

Islamic Character Building Through Positive Education PERMA Model in MI Nurul Hidayah Samarinda

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Paper submitted: 26-July-2024; revised: 18-October-2024; accepted: 5-November-2024

Abstract

This research aims to describe the process of implementing the PERMA Model of Positive Education in forming the Islamic character of students at Madrasah Ibtidaiyah Nurul Hidayah Samarinda. This research uses a qualitative approach with a case study method. Research subjects included teachers, students and madrasa heads. Data collection was carried out through observation, in-depth interviews and documentation. The data analysis technique uses an interactive model with three stages: data reduction, data processing and concluding. The research results show that implementing the PERMA Model of Positive Education at MI Nurul Hidayah has succeeded in creating a positive learning environment and increasing students' learning motivation so that, in the end, it can form a better Islamic character for students. This can be implemented through Positive Emotions, Engagement, Relationship, Meaning and Accomplishment.

Keywords: Positive Education; PERMA Model; Learning

1. Introduction

Education does not focus only on academics but also pays attention to the character and morals of students. Character education is becoming increasingly important nowadays (Muhibi & Arifin, 2023). Much news related to the decline of character on social media always appears almost every week (Sahnan, 2019). The government has regulated Law Number 20 in Article 3, explaining that education is rare in developing abilities and shaping character (S et al., 2023). However, in its application, many educational institutions still ignore moral and character aspects (Afriyaningsih & Fatmawati, 2024). Therefore, forming an Islamic character is necessary to realize a brilliant generation. Through madrasah education, it is hoped that it can print Islamic characters for each individual student.

Several steps can be taken to build character in a Madrasah, forming attitudes and traits based on community and religious norms (Faizah, 2022).

Islamic character refers to attitude and morality in life (“Peran Pendidikan Agama Islam dalam Pembentukan Karakter Islami: Perspektif Muatan Nilai-nilai Islam,” 2023). Through education, individuals can develop and improve their interests and talents. In addition, education becomes a learning process throughout life (Pristiwanti et al., 2022).

Teachers are essential actors in providing learner wellbeing (Herawaty, 2022). Therefore, teachers are essential in building and maintaining Positive Education values and improving learners' wellbeing and happiness (Wibowo et al., 2021). Teachers must provide a sense of security to learners, and previous research data states that schools are often the most significant contributing factor to stress in children (Huda & Ardiyan, 2022). That means that a school is a place that significantly influences students' development (Anggreni & Immanuel, 2020).

Based on the reality in Indonesia's education world, especially in MI Nurul Hidayah Tanah Merah Samarinda, many cases show a lack of motivation and interest in learning among students. This is influenced by various factors, from the role of teachers who may not be optimal in inspiring and internal factors from the learners themselves. The PERMA model says that teacher happiness and wellbeing can produce good results. This can be used as a form of action to overcome the problems. One solution that can be used is to look at the level of happiness teachers possess.

Through this PERMA model, teachers are expected to maintain their stability in terms of happiness and wellbeing and improve their quality of life to help advance education. This model is part of the theory of Positive Psychology, which is the forerunner of the concept of Positive Psychology Education for teachers, often referred to as Positive Education (Ramadhanti et al., 2023). Fei revealed that teacher wellbeing can affect teaching effectiveness and life (Qin et al., 2024).

Previous research shows that implementing positive education significantly influences students' Islamic character. Mawardi discusses implementing the Positive Education PERMA model in LPI, which significantly impacts the character of santri (Mawardi & Ruhayah, 2022). Character education should be one of the priorities in the education curriculum to ensure that students are not only academically capable but also have high moral integrity (Rahmawati et al., 2023).

Although many studies discuss the implementation of Positive Education in building learners' character, the main focus is often on the general education environment. Research related to Islamic-based education, especially in Madrasah Ibtidaiyah, which integrates Positive education models such as PERMA (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) with Islamic values, is still minimal. In addition, most studies tend to focus on cognitive or academic aspects. At the same time, efforts to build Islamic character through a holistic approach that includes the dimensions of Positive emotions, Engagement, relationships, meaning, and achievement have not received adequate attention. Therefore, this study aims to fill the gap by exploring the implementation of the PERMA model at Madrasah Ibtidaiyah Nurul Hidayah to build Islamic character by religious values and contextual needs of learners.

Based on the explanation above, the researcher is interested in analyzing the implementation of the Positive Education PERMA Model at MI Nurul Hidayah Tanah Merah Samarinda. The goal is to determine teacher happiness's impact on education through implementing the Positive Education PERMA model. In addition, researchers hope that teachers and students can maintain the stability of their happiness, make education fun and happy, and advance education towards a better direction. This research is expected to contribute to the development of character education in Madrasah. The results of this study can be used as insight by Madrasah educators and administrators on the importance of creating a school environment that integrates the PERMA model to form Islamic character for students.

2. Methodology

The approach used in this research is qualitative, where the researcher wants to observe in depth the object's condition in the field (Tobing et al., 2019). Type of case study research. Rahardjo said that a case study is research carried out intensively and in-depth on the program being run (Wahyu et al., 2024). Case studies provide a basic description of the specific things that are the focus of the research.

This research uses several stages in data collection, including observation methods to see the state of the teaching and learning process and semi-structured interview methods. In this semi-structured method, the researcher has prepared several questions. However, new questions may arise when the researcher enters the field to deepen the research data

acquisition (Tobing et al., 2019). In addition, researchers conducted documentation of learning activities. The object of research is the class teacher and subject teacher, a total of eight people. The data analysis technique uses data triangulation with three stages, namely data reduction and data presentation, and it ends with a conclusion to answer the research focus.

The research location is Madrasah Ibtidaiyah Nurul Hidayah, Tanah Merah Village, Samarinda Utara District, Samarinda City, East Kalimantan. This location was chosen because many students have low learning motivation and lack of interest in learning. Data from temporary observations suggest that this is influenced by the teacher's psychological state and the students' internal factors. So, the application of psychology in education or what is often referred to as the Positive Education Model PERMA. This research is expected to improve teacher competence, welfare, and happiness to increase teacher motivation in teaching tasks.

3. Results and Discussion

3.1. Implementation of PERMA Positive Education in MI Nurul Hidayah Samarinda

PERMA stands for Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment. These five elements are the core elements of psychological wellbeing and happiness. Seligman summarizes these elements in a model; he firmly believes that integrating elements can help people find happiness and meaning. This theory is discussed in his work entitled *Flourish: A New Understanding of Happiness and Wellbeing*; he discusses the steps to achieving psychological wellbeing (Chisale & Phiri, 2022). Each element influences the level of psychological wellbeing; it is done for the benefit of the individual himself and can be measured independently. The combination of PERMA elements can promote the growth of psychological wellbeing (Kovich et al., 2023).

Positive Emotion includes subjective reports of hope, happiness, and satisfaction. Engagement includes involvement in interests and focus in an activity. Relationships include closeness and connection with family, friends or colleagues. These relationships are meaningful throughout one's lifetime and contribute to wellbeing in many ways. This means that a belief or membership in something bigger than oneself may come from religion, spirituality, or support. The final element, Accomplishment, refers to the effort that occurs throughout life towards 'winning'. Accomplishment often requires perseverance and resilience, including academic, athletic or career

achievements. The PERMA model has practical implications in showing greater specificity of the PERMA domains, offering more information to enable teachers and parents to meet better the wellbeing and happiness needs of the home environment and the learners or classroom environment (Cheng & Chen, 2021).

The PERMA theory has five elements: Positive Emotions, Engagement, Relationship, Meaning, and Accomplishment (Seligman, 2011). Teachers and students at MI Nurul Hidayah Samarinda implement these five elements.

3.1.1. Positive Emotions

The interview data states that teachers strongly agree that can affect learning. Positive emotions indicate that teachers are ready to carry out teaching tasks. The positive emotional state of teachers is the primary key to shaping Islamic character in students (Rivana, 2019). Positive emotions can also be a sense of happiness, curiosity, joy, and gratitude. So, Positive emotions include states and moods that are good and last longer, which refers to the capacity of learners to predict, develop, experience, maintain, and generate Positive emotional experiences such as happiness, gratitude, hope, and inspiration (Auliah et al., 2021). Positive Emotions in PAI are empathy, mutual respect, independence, perseverance, friendliness, and the ability to solve problems independently (Wulandari & Suyadi, 2019). With students' happiness, the learning process will be comfortable, and stress will be avoided (Husnaini et al., 2024).

Positive emotional application will create a good relationship between teachers and students, which is necessary for learning (Faruqi & Heri, 2024). Teachers become the main actors in the process of Islamic character-building. Teachers must integrate positive emotions with religious material (Mahmudinata, 2024). This is implemented by MI Nurul Hidayah teachers, who have integrated Islamic religious education as a way to form Islamic character in their students. Teachers must provide examples of patience, friendliness and gratitude so that students can imitate them.

MI Nurul Hidayah teachers are always committed to creating a safe and comfortable learning environment for students to form a strong Islamic character. However, there are still challenges related to students' motivation to learn. As a solution step, teachers continue to provide positive stimuli that can encourage their enthusiasm and enthusiasm in learning so that the educational process can run more effectively and meaningfully.

Accelerating students to accept a lesson requires positive emotions. Therefore, positive emotions must be created in educational institutions by facilitating a conducive learning environment (Darajat, 2020). Rahmatika also argues that positive emotions are an essential indicator of learning success (Rahmatika & Susilawati, 2024). Lestari proves that positive emotions significantly increase learning motivation (F. A. Lestari et al., 2023; P. Lestari, 2024). The more able students are to develop their positive emotions, the more their interest in learning increases (Nahar et al., 2020).

3.1.2. Engagement

The involvement of MI Nurul Hidayah Samarinda students in learning by teachers can minimize the teacher's burden in teaching so that the teacher's mind and mood are calmer and can focus on teaching. This is by the second PERMA principle, Engagement, which refers to activities that provide a sense of calmness (Kun et al., 2016). This element involves students' desire and interest in learning. The greater the interest of students in participating in the learning process, the greater the concentration students possess.

In addition, students are also actively involved in responding to the learning process provided by the teacher. This involvement is essential in shaping the character of students. Sulistiani said that learners' activeness shows the acceptance of character education activities at school (Sulistiani, n.d.). Teachers can give small tasks and assess them regularly to stimulate learner engagement (Pant & Rastogi, 2024). Mawardi said that learner engagement in learning is important and influences character improvement and life satisfaction (Mawardi & Ruhayah, 2022). Heru also confirms that involvement is the primary key to the implementation of conducive education. Although teachers use varied methods, students do not respond; learning cannot be said to be effective (Siswanto, 2014).

3.1.3. Relationship

The research data shows that the Relationship between teacher colleagues can affect teacher performance when performing their duties. Social conditions in schools are very influential on student learning outcomes, whether it is the Relationship between teachers and teachers, teachers and students, or students and students must show a positive relationship to support the application of the Relationship element. Jie said that Relationship is an education that teaches teachers and learners to establish good relationships, such as empathy and social response (Jie et al., 2022).

The Relationship between teachers and students at MI Nurul Hidayah is very well established. This is corroborated by MI Nurul Hidayah teachers' statement that teachers consider students as their children. Support for learners is necessary and affects the level of happiness in self and meaningfulness in life (Anggreni & Immanuel, 2020). Valeria said the Relationship between teachers and students will build a classroom climate full of happiness (Benoit & Gabola, 2021). Therefore, teachers must use virtuous ethics in establishing relationships with learners, ultimately affecting their success in learning (Jakobsson et al., 2023; Sapdi, 2023).

3.1.4. Meaning

Meaning refresh to life direction, connecting with something higher than oneself, feeling that one's life is valuable, essential and believing that there is purpose in one's life actions. In education, a learner who is always cared for by parents, teachers, family and society will indirectly create a sense that he is indispensable. Motivation and ideals are also one component of this.

The result showed that teachers want the results of learning student to have an impact on individual student, significant changes in Islamic character that are better than before and an increase in knowledge mastered. By seeing these result, teachers feel that their lives are more meaningful. Meaning refresh to life activities that have a meaningful purpose to the surroundings (Cheng & Chen, 2021). Yeh said that applying PERMA elements can give teachers meaning in the careers (Yeh & Barrington, 2023). This means that life is very close to positive emotions (Goetz et al., 2024). Teachers will always try to manage emotions to provide meaningful learning to students and teachers will get their satisfaction.

3.1.5. Accomplishment

The research data states that teachers feel happiness and satisfaction when they see the optimal achievement of the results of their teaching to students. Teachers said that the optimization of efforts made by teachers and students in learning is directly proportional to the teacher's enthusiasm for teaching. Accomplishment can be defined as an improvement towards a desired goal and a feeling of being able to achieve a specific goal, both of which can lead to a positive emotional state and motivated behaviour. Any improvement or achievement of learners can be data from anywhere and not limited to trophies but all minor forms of achievement results (Li & Liu, 2023).

In seeing this achievement, teachers must increase their awareness of learners' interests and talents (Benoit & Gabola, 2021). This requires teachers to show appreciation for learners who have managed to achieve optimal results, where the teacher will give awards to give them positive affirmation or influence other learners always to try to study hard again. This means that implementing PERMA can help learners arrive at learning achievement (Khalid et al., 2023).

3.2. Results of the Implementation of Positive Education Model PERMA in MI Nurul Hidayah Samarinda

The results showed that the application of the Positive Education Model PERMA in MI Nurul Hidayah Samarinda can have a positive impact that can be felt by teachers and students, including.

3.2.1. Conducive Learning Environment

Implementing the Positive Education Model PERMA in MI Nurul Hidayah Samarinda can create a conducive and child-friendly learning climate. Khalid mentioned that a suitable environment for learning is an essential factor in carrying out an effective learning process (Khalid et al., 2023). The environment significantly affects the emotional state of learners. A comfortable environment will prepare learners to receive learning, so the emotional wellbeing of teachers will increase.

3.2.2. Increased Interest in Learning

Sihombing said that Positive education emphasizes students' welfare and character, which will affect their interest in learning (Sihombing & Sijabat, 2023). This is also supported by Fatimah, who said that Positive Education can foster enthusiasm for learning (Fatimah et al., 2023). This happens at MI Nurul Hidayah, where students are more enthusiastic about receiving new learning or material from the teacher, so their mastery of the material also increases.

3.2.3. Students Islamic Character Increases

As a result of implementing the PERMA Model of Positive Education, learners at MI Nurul Hidayah Samarinda have applied polite manners to teachers and fellow learners and remain under teacher supervision. In addition, learners use polite language, say greetings, and kiss the teacher's hand when they arrive and leave. Togatorop said that one of the effects of

implementing Positive education can shape character even better (Togatorop, 2024).

4. Conclusion

The PERMA Model is a theory derived from Positive Psychology and implemented into the field of education into Positive Education. The results showed that each element in the PERMA Model has its role. This is implemented in the form of Positive Emotions that can increase students' motivation to create positive emotions. This condition dramatically influences teachers in carrying out various activities that can reflect the atmosphere in the classroom so that it becomes comfortable and fun. The second element of the PERMA Model is Engagement, which teachers implement to increase the concentration and activeness of learners in the classroom. This is done by teachers not giving a lot of homework to students but by maximizing activities in the classroom.

The third element of the PERMA Model is a relationship implemented by teachers who establish good relationships between fellow teachers and learners. Teachers are always friendly and relaxed during learning, which can make learners more relaxed and calm. The fourth element of the PERMA Model is Meaning, which helps learners in increasing motivation in learning through stimulus from the teacher. The last element is Accomplishment, which is implemented by the teacher by providing prizes for learners who can fulfill the assigned tasks. These five elements can positively impact teachers and students, namely creating a conducive learning environment and increasing interest in learning to improve the Islamic characteristics of MI Nurul Hidayah Samarinda students.

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