

PSYCHODRAMA OF PEACEFUL VALUES OF K.H. AHMAD DAHLAN'S TEACHINGS TO REDUCE STUDENTS' AGGRESSIVENESS: A LITERATURE REVIEW

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Abstract

Aggressiveness is a behavior to achieve goals that is characterized by the desire to hurt oneself or others through violent actions. Data found that the level of aggressiveness of students in the city of Yogyakarta is still quite high in each school. One factor in the existence of aggressiveness is the absence of peace within the individual. Peace education is the responsibility of the school counselor in facilitating an effective learning process. One of the teachings of peace was taught by K.H. Ahmad Dahlan, namely the first is sincerity, and responsibility, the second is humility, the third is critical and wisdom, the fourth sixth is tolerance, and the fifth is compassion. The implementation of peace education can be carried out by school counselors with group counseling services using psychodrama techniques. Therefore, it is necessary to use the psychodrama of the peaceful values of K.H. Ahmad Dahlan's teachings in group counseling to reduce student aggressiveness. The purpose of this study is to examine a concept of psychodrama in group counseling based on the peaceful values of K.H. Ahmad Dahlan to reduce student aggressiveness. The method used is a literature review of various articles in national and international journals. The keywords used in the article search are aggressiveness, psychodrama and peace education. The results of the study show that psychodrama in group counseling based on the peace values of K.H. Ahmad Dahlan can be used to reduce student aggressiveness.

Keywords: Aggressiveness; K.H. Ahmad Dahlan's Values of Peace; Psychodrama.

1. Introduction

Aggressive behavior is antisocial behavior where this behavior can be done from childhood, adolescence, to adulthood both from the home environment, school, and even in the wider community. In general, Marcus defines aggressive behavior as behavior that destroys, damages, or defeats others (Marcus, 2009). The causes of teenagers having the

urge to hurt and tending to have aggressive behavior are very varied, such as originating from social, environmental, situational, hormonal, alcohol, originating from outside the individual and from personality traits originating from within the individual (Koeswara, 1988).

Aggressive behavior, also called aggressiveness. Aggression is the desire to hurt others by expressing negative feelings such as hostility to achieve the desired goal (Reyna, Ivacevich, Sanchez, & Brussino, 2011). Aggression is the desire to hurt other individuals, by expressing negative feelings in the form of violence to achieve the desired goal (Sentana & Kumala, 2017). Apart from other people, aggression can also be directed at oneself as long as the behavior is a form of violence.

There are many factors that can cause someone to engage in aggressive behavior, including lack of attention (Willis, 1981). One form of criminal behavior that is a form of escape to seek attention is to intentionally hurt people. This is due to the lack of attention from people around the individual. Therefore, someone can seek attention, one of which is by committing a crime. In addition, students in their teens are still looking for their identity and recognition from others. When teenagers commit violence and get recognition from others, they will feel satisfied and happy (Mentari, 2022).

Yogyakarta is known as a student city. However, not all students behave like students. Based on the results of the research on student aggressiveness in the Special Region of Yogyakarta, it can be seen that there are students who have a percentage in the very low category of 6% and a low category of 43%, ideally these low and very low categories should be developed in students, but in reality the results of the data analysis obtained show that there are still students who have a very high level of aggressiveness with a percentage of 1% and a high category of 13% (Alhadi, Purwadi, Muyana, Saputra, & Supriyanto, 2018).

The results of the study on students' aggressive behavior were seen from hurting other people directly (physically) with a percentage of 35.32%, while acts of aggression carried out by students were seen from hurting people verbally or verbally 41.30%, and acts of aggression were seen from damaging and destroying property with a percentage of 30.42% (Hafidhah, 2023; H. Hidayat, Yusri, & Ilyas, 2013). From several studies that

have been described above, the conclusion is that aggressive behavior is still quite high in each school.

Based on the above conditions, it shows that there is still a gap between the development phases that must be passed and fulfilled by adolescents with the existing reality. The problem of aggressiveness among students does not just appear, but is caused by 2 factors, namely: internal and external. One of the supporting factors for aggressiveness is the absence of peace within the individual (Koeswara, 1988). Peace is an essential variable for humans, including teenagers, to create solutions to problems without violence (Saputra, Mappiare-AT, Hidayah, Ramli, & Triyono, 2021). Peace is in the mind of every human being which needs to be developed by every human being (Shruti Anand, 2014). Peaceful thoughts will be conceptualized when someone has positive thoughts and peaceful feelings in their heart so as to minimize negative behavior that is detrimental to themselves. The creation of peace within oneself must start from the individual's own mind and that mind can be changed through the education process (Koeswara, 1988).

Peace education is an early concept before the emergence of the renewal of peace values from the opinions of several experts. One of the concepts of peace values taught by K.H. Ahmad Dahlan is the character of loving peace (Sutarna & Anwar, 2020). The intention is to emphasize the context of humanism in the educational process based on the understanding that humans are actually creatures who have the potential to change for the better. K.H. Ahmad Dahlan's perspective reflects the values of peace that humans need through the concept of enlightenment. Enlightenment, if interpreted in the counseling process, is the goal of the client to move from a problematic situation to a situation out of the problem including aggressiveness. K.H. Ahmad Dahlan views this as meaning that every human being can think independently to advance from a difficult situation so that they can develop optimally (Hatmanto, 2018).

The application of peace values needs to be carried out by educators in schools, one of which is the school counselor as the one who facilitates the support of the learning process in schools by using guidance and counseling services. This is stated in the Regulation of the Minister of Education and Culture of Indonesia No. 111 of 2014

concerning Guidance and Counseling that the development of life competencies requires an education service system in educational units that does not only rely on subject/field of study and management learning services, but also special services that are psychoeducational through guidance and counseling services. Guidance and counseling services are the process of providing assistance to students so that they can develop their talents and interests effectively and optimally.

The process of implementing guidance and counseling services in schools can use one of the group counseling formats. Group counseling is an excellent assistance service to help develop personal abilities, prevention, and handling interpersonal conflicts or problem solving (Gazda, 1984). Group counseling is part of a counseling service, which takes the form of an interview between a professional counselor and several people at once who are members of a small group, utilizing group dynamics to learn from each other's experiences so that students/couselees can overcome problems (POP BK SMA, 2016; Winkel & Hastuti, 2007). Group counseling has a therapeutic element, namely a healing nature that emphasizes interpersonal interaction in a group and helps to understand oneself better and find solutions to various difficulties faced (Adhiputra, 2015; Nasution & Abdillah, 2019). Group counseling focuses on students' social and personal development (Adhiputra, 2015), so it is in accordance with the problem of student aggressiveness which is a problem of students' social development.

One of the techniques in group counseling that can be used to discuss aggression is the psychodrama technique. Psychodrama is a way to explore the human soul through dramatic action, which was created and developed by J.L. Moreno around the 1920s – 1930s (Adhiputra, 2015). According to Moreno, some aspects of the mind are not sufficiently understood through words, but can also be understood through actions and interpersonal interactions. Psychodrama provides the opportunity for clients to explore problems through role-playing, acting out situations using various dramatic devices to gain insight, discover creativity and develop behavioral skills (Pradnyani, Naraswari, & Trianawati, 2019).

Psychodrama is seen as one of the right techniques to reduce aggressive behavior because it is a form of group therapy with the aim of helping group members overcome

personal problems by using drama games, role/action therapy which will ultimately reveal feelings of conflict, anger, aggression, guilt and sadness. With psychodrama, students can overcome emotional problems (Lopuhaa, 2021), where aggressive behavior is the desire to hurt other individuals, by expressing negative (emotional) feelings in the form of violence (Sentana & Kumala, 2017).

Based on the background that has been explained above, it can be concluded that the gap between the phases of adolescent development that must be carried out and the existing reality. Adolescents who cannot complete development tasks optimally will experience juvenile delinquency (aggressiveness). According to some data found that the level of student aggressiveness in the city of Yogyakarta is still quite high in each school. One factor in the existence of aggressiveness is the absence of peace within the individual. Peace education needs to be carried out by school counselors as an effort to facilitate the support of the learning process in schools. Therefore, it is necessary to use the psychodrama of the peaceful values of K.H. Ahmad Dahlan's teachings in group counseling to reduce student aggressiveness to reduce student aggressiveness.

2. Method

This study uses a qualitative method with a literature review design. The purpose of this literature review research is to make an analysis and synthesis of existing knowledge related to the topic to be studied to find empty space for researchers to conduct a renewal study. (Ulhaq & Rahmayani, 2020). This study analyzed ten journals from 2017 to 2024 with a search for national and international journals using Google Scholar. The purpose of this study was to examine a concept of psychodrama in group counseling based on the peace values of K.H. Ahmad Dahlan to reduce student aggression. Data analysis carried out in this study was by connecting, interpreting, and searching for attachment variables around the variables that were the focus of this study.

3. Results and Discussion

This study uses a literature review design. Based on the literature review of the articles found, it shows that there are several studies that have discussed psychodrama to

reduce aggressive behavior. However, psychodrama research to reduce aggressive behavior with the renewal of a peaceful value base is still limited. From the text data of the articles that have been collected by the researcher, several research results were found that were relevant to the research variables to be studied..

First, a study conducted by (Arifah & Nurochman, 2017) entitled “*Konseling Kelompok dengan Teknik Psikodrama untuk Mengurangi Perilaku Agresif Peserta Didik di MA Hidayatul Insan Palangkaraya*”. This study aims to determine whether group counseling services with psychodrama techniques can reduce aggressive behavior of students in class XII IPA at MA Hidayatul Insan. This study uses an equivalent time series design experimental method. The results of this study are that group counseling services with psychodrama techniques can reduce aggressive behavior in students in class XII IPA MA Hidayatul Insan Palangkaraya. This is based on the results of the Wel Wilcoxon test, showing that aggressive behavior experienced an initial average decrease of 54.63 to 22.25, with an average decrease of 32.

Second, a study conducted by (Luawo & Wildaranti, 2019) entitled “*Pengaruh Penerapan Psikodrama dalam Layanan Konseling Kelompok terhadap Perilaku Agresif Anak Asuh Panti Asuhan pada Usia Sekolah Dasar Kelas Tinggi 4 - 6 SD (Studi Quasi Eksperimen di Yayasan Panti Asuhan Rahmansyah)*”. Using a quasi-experimental design method with a pretest-posttest nonequivalent group design in the form of group counseling services with a psychodrama approach and using several techniques, such as role reversal, role training, mirrors, and repetition. The results of the study indicate that the application of psychodrama in group counseling is effective in helping children reduce their tendency to behave aggressively.

Third, research conducted by (Lopuhaa, 2021) entitled “*Psikodrama Terapi*”. This study aims to discuss the definition of psychodrama, components in psychodrama, advantages and disadvantages of psychodrama, the role of counselors in psychodrama, and the usefulness of psychodrama techniques. The results of this study indicate that psychodrama can be used to help resolve client problems through drama games by expressing feelings of conflict, anger, aggression, guilt, and sadness. Based on the results of this study, aggression can be intervened with psychodrama.

Fourth, research conducted by (Jasni, Saman, & Pandang, 2023) entitled *“Efektivitas Teknik Psikodrama untuk Mengatasi Perilaku Bullying Siswa Kelas XI di SMA Negeri 1 Majene”*. One of the objectives of this study is to determine the effectiveness of psychodrama techniques to overcome student bullying behavior. This study uses a quantitative method with a quasi-experimental design model with a pretest-posttest nonequivalent control group design. The results of the study showed that there was a significant difference in the level of bullying behavior of students who were given treatment with students who were not given treatment in the form of psychodrama techniques. This means that the implementation of psychodrama techniques is effective in overcoming bullying behavior in grade XI students at SMA Negeri 1 Majene. This study did not directly address student aggressiveness, but rather overcame bullying behavior. However, bullying behavior is a form of aggressive action (Rachmawati, 2024).

Fifth, research conducted by (Febrianti & Irmayanti, 2019) entitled *“Teknik Psikodrama dalam Bimbingan Kelompok untuk Mengatasi Perilaku Merokok Siswa SMA”*. The purpose of the study was to determine the effect of group guidance with psychodrama techniques as a school effort to overcome student smoking behavior. The method used in the study was a literature review. Based on the results of literature reviews from various sources and previous studies, it shows that group guidance with psychodrama techniques is considered effective in overcoming smoking behavior of high school students. The study did not examine aggressive behavior directly, but smoking is a psychological condition that can trigger aggressive behavior (Handayani & Prasetya, 2020).

Sixth, research conducted by (Ningtias, Saputra, Mu’arifah, & Barida, 2020) entitled *“Konseling Kedamaian Sebagai Strategi Konselor untuk Mereduksi Perilaku Agresi Siswa di Era Covid 19”*. The purpose of this study is to develop a new strategy for counselors in the form of peace counseling that can be used by counselors to reduce student aggressive behavior. The method used is a literature review from various national and international journals. The results of the study obtained are that peace counseling is needed for counselors as a counselor strategy to reduce student aggressive behavior and develop a peaceful mindset in students. This study is a reference for researchers to study

group counseling research with psychodrama techniques based on K.H. Ahmad Dahlan's peace values to reduce student aggressiveness.

Seventh, research conducted by (Saputra et al., 2021) entitled "*KH Ahmad Dahlan's the Values of Peace in the Novel Entitled Sang Pencerah: A Hermeneutics Study*". This study aims to identify the values of peace through the life experiences of KH Ahmad Dahlan, as stated in the novel "Sang Pencerah". This study uses a qualitative approach with a hermeneutic type. The results show that the values of peace according to K.H. Ahmad Dahlan are (a) achieving life goals freely and responsibly, (b) humbly, (c) seeking the truth, and not following customs that are considered correct, (d) studying facts with tolerance, and (e) sacrificing for the people or compassion. The results of this study became the basis for researchers to study group counseling research with psychodrama techniques based on the values of peace of K.H. Ahmad Dahlan to reduce student aggression.

Eighth, research by (Setyoningsih, 2019) entitled "*Konseling Kelompok dengan Teknik Psikodrama 'Nilai Karakter Cinta Damai' untuk Mereduksi Perilaku Agresif Siswa*". This study aims to examine group counseling with psychodrama techniques with character values of peace love in reducing students' aggressive behavior. The method used in this study is a literature review. The results of this study are that group counseling with psychodrama techniques with character values of peace love can make students aware and explore the problems they are facing.

Ninth, research by (Kurniawati, 2019) entitled "*Efektivitas Psikodrama Nilai Karakter Cinta Damai untuk Mengurangi Kecenderungan Agresi Siswa SMP Negeri 14 Yogyakarta*". The purpose of this study was to determine the effectiveness of psychodrama of peaceful love character values to reduce aggression tendencies of students of SMP Negeri 14 Yogyakarta. This study used an experimental approach with a pretest-posttest control group design. The results showed that psychodrama of peaceful love character values was effective in reducing aggression tendencies of students of SMP Negeri 14 Yogyakarta.

Tenth, research by (Sari, Purwadi, & Mujidin, 2019) entitled "*Efektivitas Psikodrama Nilai Karakter Cinta Damai untuk Mengurangi Kecenderungan Agresi*

Siswa SMP Muhammadiyah "X" Yogyakarta”. The purpose of this study was to determine the effectiveness of psychodrama of peaceful love character values to reduce aggression tendencies of students of Muhammadiyah X Yogyakarta Middle School. This research method is an experiment with one group pretest posttest design. The results of data analysis through paired sample t-test showed that $p = 0.029 < 0.05$ so that it means that psychodrama of peaceful love character values is significantly effective in reducing aggression tendencies of students of Muhammadiyah X Yogyakarta Middle School.

Based on the results of the research that has been described, it shows a relationship between the variables studied previously with the research conducted by the current researcher. This study focuses on the use of psychodrama in group counseling based on the peace values of K.H. Ahmad Dahlan to reduce student aggression. Psychodrama group counseling is one of the counseling services in a group format that provides assistance to students with drama games to cure social problems between individuals, one of which is aggression. The implementation of psychodrama can be carried out on the basis of peace values. Peace values can be used to reduce student aggression because one of the supporting factors for aggression is the absence of peace within the individual (Koeswara, 1988). One of the concepts of peace values taught by K.H Ahmad Dahlan is the character of loving peace (Sutarna & Anwar, 2020). Therefore, it is important for students to be instilled with the values of peace according to K.H. Ahmad Dahlan in psychodrama group counseling as a basis for reducing student aggression.

Specifically, there are five values of peace from K.H. Ahmad Dahlan. These values of peace are (1) sincerity, responsibility, (2) humility, (3) critical, wise, (4) tolerance, and (5) compassion (Saputra et al., 2021). Research findings on the values of peace taught by K.H. Ahmad Dahlan have an influence on students' aggressive behavior. Aggressiveness has four aspects, namely physical aggression, verbal aggression, anger, and hostility (Buss & Perry, 1992). These four aspects of aggressiveness can be influenced by the values of peace taught by K.H. Ahmad Dahlan.

The first value of peace from K.H. Ahmad Dahlan is sincere and responsible. Sincerity and responsibility are KH's values of peace. Ahmad Dahlan (Purwadi, Saputra, Sudaryani, & Rohmadheny, 2022; Sutarna, Cahyati, Heriyana, Anggraeni, & Lestari,

2022). Individuals who have sincerity will encourage them to help others without any expectation of reward or conditions and solely because of God (Saputra, 2022). Individuals who have high responsibility will encourage them to have a sense of responsibility in achieving their respective life goals (Mentari, 2022; Saputra et al., 2021). A sincere and responsible attitude has a significant influence on aspects of aggressiveness, especially on verbal aggressiveness, anger, and hostility (Astati, 2018; Buss & Warren, 2000; Chaq, Suharnan, & Rini, 2018; Wangsa & Tobing, 2024; Wijaya & Sitasari, 2021). A sincere attitude helps individuals manage their emotions, prevent excessive anger, and reduce the tendency to speak aggressively (Astati, 2018; García-Vázquez, Valdés-Cuervo, & Parra-Pérez, 2020; Wijaya & Sitasari, 2021). A responsible attitude is related to good self-control. Responsible individuals tend to understand the consequences of their actions, so they are better able to avoid long-term hostility or conflict (Wangsa & Tobing, 2024). Responsibility also has an effect on better self-control, which allows someone not to use physical violence as a way to solve problems (Chaq et al., 2018).

The second value of peace from K.H. Ahmad Dahlan is humility. A humble attitude can affect several aspects of aggressiveness, especially anger and hostility. A humble attitude is often related to an individual's ability to suppress selfishness, show empathy, and manage emotions better. Individuals with a humble attitude tend not to be easily provoked into anger or revenge, which are the main triggers of aggressive behavior in this aspect (Fraley, Waller, & Brennan, 2011). Research shows that the ability to regulate emotions, which is closely related to humility, can reduce aggressive tendencies in adolescents, both verbally and physically (Haslinda, Tetteng, & Nurdin, 2022; Rahmat, Ilahi, Cahyo, & Sugara, 2024). Emotional regulation helps a person to suppress impulses that can lead to hostility or other aggressive actions (Kahar, Situmorang, & Urbayatun, 2022).

The third value of peace from K.H. Ahmad Dahlan is critical and wise. A critical attitude allows individuals to analyze situations more objectively, while wisdom supports calmer and more reflective decision-making, which reduces the tendency to respond aggressively (Killian, 2024; Li, Heydarnejad, Azizi, & Rezaei Gashti, 2022). The results of the study showed that good emotional regulation, which is often associated with a wise

attitude, can reduce levels of aggressiveness through higher self-control and reduced impulsive reactions to provocation. Thus, a critical and wise attitude can reduce the potential for anger and hostility in social situations (Admin, 2022; Kahar et al., 2022).

The fourth value of peace from K.H. Ahmad Dahlan is tolerance. An attitude of tolerance can play an important role in influencing aspects of aggressiveness, especially in the context of anger and hostility. Individuals who develop an attitude of tolerance tend to have better self-control and the ability to manage their emotions more constructively (Megargee, 2012). With an attitude of tolerance, a person is better able to avoid aggressive reactions such as physical or verbal aggression, because they tend to be more accepting of differences and can respond to situations more calmly (Golden, 2020). Several studies have shown that an attitude of tolerance is associated with reduced symptoms of aggression and increased emotion regulation skills, which can reduce hostility and anger in social interactions (Pawliczek et al., 2013; Progovac & Benítez-Burraco, 2019).

The fifth or final value of peace is compassion. Compassion can have a positive effect on various aspects of aggression. Research shows that compassion, both towards oneself and others, can reduce physical and verbal aggression (Nurfitri, Almubarak, & Zahra, 2024). This is because compassion encourages better emotional regulation, reduces impulsive reactions, and increases awareness of others' feelings, thus facilitating a calmer response in conflict situations (Oktawirawan & Yunanto, 2021). This can reduce the intensity of hostility and increase understanding in social interactions (Sommerfeld & Shechory Bitton, 2020).

The five values of peace of K.H. Ahmad Dahlan can significantly influence the reduction of student aggression in the physical, verbal, anger, and hostility aspects. The four aspects can be reduced by the five values of peace of K.H. Ahmad Dahlan which are interconnected. The values of sincerity and responsibility influence verbal aggression, anger, and hostility. The values of humility, and tolerance influence the four aggressive aspects, namely physical, verbal, anger, and hostility. The values of critical, wise influence anger and compassion also influence the physical, verbal, and hostility aspects.

4. Conclusion

Based on the results of data analysis and discussion that have been conducted on ten articles related to the variables studied, it can be concluded that psychodrama aims to help group members overcome personal problems by using drama games, so that students can express feelings, one of which is aggressiveness. One supporting factor for aggressiveness is the absence of peace within the individual. The value of peace is taught by several figures, one of which is K.H. Ahmad Dahlan. The values of peace of K.H. Ahmad Dahlan are sincerity, responsibility, humility, criticality, wisdom, tolerance, and compassion. The values of peace of K.H. Ahmad Dahlan can significantly influence the reduction of student aggression in the physical, verbal, anger, and hostility aspects. Based on these results, it is concluded that psychodrama in group counseling based on the values of peace of K.H. Ahmad Dahlan can be used to reduce student aggression.

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