



**WORKSHOP FOR IMPROVING POSITIVE THINKING BEHAVIOR OF STUDENTS AT SDN 35 VII KOTO
SUNGAI SARIK**

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ABSTRACT

After making observations, it turned out that at SDN 35 VII Koto Sungai Sarik there were still students who were still negative thinking or prejudiced against the situations they experienced and lived in at school and in everyday life. The problems seen in terms of behavior are first, students often misjudge the assignments given by the teacher, second, the assignments given by the teacher are considered a burden, third, assessing the teacher's favoritism towards students, fourth, school regulations are too strict, fifth, students assess the teacher's lack of discipline. Thus this partnership program is deemed necessary and plays a very important role in providing workshops to students at SDN 35 VII Koto Sungai Sarik to increase positive thinking behavior with the aim that students are able to develop positive thinking behavior towards teachers and apply it to everyday life. The method used to achieve the objectives of this PKM is a workshop on increasing positive thinking behavior. The results obtained by the service participants are able to think positively about what is in their environment. Besides that, it can bring happiness, joy, health, and success in every situation and action at work. By thinking positively, that person will have very controlled emotions, think clearly and create positive energy.

Keywords: Positive Thinking Behavior; Elementary school

INTRODUCTION

Elementary school is a level of education that lasts for 6 years and is a low level formal education level that will determine the character formation of students in the future. It is at this level that the child first gains knowledge and also instills values that will later be useful in his life. Parents and teachers work hand in hand in directing children to be able to become intelligent individuals academically, spiritually, and also emotionally. This formation was carried out in stages and adapted to the portion of the children's comprehension at that time. At this time children will be taught various sciences or subjects that are relevant to their age level and of course that will support the continuation of their education to a higher level. Schools are competing to implement various school programs in order to obtain good school performance. To get good school performance, good school management is needed. Good school management requires a specific standard so that equity occurs in each school/madrasah. Education Management Standards are regulated in the Minister of National Education Regulation No. 19 of 2007. The Ministerial Regulation contains matters that must be considered in education management including Program Planning, Implementation of Work Plans, Supervision and Evaluation, School/madrasah Leadership, Management Information Systems, and Special Assessment (Rinawati, 2010: 1). Because of the importance of elementary schools in preparing children's character in the future, the implementation of elementary schools cannot be carried out haphazardly, only with an emphasis on quantity, ignoring quality. On the other hand, the formation of quality human

resources is determined by the quality of education. For this reason, the implementation of education, especially at the elementary school level, must pay attention to quality.

Behavior is an action or activity of the human being itself which has a very broad range of meanings, including: walking, talking, crying, laughing, working, studying, writing, reading, and so on. From this description it can be concluded that human behavior is all activities or human activities, whether directly observed, or those that cannot be observed by outsiders (Notoatmodjo, 2003). Meanwhile, in the general sense, behavior is all actions or actions carried out by living things. Understanding behavior can be limited as a state of mind to think, think, behave, and so on which is a reflection of various aspects, both physical and non-physical.

Positive thinking is an attitude by including thoughts, words and images that build for development in thinking (Arifin, 2011). Then positive thinking is also interpreted as a tendency in one's thinking to focus on the positive aspects of one's own condition, other people and the problems they face. According to Asmani (2009) positive thinking is something that can ignite the mind, namely a mindset that changes to a better standard of living. Positive thoughts can lead a person to leave negative things that can weaken the spirit of soul transformation for the better. According to Elfiky (2009), positive thinking is a source of strength as well as freedom. It is said to be free because positive thoughts become stronger, more experienced, and confident, and positive thoughts free a person from the pain and limitations of negative thoughts and their consequences. Another definition of positive thinking is one's thinking ability to evaluate experiences in life, and as valuable material in life and also experience and to regard all of it as a process in life that must be accepted. In the sense that individuals who think positively will get positive things (Peale, 2006).

The aspects of positive thinking according to Albercht (1994) are as follows: 1. Positive expectations With positive expectations, a person feels more optimistic to be able to solve the problem at hand, so that the individual does more to solve the problem and stays away from fear will fail. 2. Self-affirmation In this aspect of self-affirmation, a person will be able to accept his situation and see that everyone is as valuable as anyone else, so that he can optimize his strengths instead of focusing on his weaknesses. 16 3. Statements that don't judge Statements that don't judge will make a person think objectively and rationally, someone will describe the state of not being fanatical in the face of unpleasant circumstances. 4. Adjustment to reality This will make a person to admit reality and immediately adjust, adjust to distance themselves from regret, frustration and self-blame.

The problems that occur with students are first, students often misjudge the assignments given by the teacher, second, the assignments given by the teacher are considered a burden, third, assessing the teacher's favoritism towards students, fourth, school regulations are too strict, fifth, students judge the teacher lack of discipline. Based on the problems above, of course it becomes an obstacle in developing positive thinking behavior so it is necessary to provide workshops on positive thinking behavior.

The solution offered to the problems that occur at SDN 35 koto VII Koto Sungai Sarik is to provide positive thinking by students which can lead to wrong interpretations which can harm themselves and others. The solution given is that with this workshop activity it is able to instill positive thinking behavior, be kind to yourself, be kind to friends, be kind to teachers at school from an early age. When the positive thinking behavior of thinkink is instilled from an early age, it will have a huge effect or influence on one's life because

positive thinking will give birth to a positive soul and outlook towards others and if negative thinking develops then bad thoughts will appear to others.

METHODS

Based on the solutions made earlier, the PKM Implementation Workshop on Positive Thinking Behavior Improvement for Students at SDN 35 VII Koto Sungai Sarik was carried out through 4 stages, namely; (1) Submission of Materials; At this stage the presenter will convey or explain related to the material thinking positive thinking behavior using the media and students are given the opportunity to listen to the material presented by the presenter (2). Question and answer discussion; At this stage students are given the opportunity to ask questions related to the material presented by the speaker. Students are also given the opportunity to convey the obstacles or problems they experience in being positive thinking in everyday life, especially to themselves and teachers at school. (3) Demonstrations; At this stage students are asked to practice or demonstrate related to examples of positive thinking behavior so that students really master and are able to make themselves have positive thoughts about themselves and others. (4) Submission of material conclusions by students; At this stage students are asked to conclude the material presented by the speaker so that it is truly understood and can be applied in everyday life.

Table 1. Achievements and Methods

Achievements	Methods and Activities	Achievement Indicator
Making students able to think positively	<ol style="list-style-type: none"> 1. Planting or increasing positive thinking behavior in everyday life 2. Prepare references that can help increase positive thinking behavior 	Students have the desire to increase positive thinking behavior
Demonstrate how to create an agenda for instilling positive thinking behavior	<ol style="list-style-type: none"> 1. Explain and show how to achieve the goal of positive thinking behavior 2. Compile material that serves as a guide in developing positive thinking behavior 	Students are active in recognizing and exploring good potential in themselves
Simulation of positive thinking behavior	<ol style="list-style-type: none"> 1. Make a simple agenda to achieve positive thinking behavior 2. Become a person who is able to think positive thinking 	Able to carry out the agenda that has been made so that they can apply positive thinking

Table 1 regarding the achievements and methods of achieving this PKM refers to the fundamental problems of Partner problems. In an effort to achieve this, the PKM team is supported by human resources and experience in empowerment and research related to this field. The following is the PKM team that will contribute directly.

Table 2. Team Expertise and Contribution to PKM

No	Name	Experience	Contribution to PKM
1	Suryadi, M.Pd	Masters in Guidance and Counseling Education Focuses on Guidance and Counseling Services in Pre-School (SD, Kindergarten and PAUD) And student development	The contribution of the chief executive of PKM activities and the organizer of the workshop to increase positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik
2	Mori Dianto, M.Pd	The Guidance and Counseling Masters program focuses on Guidance and Counseling Management and Non-BK Psychological Assessments. Facilitating Cross-Cultural Counseling. Teaching Guidance and Counseling Management courses, Student Development.	Contribution as a co-executor of the Workshop on improving positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik
3	Joni Adison, M.Pd	Master of Guidance and Counseling Education Focuses on Educational Philosophy, Mental Health, Diagnosis of Learning Difficulties, Educational Psychology and Student Development.	Contribution as a co-executor of the Workshop on improving positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik
4	Dede Alfian	Have Passed the Course 1. Child Development Psychology 2. Traumatic Counseling 3. Bk Services in Pre-schools (SD, Kindergarten and PAUD	Contribution as a lecturer assistant to carry out workshops to increase positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik
5	Fenni Anjeli	Have Passed the Course 1. Child Development Psychology 2. Traumatic Counseling 3. Bk Services in Pre-schools (SD, Kindergarten and PAUD	Contribution as a lecturer assistant to carry out workshops to increase positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik

Based on table 2 above, it can be concluded that the PKM team will become a facilitator in implementing the program as well as the party responsible for implementing the

PKM workshop program to increase positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik. Departing from these problems, a partner action plan was prepared together to achieve and overcome these problems. This method will be applied in all stages of activities to achieve the objectives of this PKM.

RESULTS AND DISCUSSION

Based on the results of the evaluation of the activities carried out, it can be said that the PKM activities were successful and ran smoothly. The success of PKM is based on indicators of the level of enthusiasm of students in participating in workshop activities to increase positive thinking behavior in students at SDN 35 VII Koto Sungai Sarik from the beginning to the end of the activity. The following activities are carried out by the PKM team:

Table 3. Methods and Achievements and Achievement Indicators

No	Methods and Achievements	Achievement Indicator
1	Provide explanations to students using the lecture method through telling stories in simple language easily understood by students.	Students have accepted and are grateful for the conditions they are experiencing, students have understood and accepted the situation, but not yet fully, because students are still adjusting to the situation.
2	Providing workshops on improving positive thinking behavior for students at SDN 35 VII Koto Sungai Sarik. It is carried out through 4 stages, namely; (1) Submission of Material, (2) Question and answer discussion, (3) Demonstration, (4) Submission of material conclusions by students	Reducing the level of anxiety experienced by students with indicators that students feel happy, happy in participating in activities carried out with Workshops on increasing positive thinking behavior. Based on the implementation of the Workshop activities to increase positive thinking behavior, students feel happy and happy, and enthusiastic in participating in activities.

Based on these results, TIM believes that the PKM implemented is a breakthrough that can be carried out at the next PKM stage. An important part of this step is where service participants are able to think positively about what is in their environment. Besides that, it can bring happiness, joy, health, and success in every situation and action at work. By thinking positively, that person will have very controlled emotions, think clearly and create positive energy. So as to create comfort in work. In addition, it will also produce optimal performance.

Good school management Rinawati (2010: 1). explained "that is an important thing in elementary schools to prepare children's character in the future, then the implementation of elementary schools cannot be done haphazardly only by prioritizing quantity by ignoring quality. On the other hand, the formation of quality human resources is determined by the quality of education. For this reason, the implementation of education, especially at the elementary school level, must pay attention to quality.



CONCLUSION

The target of partner change which is the most important part to hope for in this PKM is that service participants are able to think positively about what is in their environment. Besides that, it can bring happiness, joy, health, and success in every situation and action at work. By thinking positively, that person will have very controlled emotions, think clearly and create positive energy. So as to create comfort in work. In addition, it will also produce optimal performance.

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