

How to Cite:

Nugroho, B. S., Anaconda Bangkara, B., Fatmawati, E., Maulani, U., & Aisha, H. (2022). Identification of positive psychological practices in academics when learning is disturbed by the COVID-19 pandemic. *International Journal of Health Sciences*, 6(S4), 1321–1336. <https://doi.org/10.53730/ijhs.v6nS4.6158>

Identification of positive psychological practices in academics when learning is disturbed by the COVID-19 pandemic

Budi Sulistiyo Nugroho

Politeknik Energi dan Mineral Akamigas (PEM Akamigas), Cepu, Indonesia

B.M.A.S. Anaconda Bangkara

President University, Cikarang Bekasi, Indonesia

Endang Fatmawati

Universitas Diponegoro, Semarang, Indonesia

Ulfa Maulani

Universitas Muhammadiyah Prof. Dr. Hamka, Jakarta, Indonesia

Hanifa Aisha

Universitas Lambung Mangkurat, Banjarbaru, Indonesia

Abstract---Positive thinking in psychology and learning is critical when various crises disrupt learning conditions. The author believes that people still have to be positive with the best practices to overcome all difficulties such as those experienced during the Pandemic. For this reason, we have collected several data in the form of scientific evidence from field studies of various experts and expertise, which we believe have provided support in answering the problems of this study. As for before we conclude, we have answered a series of questions using a phenomenological approach, namely an effort to collect as much data as possible and then analyze it to get one answer that is nominal data. Our strategy involves a data coding system, analyzing the data in-depth, evaluating and interpreting, and getting an understanding that becomes the conclusions and findings of a valid and reliable study. We then discuss the study results by considering various aspects of the context and content of this research. Finally, we can conclude that positive practical psychology has overcome problems in education, especially when the Pandemic hit the world. Experts have proved that education continues with all the technicalities and solutions through repressive best practices

carried out. It is hoped that this study of results can contribute to solutions and the development of similar studies in the future.

Keywords---identify, positive psychology, disrupted academics, COVID-19 pandemic.

Introduction

Positive psychological studies in the educational environment are content that encourages enthusiasm for learning even when in conditions of several problems; for example, when the world of education is being hit by a pandemic, at most during that period, even students have to be sent home to study from home (The Chu, 2020). To push this brief description further, excellent positive thinking research is a consistent method of managing human feelings and reflections, opinions, and clues, focusing on characteristics rather than feelings of deprivation. However, he can develop positive characteristics in life and enhance what would otherwise be dark so that they can overcome problems that interfere with doing positive things (Yamaguchi et al., 2020). Individuals can do so typically become "exceptional" individuals rather than focusing solely on individuals who cannot move when life's problems hit them. Positive thinking research based on the direction of experts is quite a lot.

The science of positive mind and spirit revolves around positive events and effects throughout everyday life, including positive experiences in the face of adversity, for example, a focus on euphoria, the charm of life, the achievement of inspiration, and the lockdown on a pandemic. Favorable circumstances and attributes (such as appreciation, adaptability, and compassion) (Yamaguchi et al., 2020). Positive foundation (applying positive guidelines in all affiliations and associations). As a field, positive psychology will contribute much positive energy, focusing on individual characteristics, the vision of life, life orientation, life satisfaction, fulfillment, success, appreciation, compassion (and self-sympathy), certainty and courage, trust, and elevation. These topics are seen as a way to help them appear to thrive and continue their best life in learning (Burke & Arslan, 2020).

This theory, which has been embraced by many long periods of judgment, examines how individuals and animals can find ways to become helpless and feel that they have completely let go of what has befallen them. Seligman attributes this quirk to adversity, noting that many people who experience melancholy also feel helpless (Shechter et al., 2020). The atmosphere on this subject provides inspiration, consideration, and confirmation to support a variety of drugs for complex secondary effects and a framework for preventing adversity. While this is unusually isolated, Seligman understands that it offers even greater real value to the world's brain science environment, working more on positivity, uplift, and excitement. Soon after becoming famous for scientific shortcomings, he focused on various characteristics, qualities, and perspectives that could be studied. He saw what he was looking for in learned adaptability and sobriety, a revelation that turned into an establishment for the strength programs he administers for

children and other individuals as learning and lives are impacted by the Pandemic (Waters et al., 2021).

Seligman was confused by the basis of the study of psychology and the mind, which was very limited to negative things; a ton of thought has been paid to mental dissonance, shocking brain research, injury, persistence, and torture, and most of the little thought are dedicated to fulfillment, success, greatness, character, and development (Kobau et al., 2021). Just as he was appointed head of the American Psychological Association in 1998, he seized the opportunity to steer the field from such an essential PowerPoint. He proposes research into new subfields of the mind, emphasizing what sustains rather than weakens life. The foundation paper for this new field, positive brain research, was presented in 2000 by Seligman. Starting around 2000, Seligman's need for a more significant focus on the positives in life has been answered by a large number of experts around the planet, prompting a large amount of research on specific habits and spreading the basis for the use of positive principles for teaching, association, teaching and learning workplace, and every other area of life (Seligman, 2012).

The advantage of positive psychology is that it is beneficial in positive thinking research because educators understand this, which may very well understand that the pursuit of living conditions and life careers is exciting (Dewaele et al., 2019). The plethora of studies and papers on a particular focus have provided a vast data warehouse on the most capable techniques for engaging ourselves and those around us to live the best life possible. It would be difficult to list all the benefits of positive brain science, but we will endeavor to provide an overall blueprint for the heftiest possible side effects of practicing positive thinking research (Wang et al., 2021). The most excellent benefit of positive brain science is that it shows us the power of one's perspective to move.

Conclusion this is the meeting point of various methodologies, works, and, surprisingly, the whole task of considering positive brain science because a bit of influence in one's perspective can trigger tremendous changes in individual development and satisfaction (Helding, 2020). Injecting a touch of more certainty and appreciation into an individual's life is an important activity that can provide a more motivating perspective on life. There is no respected positive tester who would encourage a person to reflect, move on, and base only the positive on the essential balance of life. Positive thought research is not propagated to replace standard brain science but to enhance it with positive tendencies as strong as negative tendencies in mind exploration over a long period (Entman & Rojecki, 2010).

It is tough to think positively because, firstly, someone is too pushy to think positively (Reynold et al., 2011). Positive thoughts cannot always happen instantly, and it needs a process before they can become a habit. First of all, one needs to relax and calm down first. What are the benefits of positive thinking in everyday life, including college, during difficult times due to various crises? So, the benefits of positive thinking for our physical, mental, and mental health (Nauta et al., 2009). Indeed, creating a strong personality is not as easy as it sounds, especially when dealing with challenges, so the soul of a person with positive thoughts is usually more focused on fixing problems; for example, dealing

with stress reduces the risk of anxiety. To be wiser in making decisions, one must know how to think positively.

By thinking positively, a person's outlook will be more open to accepting the realities of life. Positive thinking also makes life develop for the better (MacIntyre & Gregersen, 2012). Positive thinking makes individuals find a sense of comfort, happiness, and peace. Psychological encouragement can increase the motivation to take action. Then based on the problems above, it is necessary to study the benefits of positive thinking brainly are? (Calp, 2020). Then our answer will describe the findings section with theories and field findings by experts because positive thinking will make individuals more focused on doing something so that their lives are more organized and easier to achieve success. We believe that an explanation supported by evidence from field studies will strengthen this study that maintaining positive thoughts will create peace in a person. This is because everything is accompanied by piety to its creator. That is, among other things, the purpose of this study, where we will examine it more deeply to understand the positive benefits of thinking even though the world is always in a state of crisis and problems (Asadzandi, 2020).

Method

Next, in this section, we will explain the course of understanding, starting from formulating the problem of data collection, data analysis, and reporting as a communication channel for these scientific findings (Blumberg et al., 2014). Alternatively, positive mental behavior in academics or education when learning is disrupted by the Covid-19 Pandemic that the world community has just passed. So, to complete this identification, we collected data from evidence from scientific field studies that tested positive mental science practices that support learning while disrupted by various crises, including pandemics. We get it electronically in scientific articles, books, and symbols of other relevant sources as discussion material and complement this study (Kim et al., 2016).

The data analysis process involves coding data, in-depth analysis, critical evaluation, and in-depth data interpretation so that each data we summarize becomes a finding that answers the problem reasonably and convincingly. We found data electronically by searching using a keyboard that we embedded in the Google Scholar search engine, which we addressed to publications both national and international (Wang et al., 2018). Explain that the report design we chose in a qualitative descriptive scientific writing format model, of course, by following the various models that have been carried out, especially reviewing and reporting under the phenomenological study approach, which is a study model that obtains a massive amount of data to be studied to get answers to something. Phenomenal from the data. That is the flow of the implementation of this study that we carried out from the formulation of the problem to the very end, namely the reporting of data results (Salmons, 2021).

Discussion

Positive thinking in learning any situation

Positive reasoning is anything but something simple to do. Particularly when an issue is hit, not a couple of individuals will generally think adversely. This can make the culprit restless, stressed, and discouraged. Positive reasoning can impact our mental state. Likewise, this outlook can cause us to appreciate life more (Seligman & Csikszentmihalyi, 2014). Anyway, what do individuals emphatically think? Positive reasoning should be possible by applying a few procedures that have been demonstrated viable in assisting somebody with changing their insight. A few positive perspectives can be applied. Look on the splendid side; any issue can come throughout everyday life. When confronted with an issue, center the brain around the useful things behind the issue, regardless of whether it is simply something seemingly insignificant. For instance, when a companion abruptly drops an occasion, we ought to look on the bright side: to have leisure time to unwind or rest. Try not to feel resentful or disheartened because it will overload the brain with negative things. Become accustomed to being thankful. Some individuals frequently contrast themselves and others whose lives look more joyful. Things can make him envious, desirous, low confidence, and his psyche becomes tumultuous. Hence, please make it a propensity to be thankful so the psyche stays good and life feels significant. We can be thankful for anything we have, be it family, companions, work, or different things that satisfy us (Prayag et al., 2020).

Talking positive things about an individual can be a terrible pundit of himself. Over the long run, this can make us structure negative suppositions about ourselves that are difficult to dispose of. Hence, to stop this, we should say positive things to ourselves. Research shows that minor changes in how we converse with ourselves can influence our capacity to control our sentiments, considerations, and conduct under pressure (García-Moya et al., 2020). For example, keep away from self-fault, "I messed everything up." Instead, supplant it with the words "we will attempt to fix it." Smile more. Smiling can make individuals more quiet and positive reasoning. In one review, individuals who grinned while playing out an unpleasant undertaking felt better subsequently than those who showed no articulation.

Regardless of whether individuals are in a challenging situation, be solid and attempt to grin—additionally, there are more reasons to Smile and Laugh. More research shows that giggling can decrease pressure, nervousness, and sadness. Likewise, it can further develop disposition and cause the weight we need to feel less (Sampson, 2020). Chuckle more by watching amusing recordings, parody motion pictures, or messing with youngsters—Foster good faith. Learning to think decidedly resembles fortifying muscles. Since the more frequently individuals use it, the more grounded the psyche becomes. One method of positive reasoning that we should do is to foster good faith. Whenever we feel confident, we will not be reluctant to fall flat and see things decidedly. Be that as it may, we likewise ought not to be excessively hopeful since it will be arrogant (Dierksmeier, 2020).

Doing great can open the brain about others. In some cases, we may judge individuals by their appearance and quickly have negative contemplations about them. We do not know what is in his heart (Birch et al., 2020). According, doing kindness changes the psyche, to be more specific. Moreover, we can likewise regard and value others more. Rest Everyone positively needs to rest to quiet himself. Rest can revive the brain so individuals can think plainly and emphatically. Not just that, resting can likewise dispose of the uneasiness and stress. Wipeout shows that When feeling down, we might feel that our life is the saddest thing. However, perhaps the truth is not just terrible. Sensationalizing life will make life more hopeless and the brain loaded with the disorder. In this manner, if individuals need to think decidedly, avoid such sensational contemplations. Being around specific individuals, Did individuals realize that antagonism and energy can be infectious? When we spend time with poisonous individuals, we can be affected and follow their propensities. The other way around, when individuals spend time with positive individuals, positive things will be infectious (Mulvey et al., 2020).

Being around sure individuals has been displayed to increment confidence and chances of accomplishing objectives—consequently, partner with individuals who can welcome us on the great side. Envisioning a decent future Research shows that envisioning a decent future, whether it is about a profession, connections, or whatever else, can make individuals more joyful in the present (Heath et al., 2020). This absolutely can assist us with thinking emphatically and not stress over what will occur from here on out. Be that as it may, do not be careless to stare off into space since we additionally need to show activity to make a decent future. Becoming accustomed to doing different methods of positive reasoning can be applied in day-to-day existence. In this way, begin to think decidedly with the goal that life turns out to be more delightful (Hewitt, 2020).

The positive impact of the pandemic on education

The Covid-19 Pandemic is as yet upsetting the world. Different endeavors are persistently being made to end the Pandemic promptly so the Pandemic does not choke out all areas of life, including instruction (Magomedov et al., 2020). Amidst a pandemic that keeps on propelling, the universe of training should keep on getting consideration so it is not seriously impacted. We do not maintain that the Corona pandemic should compromise the training universe. Discussing schooling is discussing science. Since the start of the world, science plays had a significant influence in making necessary disclosures to serve humankind. Europe, which is very successful in development and science today, was in the "dull age" when science was not seen and was covered with murkiness. Then, at that point came the time of coherent improvement that directed the world in one more episode stacked up with exposures (Onyema et al., 2020).

The Covid-19 Pandemic has similarly presented the current world with a period of stress and hardships. Amid stress and strain, there are hardships to be made due. This challenge can truly set out new entryways to beat various issues. Given today's general viewpoint, the Corona pandemic addresses many threats to the universe of tutoring. We can look at it according to a substitute viewpoint so dangers can be transformed into chances to propel the universe of schooling. The

Covid-19 Pandemic, which is considered to have brought countless adverse consequences, emphatically affects the universe of instruction. This positive effect can persuade them to set through troublesome times up to keep fixed on accomplishing Indonesia's further developed instructive objective (Robosa et al., 2020).

Setting off the Acceleration of Educational Transformation, The Covid-19 Pandemic, which came excluded, prompted the conclusion of schools with an end goal to stop the development of the Pandemic. The public authority has carried out a Distance Education framework. The innovation-based learning from home framework unquestionably requires instructive establishments, educators, understudies, and even guardians to be innovatively capable. This has set off the speed increase of the change of instructive innovation in this country. This has a positive effect because the utilization of innovation in instruction follows the Industrial Revolution 4.0 time which keeps on progressing (Brauner et al., 2021).

Numerous Emergence of Online Learning Applications. The speed increase of the change of instructive innovation because of the Corona pandemic has made different stages send off different internet learning applications to help learn from home. The development of numerous web-based learning applications makes learning DariRumahAja still conceivable to do successfully (Arnett, 2021). Web-based learning applications are created by giving highlights that make it simpler to do internet learning. One application that has cool highlights, and a cordial, tried, and solid UI is the study application. This application is one of the energetically prescribed PJJ answers for use. Many Free Online Courses Free web-based courses are beginning to sprout amidst the Covid-19 Pandemic. Many coaching establishments give free internet-based courses, or some give a rebate (Xie et al., 2020).

The Emergence of Unlimited Creativity. The Corona pandemic makes novel thoughts arise. Researchers, scientists, speakers, and even understudies are attempting to do tests to track down a Covid-19 immunization as was finished by the UGM graduated class who overcame the deficiency of veils by making covers that could be washed once more. Not just that, other innovativeness that is no less intriguing, for example, UI Language House understudies who become Covid-19 workers and assist with instructing the general population. The Covid-19 Pandemic is as yet upsetting the world. Different endeavors are persistently being made to end the Pandemic promptly so the Pandemic does not choke out all areas of life, including schooling. Amidst a pandemic that keeps on propelling, the universe of schooling should keep on getting consideration so it is not severely impacted. We do not maintain that the Corona pandemic should compromise the universe of instruction (Vermicelli et al., 2021).

Discussing training is discussing science. Since the start of the world, science plays had a significant impact in making important disclosures to support humanity. Today, Europe is highly fruitful in innovation and science; it was in the "dull age" when science was not perceived and covered with haziness (Barabari & Moharamzadeh, 2020). Then came the time of logical improvement that guided the world in another episode loaded up with revelations. The Covid-19 Pandemic has additionally introduced the present world in a time of worry and difficulties.

Amidst stress and nervousness, there are difficulties to be survived. This challenge can set out new open doors to defeat different issues. According to today's overall perspective, the Corona pandemic represents many dangers to the universe of instruction. We can take a gander at it according to an alternate point of view so dangers can be transformed into chances to propel the universe of schooling. The Covid-19 Pandemic, which is considered to have brought countless adverse consequences, decidedly affects the universe of schooling. This positive effect can propel them to set through troublesome times up to remain fixed on accomplishing Indonesia's further developed instructive objectives (Kirk & Rifkin, 2020).

The Emergence of Unlimited Creativity The Corona pandemic makes groundbreaking thoughts arise. Researchers, specialists, teachers, and even understudies are attempting to do examinations to track down a Covid-19 antibody as was finished by the UGM graduated class who overcame the deficiency of covers by making veils that could be washed once more. Not just that, other innovativeness that is no less fascinating, for example, UI Language House understudies who become Covid-19 workers and assist with instructing people in general. Inspirational perspective and Empathy in Students During a Pandemic (Peters et al., 2021).

How much data circling the spread of the Covid-19 flare-up can influence psychological wellness. Individuals become terrified, stressed, and scared of contracting or losing their friends and family. Also, restricting exercises outside the home causes less connection, weariness, and stress (Chiu et al., 2021). Keeping a positive and sympathetic demeanor is the key, so we do not get too up to speed on the opposing subtleties that emerge because of this Pandemic. An uplifting outlook can assist with keeping up with our psychological wellness and those of everyone around us. In the meantime, sympathy can cause us to be ready to feel the feelings of others. We can envision what others think and feel. As instructors, it is critical to show understudies a positive and compassionate way of behaving, particularly on troublesome occasions such as these. UNICEF has summed up a few things that instructors should consider while educating and rehearsing inspirational perspectives and sympathy to understudies, including the accompanying (Saxena, 2021).

Give appreciation for every understudy's accomplishment. While learning at home, the instructor unquestionably does not neglect to continuously give tasks to build how understudies might interpret the material. Continuously reward the understudies when they work effectively. For instance, by giving a worth, commendation, or inspirational statements. Like that, they will feel their endeavors are valued and become more energetic about partaking in advancing at home. Educators need to be aware that understudies who frequently get appreciation from their instructors will grow with positive energy. His fearlessness will build, and his inventive and creative soul will likewise grow ideally. Furthermore, because they are accustomed to being seen, understudies will likewise have these propensities and will often be more worried about their climate (Shah et al., 2022).

Show a decent and proper method of conveyance. When the instructor asks or denies understudies to follow through with something, avoid utilizing negative words, for example, "do not" or "should not." Utilize positive sentences. For instance, individuals can supplant the sentence, "Do not cheat!" with, "Do the undertaking autonomously so you can dominate the material quicker." moreover, convey it positively not to hurt understudies' hearts. Great conveyance techniques can be effectively-acknowledged and complied with by understudies. By implication, individuals will show understudies how to focus on and regard the sensations of others (Swelum et al., 2020).

Apply positive discipline to students

Positive discipline is work that can be made to construct the worth of discipline in understudies without savagery and dangers. Understudies are instructed to be capable and get each activity's outcomes (consequences). Similarly, understudies will figure out how to use sound judgment prior to acting. During the Pandemic, instructors can train discipline to keep up with individual and natural cleanliness. Give understudies a clarification about the risks of spreading Covid-19. Then, at that point, welcome understudies to mutually put forth attempts to forestall the spread of the infection by constantly washing hands and complying with unofficial laws to execute social removal (Hines-Datiri & Carter Andrews, 2020).

Build an attitude of helping each other

The disposition of aiding each other cannot simply show up. However, it should be worked by instructing and rehearsing it in the general climate. Hence, the instructor should instruct each understudy. There are numerous ways individuals can do this by cooperating to clean the study hall or school climate (Thelwall & Thelwall, 2020).

Furthermore, the discipline of physical removal can likewise assist with safeguarding themselves and everyone around from the risk of being contaminated with the infection. From the beginning, students are helping perspectives instructed can make understudies more worried about the climate and have a high feeling of sympathy. Those are four different ways educators can show an inspirational perspective and sympathy to understudies during the Covid-19 Pandemic. Ideally, this fiasco can end soon, and we can generally recover exercises soon. Keep the soul and remain solid. In executing the distance learning program at home, the educator can exploit gaining recordings from Ruanguru in the learning room (Weston et al., 2020).

Mental and Psychosocial Support for understudies

For around 1.5 years, the COVID-19 Pandemic has constrained understudies to complete distance gaining from home on the web. The schedules of picking up, playing, and mingling, typically done at school, have transformed into free review schedules through gadgets at home (Khandelwal, 2020, November). Preceding the execution of restricted Face-to-confront Learning, the school arranged a unique learning plan and supporting framework. However, aside from that, schools and

families must give mental and psychosocial backing to understudies whom the COVID-19 Pandemic might impact. Then, at that point, what is implied by mental and psychosocial support? Mental and Psychosocial Support is any help from outside or locally that expects to safeguard or further developmental prosperity or potentially forestall and treat emotional wellbeing and psychosocial conditions. Different gatherings utilize long-distance to answer crisis and fiasco conditions, one of which is the COVID-19 Pandemic (Frías-Armenta et al., 2020).

Long-distance learning coordinates natural, mental, and sociocultural methodologies in the wellbeing, social, instruction, and local area fields and accentuates the requirement for various correlative methodologies from different callings to offer fitting help. Long-distance learning in Emergency Situations focuses on different degrees of mediation to be coordinated into pandemic reaction exercises. These levels are custom-made to the range of emotional wellbeing and psychosocial needs. They are portrayed in the intercession pyramid (beneath), going from thinking about friendly and social parts of fundamental administrations to giving expert administrations to heavier individuals with psychological wellbeing and psychosocial issues. In the learning from home idea, a mediation pyramid is acquainted with giving mental and psychosocial support (Lateef et al., 2020).

Social contemplations and essential security administrations

In the states of the COVID-19 Pandemic, guardians should not pressure first to satisfy the privileges of care for their young kids. Guardians' inventiveness in collaborating also influences kids' attitudes to stay happy and coexist with individuals around them. Guardians are likewise urged to utilize good words to make sense of circumstances, so youngsters do not feel worried because they are shaky. Fortify people group and family support (Ramteke & Sahu, 2020). Regarding executing restricted eye-to-eye learning in schools, the school climate should be a youngster well-disposed space. As the nearest individual outside of guardians, the instructor assumes a significant part in keeping up with the psychosocial of understudies. The presence of an instructor who effectively welcomes, whether on the web or disconnected, will cause understudies to feel that they are being focused on. Instructors should keep doing their jobs expertly and socially. Here educators are expected to be versatile in conveying informational materials and excitement to understudies by using innovation (Awada et al., 2021).

They centered on non-expert help. The school climate and family should likewise focus on assuming that there is a massive change in the mentality of understudies. Assuming understudies appear to be grumpy, unmotivated or have other physical and enthusiastic changes, the family or instructor can assist with guiding understudies to counsel non-expert gatherings that can give essential psychological wellness administrations, for example, directing educators, essential medical services specialists, and others—wellbeing frameworks.

Expert assistance during learning disruption

If understudies' psychological and psychosocial states do not continuously improve, the school and family can assist understudies with getting well-being administrations by experts, such as emotional wellbeing attendants, clinicians, specialists, and others. According, schools and families are supposed to have the option to connect and even layout exceptional collaboration with the closest psychological wellness administration office. Likewise, individuals can download the Guidelines for Mental Health and Psychosocial Support at the simultaneous connection to find additional information. Great collaboration between guardians, instructors, the local area, and the public authority is likewise essential to limit the effect of the COVID-19 Pandemic on understudies. Set up for restricted close and personal learning at school (Lateef et al., 2020).

Positive characters in the era of gaining from home

The effect that has been felt on instructive exercises because of the COVID-19 Pandemic has hit the nation, making many younger students be denied their entitlement to study typically. The example of training in this country, which is not utilized for up close and personal learning, leaves its concerns and difficulties (Day & Sammons, 2016). The absence of educators limits distance advancement by using the web innovation is a significant issue that frustrates distance learning goals appropriately. Then again, the public authority's endeavors to foster educator limits would generally zero in exclusively on authoritative perspectives, such as preparing the readiness of illustration plans, educational programs, and different issues just as instructor organization materials. More than that, the capacity of instructors to figure out pertinent systems and have the option to apply mixed learning ideas is required (Cahapay, 2020).

One of the instructive establishments under the protection of the Permata Hati Foundation in Purwokerto sent off an Education WEBINAR action with the title "Developing Positive Characters in the Blended Learning Era," which appeared to give another temperature toward the start of the work meeting of SIT Harapan Bunda educators and representatives in 2021 the scholastic year 2022 (Ulfa & Puspaningtyas, 2020). Munif Chatib, the training advisor and MIR Multiple Intelligences master, made sense that the best learning methodology in the time of mixed learning is to make learning a significant action for understudies. The educator's propensity for showing one way should be changed. The educator instructs and finds out that the instructor is an individual who moves information and will lead understudies to have some good times opportunities for growth and satisfy them. Significant learning will be discovering what can fulfill the reptile cerebrum, including (1) learning should be fun by changing various shows, tunes, ice-breaking, and other fun things. (2) testing learning, (3) understudy-focused learning, and (4) documentation (Firdhausi, 2021, November).

Significant learning will work with the development of positive characters in understudies' spirits. Documentation of learning in this period of mixed learning is extremely useful in making the learning system significant and significant. Documentation of understudy learning should be possible as (1) recording, understudies recording learning exercises with recordings or photographs, both

simultaneously and results. (2) Distribute recordings or photographs to the web-based entertainment of understudies, educators, and schools. (3) appreciation like remark, buy-in, and share (Kadaria & Murdiono, 2021). Aside from that, understudies can work with the most common way of getting learning through the task of making VLOG Presentations, specifically understudies introducing the topic in different ways and kept as recordings and introductions can be immediate or with the media. Estimating input or understudy learning reactions should be possible by giving non-mental errands, for instance, posing inquiries about what has not been/now got it and about the advantages of every material in daily existence. Along these lines, the rundown of the system to make learning in the time of mixed learning ready to develop the positive person of understudies was conveyed at the webinar (Creswell, 2021).

Conclusion

At the end of the study, we will conclude the critical points from studies on identifying positive thinking to support learning during difficult times. We strongly believe that this study, through scientific evidence from various experts in the field, has supported the validity and accuracy of data collection for this study. Positive behavior in the form of editors and a positive mindset during these vital times, both in learning and in life in general, is constructive. Because having positive thoughts will make it easier for everyone or students to face difficult times filled with pressure and uncertain thoughts. So through the identification of best practices and leadership in mobilizing learning while the Pandemic disrupts it, it has proven to be very effective where leaders and images of tires with good policies are, of course, followed by programs and also best practices that can motivate solutions to situations where learning is disrupted.

We have recommended positive thinking in learning that needs to be applied in all circumstances, both during the Pandemic and other conflicts. Then we also ensure that positive thinking impacts education because this positive thinking, even though the learning atmosphere is very disturbed because we face it with a calm mind, will have a tremendous impact on the continuation of learning. Next, we gather that applying positive thinking to these students will help them face and get through the times. Ease by good directors will help build an attitude that has the same fate and struggle because this Pandemic is an issue that is local, national, and international.

Furthermore, we also see how social support from various parties such as parents, teachers, the community, and the government to succeed or help a disturbed situation so that learning is not like that as well as the support of experts and the parties need to strongly support their positive character, which can motivate and inspire learning even though it is done remotely. These are, among others, what we have summarized to identify practical positive psychology for the advancement of education when learning is severely disrupted by the Pandemic in Indonesia and the world in general. We hope that these findings will undoubtedly become new inputs in the development of similar studies in the future, both for academic interests and for practitioners in the field. Of course, it has advantages and disadvantages. We hope for participation and constructive feedback to improve the quality of writing similar studies in the future.

Acknowledgments

The author is grateful to all parties who have participated in helping to make this scientific writing a success, both from the formulation of the problem to the reporting of the final findings stage. We also express our gratitude to the Ministry of Education and Research of the Republic of Indonesia. Without financial support and assistance, we are not very difficult to complete.

References

- Arnett, T. (2021). Breaking the mold: How a global pandemic unlocks innovation in K-12 instruction. *Clayton Christensen Institute for Disruptive Innovation*.
- Asadzandi, M. (2020). An Islamic religious-spiritual health training model for patients. *Journal of Religion and Health*, 59(1), 173-187.
- Awada, M., Becerik-Gerber, B., Hoque, S., O'Neill, Z., Pedrielli, G., Wen, J., & Wu, T. (2021). Ten questions concerning occupant health in buildings during normal operations and extreme events, including the COVID-19 Pandemic. *Building and Environment*, 188, 107480.
- Barabari, P., & Moharamzadeh, K. (2020). Novel coronavirus (COVID-19) and dentistry—A comprehensive literature review. *Dentistry Journal*, 8(2), 53.
- Birch, J., Rishbeth, C., & Payne, S. R. (2020). Nature does not judge you—how urban nature supports young people's mental health and wellbeing in a diverse UK city. *Health & Place*, 62, 102296.
- Blumberg, B., Cooper, D., & Schindler, P. (2014). *EBOOK: Business research methods* McGraw Hill.
- Brauner, J. M., Mindermann, S., Sharma, M., Johnston, D., Salvatier, J., Gavenčiak, T., . . . Mikulik, V. (2021). Inferring the effectiveness of government interventions against COVID-19. *Science*, 371(6531), eabd9338.
- Burke, J., & Arslan, G. (2020). Positive education and school psychology during COVID-19 Pandemic. *Journal of Positive School Psychology*, 4(2), 137-139.
- Cahapay, M. B. (2020). How Filipino parents home educate their children with autism during the COVID-19 period. *International Journal of Developmental Disabilities*, 1-4.
- Calp, Ş. (2020). Peaceful and happy schools: How to build positive learning environments? *International Electronic Journal of Elementary Education*, 12(4), 311-320.
- Chiu, C., Wilcher, K., & Jones, A. (2021). Perceived COVID-19 impacts stress, resilience, and mental health among people with multiple sclerosis: A longitudinal prospective study. *Journal of Rehabilitation*, 87(1).
- Creswell, K. G. (2021). Drinking together and drinking alone: A social-contextual framework for examining risk for alcohol use disorder. *Current Directions in Psychological Science*, 30(1), 19-25.
- Day, C., Gu, Q., & Sammons, P. (2016). The impact of leadership on student outcomes: How successful school leaders use transformational and instructional strategies to make a difference. *Educational Administration Quarterly*, 52(2), 221-258.
- Dewaele, J., Chen, X., Padilla, A. M., & Lake, J. (2019). The flowering of positive psychology in foreign language teaching and acquisition research. *Frontiers in Psychology*, 2128.

- Dierksmeier, C. (2020). From Jensen to Jensen: Mechanistic management education or humanistic management learning? *Journal of Business Ethics*, 166(1), 73-87.
- Entman, R. M., & Rojecki, A. (2010). *The black image in the white mind*. The black image in the white mind () University of Chicago Press.
- Frías-Armenta, M., Corral-Frías, N. S., Corral-Verdugo, V., & Lucas, M. Y. (2021). Psychological predictors of precautionary behaviors in response to COVID-19: A structural model. *Frontiers in Psychology*, 12, 1221.
- García-Moya, I., Brooks, F., & Moreno, C. (2020). Humanizing and conducive to learning: An adolescent students' perspective on the central attributes of positive relationships with teachers. *European Journal of Psychology of Education*, 35(1), 1-20.
- Heath, C., Sommerfield, A., & von Ungern- Sternberg, B. (2020). Resilience strategies to manage psychological distress among healthcare workers during the COVID- 19 Pandemic: A narrative review. *Anaesthesia*, 75(10), 1364-1371.
- Helding, L. (2020). *The musician's mind: Teaching, learning, and performance in the age of brain science* Rowman & Littlefield Publishers.
- Hewitt, J. P. (2020). 22 the social construction of self-esteem. *The Oxford Handbook of Positive Psychology*, 309.
- Hines-Datiri, D., & Carter Andrews, D. J. (2020). The effects of zero-tolerance policies on black girls: Using critical race feminism and figured worlds to examine school discipline. *Urban Education*, 55(10), 1419-1440.
- Kadaria, D. N., & Murdiono, M. (2021). It strengthened the character of independence through learning citizenship education in networks during the covid-19 Pandemic. Paper presented at the *ISTED 2021: Proceedings of the 1st International Seminar on Teacher Training and Education, ISTED 2021, 17-18 July 2021, Purwokerto, Indonesia*, 311.
- Khandelwal, M. P. R. (2020). Psychological impacts of students on online learning: The Pandemic COVID-19 breakout. Paper presented at the *Conference Proceedings of the "Challenges and Changes Under the Shadow of COVID-19" 7thVUA YOUTH Scientific Session*, 163.
- Kim, M., Zimmermann, T., DeLine, R., & Begel, A. (2016). The emerging role of data scientists on software development teams. Paper presented at the *2016 IEEE/ACM 38th International Conference on Software Engineering (ICSE)*, 96-107.
- Kirk, C. P., & Rifkin, L. S. (2020). I'll trade your diamonds for toilet paper: Consumer reacting, coping and adapting behaviors in the COVID-19 Pandemic. *Journal of Business Research*, 117, 124-131.
- Kobau, R., Seligman, M. E., Peterson, C., Diener, E., Zack, M. M., Chapman, D., & Thompson, W. (2011). Mental health promotion in public health: Perspectives and strategies from positive psychology. *American Journal of Public Health*, 101(8), e1-e9.
- Lateef, R., Alaggia, R., & Collin-Vézina, D. (2021). A scoping review on psychosocial consequences of pandemics on parents and children: Planning for today and the future. *Children and Youth Services Review*, 125, 106002.
- Lateef, T., Chen, J., Tahir, M., Lateef, T. A., Chen, B., Li, J., & Zhang, S. X. (2020). Typhoon eye effect vs. ripple effect: The role of family size on the mental health under the COVID-19 Pandemic in Pakistan.
- MacIntyre, P., & Gregersen, T. (2012). Emotions that facilitate language learning: The positive-broadening power of the imagination.

- Magomedov, I., Khaliev, M. S., & Khubolov, S. (2020). The negative and positive impact of the Pandemic on education. Paper presented at the *Journal of Physics: Conference Series*, 1691(1) 012134.
- Mulvey, P., Larson, M., & Terpstra, B. (2020). Understanding the nature and implications of romantic relationships among criminally involved individuals with mental illness. *Justice Quarterly*, 37(4), 667-696.
- Nauta, A., Van Vianen, A., Van der Heijden, B., Van Dam, K., & Willemsen, M. (2009). Understanding the factors that promote employability orientation: The impact of employability culture, career satisfaction, and role breadth self-efficacy. *Journal of Occupational and Organizational Psychology*, 82(2), 233-251.
- Onyema, E. M., Eucheria, N. C., Obafemi, F. A., Sen, S., Atonye, F. G., Sharma, A., & Alsayed, A. O. (2020). Impact of coronavirus pandemic on education. *Journal of Education and Practice*, 11(13), 108-121.
- Peters, M. A., Rizvi, F., McCulloch, G., Gibbs, P., Gorur, R., Hong, M., . . . Robertson, S. (2020). Reimagining the new pedagogical possibilities for universities post-covid-19: An EPAT collective project. *Educational Philosophy and Theory*, 1-44.
- Prayag, G., Ozanne, L. K., & de Vries, H. (2020). Psychological capital, coping mechanisms and organizational resilience: Insights from the 2016 Kaikoura earthquake, New Zealand. *Tourism Management Perspectives*, 34, 100637.
- Ramteke, S., & Sahu, B. L. (2020). Novel coronavirus disease 2019 (COVID-19) pandemic: Considerations for the biomedical waste sector in India. *Case Studies in Chemical and Environmental Engineering*, 2, 100029.
- Reynolds, F., Vivat, B., & Prior, S. (2011). Visual art-making as a resource for living positively with arthritis: An interpretative phenomenological analysis of older women's accounts. *Journal of Aging Studies*, 25(3), 328-337.
- Robosa, J., Paras, N., Perante, L., Alvez, T., & Tus, J. (2021). The experiences and challenges faced by public school teachers amidst the COVID-19 Pandemic: A phenomenological study in the Philippines. *International Journal of Advance Research and Innovative Ideas in Education*, 7(1), 10.6084.
- Salmons, J. E. (2021). *Doing qualitative research online* Sage.
- Sampson, R. J. (2020). The feeling classroom: Diversity of feelings in instructed 12 learning. *Innovation in Language Learning and Teaching*, 14(3), 203-217.
- Saxena, A. (2021). A study on the impact of covid-19 on employee mental wellness. *Turkish Journal of Computer and Mathematics Education (TURCOMAT)*, 12(5), 1585-1590.
- Seligman, M. E. (2012). *Positive psychology in practice* John Wiley & Sons.
- Seligman, M. E., & Csikszentmihalyi, M. (2014). Positive psychology: An introduction. *Flow and the foundations of positive psychology* (pp. 279-298) Springer.
- Shah, S. S., Memon, F. A., Qureshi, F., Soomro, A. B., Kemal, A. A., & Shah, A. A. (2022). Mental wellbeing during COVID-19 Pandemic: The role of fear, social isolation and psychological resilience. *Cogent Psychology*, 9(1), 2006993.
- Shechter, A., Diaz, F., Moise, N., Anstey, D. E., Ye, S., Agarwal, S., . . . Chang, B. (2020). Psychological distress, coping behaviors, and preferences for support among new york healthcare workers during the COVID-19 Pandemic. *General Hospital Psychiatry*, 66, 1-8.

- Swelum, A. A., Shafi, M. E., Albaqami, N. M., El-Saadony, M. T., Elsify, A., Abdo, M., . . . Almainan, A. A. (2020). COVID-19 in human, animal, and environment: A review. *Frontiers in Veterinary Science*, 7, 578.
- The Chu, T. L. A. (2020). Positive psychology fosters student engagement and classroom community amid the COVID-19 Pandemic and beyond. *Scholarship of Teaching and Learning in Psychology*.
- Thelwall, M., & Thelwall, S. (2020). Retweeting for COVID-19: Consensus building, information sharing, dissent, and lockdown life. *ArXiv Preprint arXiv:2004.02793*, 10.
- Ulfa, M., & Puspaningtyas, N. D. (2020). The effectiveness of blended learning using A learning system in network (SPADA) in understanding of mathematical concepts. *Matematika Dan Pembelajaran*, 8(1), 47-60.
- Vermicelli, S., Cricelli, L., & Grimaldi, M. (2021). How can crowdsourcing help tackle the COVID-19 Pandemic? An explorative overview of innovative, collaborative practices. *R&D Management*, 51(2), 183-194.
- Wang, Y., Kung, L., & Byrd, T. A. (2018). Big data analytics: Understanding its capabilities and potential benefits for healthcare organizations. *Technological Forecasting and Social Change*, 126, 3-13.
- Waters, L., Algoe, S. B., Dutton, J., Emmons, R., Fredrickson, B. L., Heaphy, E., . . . Pury, C. (2021). Positive psychology in a pandemic: Buffering, bolstering, and building mental health. *The Journal of Positive Psychology*, 1-21.
- Weston, S. J., Condon, D. M., & Fisher, P. A. (2021). Psychosocial factors associated with preventive pediatric care during the COVID-19 Pandemic. *Social Science & Medicine*, 287, 114356.
- Xie, X., Siau, K., & Nah, F. F. (2020). COVID-19 Pandemic—online education in the new normal and the next normal. *Journal of Information Technology Case and Application Research*, 22(3), 175-187.
- Yamaguchi, K., Takebayashi, Y., Miyamae, M., Komazawa, A., Yokoyama, C., & Ito, M. (2020). Role of focusing on the positive side during COVID-19 outbreak: Mental health perspective from positive psychology. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1), S49.