

Positive Psychology Approach in Islamic Religious Education Learning: Building Psychological Well-being and Islamic Character of Students at SDN 15 Pekat

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ABSTRACT

This study aims to analyze the application of a positive psychology approach in Islamic Religious Education (PAI) learning as an effort to build psychological well-being and Islamic character in students at SDN 15 Pekat. The study used a qualitative method with a case study design. Data collection was conducted through observation, interviews with the principal, teachers, and students, and documentation. The results of the study indicate that the positive psychology approach is implemented through positive reinforcement, habituation of worship, instilling the values of gratitude, patience, and honesty, and creating a supportive and enjoyable learning environment. The implementation of this approach has a positive impact on increasing self-confidence, optimism, learning motivation, and psychological well-being of students. In addition, this approach also contributes to the formation of Islamic character, such as honesty, discipline, responsibility, empathy, and social concern. The implications of this study emphasize the importance of the role of teachers in consistently integrating the principles of positive psychology with Islamic teachings to create comprehensive and meaningful PAI learning.

Keywords: Positive Psychology, Islamic Religious Education, Islamic Character

INTRODUCTION

Islamic religious education (PAI) holds role important in development belief, obedience, and ethics noble in students start from level education basic.¹ in facing issue moral crisis that is reflected from decline mark honesty, discipline, responsibility responsibility and concern social circles generation young, islamic religious education (PAI) is expected capable beyond just development cognitive. This education is also required for in a way active strengthen dimensions affective and psychomotor participant educate.² due to that, a methodology learning that can be facilitate environment supportive, comfortable and supportive learning student mental health become essential. Psychology positive, a an approach that focuses on improving capability, feeling positive, and capacity character students, is one of the appropriate method.³

¹ Siti Nurmalasari and Jaenal Abidin, "Al-Hasanah: Journal of Islamic Religious Education Al-Hasanah: Journal of Islamic Religious Education" 9 (2024): 221–31.

² Ayyada Usrah, "elaboration of the value of Islamic education in the series Nussa and Rara for early childhood episodes 'Eat, don't just eat' Nussa and Rara for early childhood episodes 'Eat, don't just eat,'" 2025.

³ M.Si Tristiadi Ardi Ardani. S.Psi., M.Si. Istiqomah, S.Psi., *Positive Psychology*, 2020.

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A number of research in the field education show that implementation psychology positive contribute to the improvement encouragement learning, trust self, and condition good psychological condition for students. In ⁴ the context of islamic education, psychology positive in line with values islamic teachings such as gratitude, patience, honesty, optimism, and morals glorious.⁵ however, the majority study previously tend centralize attention to strengthening character or achievement academic in a way general. Integration of psychology positive in a way direct to in islamic religious education learning, especially at the elementary level school basic, not yet lots explored.⁶

Although many studies on positive psychology in the field of education have been carried out, research that examines its contextual application in the learning process of islamic religious education at the elementary school level is still inadequate.⁷ more further implementation psychology positive in islamic religious education at SDN 15 Pekat still not yet reach potential full. This is caused by several factors, including lack of understanding educator about condition psychological participant education, diversity background behind students , and not yet evenly distributed support from environment around . Situation this indicates existence room for study regarding implementation strategies psychology positive in islamic education learning and its influence to welfare psychology and development islamic character in students.⁸

Based on description said, research this aim for analyze implementation approach psychology positive in learning islamic religious education (PAI) at SDN 15 Pekat, as well as study the impact to welfare psychological and formation islamic character of students.⁹ study this expected can give contribution theoretical and practical for development of more PAI learning strategies humanistic, effective, and oriented towards strengthening character as well as health psychological participant educate.

RESEARCH METHODS

This research employed a qualitative method with a case study design, aiming to gain a deeper understanding of how the application of a positive psychology approach to islamic religious education (PAI) learning occurs in a real-world context at SDN 15 Pekat. This approach was chosen because it allows researchers to comprehensively explore the phenomenon in a context consistent with natural conditions in the field.¹⁰

⁴ Basuki Rahman and Ahmad Dirgahayu Hidayat, "Integration of Positive Psychology in Education " 1, no. 1 (2025): 37–46.

⁵ Devin Mahendika and Saut Gracer Sijabat, " The Influence of Social Support, Coping Strategies, Resilience, and Self-Esteem on the Psychological Well-Being of High School Students in Sukabumi City, " Journal of Psychology and Counseling West Science 1, no. 02 (2023): 76–89, <https://doi.org/10.58812/jpkws.v1i02.261>.

⁶ Loso Judijanto, " Integration of Educational Psychology in Contemporary Educational Development: A Theoretical Synthesis Review" 4, no. 3 (2025): 4371–90.

⁷ Study Program, Religious Education, and Postgraduate Program, "Islamic Religious Education Study Program, Postgraduate Program, State Islamic Institute (IAIN) Curup 2025," 2025. 3-5

⁸ M.Si Nurlaila Effendy, *Psychological Well-being: The Strawberry Generation in the Digital Era* , 2024 , 2024.

⁹ Indriyati Eko Purwaningsih, Ryan Sugiarto, and Sulistyو Budiarto, "Psychological Well-Being in Relation to Anxiety and Social Support," *Sosiohumaniora: Scientific Journal of Social Sciences and Humanities* 9, no. 1 (2023): 1–16, <https://doi.org/10.30738/sosio.v9i1.13427>.

¹⁰ Umi Kalsum, " Design Learning Digital Islamic Religious Education (PAI) Based on Character Values, " 2024, 1–170, <https://repository.uinjkt.ac.id/dspace/handle/123456789/78500>.

Subject study determined through purposive sampling technique with consideration that selected subject own involvement direct and relevant understanding to implementation islamic education learning.¹¹ subject study covering head schools, islamic religious education teachers, students, and inhabitant SDN 15 Pekat school. Principal school chosen because own role strategic in policy and management school, islamic education teacher as implementer main learning, and students as the party experiencing direct implementation approach psychology positive.¹²this subject selection is expected to provide accurate and in-depth data in accordance with the research objectives.

The research implementation process begins with the preparation stage, including preliminary studies, preparation of observation and interview guidelines, and processing of research permits.¹³ stage next is collecting data, which is done with see the PAI learning process, do interview structured with teachers, principals schools, and students, and get relevant documentation. Next, the collected data analyzed with using the miles and huberman model, which includes presentation, withdrawal conclusions, and data reduction. Final steps is compile report study.

To ensure data validity, this study employed triangulation as a validation technique.¹⁴triangulation was conducted through source triangulation by comparing data from the principal, teachers, and students, and technical triangulation by combining observations, interviews, and documentation. Furthermore, the researchers employed diligent observation and *member checking* to ensure the data matched actual conditions in the field.¹⁵

RESULTS AND DISCUSSION

Table. Themes and Subthemes of the Application of a Positive Psychology Approach in Islamic Religious Education Learning at SDN 15 Pekat

Theme	Sub themes	Description of findings
Strategies for Applying Positive Psychology in Islamic Education Learning	Positive reinforcement	Teachers give praise, motivation, and awards to students as a form of appreciation for positive behavior and achievements, thereby increasing students' self-confidence and courage.
	Habit of worship	The habit of praying Dhuha, reading the Qur'an, and daily prayers is carried out routinely to foster inner peace and psychological balance in students.
	Instilling Islamic values	The values of gratitude, patience, honesty, discipline, and responsibility are instilled through exemplary stories, contextual learning, and the habituation of

¹¹ Redho Andrian, "Redho Andrian," Application of Descriptive Qualitative Methods for Customer Data Processing Applications at Car Washes," Semnas Ristek (National Seminar on Research and Technology Innovation) 6, no. 1 2025. 32-35

¹² Learning Resources and di SDN, "Ulumuddin: Journal of Islamic Sciences" 13 (2023): 75-84.

¹³ Hasanah, U. *Observation Method in Educational Research* . Journal Educational Research and Evaluation , 25(1), 2021. 45-57.

¹⁴ Mhd Husnul Fikri, Sri Murhayati, and Ronal Darmawan, "Data Freedom in Qualitative Research" 9 (2025): 13057-65.

¹⁵ UMI Khoiriyah, "Study on the Implementation of Integrated Quality Management at Jeketro State Islamic Junior High School, Gubug District, Grobogan Regency," 2015. 73-80

		positive attitudes at school.
The Impact of Positive Psychology on Students' Psychological Well-being	Increased self-confidence	Students become more confident in appearing in front of the class, expressing their opinions, and are not afraid to make mistakes in the learning process.
	Increased learning motivation	A pleasant learning atmosphere and emotional support from teachers increase students' learning motivation both intrinsically and extrinsically.
Formation of Islamic Character of Students	Honesty and discipline	Students are accustomed to admitting mistakes, obeying school rules, and carrying out religious duties in an orderly and consistent manner.
	Empathy and social concern	Students demonstrate attitudes of helping each other, respecting friends, and caring about the social environment at school.
Challenges in Applying Positive Psychology	Limitations of teacher understanding	Some teachers do not fully understand the concept of positive psychology so its application is still simple.
	Family background and facilities	Differences in parental support and limited school facilities and infrastructure are obstacles to optimizing the positive psychology approach.

Positive Psychology Approach in Islamic Education Learning

Research result show that implementation approach psychology positive in learning islamic religious education (PAI) at SDN 15 Pekat own strong correlation with theory psychology positive Martin Seligman, especially through the PERMA model which mean emotion positive, engagement, relationships, meaning, and achievement. The results show that islamic education learning does not only helping people learn about religion, but also helpful student get better mental health good and constructive their islamic character in a way overall.

Proven that teachers improve emotion positive (emotions positive) students through strengthening like praise, motivation, and appreciation. In general psychological, strengthening this push the emergence of a sense of trust self, optimism, and feelings appreciated, which is very important for development psychological child age school basic.¹⁶ in islamic education learning, the conditions positive emotions help student internalization values islam because they accept material learning in a safe, comfortable and pleasant environment. This shows that approach psychology positive own ability For bridge objective affective PAI with need psychological student .

¹⁶ Muhammad Rizal Masdul, "Strategies of Islamic Religious Education Teachers in, " *Islamic Education: Journal of Islamic Education* 1, no. 2 (2020): 131–37.

In addition, the habit of worship such as prayer dhuha, reading the Qur'an, and prayer daily reflect meaning elements in the PERMA model.¹⁷ Activity this own spiritual meaning for student besides functioning as routine religious. In terms of theoretically, worship helps student become more calm and in control feeling they, which has an impact on the balance psychological they. Practice this in islamic education learning helps student understand that activity study is part from devotion to Allah SWT. It improves desire intrinsic and spiritual awareness since age early.

Involvement active student in the designed learning process in a way pleasant show fulfillment elements of engagement.¹⁸ findings this show that approach psychology positive can increase focus, interest, and engagement student in islamic education learning. Students become more involved in a way emotional and cognitive, which results in the process of internalization more islamic values good.¹⁹ more further, relationship positive between teachers and students reflect relationship elements, which have role significant in create climate supportive learning.²⁰ student feel accepted and supported if they own warm and fulfilling relationship empathy. This has an impact directly to welfare psychological they because student often face lots problems, such as pressure academic, problems social, and problems family.²¹

Students' increasing desire to learn, their courage to voice their opinions, and their ability to behave well in the school environment are all signs of achievement. Students' moral and spiritual development is measurement achievement not this one only mark academic.²² with thus, the approach psychology positive in islamic religious education learning encourages multidimensional achievements, including aspect cognitive, affective, and spiritual aspects balanced.

Formation islamic characters such as honesty, discipline, responsibility responsibility, empathy, and concern social show that islamic education based learning psychology positive effective in build morals glorious student.²³ in a way analytical, method this more focused on strengthening potential and value positive student than method conventional, which tends to emphasize punishment and correction error. Approach psychology positive allows student study from experience positive, which instills islamic values in general more deep and sustainable in self they.

Therefore that, the findings study this show that PAI learning that is humanistic, meaningful, and focuses on strengths individual can impact positive on development personality student in term long. Discovery this also shows that islamic education learning with integration psychology positive no only in line with islamic teachings, but also

¹⁷ The Role of Supervisors et al., "Postgraduate Program at the State Islamic Institute (IAIN) Parepare in 2025," 2025.

¹⁸ Mulyadin, "Teacher Strategy in Building Students' Character of Courage and Independence Through Thematic Learning at the Elementary Madrasah, Pesa Village, Wawo District, Bima Regency," 2017, 1–45.

¹⁹ Harisah Anis, "Cognitive Learning Theory: Definition, Examples and Strategies," *Tripven*, 2021, <https://www.tripven.com/teori-belajar-kognitif/>.

²⁰ Mahmud Darul Kurniyadi, Ahmad Yasir Al Amin, and Siti Rohimah, "The Role of Psychology in Islamic Education," *Tsaqofah* 4, no. 4 (2024): 3100–3107, <https://doi.org/10.58578/tsaqofah.v4i4.3194>.

²¹ Mahendika and Sijabat, "The Influence of Social Support, Coping Strategies, Resilience, and Self-Esteem on the Psychological Well-Being of High School Students in Sukabumi City." 2023. Vol. 1. 76-89

²² Putri Hajrah, "Improving Student Learning Motivation Through Social and Emotional Learning (SEL) and Experiential Learning in Junior High Schools" 1 (2024). 6-7

²³ Saeful Amin, "Master of Islamic Religious Education Study Program, Sultan Agung Islamic University, Semarang 2024/1445," 2024.

strengthen function religious education as means for build welfare psychology and islamic character of students.

CONCLUSION

Research result show that implementation approach psychology positive in learning islamic religious education (PAI) at SDN 15 Pekat can achieved through strengthening positive, habituation of worship, implementation islamic values, and the formation of environment friendly and supportive learning. This method proven capable increase welfare psychological students, which is marked with increased sense of confidence self, motivation learning, and optimism. In addition, the method this strengthen islamic characters such as honesty, discipline, responsibility responsibility, empathy, and concern social. Study this enrich study about integration psychology positive and islamic religious education in schools basis. In addition, research this give benefit theoretical for islamic education teachers in build learning programs that focus on aspects cognitive as well as welfare psychological and formation morals students. In the real world, research this show that teachers must consistent in apply principles psychology positive in a way consistent.

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