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Character strategy: exploring character strengths using real-life story model's as positive therapy intervention in college

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ABSTRACT

Character as an important result of education seeks so that individuals can understand and behave properly in accordance with moral values in their lives. The character building strategy has been implemented even applied in several researches and studies in universities. One effort to build the right character is done for students through the implementation of ongoing guidance of character values and manifested in behavior. The Real-Life Story (RELST) model as one of the positive therapeutic interventions is felt to be more appropriately applied also in developing individual character identification of character strengths related to the development of individual strengths or strengths, through a series of structured and systematic activities.



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Introduction

Education is an effort to grow and develop the potentials of individuals both physically and spiritually in accordance with the values and norms prevailing in society. This is in line with the purpose of education in (Presiden Republik Indonesia, 2003) so that students have faith and are devoted to God Almighty, of good morality, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

University graduates are qualified human resources and able to master a field of expertise in science and technology and be able to carry out work in a professional manner and be able to develop self-potential both intellectually, morally and spiritually so that students are ready to face life's challenges. What was emphasized in (Presiden Republik Indonesia, 2012) was that higher education should be able to develop cultured and creative science and technology, be tolerant, democratic, be tough in character, and dare to defend the truth for the benefit of the nation.

Character as an important outcome of education, has a very basic substantive meaning and psychological process. Some experts express diverse opinions, but in the same meaning and understanding. (Berkowitz, 2006) defines character as a set of psychological characteristics that influence personal abilities and tendencies to function morally. Whereas (Lickona, 1992) refers to the notion of character on the concept of good character proposed by Aristotle that: "... benevolence towards others. So from the two previous understandings, character is an individual effort in understanding good moral values and good behavior in accordance with values that are in accordance with moral rules in his life.

The problem that occurs is when students as part of community members are often tempted to take actions that will provide momentary satisfaction but will be very detrimental to even destroy their future, such as stealing that causes the perpetrators to be imprisoned, smoking which causes the offender to suffer from cancer, drinking alcohol which causes the culprit loses consciousness and will further cause brain damage, free sex which will cause the offender to suffer from venereal disease, partying even though there will be an exam, which causes the culprit to fail the test, and "cheating" behavior during tests or tests, as well as the habits of plagiarism or plagiarism of scientific work among students who are very concerned.

Such a worrying fact is based on data from the Head of the PP and Disaster Division of the West Sumatra Health Office, about the number of cumulative HIV / AIDS cases in West Sumatra from 1992 to June 2014 as many as 1,136 people for HIV and 1,084 people for AIDS, 40.5% data are AIDS cases with age group 20-29 years and 39.02% are in the 30-39 year age group. Furthermore, the 2013 PKBI Cemara data (in Harian Singgalang, Padang 15 July 2013, p.3), there were 10.5% of Padang city adolescents who had active sexual behavior, even 17.5% had used drugs and 16% claimed to have had sexual relations.

Related to these data, another very surprising fact was obtained from the Surat kabar Kampus Ganto Online, October 16, 2013, about "A pair of students who were caught perverted behind the Chemistry Laboratory at the Faculty of Mathematics and Natural Sciences, was the culprit of a university student in the city of Padang". The reality of students and college graduates who clearly do not reflect the pattern of an educated life.

In this connection, the development of student character through the application of character guidance on an ongoing basis, efforts can be made to develop through positive psychological therapy. Positive psychology is a psychological science that is not only used to overcome pathological cases or behavioral deviations, but also to identify individual strengths to be able to live healthier, happier and more productive lives. So that the scientific concept of positive psychology can also be applied to build the strength of individual characters.

The development of scientific psychology was positive with its founder Martin EP Seligman in 1998 who at the time was also the President of the American Psychological Association (APA), one of the main focuses of this branch of psychology was the search, capacity development, individual or group talent, and then helping him to improve the quality of life (from normal to be better, more meaningful, happier). The principle of life according to (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009) leads to 3 principles namely: a pleasant life (pleasant life), a life that binds to activity (engaged life), and a meaningful life (pursuit of meaning). So building character in a scientific frame of positive psychology is more focused on exploring the strengths or strengths of individuals and building what is best in individuals.

Furthermore, some empirical facts show that positive psychology has proven able to provide a positive influence on the lives of individuals including; research by (Furlong, Gilman, & Huebner, 2014) explains that students who have higher optimism will be better able to adjust to life's challenges, especially in school than students who are pessimistic. Another finding that supports this study is the research of Busseri et al (2009) who found that people with optimistic characteristics tended to be more positive in evaluating their lives.

Meanwhile other research conducted by Nilasari (2013) showed positive psychotherapy can reduce the level of depression and an increase in positive emotions, involvement in life and the meaning of life experienced by research subjects. Based on the facts and findings of the study, it can be understood that the strength of self or character can be awakened if the individual has an optimistic attitude, positive self-concept, and life satisfaction so as to bring happiness to a more meaningful life.

Padang State University (UNP) as one of the formal educational institutions not only produces qualified intellectuals, but besides that it must also have an attitude with a commendable moral and ethical order. But the reality is, some educational institutions in producing graduate output are more focused on developing pedagogical competencies, and still very little on developing the character of graduates themselves.

Based on the results of filling in the questionnaire filled out by 360 students drawn randomly from 5 faculties at UNP namely the Faculty of Education (FIP), the Faculty of Language and Arts (FBS), the Faculty of Mathematics and Natural Sciences (FMIPA), the Faculty of Social Sciences (FIS)), The Faculty of Engineering (FT), the Faculty of Sports Science (FIK), the Faculty of Economics (FE), the Faculty of Tourism and Hospitality (FPP) (Nurfarhanah, 2017), it was found that the knowledge, understanding and experience of students regarding the efforts of character development in higher education. For the variables of believing and pious character values that have been developed the percentage is 83%, honest character values are 43%, intelligent character values are 67%, tough character values are 43% and caring character values are 57 %, this means that in general students do not yet know, understand and get good experience in developing honest,

tough, caring and intelligent character values, while for the values of faith and piety character have been developed optimally in higher education.

Positive psychology scholarship is considered more appropriate also to develop the strength of individual characters. Because in addition to being able to overcome pathological cases or behavioral deviations, positive psychology is also useful for identifying individual forces to be able to live healthier, happier and more productive lives. So to develop the character in a scientific frame of positive psychology will be more focused on exploring the strengths or strengths of the individual and build what is best in the individual.

Some views put forward by experts relating to the understanding of positive psychology. (Snyder, C.R & Lopez, n.d.) states "positive psychology studies and promotes human strengths and the conditions that lead people to function optimally" Positive psychology basically studies and develops individual strengths (characters) and various conditions so that individuals function optimally. In this case positive psychology will identify, strengthen, and concentrate on the strengths of positive individual traits, so that they can make effective prevention.

Furthermore Csikszentmihalyi (2009) stated "positive psychology is a direct or therapeutic approach to improving the quality of life and may change not only how we feel about life, but also what we can do to change the way we live" Other opinions according to Sheldon & King (2001) "positive psychology revisits " the average person, " with an interest in finding out what works, what is right, and what is improving.

Furthermore Seligman and Csikszentmihalyi (2000), put forward the definition that positive psychology is a scientific study of positive human functions and develops at several levels that include biological, personal, relational, institutional, cultural, and global dimensions of life. So the focus of positive psychology studies directs individuals to function optimally both in individual contexts, but also in group contexts and positive psychology seeks to use more openly and perspectives and be more appreciative of the individual's potential, motivation, and capacity.

Using Real-Life Story (RELIST) Model's Positive Psychotherapy builds a congenial and positive relationship by asking clients to introduce themselves through telling a real-life story that shows them at their best. The stages / procedures adopted in applying the real-life story model (RELIST) to develop student character consist of 4 stages namely; (1) the stage of engagement (engagement), (2) the stage of development (pleasure), (3) the stage of meaningfulness (meaning), and (4) the stage of integration (integration). The following details the activities

1. Engagement Stage

This stage is a stage to foster positive relationships and build student involvement. Counselor and / Academic Supervisor (PA). Explain how the purpose, objectives and implementation of the real-life story model (RELIST). This stage of involvement is carried out in a group format.

2. Development Stage

This stage is the determination of targets and their application to apply character values individually. The success of this stage depends on the activeness, sincerity and responsibility of students to carry out the targets set.

3. Meaning Stage

This stage is the stage of self-evaluation and coaching towards the implementation of development activities (pleasure). This stage is carried out in a group format, which involves students and Academic Advisor (PA) lecturers. At this stage brainstorming is carried out between counselors, students and Academic Advisors (PA), to assess the achievement / implementation of development activities (pleasure).

4. Integration Stage

This stage is the final stage of implementing the real-life story model (RELIST) to develop student character. At this stage students evaluate all activities that have been carried out in the previous 3 stages. Students are asked to write a life note based on what has been done that contains hope, satisfaction and optimism.

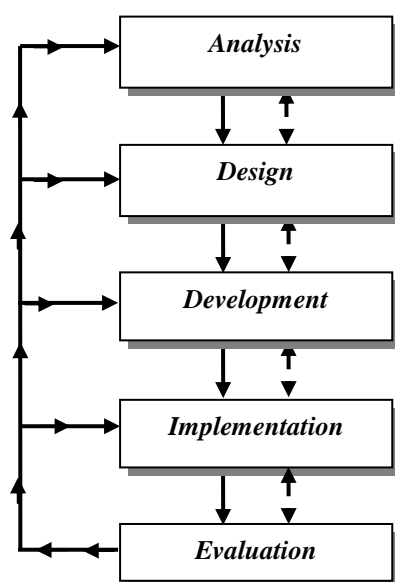
Implementation of stages / procedures for 2 (weeks) in a row, with the same stages and sessions of activities. This repetition is done to see the consistency of students in implementing this real-life story model (RELIST).

Method

Development of Guidance Model to Build Student Character is included in the type of design research (Design Research). This design research, according to Plomp (2013) is an educational design research study with the type of development studies. Furthermore, development studies are known as research and development (Research and Development). Borg and Gall (1989: 624) define Research and Development as an educational research and development process that is used to develop and validate educational products, research and development are the processes used to develop and validate educational products.

The development of the Real-Life Story Model (RELIST) is carried out in 5 stages, namely the analysis phase, the design phase, the development phase, the implementation phase, and the evaluation phase. The aim of developing this model is to produce a valid, practical and effective Real-Life Story (RELIST) Model to build the character of the 2016 Bachelors of Education in State University of Padang (UNP).

Procedure applied in this study follows the steps of development according to the ADDIE model which includes; Analysis, Design, Development, Implementation, and Evaluation. Broadly speaking, the development procedures in this study are presented in the picture of the ADDIE development process according to Grafinger (in Molenda, 2003: 2) as follows:



Picture 1 <Diagram Model ADDIE (Sumber; Molenda, 2003: 2)>

Furthermore, after data showed the number of population, it was determined the number of research samples of formula slovin namely;

$$\begin{aligned}
 S &= \frac{N}{1+N.e^2} \\
 &= \frac{3563}{1+3563.(0.05)^2} \\
 &= \frac{3563}{9,9} \\
 &= \frac{3563}{9,9} \\
 &= 360
 \end{aligned}$$

Results and Discussions

In connection with the development of the model at UNP, the character values to be developed consist of 5 (five) values, namely; having faith and piety, honesty, smart, tough, caring, which has been developed as an intelligent character by Prayitno & Khaidir in 2011. In connection with that, the formulation of the problems in this study are:

How to analyze the need to formulate what aspects of real-life story model's to building character

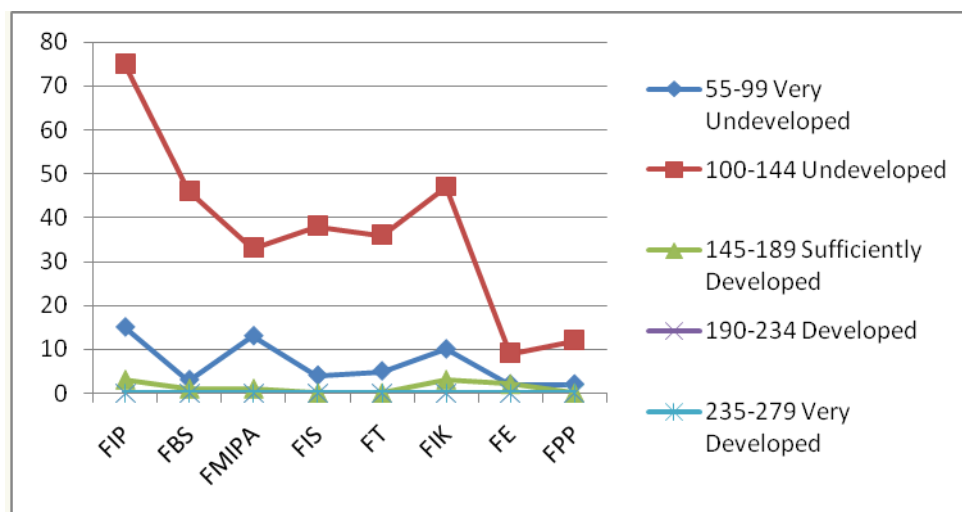
The analysis phase is a process of needs assessment (identifying needs), identifying problems (needs) and doing task analysis. This needs analysis is assessed based on the variable of character values developed at UNP, namely faith and piety, honesty, intelligent, tough and caring (Nurfarhanah, 2017b).

A character entry that contains a number of lists of statements about opinions and experiences related to the application of character values in life (Nurfarhanah, 2017a), the results are obtained as in table 1 below:

Table 1. Character Profiles of 2015 UNP Education Students

Range	Category	FIP	FBS	FMIPA	FIS	FT	FIK	FE	FPP	Percentase (%)
55-99	Very Undeveloped	15	3	13	4	5	10	2	2	15
100-144	Undeveloped	75	46	33	38	36	47	9	12	82
145-189	Sufficiently Developed	3	1	1	0	0	3	2	0	3
190-234	Developed	0	0	0	0	0	0	0	0	0
235-279	Very Developed	0	0	0	0	0	0	0	0	0
Totally		93	50	47	42	41	60	13	14	100

Based on table 1 above, it can be seen that in general the character profiles of students are in the category of undeveloped with a percentage about 82%, the category of very undeveloped about 15%, the category of sufficiently developed by 3%, whereas in the category of Developing (B) and Very Developing (SB) none at all. The research of Denise Quinlan et al (2011) is the basis that in order to build strength of character it is necessary to conduct non-clinical intervention (not healing) and that the ongoing process and its nature of preventing a bad behavior from happening again. So that positive psychology therapy is considered relevant to be developed as a guidance model to build character for students. This Character Profiles of 2015 UNP Education Students are presented ini line diagram as follows:



Picture 2. Character Profiles of 2015 UNP Education Students

How to design a real-life story model's to building character?

This stage is of making a design on paper (blue print) about the guidance model that will be implemented. At this stage, a model framework will be developed. For the activities of designing this model, the things that can be done are to determine the format of the model book and set the model device.

Based on the results of need assessment, the next stage is the design phase of the model. This model was developed from positive psychotherapy. Based on literature studies, the development of the Real-Life Story (RELIST) model can be seen from the following research stages:

RELIST	Ideal PPT	Group PPT
Engagement	Orientation	Using Your Strengths

Pleasure	Engagement	
	Engagement/ Pleasure	Three Good Things/ Blessing
	Pleasure	Obituary/ Biography
	Pleasure/ Engagement	
Meaning	Pleasure/ Engagement	Gratitude Visit
	Pleasure/ Engagement	
	Meaning/ Engagement	
	Pleasure	
Integration	Engagement/ Meaning	Active/Constructive Responding
	Meaning	
	Pleasure	
	Meaning	
Integration	Integration	

Specifically the description of the steps of the RELIST Models research is described below:

Stage I : Engagement

Purpose:

- To orientation about research activities and how to procedure.
- To find out the strength of character and the character of students.

Activity: (Group Format)

- 1) Introduction and explanation of activity procedures
- 2) Filling out the Character Entry List
- 3) Fill out the worksheet
- 4) Provide homework to fill out worksheets

Stage II : Pleasure

Purpose:

- At this stage students set their targets
- This stage also requires activeness, sincerity and responsibility to carry out the target.

Activity: (Individual Format)

1. Fill your target at night
 2. Doing the target that has been done for 1 day.
 3. Fill in the journal activities that have been carried out 1 day on the worksheet
- (This stage is carried out for 3 days) with the same procedure

Stage III : Meaning

Purpose:

- Evaluation of the implementation of activities at the pleasure stage.
- Foster students to be part of the group.

Activity: (Individual Format)

1. Ask a group member to fill in the evaluation worksheet page
2. Conduct brainstorming with Academic Counselors and / Advisors, related to the implementation of activities. Students fill out the results of their reflections on the Reflection Counselor and/Academic Advisor worksheet.

Tahap IV : Integration

Purpose:

- Students are able to evaluate themselves and write their profile.

Activity: (Individual format)

Write a journal on a worksheet related to self hope, self satisfaction, self optimism

At the design stage of this model, the model framework will be developed. The activity at this stage was initiated by making a blueprint for 3 (three) research products, namely the model book, practical guidelines

and student character activity sheets through discussions with the promoter based on a literature review regarding the character.

How to develop a real-life story model's to building character?

There are several products that have been designed at the revised design stage again to produce a final model that will be used in the application of real-life story models to develop student characters, namely model books, practice guides and student character activity sheets (LAKM).

How to implementation a real-life story model's to building character?

The steps in implementing the model can be described as follows 1) Helping students understand the power of self-character with regard to the value of the character of faith and piety, honest, smart, tough and caring by making a more developed assessment in the student character activity sheet. Furthermore, students put forward examples of attitudes and behaviors that are carried out from each character's values, along with also the reasons they practice it, 2) Establish a plan / target to apply the values of the character of faith and piety, honest, intelligent, tough and caring. In part II of the model book, students set and apply individual character values targets. The success of this stage depends on the activeness, sincerity and responsibility of students to carry out the targets set. This stage is carried out consecutively for 5 sessions of activities, 3) Implement plans / targets that have been set in life activities. This stage is the stage of self-evaluation and coaching towards the implementation of development activities (pleasure). This stage is carried out in a group format, which involves students and Academic Advisor (PA) lecturers. At this stage brainstorming is carried out between counselors, students and Academic Advisors (PA), to assess the achievement / implementation of development activities (pleasure), 4) Formulate a life note based on the character activities applied. Students evaluate all activities that have been carried out in the previous 3 stages. Students are asked to write a life note based on what has been done that contains hope, satisfaction and optimism. These life notes are written on the Student Character Activity Sheet section 4

Conclusions

Research and development of real-life story (ReLiSt) model's for developing a student character. That's had done, resulting of some summarize, among them this 1) Had result a Real-Life Story (ReLiSt) model's for developing a student character by using development of ADDIE model's, 2) Real-Life Story (ReLiSt) model's for developing a student character that been result had validity and practicality was very high, and 3) Real-Life Story (ReLiSt) model's that's resulted, had effectivity was very high for developing a student character.

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