

PSYCHOEDUCATION WITH KH AHMAD DAHLAN'S TEACHINGS TO INCREASE STUDENTS' PEACEFULNESS

Nurul Hanifah Puteri¹⁾, Wahyu Nanda Eka Saputra²⁾
Universitas Ahmad Dahlan
nurul2000001063@webmail.uad.ac.id¹⁾, wahyu.saputra@bk.uad.ac.id²⁾

Abstract

Peace is one of the things that is desired in everyone's life, but many problems of peace that occur due to increased aggressiveness behavior among students still occur frequently. The differences that occur in students are also due to the amount of diversity that causes conflict and triggers violence. One alternative service that can be used by counselors to help students increase peace within themselves with local wisdom is psychoeducation with the teachings of KH Ahmad Dahlan. He is a role model in creating a sense of peace within himself so that there are values that can be a reference in life. In the value of KH Ahmad Dahlan's teachings contains five values that can be pursued in order to increase peace, the teaching values are as follows: 1) freedom, 2) critical, 3) humble, 4) tolerance, and 5) compassion. The purpose of this research is to be able to help students in achieving self-peace so that they have peace and comfort both in their minds and hearts. This study also uses a literature review sourced from several articles, journals, and books that are relevant to the discussion of this research and can be the basis and reference for future researchers in testing its effectiveness and continuing this research.

Keywords: *Psychoeducation, KH Ahmad Dahlan, Peace*

1. Introduction

In accordance with the concept of peace education, students at school are able to compete with other students without contradictory or healthy competition. Peace education is believed to be a process in which teachers as educators facilitate and teach individuals to be able to change attitudes and behaviors that lead to conflict so that individuals have values, knowledge, skills and peaceful behavior with life or other people (Saputra, 2016). Formal, informal, and non-formal educational environments provide a variety of knowledge, develop feelings, emotions, motivation, will, skills, and values in internalizing personality. The above is reinforced by the statement that success in schools in achieving student academic achievement is to create a conducive atmosphere at school. (Milam et al., 2010).

However, the facts in the field show that the implementation of peace education has not gone well. There are several results of research conducted at the SMK level in Yogyakarta with 160 students, it was found that 5% of students had a very high level of aggression behavior, 26% of students had a high level of aggression behavior. (Saputra & Handaka, 2018). It was found in another study that there were 12 who had aggressiveness in the very high category and 121 students who had aggressiveness in the high category. (Alhadi et al., 2018).. The results of another study regarding differences in aggressive behavior in female students and male students stated that the aggressive behavior of male students had a large medium category of 38% and the aggressive behavior of women was 36%. (Aulya et al., 2016).. From the existing data, it shows that there is a problem of peace in students where students at school still have an aggressive attitude that does not show peace because aggressiveness is a form of self-peace in students.

Peace is a character that has important values in the lives of adolescents. The character in millennial adolescents to be able to enforce rules, overcome bullying, facilitate dispute resolution, engage in consultation, reject bias and marginalization is a form of peace. (Saputra et al., 2020). The existence of peace problems from students has an impact on the emergence of deviant behaviors, with examples of feelings of insecurity, psychological comfort, physical aggression, and verbal aggression in learning activities at school. The problem of peacefulness in students does not happen by itself, but there are several factors that cause this to happen. In one of the studies in the city of Yogyakarta, there is a phenomenon of aggressiveness that is often carried out by teenagers, namely *klitih*, which forms of behavior such as injuring someone as a victim using a sharp weapon by choosing a victim. (Fauziah et al., 2022)..

These problems of peacefulness in students require solutions so as not to get a more severe impact. One of them is the provision of psychoeducation. Psychoeducation is an intervention that can be carried out by every human being that focuses on educating its participants about challenges in life, helping to develop sources of support, having social support in facing challenges, and developing coping skills to face challenges in themselves. (Setiani & Haryanto, 2019). In research conducted by (Natasubagyo & Kusrohmaniah, 2019) has the result that psychoeducation is very influential in depression

literacy whose increase is higher in the group that gets psychoeducation compared to those who do not get psychoeducation in their group. In this study, psychoeducation can be used to increase peace in students.

KH Ahmad Dahlan's values related to peace which can help students to have peace within themselves. In KH Ahmad Dahlan's book, several values that need to be achieved in peace are humble, sincere, tolerance, critical and compassion. (Saputra et al., 2021). Psychoeducation with the values of KH Ahmad Dahlan's teachings given to students will help students to increase peace within themselves so that students can have peace both in their minds and hearts in choosing the basic values of attitudes when making a decision in life and the presence of peace can reduce aggressiveness behavior in students.

2. Methods

The method in writing this work uses a qualitative descriptive method with a type of research in the form of a literature review. Literature review is a review of several theoretical ideas in the form of knowledge derived from other research that is relevant to the scope of the research, collecting information or scientific papers that have a relationship with the literature review. This scientific article is identified from studying journals that discuss psychoeducation and peace by reading, understanding, and analyzing, then re-described in the form of understanding so that it makes it easier for readers to understand the writing. In searching for literature sources using journals, namely national and international journals. With that, based on the explanation above, it can be concluded that this research is a literature review that will become a reference regarding psychoeducation with the teachings of KH Ahamad Dahlan as local wisdom that can be used for guidance and counseling services in increasing student peace

3. Results and Discussions

Based on the literature review searched from scientific journals, there are 5 articles that are closely related to the topic of this research. The five articles are described in the table below, namely:

PROSIDING

Seminar Antarbangsa

“Penguatan Karakter Menuju Konselor Multibudaya Dijiwai Nilai-Nilai Religius”

Selasa, 18 Juli 2023

NO	Research Title	Author	Research Results	Year
1.	The Effect of Psychoeducation on the Level of Knowledge about the Stigma of Mental Disorders	Ahmad Guntur Alfianto, Frengki Apriyanto, Maltri Diana	The results of the analysis after being divided into family psychoeducation groups there was an effect and the control group had no effect in the study found the value of the difference in the level of knowledge of mental illness stigma. Which results in this study found the effect of psychoeducation on the community about the sigma of mental disorders.	2019
2.	Effectiveness of Psychoeducation on Social Adaptability in Bari Students	Tiara Prima Setiani and Handrix Chris Haryanto	The results showed that there were differences in social adaptation abilities in new psychology study program students before and after participating in two psychoeducation sessions and respondents participated in psychoeducation by writing self-reports and when participating in interview sessions respondents felt an increase in the level of awareness which was quite significant.	2019
3.	Psychoeducation on the Impact of Body Shaming on Adolescents	Sumi Lestari	The results of his research stated that the pre-test results on adolescents were 550 and the post-test score was 970. Then obtained pre-test results of 390 and post-test of 665 in parents. Based on these data, it shows that counseling activities in the form of psychoeducation related to body shaming in adolescents and parents are effective in increasing parents' knowledge and understanding of body shaming.	2021

4.	The Effectiveness of Psychoeducation on Empathy Skills in Increasing Religious Tolerance among Students of One Private University in Jakarta	Hania Maria Sofwana, Fitri Rosiana, Handrix Chris Haryanto	The result of this study is that there is a difference in posttest scores between the experimental group and the control group, where there is a group that gets psychoeducation on empathy skills showing an increase in religious tolerance compared to groups that do not get psychoeducation, so from this it can be concluded that psychoeducation is effective in increasing tolerance in students.	2020
5.	Psychoeducation on Sex Education for Teachers and	I Dewa Ayu Maythalia Joni and Endang R. Surjaningrum	The results of the study showed a significant value on the score of sexual violence, therefore it can be concluded that there is a	2020

The explanation of the literature review sourced from scientific journals that are closely related to the above topic can be concluded that there are changes felt by respondents when given psychoeducation and in the results of the above research it is proven that psychoeducation can provide changes in increasing awareness and attitudes in students. With that, the provision of psychoeducation to students is expected to increase student peace.

Peace is a process of development and the state of a process to be able to achieve a sense of peace, in life peace is something that must be maintained so that it is always in a dynamic optimal condition. (Saputra, 2016). Peace refers to the development of mindset, behavior, orientation to try to improve the situation and resolve conflicts in human life in order to achieve a state of peace within themselves. (Fauziah et al., 2022).. Peace is an important factor that must be possessed because without peace within the individual it will be difficult to live life better. This is also reinforced by the formation of the goal of the concept of peace, namely for peace is a way to be able to stay away from situations of direct violence or aggression behavior that arises (Navarro-Castro & N. Nastro, 2022). (Navarro-Castro & Nario-Galace, 2010)

The development of peace education in schools helps learners to achieve a sense of peace within themselves. Peace education is a process in which individuals are able to change attitudes and behaviors towards violent conflict, acquire values for life, knowledge and develop skills within themselves so that they have the behavior to live in

harmony with others. (Buchori, 2022). The existence of peace education is very likely and has the potential to be implemented in primary level education by integrating it into the curriculum that applies in schools. (Saputra, 2016). This peace will realize peace of mind and heart so that individuals can increase peace within themselves to achieve self-actualization well in all their environments, both family, school, and others.

Peace can be divided into two, namely positive peace and negative peace. Positive peace is the fulfillment of a sense of security from all forms of discrimination both in race, ethnicity, and religion by social structures, while negative peace is the absence of direct forms of violence such as disputes or conflicts. (Taufiq, 2016). Peace has various levels of relationships that start from self-peace to extend to a larger circle of social and environmental peace, there are aspects of peace found in individuals, namely self-harmony, social harmony, and environmental harmony. Peace has its own character, the existence of a peace-loving character in individual behavior will create a sense of security and calm, which through a peace-loving personality can lead individuals to avoid various aggressive attitudes. (Halim & Mislinawati, 2019). Based on the explanation above, it is concluded that the existence of peace will create a safe and calm condition of the individual so that it will create a quality of harmonious social relationship conditions and avoid fighting.

Peace in individuals is very important, especially in students, so it is necessary to develop a sense of peace through certain programs such as the implementation of psychoeducation. Psychoeducation is the development and provision of information in the form of education in the community regarding psychology or certain information that can be used to influence the psychosocial well-being of the community. (Sofwana et al., 2020). Psychoeducation is used as a means of increasing knowledge with targeted activities where psychoeducation is a new movement, but it is important to be applied in a psychological counseling environment. The application of psychoeducation certainly has a clear purpose, and many studies have been successful after applying or implementing psychoeducation.

In a study by the Austrian Institute of Professional Counsellors (2014) stated that psychoeducation has four general objectives, namely: 1) informantuin transfer, which is by providing information related to symptoms, causes, and healing concepts regarding

certain psychological issues to the community or clients. 2) Emotional discharge, which provides assistance to individuals who experience psychological problems and do not know how to deal with these problems. 3) Support of a medication or other treatment, namely providing educational facilities to clients in order to help clients to get out of psychological problems. 4) Assistance toward self-help, namely the provision of education provided is expected to be useful and help clients in dealing with problems. Based on the explanation above, it states that psychoeducation has the aim of helping individuals develop themselves and have social support in facing challenges and it is hoped that individuals can develop coping in facing challenges until they achieve peace within themselves. (Moningka & Soewastika, 2022).. Psychoeducation has a set of group goals or topics of focus with individual members choosing one or more goals that work best for them.

Psychoeducation can be filled with local wisdom that raises the value of peace, namely the teachings of KH Ahmad Dahlan. Muhammad Darwis or usually known as KH Ahmad Dahlan, is one of the national figures who teaches peace by channeling it in every pattern of his preaching. He is an Indonesian national hero who raises awareness for the Indonesian people through reform and Islamic education, emphasizing the content of humanism, namely the educational process based on the understanding that humans are living beings who have the potential to change for the better. (Amirudin, 2018). The peace taught by KH Ahmad Dahlan contains values, namely (a) achieving life goals freely and responsibly, (b) being humble, (c) seeking the truth, and not following habits that are considered correct, (d) demanding knowledge. facts with tolerance, and (e) sacrificing for the people (compassion) (Saputra et al., 2021).

The values taught by KH Ahmad Dahlan are often used by him in his daily life or in his da'wah. The value of peace according to KH Ahmad Dahlan (Saputra et al., 2021) First, achieving life goals freely and responsibly means that each individual has the freedom to fulfill life's needs, but each individual must be responsible and not interfere with the rights of others. Second, humble, which according to KH Ahmad Dahlan, many individuals have an arrogant and arrogant nature with that arising their thoughts will always be good and right which is aggressive behavior, therefore individuals are asked to develop a humble attitude so as not to cause disputes between individuals or groups.

PROSIDING

Seminar Antarbangsa

“Penguatan Karakter Menuju Konselor Multibudaya Dijiwai Nilai-Nilai Religius”

Selasa, 18 Juli 2023

Third, seeking truth and not following habits that are considered correct, in the life of individuals must have principles so that there is stability within themselves which states that the truth sought is truly in accordance with the prevailing norms without any action not to follow habits that are considered correct seeking truth and not following habits that are considered correct, in this value he emphasized not to become followers without a clear basis.

The next value is tolerance, tolerance is one of the components that support the emergence of calmness in individuals which is useful in regulating themselves when there are differences in their environment, even KH Ahmad Dahlan teaches to live openly and tolerate in every pattern of da'wah in order to avoid various existing conflicts. And the last is love or compassion, where everyone is based on love or compassion which underlies all human activities when interacting with others, with this value making individuals have a sense of empathy and can create peace in individual lives.

The implementation of psychoeducation with the teachings of KH Ahmad Dahlan has the advantage that it is considered very effective given to students because it is able to increase the knowledge and understanding possessed by students so that they can remind each other both inside and outside their environment. (Lestari, 2020). From KH Ahmad Dahlan's view, it is conveyed that each individual can think independently to move forward from a problematic situation to a situation that can develop optimally. (Hatmanto, 2018).

The use of psychoeducation according to DeLucia-Waack, J.L stated that there are nine stages of the stages of psychoeducation implementation divided into four psychoeducation sessions, namely opening, working, processing, and closing. (DeLucia-Waack, 2006) as follows: 1) The initial session is critical in building trust and rapport between group members and creating a safe atmosphere that encourages students to examine and try new behaviors. Group members learn about each other and themselves in relation to the group's goals, and begin to develop individual action plans. In the process the group leader emphasizes caring and executive function leadership behaviors to provide structure and support with some attribution of meaning to help members to understand how the process and actions they will perform. In the initial session must uphold tolerance and freedom without interfering with the rights of others where our

fellow individuals must respect each other and create a safe and comfortable atmosphere in life, this initial session has four stages, namely opening, working, processing, and closing.

Then 2) working sessions in this session will be carried out discussions with skill development based on the work of this session focused on skill development discussions based on group goals by teaching and practicing specific skills namely assertiveness, expression of feelings, and communication In this session began to apply the skills that have been taught and the counselor provides handling for individuals 3) processing sessions, which are used in helping members reflect on their reactions to themselves (learning, practice, skills) in this stage is the most important stage in psychoeducation, in this stage will be found teaching and applying specific skills in order to achieve the goals of psychoeducational groups. 4) Finally, the closing session, in this session the group must be able to identify goals to work on between group sessions and help other members to get together to get out of a particular problem and the group will be given a general assignment to be the closing part of psychoeducation.

Based on the explanation of the stages above in using KH Ahmad Dahlan's value-laden psychoeducation which starts from the initial stage to the closing stage, students can be directly given KH Ahmad Dahlan's peace values which will realize students choose values that match their choices, and can guide these values, boast the values they have used and can implement in a behavior that occurs in the social environment to be carried out consistently in everyday life in order to increase peace in themselves. With the existence of KH Ahmad Dahlan's peace values in each session, it is hoped that the peaceful condition in individuals can continue to increase and can be maintained by individuals.

4. Conclusions

The emergence of the problem of disharmony, namely the existence of aggressiveness behavior among students, requires handling so that unwanted things do not happen, therefore various parties at school are looking for handling with the help of counselors. The role of counselors is very important because as educators, counselors must also be able to create student peace in the school environment. The emergence of a

sense of peace within is the most important aspect that must be achieved and improved by each individual. This student peace can be realized when students have supportive conditions and assistance to create a sense of peace in students. Implementation in realizing peace in students through psychoeducation which in its stages there are five aspects or values of peace taught by KH Ahmad Dahlan in dealing with problems through the process of providing psychoeducation. It is hoped that the application of KH Ahmad Dahlan's values in the psychoeducation stage will help students to increase the peace within themselves.

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PROSIDING

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