

*Development of the Happy Teacher Module –
Adapt to a Positive Psychological Approach in the School Context*

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Abstract

Early childhood teachers have an important strategic role in developing children's golden age. Teachers with psychological well-being will be able to develop the well-being of students as well. Psychological well-being is the main function of education to maximize the growth of teachers and students. On the other side, teachers' duties and responsibilities at school cause stress easily. In this case, the "Happy Teacher" module was developed containing approaches, materials and guidelines adapted from Positive Psychology studies aimed at promoting psychological well-being in the school context. This module was developed based on literature studies and preliminary studies on the needs of early childhood education teachers in Palangka Raya, Indonesia. The Research and Development (R&D) method with the 4D development model was carried out in this research, which consists of four development stages. The first stage is Define, the second stage is Design, the third stage is Development, and the fourth stage, Dissemination. The Eligibility of this module was assessed by three experts, namely content, design and language. The results of this research show the Eligible Category for module content validation (78%), as well as the Very Eligible category for design validation (87%), language validation (86%), initial module trials (80.58%), and field trials (86%). The module was also assessed by thirty teachers and obtained a percentage of 84.39% in the very Eligible Category. The "Happy Teacher" module is expected to provide practical guidance for the psychological well-being of Early Childhood Education teachers.

Keywords: Early Education, Psychological Well-being, Positive Psychology

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Introduction

This research aims to develop a module adapt from positive psychology approach to help Early Childhood Education teachers realize the importance of becoming well being individuals. A happy teacher will bring the concept of school well-being to students at school. Healthy and happier students learn effectively, make positive contributions to the school and more broadly to the community (Konu, A., & Rimpela, M. 2002). This is in line with the function of education stated by Ki Hajar Dewantara, "Education will lead students to the highest sense of happiness." Happy students can foster encouragement to achieve the best achievements (Harackiewicz, J. M, Barron, K. E, Tauer, J. M & Elliot, J. A, 2002; Rahayu, W. P, 2011). To be able to function fully as an educator, teachers must meet their own needs first, both physical and psychological needs (Fransisca Iriani & Ninawati, 2005). Teachers who are psychological well being are teachers who do their work carefree, happy, and responsible. Early Childhood Education teachers must be responsible and competent in educating children from the basics and also able to create appropriate media for learning. Apart from that, all conditions of Early Childhood Education teachers at school are prone to causing stress and affect a teacher's psychological well-being. Negative emotions experienced by teachers can affect classroom dynamics and student learning (Robinson, M.D., Edward R.W. & Eddie Harmon-Jones, 2013). Therefore, an Early Childhood Education teacher need to have a condition of psychological well-being to be able to manage negative emotions (Issom F.L, & Raisata M, 2017). In this regard, a special approach is needed so that early childhood education teachers in schools are in a psychologically well being condition, which has an impact on the education system where students also feel happy. Positive Psychology is approach that can promote the psychological well-being of Early Childhood Education teachers. In general, the development of a positive psychology approach for teachers in schools aims to change the perspective on education which focuses on problems and disturbances in the teaching and learning process to more fully explore individual strengths, as a form of effective prevention from various negative impacts of problems or pressures experienced (Terjesen, Mark, Jacofsky, Matthew, Froh, Jeffrey and Di Giuseppe, Raymond, 2004). So far there has not been much research related to positive psychology for the psychological well-being of early childhood education teachers, so it is important to develop modules with approaches that are adapted to the Indonesian context and culture. This module is designed on a self-instructional basis, intended for individuals to learn independently and not depend on other people so that efficiency and goals are achieved optimally (Yahya, Mariam, 2017). The Happy Teacher Module using a Positive Psychology approach in the school context contain approaches, materials and guidelines adapted from positive psychology studies to promote the psychological well-being of Early Childhood Education teachers in accordance to Indonesian culture.

Literature Review

Psychological well-being is a concept developed from the function of positive psychology which includes the perspective of the concept of self-actualization put forward by Maslow, a fully functioning human from Rogers and the maturity formulation from Allport (Huebner, Gilman & Jurlong in Yuliani 2018). Maulia, Ellya, Agus and Suhendri (2018) explained that psychological well-being for teachers is a feeling containing positive emotions in teachers which encourages teachers to feel happy, able to carry out the teacher's role proportionally and optimize their own potential to the maximum as an educator. The research results of Desi Maulia and Ellya Atik (2019) illustrate that well-being for Early Childhood Education teachers refers to feelings of happiness and fulfillment of satisfaction in their role that able to

direct them towards better achievements. Research by Devi Risma and Nurlita (2015) shows that there is a significant relationship between the psychological well-being of Early Childhood Education teachers and performance. Seligman and Csikszentmihalyi (2000), define positive psychology as the scientific study of positive human functioning and development at several levels that include biological, personal, relational, institutional, cultural, and global dimensions of life. The purpose is to identify and enhance human strengths and virtues that enable them to live a life worth living and enable individuals and societies to thrive. An important focus in positive psychology is the perspective of humans as positive figures so that humans are not only seen from the psychological problems they face, but focus on the positive aspects (Linley, A, 2006). Direct practice of positive psychology values in the world of education is very necessary. To achieve psychological well-being, an early childhood education teacher needs to have a positive view of self and be able to use techniques in a positive approach to managing children's behavior in the classroom. Teachers play a role in providing encouragement, teaching children to overcome problems, providing examples of how not to give up when facing problems, and providing realistic feedback (Boman, Furlong & Sochet, 2009). Positive Psychology is an approach that plays a big role in changing people's perspective on life. Based on these problems, a module for early childhood education teachers needs to be developed. A module is a relatively short, self-contained teaching unit self-designed to achieve a goal. Module have a series of activities that are well coordinated and appropriate with materials and media as well as evaluation. Modules can be used independently individuals and can also be used in group. Aspects of positive psychology in this module include well being, hope, optimism, engagement, positive self-concept, gratitude, self-efficacy, mindfulness, flow, forgiveness.

Research Objectives

The purpose of this research is to develop a Happy Teacher Module in the school context as a factor that strengthens the psychological well-being of Early Childhood Education teachers.

Methodology

This research uses the Research and Development (R&D) method with a 4D development model, which consists of four development stages. The first stage is Define, namely the needs analysis stage, the second stage is Design, the activity of creating a design for a product that has been determined, the third stage is Development, is making the design into a product and testing the validity of the product, and the fourth stage, Dissemination, is the activity of disseminating products that have been tested for use (Sugiyono , 2019). The data collection methods used in this research are survey and questionnaire methods. This research involved three experts to carry out module validation tests, including material experts from the Indonesian Positive Psychology Association, language experts and module design experts. The respondents in this research were Early Childhood Education teachers who are members of Cluster VII Bunga Wijaya Kusuma in Palangka Raya, Central Kalimantan, Indonesia. The following is an explanation of the stages of the 4D model:

1. The define stage is to determine and define the module requirements starting with an initial analysis until determining the module objectives. The activities carried out consist of studying the problems faced by teachers in determining possible alternative modules that are more effective and efficient to answer the needs of Early Childhood Education Teachers for psychological prosperity.
2. Design consists of preparing a criteria reference test including preparing instruments used to assess the feasibility and effectiveness of the module being developed

(validation instrument), as well as preparing instruments to assess the skills of Early Childhood Education teachers (test instrument). Next, the researcher chose the format, initial design and collected references for the modules that would be developed according to the needs of Early Childhood Education teachers.

3. The development stage is product planning from the previous stage which aims to produce a module as the final product. The modules developed will be tested for egilible by 3 (three) experts including material experts from the Indonesian Positive Psychology Association, Language experts and module Design experts. Input and suggestions from the validation results are then used to improve the module. After that, the module was field tested on Early Childhood Education teachers in cluster VII Bunga Wijaya Kusuma Palangka Raya and the analysis results are used as data to revise the final product before being disseminated.
4. In the Dissemination Stage, researchers disseminate the Module products that have been developed. In this research, the distribution of the developed module was limited to Early Childhood Education Teacher.

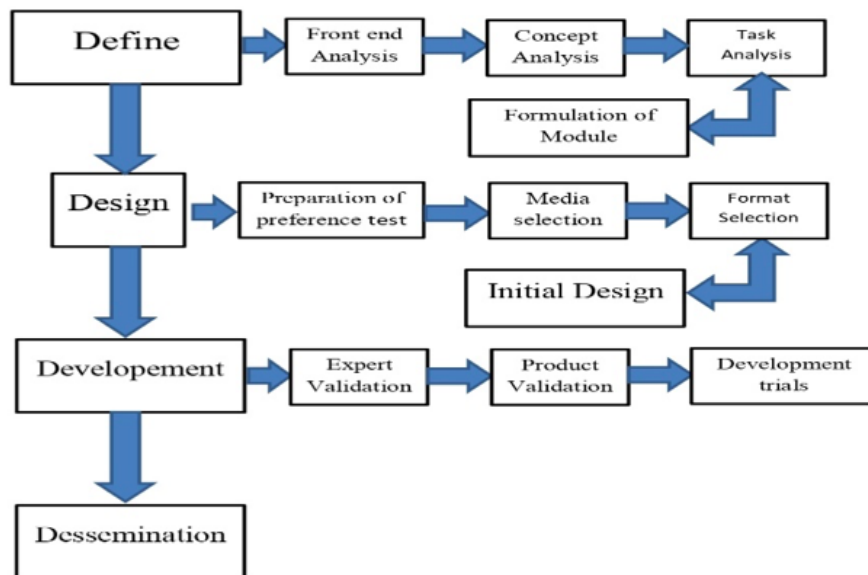


Figure 1: 4D Flow Diagram

Data Analysis

The data analysis technique in this research is quantitative descriptive analysis. Descriptive statistics are statistics used to analyze data by describing or illustrating the data that has been collected without intending to make general conclusions or generalizations (Sugiyono, 2019: 206). Data analysis techniques for module egibilite include validation sheets for assessment aspects, indicators and module assessment items from each validator. The next step is to calculate the average score for each component of the assessment aspect. The final step is Converting the average score into a value with categories. The data presented in this research is in the form of tables or frequency distributions and cross tabulations (crosstab) to determine the trend of results study.

Respondents	Score	Percentage	Criteria
1	160	86.48%	Very Eligible
2	150	78.95%	Eligible
3	181	95.26%	Very Eligible
4	149	78.42%	Eligible
5	120	64.86%	Eligible
6	159	85.94%	Very Eligible
7	150	78.95%	Eligible
8	149	78.42%	Eligible
9	152	80.00%	Very Eligible
10	120	64.86%	Eligible
Total	1490	80.58%	Very Eligible

Table 1: Initial Module Trials

No	Expert Validation	Score Percentage	Assesment Category
1	Content Validation	78%	Eligible
2	Design Validation	87%	Very Eligible
3	Language Validation	86%	Very Eligible

Table 2: Expert Validation

Respondents	Score	Percentage	Criteria
1	180	97.29%	Very Eligible
2	165	89.18%	Very Eligible
3	181	97.83%	Very Eligible
4	149	80.54%	Very Eligible
5	124	67.02%	Eligible
6	169	91.35%	Very Eligible
7	173	93.51%	Very Eligible
8	181	97.83%	Very Eligible
9	157	84.86%	Very Eligible
10	167	90.27%	Very Eligible
11	158	85.40%	Very Eligible
12	124	67.02%	Eligible
13	162	87.56%	Very Eligible
14	160	86.48%	Very Eligible
15	156	84.32%	Very Eligible
16	155	83.78%	Very Eligible
17	158	85.40%	Very Eligible
18	161	87.02%	Very Eligible
19	140	75.67%	Eligible
20	165	90.81%	Very Eligible
Total	3185	86%	Very Eligible

Table 3: Field Trials

Respondents	Score	Percentage	Criteria
1	180	97.89%	Very Eligible
2	150	78.95%	Eligible
3	181	95.26%	Very Eligible
4	149	78.42%	Eligible
5	124	65.26%	Eligible
6	169	88.95%	Very Eligible
7	173	91.05%	Very Eligible
8	181	95.26%	Very Eligible
9	152	80.00%	Very Eligible
10	163	85.79%	Very Eligible
11	158	83.16%	Very Eligible
12	124	65.26%	Eligible
13	162	85.26%	Very Eligible
14	150	78.95%	Eligible
15	156	82.11%	Very Eligible
16	155	81.58%	Very Eligible
17	158	83.16%	Very Eligible
18	161	84.74%	Very Eligible
19	140	73.68%	Eligible
20	158	83.16%	Very Eligible
21	134	70.53%	Eligible
22	169	88.95%	Very Eligible
23	164	86.32%	Very Eligible
24	161	84.74%	Very Eligible
25	183	96.32%	Very Eligible
26	181	95.26%	Very Eligible
27	180	94.74%	Very Eligible
28	159	83.68%	Very Eligible
29	164	86.32%	Very Eligible
30	165	86.84%	Very Eligible
Total	4810	84.39%	Very Eligible

Table 4: Trial with Teachers

Limitation

1. More respondents in a wider location with different regional characteristics are needed, so that the module can be generalized.
2. Each respondent's characteristics in this study are not specifically described, for example honorary teachers, contract teachers, public school teachers, private teachers or teachers who are new in teaching. Future research should be able to describe these differences in characteristics.

Conclusion

The Eligibility of this module was assessed by three experts: content, design and language. The results of this research show the Eligible Category for module content validation (78%), as well as the Very Eligible category for design validation (87%), language validation (86%), initial module trials (80.58%), and field trials (86%). The module was also assessed by thirty teachers and obtained a percentage of 84.39% in the very Eligible Category. The “Happy Teacher” module is expected to provide practical guidance for the psychological well-being of Early Childhood Education teachers.

Suggestions

1. In the future, this module should be developed with designs for online platforms in collaboration with professional experts in that field.
2. Research on education providers should carry out broader studies and generalizations, even though this study has Indonesian characteristics, a long-term roadmap is needed regarding the involvement of module material in the school curriculum.

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