

The influence of positive psychology on PAI (Islamic Education) learning on social behavior and empathy among students

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ABSTRACT

This research aims to examine the influence of positive psychology in Islamic Religious Education (PAI) learning on the development of students' social behavior and empathy. This type of qualitative research uses the method of literature review by analyzing various literature, scientific journals, books and related documents. Positive psychology offers an innovative approach that is in line with PAI values, such as gratitude (Grattitude), compassion, mindfulness, and empathy, which can support student character formation. The research results show that the integration of positive psychology in PAI learning can improve students' ability to understand other people's feelings and show better prosocial behavior. This research recommendation includes the development of a PAI curriculum based on positive psychology to create more effective and meaningful learning.

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Introduction

Social behavior and empathy are two important components of student development that can influence the quality of their interactions with the surrounding environment, both at school and in everyday life. In an educational context, positive social behavior and a high level of empathy not only improve interpersonal relationships between students but also create a more conducive learning environment thereby encouraging effective learning. However, various studies show that the psychosocial challenges students face, such as academic pressure, family problems, and the influence of social media, can hinder the development of their social behavior and empathy. This increases cases of aggressive behavior, harassment and social isolation in schools. Therefore, an effective approach is needed to help students develop social skills and empathy optimally.

Moreover, in recent years, Indonesia has faced serious challenges related to mental health among teenagers. Recent studies show increasing cases of depression, anxiety and other mental health problems among the younger generation. In the last 11 years (2012-2023) there were 2,112 suicide cases recorded in Indonesia. A total of 985 cases (or 46.63 percent) were committed by teenagers. WHO (World Health Organization) defines 'Adolescents' as individuals who are beginning to form their own identity, develop their values, and prepare to enter adulthood. According to Kartono (in Wilantika et al. 2008) teenagers who commit delinquency are caused by a lack of self-control. Teenagers are not aware and cannot calculate the short-term or long-term consequences of their behavior. To overcome this situation, teenagers need a mechanism that can help them regulate and direct their behavior. The mechanism in question is self-control. (Herdiansyah and Putri 2024) self-control can be carried out by increasing the ability to control attention at various levels of cognitive, emotional, behavioral, bodily and interpersonal experiences

through a mindfulness approach. Shapiro explains that mindfulness can be used to increase self-regulation, relaxation, and control over pain or for self-exploration and self-therapy. Traditionally meditation is also used to achieve self-transcendence. (Agustin and Kusnadi 2019)

Positive psychology is a branch of psychology that emphasizes personal strengths and virtues, offering a variety of interventions that can be used to improve students' emotional and social well-being. This approach focuses on developing positive personality traits, such as happiness, optimism, and gratitude, which are thought to strengthen interpersonal relationships and increase empathy. (Hardianti et al. 2021) Various studies show that positive psychology-based interventions, such as practicing gratitude, mindfulness, and strengthening aspects of personal strength, can improve students' mental health and social behavior. The meaning of the word gratitude itself is the behavior of being grateful for what we already have or deserve. Often in life we forget that what we have now is a gift that other people may not have. In positive psychology, gratitude is studied as part of human emotions which is almost similar to appreciation (Jannah 2022) while mindfulness is the quality of paying attention and having awareness of something that happens (Sutanto and Immanuel 2022). Mindfulness practices focus on aspects of compassion towards Self-compassion can help individuals overcome self-criticism which can interfere with the process of reading comprehension (Saputro et al. 2024). Even though there is a lot of research on the benefits of positive psychology, there is still there are limitations in understanding how this approach specifically influences students' social behavior and empathy. This research aims to fill this gap by exploring the influence of positive psychology interventions on the development of students' social behavior and empathy through learning Islamic religious education in the school environment.

Islamic Religious Education (PAI) itself is an important component in forming student character. In PAI learning, students are not only taught about religious values, but also how these values are implemented in everyday life. One of PAI's main focuses is to instill good social behavior and build empathy for others. Psychology, as a science that studies human behavior, can make a significant contribution in supporting PAI learning objectives. By understanding how students think, feel and behave, a psychological approach can help increase the effectiveness of PAI learning, especially in shaping students' social behavior and empathy. The material provides space to integrate psychological approaches, such as strengthening emotional aspects, self-control and social relationships. For example, material about noble morals teaches values such as compassion, honesty, and a helping attitude, which are relevant for building student empathy. This material leads students to understand the importance of paying attention to other people's feelings and acting in ways that support social harmony. Apart from that, material about the exemplary story of the Prophet Muhammad SAW can be used to show real examples of empathy and high social behavior. Students are invited to reflect on the Prophet's actions in helping others, maintaining good relations with society, and resolving conflicts wisely. The psychological approach in learning Islamic Religious Education is also seen in religious material, such as prayer and fasting, which teaches self-control and introspection. This activity helps students become more aware of their own feelings while increasing their ability to be calm and respectful of others in social situations. By integrating psychological values, PAI learning not only imparts religious knowledge, but also shapes students into individuals who are empathetic, caring, and able to interact well in society.

Apart from that, Islamic religious education also emphasizes the importance of devotion and obedience to Allah SWT. Students are taught to appreciate the teachings of the Islamic religion in every action and decision they take, and to devote all their deeds to seeking the pleasure of Allah SWT. Through a deep understanding of Islamic teachings, students are expected to develop a humble attitude, patience and perseverance in living their daily lives. Thus, Islamic religious education not only provides religious insight, but also becomes a source of inspiration and guidance in living a life full of blessings and meaning, both in this world and in the afterlife (Sunardin et al. 2024)

Through this research, it is hoped that we can gain a better understanding of the impact of the positive psychology approach in PAI learning on students' social behavior and empathy, thereby

providing recommendations for educators and policy makers in designing student welfare more effectively and sustainably.

The Theory

1. Positive psychology

Positive emotions mean happiness, gratitude to God and other people. Positive personality traits designed by positive psychologists include curiosity, creativity, courage, future thinking, optimism, loyalty, good work ethics, familiarity, honesty, kindness, enthusiasm, caring, justice, perseverance and having the capacity to flow and enlighten (Seligman, 2002). The flow of positive psychology driven by Seligman (2002) tries to focus attention on efforts to explore and develop character which is a side of human strength (promotion of character strength). By exploring and developing the individual side, it will lead individuals to pure happiness (authentic happiness) and being able to function optimally (optimal functioning) in their lives, both as individuals, family members, members of society and the country. With the existence of these powerful individual traits, there is a great possibility of realizing individual strength and empowerment in nation building. (Yudhawati 2018) Positive psychology experts argue that human life will be more meaningful if the positive side can be developed to the maximum. The positive side is positive emotions and personality traits that are wise and good at being grateful, which in turn these two aspects will help in personality development.

According to Peterson and Park (2004) positive psychology is a theoretical and research effort regarding the processes that make life more meaningful. He classifies 24 strong characters into six categories of positive characteristics, some of which are (Dr. Nurlaila Effendi et al. 2018) :

a) Gratitude

Gratitude tells about appreciating what is good in life. Gratitude is defined as a feeling of appreciation resulting from perceived good fortune or kindness. People who are grateful will try to show this gratitude in flowing efforts and feel peace and satisfaction in the school environment (wellbeing). The concept of gratitude comes from the word *gratia* which means liking or the word *gratus* which means pleasant. According to Seligman (2004) gratitude is described as the condition of an individual who is aware and grateful for all the good things that happen. In this case, individuals are also required to be able to express and express gratitude. Gratitude in this case is a pleasant form of emotion preceded by the formation of a perception that they have received a benefit from other people's gifts and is based on receiving benefits from social agents. (Haryanto and Kertamuda 2016)

b) Mindfulness

Mindfulness is described as a state of being aware that the present moment must have a purpose and accepting it without judgment. Mindfulness is a psychological process that brings a person's attention to internal and external experiences that occurred in the past into the current situation which is developed through meditation and other practices. Someone who has the awareness to live happily will of course choose this pleasure in the form of flow or mindfulness (Tristiadi Ardi Ardani. S.Psi., M.Si. Istiqomah, S.Psi. 2020)

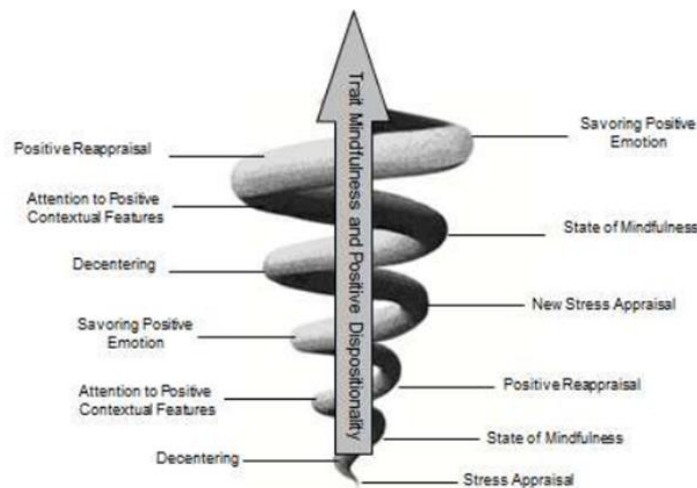


Image : Model of gaining Awareness

Source : Todd and Joseph, 2013 (Tristiadi Ardi Ardani. S.Psi., M.Si. Istiqomah, S.Psi. 2020)

This positive psychology intends to initiate various changes in psychology as a social science, changes that can cause reorientation and a shift from being exclusively busy with improving sick/bad conditions in life, towards developing the best qualities in life.

2. Islamic education

PAI was built by two essential meanings, namely "education" and "Islamic religion". One of the meanings of education according to Plato is developing students' potential, so that their moral and intellectual development develops so that they discover the true truth, and teachers occupy an important position in motivating and creating their environment (Musyafa'Fathoni, 2010) For John Dewey, education is growth, development and life itself. He views progressively and has an optimistic attitude regarding student progress in the educational process (Mualifah, 2013). PAI is an effort and process of cultivating something (education) continuously between teachers and students, with akhlakul karimah as the final goal. Instilling Islamic values in the soul, feelings and thoughts; and harmony and balance are the main characteristics (Firmansyah 2019)

Islam not only regulates the relationship between humans and God, but also regulates the relationship between humans and humans, and regulates the relationship between humans and nature. In Islamic education you will find material that discusses this matter. In relationships between humans, clarity of conscience is needed in behaving and acting so that people can understand and comprehend each other which will ultimately create a harmonious atmosphere and every problem will be able to be resolved. (Ahmad and Nurjannah 2016) in learning Islamic religious education itself has subject matter or basic material in the field of Islamic studies which is carried out in a planned manner to prepare students to know, understand, appreciate, believe in, practice Islamic teachings and have Islamic morals as well as following guidance to respect other religions in relationships with harmony between religious communities. Some of the material contained in PAI lessons is: Faith in Allah SWT, Performing obligatory prayers in congregation as an implementation of understanding the pillars of Islam, Appreciating behavior in the spirit of seeking knowledge, Practicing patience and many more related to worship of God and fellow humans.

Method

The type of research used by researchers is library research which relies on collecting and analyzing data from various literature sources that are relevant to the topic being studied. The main

aim of this method is to explore and understand the influence of a positive psychology approach on social behavior and empathy among students through an in-depth review of existing literature. The literature studied is not only limited to books but can also include documentation materials, journals, magazines and newspapers. (Sugiyono, 2019)

The approach used in this research is a qualitative approach, which aims to understand the phenomena experienced by research subjects such as behavior, perception, motivation, actions, etc. holistically and by means of descriptions in the form of words and language, in a special natural context by utilizing various natural methods (Moleong, 2017)

Result and Discussion

This research explores the influence of a positive psychology approach through PAI learning on social behavior and empathy among students through a comprehensive literature review. The results of various studies show that positive psychology interventions can have a significant impact in increasing students' prosocial behavior and empathy, which in this part of positive psychology has the same value as the Islamic Religious Education and Character Education (PAIBP) material from Phase A which is intended for elementary school students. up to phase F for high school level students.

a. Gratitude

Gratitude or is a feeling that is often referred to as "gratitude" in psychology, a feeling that leads to the idea of something that must be done with kindness, generosity, beauty through giving and receiving, or something that is done from nothing. Gratitude can improve mental health. Grateful people who can show and express their gratitude tend to have higher levels of social well-being than people who do not appreciate it. (Saraswati et al. 2021) In addition, gratitude is associated with positive emotions such as happiness, pride and hope. Gratitude not only brings positive changes to ourselves and others, but also contributes to our interpersonal relationships with others. (Saputri et al. 2023)

In PAIBP lessons this material is found in chapter 3 class 1, chapter 4 class 9, and chapter 2 class 11. In this material students are taught to recognize God's blessings through simple things around them, such as nature, food and family love, and directed to show gratitude through worship, helping others, and maintaining the trust given. The PAIBP material also instills the importance of gratitude in order to avoid being arrogant and not appreciating God's gifts. (Muhammad et al. 2023) The gratitude lesson taught in PAIBP is in line with the principles of positive psychology. According to positive psychology, gratitude is one of the most powerful emotions for improving emotional well-being, social relationships, and self-motivation.

Gratitude training or gratitude training itself is one of the most commonly used interventions in positive psychology. Research shows that students who regularly engage in gratitude exercises tend to experience increases in positive feelings and life satisfaction. One research result shows that gratitude training makes an effective contribution of 40% to psychological well-being. This condition shows that the level of consistency of the psychological well-being variable of 40% can be predicted by gratitude training. (Jannah 2022). Other research also shows that providing gratitude training can improve the quality of life for students. (Mutahharah 2019) gratitude can increase positive emotions for new students who are struggling to adapt to different situations at school (Saraswati et al. 2021). They also show an increase in prosocial behavior, such as helping friends and showing appreciation for other people. Gratitude training helps students focus on the positive aspects of their lives, reduces

the tendency to engage in negative behavior, and increases their ability to feel grateful for the kind actions of others, which in turn increases their empathy.

b. Mindfulness Training

In language, mindfulness means awareness. This is a meditation method used to train someone to focus more on what is happening around them. Mindfulness can help students be more aware of their surroundings and able to accept emotions openly. Mindfulness, or mindfulness, is another technique in positive psychology that focuses on awareness and acceptance of present experiences without judgment. Mindfulness can be done by anyone, anytime and anywhere, whether at home, at the office or in a special meditation class. In this case, a teacher who teaches in class will give students time to meditate by focusing their thoughts on the situation that is happening, as well as focusing on the emotions they are feeling.

In PAI learning, the concept of Mindfulness is found in worship material (Prayer, Fasting, Dhikr, praying, etc.) such as in chapter 4 of class 8 regarding Sunnah Prayers. (Pudjiani and Mustakim 2021) where in the practice of this prayer students will learn to focus to Allah SWT with full devotion, Be aware of every movement and reading in prayer, such as takbir, bowing and prostration, Manage your thoughts so as not to distracted by external distractions. This teaching practice is where students are trained to live more consciously of time, actions, and their relationship with the Creator

In previous research, it was explained that in several private schools, principals had given guidance to teachers to develop the application of mindfulness in classroom learning to increase self-awareness and also increase students' learning motivation. (Saputro et al. 2023) Several studies on mindfulness provide benefits, namely: reducing negative influences, reducing stress, improving working memory, increasing focus, reducing emotional reactivity, developing compassion, reducing stress and anxiety, and having a good quality of life, as well as satisfaction in relationships. Other research results also show that the higher a student's mindfulness, the higher their academic resilience, and conversely, the lower a student's mindfulness, the lower their academic resilience. (Sari and Munawaroh 2022) this is because mindfulness practice can also have a particular influence on creative reading comprehension skills. (Saputro et al. 2024) Studies show that mindfulness practices can significantly reduce stress and anxiety among students, which are often barriers to healthy social behavior. By reducing stress, students become more able to interact positively with their peers. In addition, mindfulness increases self-awareness and empathy by helping students better understand and respond to their own emotions and the emotions of others in a more constructive way. (Wilantika et al. 2008) The material contained in PAI learning comprehensively integrates the value of mindfulness in various ways. topics taught at every level of education. By internalizing this value, students are expected to live more consciously of their relationship with Allah SWT, themselves, and the social environment. The mindfulness taught in PAIBP not only supports spiritual development, but also impacts students' emotional well-being and daily behavior.

c. Impact on Social Behavior and Empathy

Islamic Religious Education (PAI) has a strategic role in shaping students' social behavior and empathy. The materials taught in PAI do not only focus on cognitive aspects, but also on strengthening students' character and social relationships. By instilling religious values, PAI helps students understand the importance of living in harmony in society, respecting other people, and showing concern for others. This integrated approach not only forms spiritually good students, but also individuals who are able to contribute positively to social life. Through PAI learning, the majority of students gain a strong understanding of the meaning of morals and their relevance to everyday life. They not only consider PAI as an ordinary subject, but as a life guide that provides direction in developing good character. (Nurmalasari et al. 2024)

The implementation of various positive psychology interventions in the school environment shows consistent results in increasing healthy social behavior and empathy among students. Students involved in positive psychology programs show significant

reductions in aggressive and bullying behavior. They also show an increase in the ability to collaborate, share, and show concern for their friends. (Mulyawati et al. 2022) Studies also show that increasing empathy through positive psychology interventions helps students build stronger relationships and be more supportive of one another. with each other, creating a more inclusive and supportive learning environment.

These findings have important practical implications for education. First, schools can consider integrating positive psychology programs into their curriculum to support students' emotional and social development. These programs may include regular sessions for practicing gratitude, mindfulness, and developing individual strengths. Second, training for teachers and school staff on the application of positive psychology principles can help create a more supportive and inclusive school environment. Lastly, school policies that support and encourage the implementation of positive psychology approaches can play a key role in promoting students' overall emotional and social well-being.

Conclusion

Islamic Religious Education (PAI) has a significant impact in shaping students' social behavior and empathy. This approach has a deep influence on strengthening students' character, especially in the aspects of social awareness, self-control and interpersonal relationships. PAI materials, such as noble morals, exemplary stories of the Prophet Muhammad SAW, as well as worship such as zakat and fasting, not only teach religious values, but also strengthen students' ability to understand and feel the conditions of other people. This learning encourages students to develop a helping attitude, respect differences, and build harmonious relationships with the people around them.

Positive psychology, through principles such as gratitude, mindfulness and optimism, is in line with the Islamic values contained in PAI. This approach helps students to be more confident, able to manage emotions, and have a positive outlook on life. By integrating these values in learning, students not only understand religious teachings theoretically, but are also able to apply them in everyday life. Overall, PAI learning which is integrated with a positive psychology approach is able to create a learning environment that supports the development of students' social behavior and empathy. This proves that this approach is effective in supporting the goals of Islamic education, namely producing a generation that has noble character, cares for others, and is able to make a positive contribution to society.

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