

THE EFFECTIVENESS OF EDUCATIONAL CINEMA ON THE TEACHINGS OF KH. AHMAD DAHLAN TO INCREASE STUDENTS' PEACEFULNESS

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Abstract

Quality education by promoting peace in the minds and hearts of students is a manifestation of the Indonesian nation participating in world order. However, currently the values of peace in children are inversely proportional, especially in the adolescent phase, which feels unpeaceful. There are frequent cases of bullying, brawls, insults, and other aggressive behaviors among students. To deal with this problem, the counselor applies one of the teachings of the national figure K.H. Ahmad Dahlan through educational cinema. Educational cinema services containing the teachings of KH. Ahmad Dahlan present the values of peace, namely: 1) achieving life goals with freedom and responsibility, 2) humility, 3) truth-seeking, 4) tolerance, and 5) sacrificing for many people (compassion). The application of peace values from the teachings of KH. Ahmad Dahlan in educational cinema aims to increase peace in individuals. This research uses the literature review method.

Keywords: *educational cinema, peace: K.H Ahmad Dahlan.*

1. Introduction

Quality learning for students not only teaches about knowledge, skills and attitudes, but also fosters a sense of love, friendship, comfort and peace. One of the prominent leaders for peace globally is Mohandas Karamchand Gandhi, commonly known as Mahatma Gandhi. Mahatma Gandhi taught various values to individuals regarding peace, such as non-violence, love for others, tolerance, and freedom and responsibility in dealing with certain situations in life. (Hakan et al., 2016). Johan Galtung proposed that peace is the absence of any reduction in violence. Galtung presents two definitions of peace, namely positive peace and negative peace. Positive peace is a condition characterized by a relatively strong sense of justice, equality and freedom, security of outer (security from violence and hunger) and inner (security from fear) needs. Negative peace is a condition characterized by the absence of conflict between two or more parties who want to realize their respective interests, the absence of fear, and the absence of a clash of interests. Other

characteristics are the absence of a show of force and an atmosphere that occurs not just without war, but unresolved social and economic injustices. (Galtung, 1969).

Every child has the right to receive an education in a secure and safe school environment. (Leach, 2003). The school environment also needs to be built to increase the realization of peace in schools by making the school environment a peace zone and agreeing on various rules that lead to peace (Navarro-Castro & Nario-Galace, 2010). The purpose of peace is that individuals can build social interactions that are positive, for example, respect each other and have high tolerance values, especially in the surrounding environment. (Akbar et al., 2018). Therefore, peace is a basic need for every individual in life. This is supported by the goal setting of the concept of peace, which aims to avoid situations of direct violence or. (Navarro-Castro & Nario-Galace, 2010)..

In today's education, the development of peaceful values in learners is often not in line with existing problems, especially among adolescents. Adolescence is a transitional phase between childhood and adulthood, characterized by changes in cognitive, psychological, and social-emotional dimensions. (Erika Puspita, 2019). Even the emergence of peace in the lives of students has an impact such as the emergence of various violence. Even in certain cases it can have a fatal impact on victims of violence, namely death (Supriyanto et al., 2019). Peace as an important support for students to have a sense of security, improved quality of life, inner peace, dignity, higher life expectancy, better learning conditions, better decision making, as well as providing opportunities for students (Enaigbe & Igbinoghene, 2016).

The problem of the absence of a sense of peace that occurs in each individual certainly needs to be a concern by many parties, especially schools as a field of education. In this case the counseling teacher has a role to overcome these problems. BK teachers can support students through counseling guidance services. One of the methods used by counseling teachers is educational cinema. Educational cinema in guidance is a technique used by counselors in socializing meaningful information to students in an interesting way. This technique intersects with symbolic models in social learning modeling techniques (Hidayah, 2016). Films/cinema have important potential for motivating students, offering alternative perspectives, helping students visualize the past, and for primary and secondary sources of knowledge about the past. (Alan S. Marcus et al., 2010).

The application of this educational cinema service can be integrated with the teachings of the values of K.H. Ahmad Dahlan. The values of peace according to K.H. Ahmad Dahlan include: (a) achievement of life goals with freedom and responsibility, (b) humility, (c) truth-seeking, (d) tolerance, and (e) sacrifice for the people (compassion). (Saputra et al., 2021). Therefore, the objective of this study is to assess the effectiveness of educational cinema based on the teachings of K.H. Ahmad Dahlan in enhancing student peace.

This study was conducted to evaluate the effectiveness of educational cinema based on the teachings of K.H. Ahmad Dahlan in increasing peace among students. This was done because there are still many students who feel unpeaceful in themselves and actually display aggressive behavior. In line with the study conducted by Saputra & Handaka (2018) The data shows that the level of aggression behavior in Yogyakarta vocational students is as follows: 5% in the very high category, 26% in the high category, 40% in the medium category, 21% in the low category, and 8% in the very low category. There is no significant difference in the level of aggression behavior between female and male students in Yogyakarta vocational high schools.

2. Methods

This study uses the literature review method by collecting theoretical references related to the phenomenon studied. Literature review is a process of obtaining, reading, and evaluating study literature in the field of interest. In this study, researchers looked for literature reviews that were relevant to the research title. Several journals relevant to educational cinema and peace are sought through reading, understanding, and analysis. The literature sources used include books, national journals, and international journals. This research focuses on educational cinema based on the teachings of K.H. Ahmad Dahlan to increase peace among students.

3. Result and Discussion

Based on the literature review results from Google Scholar and Publish or Perish, several articles pertinent to the research topic were identified. The analysis of the literature review is presented in the following table:

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No.	Author and Title	Study objectives	Methods and Findings
1.	Buchori Sahril & Fakhri (2018) "Film Therapy in Developing Students' Culture of Peace"	The study aims to foster love, affection, respect and friendship in students.	The research method used is Library Research or Literature Study by analyzing the theories regarding the concept of film therapy and students' culture of peace. The conclusion of this study is that film therapy can develop students' culture of peace in the form of developing a sense of love, compassion, respect, and friendship in students in relation to themselves and others.
2.	Khairunnisa et al. (2021) "The effectiveness of group guidance services through educational cinema to reduce students' bullying behavior"	The goal is to assess how effective group guidance services using educational cinema are in reducing students' bullying behavior.	This research approach uses quantitative methods and experimental research types. Based on the data analysis, it can be concluded that group guidance services through educational cinema are effective in reducing bullying behavior among students in classes VIII B and VIII C at SMPN 5 Bima City.
3.	Hidayah (2016) "The Effectiveness of Educational Cinema Technique to Improve Assertive Attitudes of	Aims to find out how the effectiveness of educational cinema to increase assertiveness	The design used in this research is interrupted time series design. The results showed that the educational cinema technique can improve the assertive attitude of students of MTs

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	Students of MTs Negeri Malang I"		Negeri Malang I. The test analysis showed a difference between the pre-test and post-test scores, with significant changes seen in the post-test score which increased sharply. The test analysis showed a difference between the pre-test and post-test scores, with significant changes seen in the post-test score which increased sharply.
4.	Putri Kartika Sari et al. (2020) "Educational Cinema Technique to Increase Empathy in Junior High School Students who Bully"	This educational cinema method is designed to evaluate how effectively training in educational cinema techniques can enhance empathy among junior high school students engaged in bullying behavior.	This study used a quasi-experimental design method with a pretest-posttest control group design. Hypothesis testing was conducted using the Man Whitney U-Test, with the results of $z = -4.706$ and Asymp. Sig. (2-tailed) of 0.813 ($p > 0.05$). These results indicate a significant difference in the level of empathy between the experimental group and the control group after attending the educational cinema technique training. This finding supports the research hypothesis that educational cinema technique training is effective in increasing empathy in junior high school students involved in bullying.

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5.	Maharani et al. (2019) "The Effectiveness of Using Educational Themed Movie Media in Classical Guidance Information Services"	This study seeks to evaluate how effectively educational-themed movies can be used in classical guidance services to enhance students' critical thinking skills.	This research is a pseudo- experiment. From the pre-test and post-test t test in the experimental group, a significant value of 0.000 ($p < 0.05$) was obtained and the t value = 22.075, so the null hypothesis (H_0) was rejected. Thus, it can be concluded that the use of educational-themed movie media in classical guidance services has a significant influence on students' critical thinking skills.
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Peacefulness in students is included in the formation of a character that needs to be developed (Abdullah et al., 2019). A peaceful school is an environment that fosters and supports peaceful individuals, harmonious relationships, and harmonious school organizations. Schools can create an atmosphere conducive to the teaching and learning process and provide a guarantee of comfort and safety for every component of the school through compassion, attention, trust, and togetherness. (Iswati et al., 2021). Peace education is one of the modern education that is growing rapidly today, teachers who implement peace education mean teaching non-violence skills and promoting peaceful attitudes (Saputra, 2016). (Saputra, 2016).

Peace aims to create a condition full of justice, without conflict or violence, without exploitation of each other and fostering a peaceful life. (Wulandari, 2010). Peace encompasses various levels of relationships, starting from peace within oneself and expanding to wider circles such as social and environmental peace. Aspects of peace include self-harmony, social harmony and environmental harmony. (Navarro-Castro & Nario-Galace, 2010). One method to realize peace is by utilizing educational cinema services.

Cinema has various dimensions, such as moving images, sequences, sound, music, narration, dramatization, acting, shooting, screenplay, and editing. (Schumann & Strand, 2021). Educational cinema as a media or product that is preventive in nature because in its implementation it is more relevant to be used by counselors to fill guidance and counseling. (Cahyaningrum et al., 2018). The benefits of cinema are that it can increase pent-up emotional release activities so that it will bring up feelings of relief and can trigger enthusiasm to open new perspectives, get hope and enthusiasm, can find strength within, and can improve communication between people. (Niemiec, 2020).

This research applies the values of K.H. Ahmad Dahlan's teachings in the process of educational cinema services. Some of the teachings about peace according to K.H. Ahmad Dahlan include achieving life goals with freedom and responsibility, humility, seeking truth without being trapped in habits that are considered correct, tolerance, and sacrifice for the welfare of many people (compassion). (Saputra et al., 2021).

First, achieving life goals with freedom and responsibility. Freedom implies that each person has a distinct and unique approach to reaching their objectives. However, the pursuit of life goals should not involve violating the rights of others or harming them. Second, humility, where a humble nature can reduce arrogant and haughty behavior in a person. K.H. Ahmad Dahlan emphasized the importance of humility through controlling feelings, such as anger or the desire for revenge, which can cause deeper wounds to those who have hurt him. Third, seeking the truth and not just following habits that are considered right. Everyone has principles that guide their lives. These principles do not have to be accepted by everyone, including K.H. Ahmad Dahlan, who also had his own rules of life. He would not follow a principle without first studying it. Fourth, learning the truth with tolerance. Indonesia is a country rich in cultural diversity. Tolerance can reduce the tendency to blame each other for differences that exist. Fifth, sacrifice for the people (compassion). When dealing with oppressed individuals, people should not inflict harm but rather assist them in overcoming their situation. Such efforts necessitate compassion, particularly in interactions with others (Komara & Saputra, 2023).

Educational cinema services involve several stages that are carried out sequentially to optimally achieve the objectives. There are four stages to utilizing films in the classroom based on Russell's Model for Film Use (Russell, 2009) (1) Preparation

Stage (2) Preview Stage (3) Watching the Movie Stage (4) Peak Activity Stage. The explanation of these stages is as follows.

The first stage, which is preparation, is planning. The preparation stages are: (a) Developing and compiling lesson plans that integrate movies, while ensuring that teaching objectives and state standards are met. (b) Comply with all legal requirements. (c) Watching the movie first! Instructors should watch all movies before using them in class. (d) Prepare the necessary equipment. (e) Arrange the classroom for movie viewing. The second stage, pre-viewing, is done before students watch the movie in class. The stages are: (a) Introducing the movie to students. (b) Discussing the background of the movie. (c) Explaining the purpose of watching the movie. (d) Connecting the movie to the topic or unit being studied. (e) Relating the movie to the knowledge that students already have. (f) Connecting the movie to students' daily lives. (g) Linking the movie to other content areas. The third stage is watching the movie. Showing the whole movie is appropriate if needed, but showing small segments or clips is also possible. Stopping the movie occasionally to highlight key points, concepts, issues or crucial scenes is appropriate. The main activity in this stage is watching the movie. The fourth stage, known as the culminating activity, occurs after students have completed watching the movie. Activities in this stage include: (a) Stopping the movie screening. (b) Reviewing, clarifying, and/or discussing key points, concepts, issues, scenes, and/or inaccuracies in the film. (c) Assessing student learning (refer to assessment strategies). Some optional assessment strategies at this stage are: (a) Conducting a class discussion, (b) Holding a class debate, (c) Rewriting the movie's ending, (d) Writing a summary of the film, (e) Administering a test or quiz, (f) Completing a written assignment related to the movie and topic/unit, (g) Reenacting a scene from the film.

4. Conclusion

Peace is a condition characterized by the existence of relatively strong justice, equality and freedom, guaranteed outward needs (security from violence and hunger) and inward (security from fear). The goal of peace is that individuals can build positive social interactions, for example, respect each other and have high tolerance values, especially in the surrounding environment. Therefore, counseling teachers and schools have an

important role in realizing this. One approach that can be implemented is to use educational cinema services that incorporate the teachings of K.H. Ahmad Dahlan. This method will aid in finding solutions and understanding that problems can be addressed through the values taught by K.H. Ahmad Dahlan.

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