

Application of the quantum learning model in increasing adolescent happiness

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Abstract

Period teenager is period which urgent within range life, because is period something period transition, a time of change, a troubled age, a moment where individual look for identity, age which raises Fright, period which no realistic, and as threshold adulthood. Based on the stages of its development, adolescence is called a transitional period because it is experiencing physiological development, emotional development and social development which will cause fear, anxiety and even self-doubt. Happiness depends on how young people keep themselves in a condition to make the best use of our energy. Teenagers should feel happy at school and learning with teachers in class. Teacher BK / Counselor is wrong one educator which role in help students overcome obstacles or problems and develop potency which owned student in school including student happiness. One learning model that can increase student happiness in class is the quantum learning model. the Quantum learning model seeks to maximize all the elements contained in learning including all the potential and abilities that exist in students. This is intended to make the learning carried out by the teacher maximal and students also absorb the material presented maximally. The current research is descriptive qualitative with a literature study that seeks to provide an overview of the application of the Quantum learning model to increase adolescent happiness. This paper presents the problem of adolescent happiness at school, steps to apply the Quantum learning model and increase adolescent happiness at school. This research uses literature study / literature study, by reviewing several research results, articles, books and case studies that occur in the field.

Keywords: Adolescent happiness, quantum learning model

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Introduction

Adolescence is a transitional period of development from childhood to adulthood, which begins around the age of 10-12 years and ends at the age of 18-21 years (King, 2016: 394; Elida, 2006). Psychologically (Hurlock, 2018: 206; Maria, 2020; Demir, 2021), adolescence is an age when individuals integrate into adult society, an age when children do not feel that they are below the level of older people, but are at the same level.

One of these needs is a psychological need specifically need teenager will happiness. Happiness is a state of feeling marked by adequacy to the point of feeling a grateful individual, feeling the enjoyment of life, or intense joy (Elida, 2006; Jeong-Kyu, 2020). Please (2010:134); Methéos (2017); Kayÿkcÿ & Peker, (2022) state that a quality life is a happy life. Teenagers need a life that happy and far from various problem. Teenager which no get happiness will tend for do Act in demand which deviate and harm himself and others.

Hurlock (2018:239) stated at every age level, especially at youth exists three characteristic happiness (happiness), namely acceptance people other, love Dear and get achievement. With acceptance by other people, teenagers will feel that they mean something to them people other. Then love Dear is results

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from reception by people other (Yildiz & Eldeleklioglu, 2021; Wei, 2016; Safaria & Suyono, 2020). While achievement relates to the goal to achieve something. In achieving the intended purpose needed various effort which need done by teenager so that can get achievements (Rusdiana, 2017; Yusuf, 2018; Faizah, 2022). Then Seligman (2018) states that happiness refers on positive feelings which are divided into three categories according to time, namely: positive emotions towards satisfaction with the past, positive emotions towards optimism for the future, and positive emotions to happiness on period now. From third aspect or category in on will be able to is known level happiness somebody.

The situation in the field of many unhappy teenagers can have a negative impact that can disrupt life. Unhappy teens have an inner sadness that can negatively impact those around them, in addition to making it difficult for them to focus, concentrate, and be alone. According to Chaplin (2006), the most important effect of dissatisfaction is the development of depression, stress, anxiety, and behavioral disorders. In fact, many young people continue to experience these negative impacts because they are under pressure and social demands that make them vulnerable to problems, especially when the younger generation does not find a way to deal with these pressures and social demands. It can be seen that happiness is an essential condition for achievement, because it can have many appropriate effects on life.

However, in fact the results of Satya's research (2021) revealed that the happiness of Sumobito 1 Public Middle School students showed that 58% of students had happiness in the moderate category. Furthermore, Subari's research (2017) found that 25% had very low happiness . Research by Işık & Atalay (2019) found that 48% still have low happiness . Qualitative research conducted by Chernik, Afonkina & Kuzmicheva (2021) states that the happiness of Russian youth at school is determined by teachers who master the art of happiness pedagogy.

The reality on the ground is that researchers made observations at the MTsS Muhammadiyah Kurai Taji school. It was found that there were still many students who were not confident in learning, had low learning motivation, low learning outcomes, could not control their emotions, disturbed friends while studying, scribbled on tables and benches, often daydreamed and unplugged them to attract the attention of teachers and friends.

counselor is wrong one educator which role in help students overcome obstacles or problems and develop potency which owned student in school. The learning model chosen by the counselor will affect student acceptance in learning. Moreover, his psychological state is not good, especially his low happiness (Mahanangingtyas, 2016; Yanto, 2018). Therefore the counselor chooses the quantum learning model which means a learning strategy and tips that combine elements of art, self-potential factors and the learning environment so that the student learning process becomes more lively, fun and useful. Quantum learning is a method that promotes a comfortable, pleasant atmosphere during the learning process (De porter & Hernacki, 2015; Wena, 2018). Strengthened by the opinion of Zaroha, Firman & Desyandri (2019), the unique thing about the quantum learning model in terms of the interaction of students and teachers who use energy in learning, for example using music, puzzles that make students happy, cheerful and full of creativity.

Often ignored by teachers, the purpose of implementing learning is to achieve curriculum goals and objectives. One of the teacher's efforts to create an active, effective and enjoyable classroom atmosphere for learning is the use of the quantum learning method. This can help teachers provide comfortable services to students and provide opportunities for students to be active in class by interacting with teachers or other friends. The main task of the teacher is to guide the teaching and learning process in such a way that there is active communication between the teacher and students and between students (Huda, 2013; Suprihatiningrum, 2016). Such communication naturally optimizes the achievement of the set goals (Enjang, 2021). The strength of the teacher when managing teaching and learning steps is needed so that student participation in class is maximized so that it has an impact on student happiness in learning.

Method

This research is a qualitative descriptive study using literature studies. The purpose of this study is to reveal an overview of the use of the quantum learning model to increase adolescent happiness using material collection techniques by conducting field research on the results of research, articles, books and case studies that occur in the field.

Results and Discussion

The results of the discussion of the literature review with a discussion of the application of the quantum learning model to increase adolescent happiness. The following is an overview that will be described by the researcher.

Problems of Youth *Happiness* at School

Carnegie (2022) happiness is when a person loves himself, builds positive self-confidence, dares to take risks, builds positive self-esteem, has outside recognition, for example friends and teachers at school and is able to solve every problem an individual has. In line with the opinion of Chung & Park (2017) people who are happy will show the following behaviors, be confident in speaking in public, be grateful for what they have, be able to manage relationships well and live a harmonious life.

According to Seligman (2018), happiness is part of well-being, life satisfaction or the same in the absence of psychological pressure. Equipped with Tamir, Schwartz, Oishi, and Kim (2017) happiness is something that overlaps or complements each other, eg feel positive feelings when someone can fulfill a need basis in his life, it describes a positive effect.

The aspects put forward by Seligman (2018) are as follows, (1) positive emotions, (2) involvement. (3) positive relations, (4) finding meaning and (5) optimism. Our first priority should be to build good relationships with ourselves, although our interactions and relationships with other people are very important for us to have a fulfilling and happy life. The results of the analysis are consistent with the views of several research results, articles and books. The form of happiness experienced by teenagers is when they have a perfect family, a family that loves them, lives with their family, has good parents, and is in a family that lives in peace and harmony around them.

This is in accordance with Nai-Cheng, Kawaguchi and Yu-Fen (2021) that happiness grows from someone's support, be it family, friends, or the environment. The form of happiness of young people who grow up in a harmonious family environment is also in line with Mustofa's theory (2008), where happiness arises from a positive acceptance of one's environment. In addition, the form of happiness experienced by adolescents is the achievement of things that include achievements, the realization of circumstances and opportunities to be themselves according to the theory explained by Mustofa (2008) that happiness comes from wealth, achievements in certain fields, being yourself. The reason why teenagers feel happy about something is because they are together and get support from family and friends, because Jalali and Heidari (2016) show that happiness grows from someone's support, be it family, friends or the environment. Likewise, the form of happiness experienced by adolescents is not happiness that comes from themselves, but the role of other people who also feel the happiness they experience, namely the role of family and loved ones. The role of other people in adolescent happiness can be in the form of attachment and togetherness with parents and friends, for example having friends through joy and sorrow, supporting others.

Every teenager must have a successful life by achieving happiness. Especially happiness in learning, because by learning teenagers are able to realize their desires as long as they study seriously and have the happiness of being a student. Fully happy does not mean that the teenager has no problems, happiness means being able to handle or overcome the problems that stop in the life of the teenager.

The researcher's statement is supported by the results of Rusdiana's research (2017) showing that 11% (4 people) of adolescents already have the concept of positive (high) authentic happiness according to Myers' happiness indicator. 30% (11 people) of adolescents have a medium level concept of authentic happiness, while 59% of adolescents have a negative concept of authentic happiness. With this percentage, adolescents are still very vulnerable to the threat of problems, both personal, interpersonal and social. Therefore, counseling teachers are needed to increase the happiness of teenagers at school by applying the quantum learning model. Here's an explanation.

Steps to Implement the Learning Model to Increase Teenagers' Happiness at School

In quantum learning in the guidance process that must be relied on and needs to be considered is the principle "Bring the world of students to our world, and deliver our world to the world of students". This should be the main guideline in providing guidance services. The basic reasons behind the strategies, techniques, models, supporting media in the guidance process. Everything is done within the quantum learning framework of the tutoring service. Every interaction that is built with students, every service program design, is built on the principle of "bring the world of students into our world, and bringing our world into the world of students".

The application of the quantum learning model has succeeded in increasing adolescent happiness, in accordance with the discussion of adolescent happiness and the quantum learning model. According to De Porter & Hernacki (2015), who likens this quantum model to a symphony, which has many elements that factor into the musical experience it gets. These elements can be divided into two categories, namely context and content. If this is applied when learning, students will feel happy in receiving lessons/services.

The learning objectives of quantum learning are (: a) increasing student participation through changing circumstances, students are able to increase participation to be even better by changing bad conditions to be right b) increasing motivation and interest in learning, students are able to increase their motivation in learning to achieve their goals in learning and interest in learning also greatly improved c) increased memory and increased a sense of togetherness, students were able to improve memory even more sharply in learning and a sense of togetherness, mutual respect, respect for fellow students increased d) increased listening power and increased smoothness of behavior, students are able to listen well in their learning and improve their behavior properly and correctly.

The learning steps with this concept need to be presented using the group work assignment method in class. An example of the steps is as follows (De Porter & Hernacki, 2015): 1) The teacher appreciates with questions on the material learning models; 2) Use questions about the dimensions or scope of the material from the learning models; 3) While asking questions the teacher tries to transfer student answers in the form of concept maps; 4) Fix unstructured concept maps; 5) After drawing the map, the teacher asks students to make concept maps in groups based on the existing sub-materials; 6) The teacher divides the students into several groups and then the students work in groups to make a concept map. For this, a time limit is given, for example 10-15 minutes. If students are used to making concept maps, students can be assigned individually or in small groups per two people; 7) While the students are compiling the concept map the itinerant teacher provides an explanation if a group asks; 8) The teacher asks students to make a matrix of grouping concepts and their attributes.

Conclusion

From this discussion it can be concluded that the factor that influences the happiness of teenagers at school is the way the teacher teaches, it depends on how a teacher can apply a suitable learning model to increase student happiness at school. If students feel unhappy studying at school, what students do will disturb their friends, skip school, low learning motivation and many other deviations they will make. Conversely, if the student is happy participating in learning at school then his motivation to learn will increase and will increase self-confidence. The quantum learning model is suitable for increasing

student happiness at school because using music, painting, dance will make students relax in receiving lessons. Based on this, teachers are required to master learning models, one of which is the quantum learning model to increase adolescent happiness.

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