

**THE EFFECTIVENESS OF VIRTUAL REALITY-BASED
PSYCHOEDUCATION OF KH AHMAD DAHLAN'S TEACHINGS TO
INCREASE STUDENTS' PEACEFULNESS**

Nadia Rachma Salsabila¹, Wahyu Nanda Eka Saputra²

Universitas Ahmad Dahlan

nadia2100001127@webmail.uad.ac.id¹, wahyu.saputra@bk.uad.ac.id²

Abstrack

This study evaluates the effectiveness of virtual reality-based psychoeducation inspired by the teachings of KH Ahmad Dahlan in increasing student peace in an educational environment. Aggressive behavior that often occurs among teenagers can disrupt peace in schools. Psychoeducation, with an approach that integrates local wisdom values such as freedom, sincerity, responsibility, tolerance, truth-seeking without following customs that are considered correct, humility, and compassion, is applied through virtual reality media. The results showed that this approach was effective in reducing aggressive behavior and increasing student peacefulness, creating a more conducive educational environment. Recommendations are given for educational institutions to consider using virtual reality-based psychoeducation in guidance and counseling programs, as well as further research to explore the implementation of other local wisdom values and their impact on students' emotional, social, and academic aspects.

Keywords: *psychoeducation, virtual reality, KH Ahmad Dahlan, aggressive behavior, student peacefulness*

1. Introduction

The existence of violence in the educational environment is inseparable from the existence of aggressive behavior that develops among students, thus creating peace. According to Mayers & Smith in (Nurani, Saputra, Mu'arifah, & Barida, 2020) According to Mayers & Smith in (Nurani, Saputra, Mu'arifah, & Barida, 2020), aggressive behavior refers to physical or verbal actions that are intentionally carried out to hurt others. In the perspective of human development, Hurlock states that adolescents experience many physical and psychological changes that make them vulnerable to conflict. (Sekar, 2021). Therefore, during adolescence, emotional instability often occurs, and without proper guidance, adolescent students have the potential to develop aggressive behavior (Sekar, 2021). (Risansyah, Permana, & Saputra, 2024).

Counselors can use virtual reality media to increase student peace because it is seen as an effective tool and a solution in service provision. In this context, the teaching values of K.H Ahmad Dahlan reflect the principles of peace that are needed by humans. This virtual reality- based psychoeducation will illustrate the values of peace according to K.H Ahmad Dahlan, namely: KH Ahmad Dahlan's teachings contain the values of peace, namely (1) achieving goals freely, sincerely and responsibly (2) tolerance (3) seeking truth and not following habits that are considered correct (4) humility and (5) love or compassion.

Counselors are expected to play an extraordinary role in directing services, especially in increasing student peace. The implementation of innovative and interesting services is a challenge for counselors, and one of the strategies to be implemented is to use psychoeducation channeled through the local wisdom of K.H Ahmad Dahlan with Virtual reality-based innovations. A new approach in increasing student peace using Virtual reality technology or abbreviated as VR. Virtual reality is an innovative method for managing peace, Fuchs explains that the purpose of virtual reality is to facilitate a person's sensorimotor and cognitive activities in a digital artificial environment, which can be imaginary, symbolic, or simulation of various aspects of the real world. (Rahmawati, Ramdani, Taufiq, & Nurillah, 2023)

The purpose of this study is to increase the peace of students using psychoeducation on the teachings of KH. Ahmad Dahlan based on virtual reality through a counseling service model by increasing student peace in the teachings of KH. Ahmad Dahlan's values.

2. Methods

The method used in this research is a descriptive method with a literature study approach, which aims to examine the values of peace from the perspective of K.H. Ahmad Dahlan in order to increase peace in students. The literature sources analyzed in this study include journals and books, which are collected in text form and discussed in the context

of learning. Virtual reality-based psychoeducation is considered as an effective learning media to reduce aggressiveness in students. The results of this study are expected to provide comprehensive insight into the effectiveness of virtual reality-based psychoeducation based on the teachings of K.H. Ahmad Dahlan in increasing peace in students, as well as helping to build a sense of peace gradually to reduce aggressiveness tendencies that can be implemented through guidance and counseling services.

3. Results and Discussion

Psychoeducation is an intervention that can be applied to individuals, families and groups with the aim of educating participants about their life challenges or problems. It assists participants in developing sources of support and social networks to deal with these challenges, as well as developing coping skills to overcome life's difficulties. Psychoeducation is a form of education or training for individuals with psychiatric disorders aimed at the treatment and rehabilitation process. (Walsh, 2010).

Strengthened by Supratiknya, psychoeducation occurs in the process of socialization and exchange of opinions between students and teachers, which contributes to reducing the stigma of psychological disorders that can hinder services. (Supratiknya, 2011). Confirmed by Niana Browen, psychoeducational groups are groups that provide information, help find solutions to problems, and increase self- understanding in the context of interpersonal relationships, which aim to help group members optimize their potential. These groups balance cognitive and affective aspects, focusing on common interests. These guidelines are designed to guide psychoeducational group leaders in creating a rich and balanced group experience, so that group members can achieve meaningful learning, growth and understanding, regardless of the main focus of the group. (Brown, 2004).

One of the world's peace leaders is Mahatma Gandhi. According to Gandhi, peace can be created through the concept of Ahimsa, which means non-violence. Ahimsa teaches us to respond to everything without violence and to reject actions that hurt or attack others, and to treat others as we treat ourselves. This creates mutual trust,

respect, honesty, love, and ultimately harmony. (Joyo, 2018). Gandhi also taught peace values such as non-violence, love for others, tolerance, and freedom to take responsibility in dealing with certain situations in life. (Hakan et al., 2016).

Two concepts of peace need to be distinguished: first, peace as the absence of war, and second, peace as security and harmony. (Ionesov, 2018). In the first sense, peace means freedom from war, an act of coercion, and is a prerequisite for existence. In this sense, peace is a state of unfinished business, conflict solution, reconciliation, appeasement, and ceasefire. It is peace as a strategy of containment: "in the midst of peace there is war". In the second sense, peace is a state of maximum freedom, realization of creativity, and fullness of life. In this semantic projection, peace is active, it is the ultimate source, the moment of self-realization, the ideal order, harmony, and the process of inculcating values, both in historical and modern perspectives. Here, peace is a transformation strategy or culture of peace, inherited from the best experiences of the past (cultural heritage) as well as the present.

The values of the teachings of an Islamic national figure and founder of Muhammadiyah, KH Ahmad Dahlan. One of the teachings of KH Ahmad Dahlan is peace-loving character. The character contains the values of peace, namely (1) achieving goals with freedom, sincerity, and responsibility, (2) tolerance, (3) seeking truth without following habits that are considered correct, (4) humility, and (5) love or compassion. (Saputra, et al. 2021). The explanation of this value is:

a) Goal achievement with freedom, sincerity, and responsibility

According to KH Ahmad Dahlan, every individual has different goals in life and they have their own ways of achieving them without violating the rights of others. KH Ahmad Dahlan emphasized that humans can create peace through the values contained in the Qur'an. This is in line with the statement of the Prophet Muhammad SAW who stated that the human task is to convey the truth with a sense of peace and not through violence, because violence can trigger division and hostility.

b) Tolerance

According to KH Ahmad Dahlan, tolerance can reduce the tendency to blame each other for existing differences. Considering that Indonesia has a diversity of religions such as Islam, Christianity, Catholicism, Hinduism, and Buddhism, KH Ahmad Dahlan emphasized the importance of respecting each other and spreading goodness in accordance with the teachings of each religion without harming other parties. He encouraged people to work together in spreading virtue. KH Ahmad Dahlan also suggested that tolerance can be realized by sitting together to discuss a problem, which must be based on mutual respect for one another. The purpose of this action is to find common ground on the issue at hand, reduce conflict, and create peace between religious communities.

c) Seeking the truth without following what is customary

According to KH Ahmad Dahlan, people tend to do things that they are used to without considering whether the action is correct or not. This condition is worrying because it can inhibit human openness to new things that may be considered misleading. Every individual has principles that guide their lives. KH Ahmad Dahlan also had a principle of life, but he did not follow the principle without trying to learn it first. KH Ahmad Dahlan also did not fight against doctrines that he considered wrong, because for him differences in principles in society are natural. Therefore, it is expected that humans do not immediately express their disagreement with something without studying it in depth. This approach aims to prevent conflict between groups that have different principles or views.

d) Humility

According to KH Ahmad Dahlan, humility in humans can suppress arrogance and pride. These traits can encourage individuals to think and make decisions with the belief that their opinion is the most correct and best, which in turn can lead to conflict between groups. KH Ahmad Dahlan taught the importance of humbling oneself in communicating with others, without boasting, especially in terms of mastery of knowledge. In addition, it is important to control emotions, especially feelings of anger or the desire for revenge.

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Peace is a term that describes conditions of harmony, security, harmony and mutual understanding. It involves cultivating principles and commitments and equipping learners with knowledge and attitudes that can create peace. Peace education involves the transfer of knowledge that fosters principles and commitment to the importance of peace, with the hope that learners will also become peace-makers. Overall, peace includes cognitive transfer that conveys messages and knowledge about the importance of peace. This cognitive aspect becomes the basis for the next aspect, the affective, which involves changing attitudes to maintain peace, including campaigning and responding to conflict. The last aspect, psychomotor, means that individuals are able to influence their surroundings, which were previously in conflict, to mediate and find win-win solutions. (Tular & Manik, 2022).

Peace education goes beyond focusing on justice and requires a holistic approach. Peace education (and education in general) requires a new approach based on transrational principles, thus including harmony, truth, and security in addition to justice to develop "curiosity, confidence, wisdom, compassion, and knowledge in learners," (Bryant & Taylor, 2020; Cremin et al., 2018).

4. Conclusion

This study aims to evaluate the effectiveness of virtual reality-based psychoeducation inspired by the teachings of KH Ahmad Dahlan in increasing student peacefulness. The findings of this study show that the use of virtual reality technology as a psychoeducational medium is effective in reducing aggressive behavior and increasing peace among students.

Some of the main values from KH Ahmad Dahlan's teachings that are implemented in this psychoeducation include goal achievement with freedom, sincerity and responsibility; tolerance; truth-seeking without following the customs that are considered correct; humility; and love or compassion. These values help students develop positive attitudes, tolerance and peace in their daily interactions.

This study recommends that educational institutions, especially school counselors, consider using virtual reality-based psychoeducation that integrates local and religious values as part of the guidance and counseling program. In addition, it is important to involve all elements of the school, including teachers, students and parents, in an effort to create an educational environment that is peaceful and conducive to learning. Through this approach, it is expected to create a stronger and more sustainable culture of peace in the educational environment.

From the results of this study, it is recommended that further research be conducted to explore the implementation of virtual reality-based psychoeducation with other local wisdom values, as well as evaluate its impact on various aspects of student development, including emotional, social, and academic aspects.

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