



Plagiarism Checker X Originality Report

Similarity Found: 3%

Date: Monday, December 27, 2021

Statistics: 50 words Plagiarized / 1509 Total words

Remarks: Low Plagiarism Detected - Your Document needs Optional Improvement.

The Role of the Counselors in Preventing the Radicalism M. Fatchurahman and Bulkani Department of Elementary School Teacher, Faculty of Teacher Training and Education, Universitas Muhammadiyah Palangkaraya, RTA Milono St. Km. 1,5, Palangka Raya 73111, Indonesia. Keywords: Counselor; Radicalism Abstract: In an attempt to prevent the radicalism among teenagers especially the students in the schools, it requires the roles and all parties, in order to prevent the radicalism. This particular study aimed to determine the role of counselors in preventing the radicalism in schools. The research was quantitative research with descriptive analysis approach.

The populations of this study were 48 subjects who are counselors or teachers of **Guidance and Counseling** in State and Private Senior High School in Palangka Raya, Central Kalimantan province. The sample of the study was the entire of the population. Data collection technique was questionnaires, and the formula percentage was used in data analysis. The research results found that the counselors have the good role in preventing the radicalism in schools. 1 INTRODUCTION Adult in the phase of school on **Junior and Senior High School** is called as the students.

They tend to assuming that life is a suffering, not pleasure and willing do on their own free will to run off the life through the destructive ways, such as self-pain, avoid the life and family, involving into free environment, alcohol consume, and drugs (Narcotic, psychotropic, and others addictive pills). They seem to confuse and emotional in finding their selfidentity, understanding, selecting and conducting the values in the middle of society, and strength of their feeling to free (Fatchurahman, 2017). As the social and individual, students conduct a certain behavior based on the behavior they imitated, moreover to negative behavior.

The interaction pattern of students' behavior will be accompanied by the feeling of trying the new things, such radicalism action which is not equipped by the understanding on the definition of radicalism and negative effect of the radicalism itself. Radicalism is an ideology or concept which has characteristic to treat to all aspects of life from the perspective of ideology, politic or social and performing in free will without considering the rules of law. The adult who follows the radicalism is in the serious problem toward the future; they will be left, avoided and underestimated by their friends, family, even society.

The negative effects of radicalism (Nafi, 2017) are (1) avoid the religious teaching of noble and peace, (2) break off the unity among the society, (3) impact to affliction of innocent people, (4) plant the culture of impose, but the religion teaching the love and affection, (5) trap into the narrow of mind on religion, so they think over in performing the religious practice, and (6) not appreciated and underestimated by the people around him/her. In an attempt to give and guide the students through the radicalism, the counselor's role is important in order to prevent the radicalism. The guidance services are provided by the counselors through the guidance and counseling.

The services are; orientation, information, mediation, classical guidance, group and individual counseling. The research aims to determine the role of counselors in preventing the radicalism in schools where they work. The research is quantitative research with descriptive analysis approach. The populations of this study are 48 subjects who are counselors or teachers of Guidance and Counseling in State and Private Senior High School in Palangka Raya, Central Kalimantan province. The sample of the study is the entire of the population.

Data collection technique is questionnaires, and the formula percentage is used in data analysis. 150 Fatchurahman, M. and Bulkani, . The Role of the Counselors in Preventing the Radicalism. DOI: 10.5220/0009018001500152 In Proceedings of the Borneo International Conference on Education and Social Sciences (BICESS 2018), pages 150-152 ISBN: 978-989-758-470-1 Copyrightc 2020 by SCITEPRESS – Science and Technology Publications, Lda. All rights reserved 2 RESULTS AND DISCUSSION Based on the data analysis, the research results are explained as follow : Table I Experimental and Calculated Data No Servics Indicators Perce ntage Category 1 Inform ation Intolerance Attitude 85 Good Fanaticism Attitude 83 Good Exclusives Attitude 84 Good Revolution Attitude 81 Good Amou nt/Ave rage 333/8 3,25 Good 2 Consul tation Intolerance Attitude 82 Good Fanaticism Attitude 80 Good Exclusives Attitude 84 Good Revolution Attitude 80 Good Amou nt/Ave rage 326/8 1,50 Good 3 Individ ual Couns eling Intolerance Attitude 79 Good Enough Fanaticism Attitude 77 Good Enough Exclusives Attitude 74 Good Enough Revolution Attitude 0 0 Amou nt/Ave rage 224/7 6,66 Good

Enough Table 1 shows the role of counselors in preventing the radicalism in the schools; (1) the indicators score of information service are: (a) the percentage of intolerance attitude is 85% with good category, (b) the percentage of fanaticism attitude is 83% with good category, (c) the percentage of exclusives attitude is 84% with good category, and (d) the percentage of revolution attitude is 81% with good category.

(2) The indicators score of consultation service are: (a) the percentage of intolerance attitude is 82% with good category, (b) the percentage of fanaticism attitude is 80% with good category, (c) the percentage of exclusives attitude is 84% with good category, and (d) the percentage of revolution attitude is 80% with good category. And, the indicators score of individual counseling service are: a) the percentage of intolerance attitude is 79% with good enough category, (b) the percentage of fanaticism attitude is 77% with good enough category, (c) the percentage of exclusives attitude is 74% with good enough category, and (d) the percentage of revolution attitude is 0%. The table shows the role of counselors to preventing the radicalism in the schools; the average score of information service is 83.25% with the good category, the average score of consultation service is 81.50% with the good category, and the average score of individual counseling is 76.66% with good enough category. In sum, the average score is the good category.

The results show that the counselors have conducted the activities to preventing the radicalism based on the function of guidance and counseling. The functions are preventing, understanding and monitoring. Prayitno and Erman (2004), Nurihsan (2006), Tohirin (2007), and Sudrajad (2008) stated that: (1) preventing is the function related to the effort of counselors in anticipating the problems and preventing, (2) understanding is helping the patient to have understanding toward their selves and environment, and (3) monitoring is helping the patient to have self-care and keep the conducive situation within their selves.

The implementation of those functions may be manifested into programs with interesting, re-creative, and facultative according to students' interest, so they able to fortify their selves from the destructive ideology, including radicalism (Prayitno and Erman, 2004; Nurihsan, 2006; Tohirin, 2007; Suherman, 2008). The existence of radicalism in the educational field, especially in the schools become the concern of many parties due to it may arise the intolerance action among the students. Survey on radicalism by Lembaga Kajian Islam dan Perdamaian (LaKIP) conducted on October 2010 till January 2011 to 100 Junior High Schools (59 Private and 41 State Junior High Schools) in Jakarta and around, found that almost of 50% of students prefer to use strictness way to handle the morality problem and religion conflict. Moreover, the students also agree to selfbombings (Khamid, 2016).

The research of Nur Berlian Venus Ali (Saputra, 2017) found the intolerance action in the school when the students tend to refuse the chief of OSIS (Students Organization) with different of religion. Director for Peace and Generation, Irfan Amalee (Tan, 2011) The Role of the Counselors in Preventing the Radicalism 151 stated, the indoctrination is conducted through many ways. Then, the increasing of radicalism understanding in both student's and teachers become a must and important to preventing the radicalism growing.

3 CONCLUSIONS Based on the data analysis and discussion, concluded that the role of counselors in preventing the radicalism in the schools is good. The role of counselors might be assessed through the services of: (1) the average score of information service is 83.25% with good category, (2) the average score of consultation service is 81.50% with good category, and (3) the average score of individual counseling is 76.66% with good enough category REFERENCES Fatchurahman, M. 2017. "Penerapan teknik cinema therapy untuk meningkatkan pemahaman siswa terhadap bahaya merokok".

Jurnal Psikologi Pendidikan & Konseling, 3(1):1-10. Nafi, M.D. 2017. "Bahaya radikalisme dan Terorisme" Harakatuna, Jakarta. Prayitno and Erman, A. 2004. Dasar-dasar Bimbingan dan Konseling. Jakarta: Rineka Cipta. Nurihsan, A.J. 2006. Bimbingan dan Konseling. Bandung: Refika Aditama. Tohirin. 2007. Bimbingan Konseling di Sekolah dan Madrasah. Jakarta: Raja Grafindo Persada. Suherman, U. 2008. "Fungsi Prinsip dan Asas Bimbingan Konseling" in Seminar Bimbingan dan Konseling Universitas Kuningan dan ABKIN cabang Kabupaten Kuningan, A. Sudrajad, eds. Kuningan: Universitas Kuningan. Khamid, N. 2016. "Bahaya Radikalisme terhadap NKRI".

Millati: Journal of Islamic Studies and Humanities, 1(1):123-152. Saputra, N. 2017. "Asal Muasal Penelitian Kemendikbud dan Temuan Sikap Intoleransi di Sekolah", Kementerian Dalam Negeri Republik Indonesia, Jakarta Tan, C. 2011. Islamic Education and Indoctrination: The Case in Indonesia. Oxfordshire: Routledge. BICESS 2018 - Borneo International Conference On Education And Social 152

INTERNET SOURCES:

<1% - <https://it.scribd.com/document/441084784/Proceeding-UIC-Dec-pdf>

1% - <https://www.sciencedirect.com/science/article/pii/S1877042815045358>

<1% -

<https://cyberleninka.ru/article/n/the-development-of-group-healing-storytelling-model-in-multicultural-counselling-services-in-indonesian-schools-examination-of>

1% - <https://e-journal.hamzanwadi.ac.id/index.php/jkp/article/view/3686>

<1% -

http://hostmaster.antonybatty.com/ED16488/3w8CjvO_jurnal-bimbingan-konseling.pdf
2% -

<https://cvlesalfabegues.com/search/islamic-education-and-indoctrination-the-case-in-in-donesia-routledge-research-in-education/>

2% - <https://unnes.ac.id/arsip-pengumuman>