keemasan Islam
17	Kern, M. L., Benson, L., Steinberg, E. A., & Steinberg, L. (2016)	Supplemental Material for The EPOCH Measure of Adolescent Well-Being
18	Nihayah, U., Putri, S. A., & Hidayat, R. (2021)	Konsep Memaafkan dalam Psikologi Positif.

19	Oishi, S., & Westgate, E. C. (2022)	A psychologically rich life: Beyond happiness and meaning
20	Pratiwi, I. (2019)	PISA Effect On Curriculum In Indonesia
21	Riedel, R., Vialle, W., Pearson, P., & Oades, L. G. (2020)	Quality Learning and Positive Education Practice: the Student Experience of Learning in a School-Wide Approach to Positive Education
22	Sari, I., & Gumindari, S. (2022)	Implementasi Kurikulum Merdeka Belajar Pasca Pembelajaran Daring Di SMKN 2 Cirebon
23	Seligman, & Adler. (2018)	Chapter 4. Positive education
24	Trask-Kerr, K., Quay, J., & Slemp. (2019)	A Deweyan positive education: psychology with philosophy
25	Vehkakoski, T. M. (2020)	“Can do!” Teacher Promotion of Optimism in Response to Student Failure Expectation Expressions in Classroom Discourse
26	Waters, L., Algoe, S. B., Dutton, J., Emmons, R., Fredrickson, B. L., Heaphy, E., ... & Steger, M. (2022).	Positive psychology in a pandemic: Buffering, bolstering, and building mental health
27	Waters, L., & Loton, D. (2019)	SEARCH: A meta-framework and review of the field of positive education
28	White, M. A., & Murray, A. S. (2016)	Building a positive institution. Evidence-Based Approaches in Positive Education.
29	Wibowo, Y. S., Setiawati, F. A., Qodriah, S. R., Nizenyumukiza, E., & Ayriza, Y. (2020).	Do School Climate and Subjective WellBeing Affect Student Achievement in Indonesia?: A Linear Regression Analysis.

Based on this review, positive education is a general term used to describe interventions carried out empirically in positive psychology that will affect the level of student welfare (Seligman & Adler, 2018; White & Murray, 2015). 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 universal goal of human life is to achieve prosperity (TraskKerr et. al, 2019). 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 (White & Murray, 2015). This model itself has 5 primary elements which are crucial factors in long-term well-being. Where there is positive emotion (which includes 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 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 (Lee, 2020). Moreover, at this time education should not only pay attention to the output of students, but how 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 (Boniwell, 2015). 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 Cheung et al (2020) shows that the phenomenon of academic anxiety and stress among international students is increasing. In addition, Dassanayake et al. (2017) 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 (2015) which shows that at the age of 12 to 18 years children tend to

get bullied at their schools, especially grade six (27.8%) and grade seven (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 shows there are problems in the education system in Indonesia (Wibowo et al. .al, 2020). 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 (Seligman, 2012). So the initial stage that needs to be considered in the application of positive education is to know the welfare of students and the school community and the existence of development that adapts to the context and culture of the school (Brunzell et al., 2016).

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 (Huda & Ardiyan, 2022). At the same time, the Merdeka Belajar program also emphasizes evaluating the school atmosphere, classes, and how to create happier schools to support student achievement (Daga, 2021). 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 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 (Vehkakoski, 2020). 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. Hoy, et al. (2006) assumes that optimism is something that can be generated and then transmitted to the surrounding environment, so that if teachers, staff and the school system are built on the basis of optimism it will affect students in the learning process, make students motivated, so they will always be optimistic in completing physics learning. (Azhari, et.al., 2020). Research conducted by several experts also proves that increased optimism in positive education in schools has a positive impact on student achievement (Hoy et al., 2006; McGuigan, 2005; Bevell & Roxanne, 2012; Cassity, 2012; Chang, 2011; Reeves, 2010; Nelson, 2012).

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 (Istikhari, 2021). Because of that positive education refers to the school and learning environment which can be a model that children can imitate by habituating good behavior which can form positive character (Harahap, 2021). Instilling learning with positive character values basically will not change any concept in learning science, especially Physics itself, but it is expected that positive characters will appear subconsciously at each stage of learning Physics when applied in schools (Rasyidi, 2022). What's more, learning Physics itself requires compatibility between cognition, attitudes, and student skills, so that ultimately it is expected to be able to reflect positive character values in each student's personality. 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 students to naturally have a good view of their school, positive views can be formed from various learning experiences experienced by students at school (Andayani & Amir, 2019). The struggle for teachers is to try to increase their competence and create positive relationships between teachers and students. Recently, many educational psychologists have been interested in this discussion, but no one has studied the application of positive psychology in Indonesia specifically in the context of positive education and independent learning, especially in the context of learning physics, which is considered to only utilize cognitive students.

## 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 well-being and positive character of students are also a big consideration in order to increase Indonesian students' interest in learning. Future researchers can certainly examine more deeply the use of independent learning in the long term and how it affects learning in schools, especially learning physics.

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