

BIBLIOCOUNSELING WITH THE TEACHINGS OF K.H AHMAD DAHLAN TO PROMOTE PEACE

Siti Aisyah¹⁾, Wahyu Nanda Eka Saputra²⁾
Universitas Ahmad Dahlan
siti2000001069@webmail.uad.ac.id¹⁾, wahyu.saputra@bk.uad.ac.id²⁾

Abstract

Today, violence remains a serious threat to the globalized world. This violence is a projection of the absence of peace. This can also be felt in the aspect of education. Currently, there are many cases of brawls, bullying, insulting and other aggressive behaviors committed by students. This is clear evidence that peace within students is still low. Of course, this is inversely proportional to the condition where students should have peace within themselves. In overcoming this, counselors can use various methods, one of which is by using the teachings of K.H Ahmad Dahlan which are implemented into bibliocounseling services. This bibliocounseling service containing the teachings of K.H Ahmad Dahlan will later be filled with the values of peace from K.H Ahmad Dahlan, namely: 1) achieving life goals freely and responsibly, 2) being humble 3) seeking the truth and not following habits that are considered correct, 4) learning facts with full tolerance, 5) sacrificing for many people (compassion). Later, the implementation of the value of peace from K.H Ahmad Dahlan into bibliocounseling services aims to help students find peace in themselves and their lives. This research uses the literature review method. The literature review in this study can be used as a reference for future researchers to test its effectiveness.

Keywords: *Bibliocounseling, Peace, K.H Ahmad Dahlan*

1. Introduction

Each individual has an important role to play in instilling peace within themselves. This aims to create true global peace. Because each individual is the core strength of society. This is in line with Sayyid Qutb's opinion that world peace will never be realized unless each individual can make peace with himself. In other words, peace within oneself is the basic capital for true global peace. This is also reinforced in a transnational meditation movement originating from Hinduism, which suggests that solutions to global problems are best addressed at the individual level (Jacobs, 2014). This true peace comes from inner peace. Without inner peace, true and lasting world peace is impossible (Upadhyaya, 2014). Inner peace projects itself outward, towards family, friends and

society at large. It ensures peace and harmony in the outer world. Thus, world peace can be achieved through inner peace (Sharma, 2020).

From the explanation above, it can be seen how important peace is in every individual. However, what happens is inversely proportional to what is expected. Currently, the world is haunted by many wars and violence. While peace in terminological terms is the absence of war, conflict and violence. (TonoTaufiq, 2021). In Indonesia itself, the number of crimes (crime total) in 2015 was 352,936, which increased to 357,197 in 2016 due to various problems, especially economic, social, conflict and legal awareness issues (Rahmalia et al., 2019). Not only that, since the end of 2012 there has been an increase in violence in Indonesian society, even in the world of institutionalized education and between state officials (Anjari, 2014). The reality in the field found that some students deliberately commit aggressive acts such as pinching their friends, mocking, hitting, insulting and damaging objects belonging to friends and schools where this results in physical pain such as cuts and bruises for students who get physical violence and hurt for students who are insulted (Restu, 2013)

Of course, this disharmony, which is projected into a form of aggressiveness, will have various impacts on individuals. This aggressive behavior can be grouped into victim impact and perpetrator impact. For victims, the impact that can be felt is psychological and physical pain and losses caused by aggressive behavior. In the perpetrator, the impact that can be felt is that many people stay away from the perpetrator and the perpetrator will be disliked by many others (Restu, 2013). In addition to the impacts described above, there are also other impacts, namely adolescents who behave aggressively will get a negative label, are often involved in fights, the body is prone to feeling pain, and will be shunned by people around them (Rahmawati, 2017)

Peace can be realized if each individual has conditions that can support the creation of peace. Regarding these aspects of peace, there are several indicators in it, namely fearlessness, care, and love (Supriyanto, 2017). In addition, there are other factors that can create an atmosphere of peace, namely when each individual has peace within themselves, can control their thoughts and emotions so as not to do things or behaviors that can later harm others without causing violence and problems (Chaer, 2017).

Problems regarding the absence of peace that occur in each individual certainly need the attention of various parties including in the education sector, namely schools. Here the counseling teacher becomes one of the facilitators who play a role in overcoming this problem. BK teachers as educators can help students through services contained in counseling guidance. Where one of the services that can be used by counseling teachers is bibliocounseling services. Bibliocounseling is a technique in guidance that in the service process uses stories or books in which there are teachings about caring behavior (Prakoso, 2022) Bibliocounseling can also be interpreted as a healing technique by reading and refers to the process during counseling or therapy (Khairul et al., 2021). In its application, this bibliocounseling service can be applied by implementing the teaching values of K.H Ahmad Dahlan in it. The values of K.H Ahmad Dahlan's teachings that can be applied are achieving life goals freely and responsibly, being humble, seeking truth and not following habits that are considered correct, learning facts with tolerance, and sacrificing for many people (compassion) (Saputra et al., 2021). Based on this background, researchers have an interest in researching the problem as "Bibliocounseling with the teachings of K.H Ahmad Dahlan to increase peace". Later this research is expected to help students to find peace within themselves.

2. Methods

The method used in this research is to use qualitative research methods in the form of literature studies. Literature study is a form of research conducted through searches by reading sources from existing literature through various books; articles; journals and other publications such as scientific papers (theses and theses) related to the research topic under study with the aim of finding answers to existing problems. In this research, researchers explore journals related to bibliocounseling and peace by understanding, reading and analyzing these journals and then translating them back into the researcher's understanding so that other readers can easily understand. The literature sources used are national journals, international journals, and books. This research raises topics related to Bibliocounseling services with the teachings of K.H Ahmad Dahlan to increase peace.

3. Results and Discussions

Research Results

Based on the results of the literature review, a number of articles related to the topic of the research conducted this time were found. There are at least 5 articles, namely:

Table 1. Description of Literature Review Sources

| No. | Title | Author | Research results | Year |
|-----|--|--|---|------|
| 1. | Efektivitas Bibliokonseling Untuk Meningkatkan Empati Remaja Di Rumah Pintar “Bunga Padi” Kecamatan Balerejo, Kabupaten Madiun | Dahlia Novarianing Asri and Tyas Martika Anggriana | The results of the analysis show that before being given treatment in the form of bibliocounseling services, the subject gets a pretest score in the low and very low categories, meaning that the subject has low empathy. Whereas after being given treatment in the form of bibliocounseling services, the subject gets a posttest score in the high and very high categories, meaning that the subject has a high level of empathy. So it can be concluded that providing bibliocounseling services can increase the subject's empathy. | 2016 |
| 2. | Efektivitas Biblioterapi Kelompok Untuk Menurunkan Agresivitas Siswa Sekolah Dasar | Fikri Tahta Nurul Fiqih, Annita Wahyuningtyas, Abid Abdi Aziz, and Erni Agustina Setiowati | Based on the results of data analysis, it can be seen that there is a difference in the level of aggressiveness between the experimental and control groups. In addition, it can also be seen that there is a significant difference in the level of aggressiveness in the experimental group before treatment in the form of bibliocounseling services and after treatment. So it can be concluded that bibliocounseling services can reduce aggressiveness in students. | 2020 |
| 3. | Teknik bibliokonseling sebagai treatment untuk meningkatkan empati siswa | Rizki Ariska, Khairul Bariyyah & Eva Kartika Wulan Sari | Based on the results of the analysis conducted, it can be seen that before treatment in the form of bibliocounseling, student empathy was in the low category. While after being given bibliocounseling treatment, the level of student empathy changed to the high category. From the results of this analysis, it can be concluded that bibliocounseling services are effective and can be used to increase student empathy. | 2019 |

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|----|--|---|---|------|
| 4. | Pengembangan Bibliokonseling Untuk Meningkatkan Efikasi Diri Akademik. | Indri Astuti | The results of the analysis show the high response of students to academic self-efficacy bibliocounseling. It can be concluded that stories implemented into the form of bibliocounseling services and read by students can provide a realistic aspiration model, so that they have self-belief and self-confidence and are able to complete academic tasks and provide results in accordance with the actions that have been taken. So it can be concluded that bibliocounseling services can increase academic self-efficacy. | 2022 |
| 5. | Biblio Konseling Sebagai Upaya Untuk Meminimalisir Prokrastinasi | Erik Teguh Prakoso, Usmani Handayani | Based on the results of the analysis conducted, it can be concluded that bibliocounseling is effective for reducing academic procrastination in individuals. | 2022 |

Discussions

Peace education has developed in Indonesia and internationally. The definition of peace has different concepts depending on the topic and context. Peace means the process of becoming while peace is the process of being through the process of becoming (Umar, 2017). In this situation, peace is more considered as an outcome that has a broad impact on the social environment, individuals, countries and communities of the nation, through the peace process.

Peace itself has many definitions. There are 2 concepts, namely according to W.E.B Du Bois describing peace as a responsibility that does not allow ridicule or jokes, and Paolo Friere describing peace as an aspect of generosity that aims to erode the reasons for fighting. These two concepts suggest that peace education is expected to slowly erode existing conflicts and create intrapersonal and interpersonal peace of mind (Momodu, 2015). Peace education is the process and philosophy associated with acquiring knowledge and skills to realize peace (Adeniyi Adeyemi & Olabisi Salawudeen, 2014). The most important goal in peace education is to teach students nonviolent ways of dealing with conflict.

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Based on the explanation above, it can be concluded that peace education is an education that aims to equip and prepare students with attitudes, knowledge, and skills to develop peaceful personal and social life, both nationally, locally and internationally, end conflicts peacefully, and create a peaceful atmosphere in interacting with others at various levels of life.

Peace education is a solution to violence in students. Peace education aims to provide students with the perspectives, information, behavioral skills, and values needed to end conflicts by not using violence and to maintain and build harmonious and beneficial relationships. Of course, this peace needs to exist within each student so that students can build harmonious relationships so that a positive school climate can be created. The absence of this peace can also cause students to become violent, possess, and victimize which can be detrimental to the development of all young people and can lead to dropping out of school (Saputra et al., 2021). Therefore, peace is the main urgency that must be created.

Everyone knows that we live in a globalized era, and what happens in one place in the world will impact others around the world, such as terrorism, climate change, and education, so the importance of harmonious or peaceful education is crucial. Togetherness in at least three aspects is necessary to build and maintain peace: inner peace, social peace and peace with nature (Said et al., 2015). In addition, peace also has aspects such as harmony with oneself, harmony with others, and harmony with nature (Castro, 2011). One way that can be done to create this peace is by using bibliocounseling services.

Bibliocounseling is one of the techniques in guidance services in which the service process is carried out using tools such as stories or books that contain teachings about caring behavior (Prakoso, 2022). Bibliocounseling can also be interpreted as an alternative to healing done by reading and refers to the process in therapy or counseling (Khairul et al., 2021). The word bibliotherapy is formed from 2 words namely biblio which comes from the Greek, biblus (book), and therapy, pointing to psychological help. In simple terms, bibliotherapy is defined as the use of books to help people overcome their problems (Herlina, 2018). Bibliotherapy has been known by many names, such as library therapeutic, bibliioeducation, biblioprohylaxis, bibliocounseling,

bibliopsychology, library therapeutic, literatherapy and tutorial group therapy. Reading therapy or what can also be referred to as bibliotherapy in the process involves a person experiencing problems to read books that can help and encourage them to heal faster. Reading stories about the problems of people who experience the same difficulties as them can increase awareness and understanding of the difficulties faced by the person (Solikin, 2015). Through bibliocounseling services, it is hoped that readers, counselors and practitioners can help individuals become independent in solving life problems.

In this study, researchers will implement the teaching values of one of the figures into the bibliocounseling service process. The figure used is K.H Ahmad Dahlan. There are several teachings about peace according to K.H Ahmad Dahlan, which include achieving life goals freely and responsibly, being humble, seeking truth, and not following habits that are considered correct, learning facts with tolerance, and sacrificing for many people (compassion) (Saputra et al., 2021).

The first value of peace according to K.H. Ahmad Dahlan is the achievement of life goals freely and responsibly. This first value means that every individual has their own way to achieve the goals they want in life. But even though every human being has their own way to achieve their desired goals, each human being must not violate and interfere with the rights of others or harm other individuals when someone is trying to achieve their life goals.

The second value of peace is humility. This humility needs to exist in every individual. Humbleness can prevent arrogance and pride in every individual. This arrogant nature can make individuals assume that the decision they choose is the most correct and best decision.

The third value of peace is to seek the truth and not to follow the habits that are considered right. Most individuals always do what they are used to and do not do things that are right. Or in other words, humans do not care whether what they do is right or wrong. So this can make a person open to something that is considered misleading. If the individual is not open to such things, then one will reject them. That is how individuals should react. Don't be easy to follow.

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The fourth value of peace is learning facts with tolerance. Indonesia is a country that has a variety of cultures. Lack of tolerance can lead to the impact of blaming others. For this reason, everyone needs to foster tolerance with the aim that individuals can appreciate the truth that becomes the principle between groups.

The fifth value of peace is sacrificing for others based on compassion. To help others who are oppressed out of the situation, of course, the process requires an element of compassion. This compassionate behavior can lead to a philosophy of non-violence when dealing with problems that arise.

The application of K.H Ahmad Dahlan's teaching values into the bibliocounseling service process has the aim that a person can find out the ways that the characters in the story use when they solve their problems. One can also learn that the problems they face have a variety of solutions that can help consider other solutions rather than being limited to one wrong choice or decision. By considering various possible solutions to problems, readers can train their way to think more critically.

Of course, implementing bibliocounseling services is not only limited to reading and then understanding. Bibliocounseling services have several stages that are carried out coherently so that the goals to be achieved in bibliocounseling services can be maximally realized. The stages are: 1) identification, namely seeing the readiness and willingness of the counselee to carry out the bibliocounseling process and seeing the client's needs. After that at this stage also chooses literature. The literature is selected according to the problems the client is experiencing, 2) reading the literature, namely at this stage the counselee has started reading the literature. The counselor reads the literature that has been prepared by the counselor. The counselee is expected to digest and understand the message in the literature, 3) identify feelings, namely the counselee identifies the feelings of the cast in the story which will later serve as an intermediary to explain what feelings the counselee feels, 4) understand the dynamics, namely at this stage the counselee will learn how the dynamics of a person's behavior. The counselee is taught to understand that every behavior that a person does will have an impact on himself and even others so that the counselee realizes that something can be done or should not be done, 5) self-exploration, namely providing opportunities for counselees to share their experiences related to the stories that have been read. This stage is included in reflecting on the

behavior of the counselee. 6) insight, which is helping the counselee to show changes in the relationship, feelings, and behavior of the story actor. After that, compare the counselee with the cast of the story that was read. 7) follow-up, which is discussing what the counselee has gained or achieved from identifying the story character with himself during the bibliocounseling process (Shechtman, 2009).

4. Conclusions

Peace education is one of the solutions to aggressive behavior by students. Peace education aims to provide students with the perspectives, information, behavioral skills, and values needed to end conflicts by not using violence and to maintain and build harmonious and beneficial relationships. Of course, this peace needs to exist within each student so that students can build harmonious relationships so that a positive school climate can be created. In this case, counseling teachers and schools have a role to realize this. To realize this, it can be done by using bibliocounseling services containing the teachings of K.H Ahmad Dahlan which will help students to find alternative solutions and know that there are many ways that can be done to solve their problems through the values of the teachings of K.H Ahmad Dahlan.

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