Counseling Management Assistance through Social Spirituality Values to Overcome Anxiety and Increase Learning Motivation of Indonesian School Students in The Hague

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Abstract. This service program aims to assist in the management of counseling guidance through the values of Social Spirituality to overcome anxiety and increase student motivation to learn at the Indonesian School The Hague (SIDH). The Hague Indonesian School is located at Rijksstraatweg 679, 2245 CB, Wassenaar, The Hague, Netherlands. Basic Management of Joint Regulations of the Minister of Foreign Affairs and Minister of Education and Culture of the Republic of Indonesia Number 07 of 2015 and Number 1 of 2015 concerning the Management and Implementation of Indonesian Education Abroad. Furthermore No. OND/ODS-2011/41537 U, Dienst Uitvoering Ondernemen, Ministerie van Onderwijs, Cultuur en Wetenschap (as a Foreign School in the Netherlands) September 9, 2011, the status of a State school. The implementation method is socialization to teachers related to the values of social spirituality in the Counseling Management selection to overcome anxiety and increase student motivation in The Hague Indonesian School. The output target of this service program is the DIMASEJATI Journal: Journal of Community Service accredited by the Ministry of Education and Culture and Technology with the Sinta 4 category.

Keywords: Counseling Management, Social Spirituality, Anxiety, Learning Motivation, Indonesian School of The Hague

1 Introduction

Indonesian School of The Hague is a partner in implementing the Community Service program of the University of Muhammadiyah Yogyakarta located at Rijksstraatweg 679, 2245 CB, Wassenaar, The Hague, Netherlands.

The Indonesian School of The Hague abbreviated as SIDH, located in Wassenaar was established on June 15, 1965, at Violenweg 13 The Hague by the Ambassador of the Republic of Indonesia to the Kingdom of the Netherlands at that time, Mr. Soedjarwo Tjondronegoro. Sekolah Indonesia Den Haag has the status of an Assisted Private School whose implementation is regulated in line with the Joint Decree of the Minister of Education and Culture and Minister of Foreign Affairs No. 191/81/01 and 0151/U 1981 dated January 22, 1981, and updated with the Joint Regulation of the Minister of Foreign Affairs and Minister of Education and Culture of the Republic of Indonesia Number 07 of 2015 and Number 1 of 2015 concerning the Management and Implementation of Indonesian Education Abroad. While the operational permit in the Netherlands follows

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This school has a vision of Indonesian culture and global competitiveness. Its missions include a) Organizing educational services based on Indonesian religious and cultural values; b) Organizing quality education using the Indonesian curriculum; c) Organizing graduates who are able to collaborate and compete globally; d) Increasing the "rate of admittance" of graduates to quality universities at home and abroad; e) Provide quality educational facilities and infrastructure, and e) Carry out Indonesian cultural diplomacy. While the objectives of this SIDH School include: 1) Produce graduates and alumni who practice religious values in everyday life, 2) Produce graduates and alumni who are respectful and polite to parents, teachers and others, 3) Produce graduates and alumni with positive personalities, free from smoking, and consuming liquor and drugs, 4) Having educators and professional education personnel in accordance with qualifications and certification of expertise, 5) Provide educational facilities and infrastructure that support the implementation of quality education, 6) Organizing the teaching and learning process and quality counseling guidance, 7) Optimizing the use of museums for the implementation of contextual learning, 8) Increasing cooperation and collaboration with local schools or international schools, 9) Organizing extra-curricular activities that support the implementation of quality education, 10) Involving students in competitions and/or national and international academic events, 11) Involving students in national and international cultural competitions and/or events, 12) Involving students in national and international sports competitions and/or events, 13) Organizing tutoring for final examinations in Elementary, Junior High, and High School, 14) Organizing guidance for National Assessment preparation for grade 4 of Elementary School, grade 7 of Junior High School and grade 10 of Senior High School, 15) Developing cooperation with domestic educational institutions in order to increase the "rate of admittance" of graduates to domestic universities as desired, 16) Facilitating students who are interested in continuing their education in the country with information and networking, 17) Facilitating students to conduct orientation to PT through "open day university", and 18) Organizing the promotion of Indonesian culture in the Netherlands and/or outside the Netherlands.
The implementation of this Community Service Program began with the results of initial online observations with the Indonesian School Principal, which became the main problem was the unavailability of counseling staff so there were obstacles in the management process of implementing guidance and counseling to students at The Hague Indonesian School.

2 Methodology

The implementation of community service with the title Counseling Management Assistance through Social Spirituality Values to Overcome Anxiety and Increase Student Learning Motivation at the Indonesian School of The Hague was carried out in several stages, including online administrative observation before departure to The Hague, Netherlands. Furthermore, the team identified counseling issues through direct interviews with teachers of the Indonesian School of The Hague (SIDH) and continued with mentoring. Parents or guardians of students from the Indonesian School of The Hague (SIDH) who were taking their children at that time also gave an overview of counseling collaboration between the school and parents. Furthermore, the implementation of Islamic counseling assistance was carried out directly through a discussion program with teachers in turn because they had to adjust their teaching schedule.

3 Results and Discussion

This service activity began with the administrative observation of the Principal before departure to the Indonesian School of The Hague, the Netherlands. Furthermore, immediately discuss with several teachers in turn because they have to adjust the existing learning group schedule. After initial interviews with several teachers, several problems occurred to the students of The Hague Indonesian School.

Furthermore, the mentoring program is directly with the method of discussion and implementation assistance. This is based on the results of initial discussions related to (1) providing services and mentoring students on increasing students' social, personal, emotional, and cognitive potential and development, (2) mentoring programs are carried out in a guided manner and involve parents and the local environment, (3) Provide services,
mentoring, and help students to avoid destructive behaviors, (4) The implementation of mentoring adapts to the conditions of residence and family of students, (5) Provide services, mentoring, and helping students improve their special skills and abilities, (6) Mentoring programs prioritize coordinative, anticipatory and preventive measures, (7) Provide services, mentoring, and help students overcome problems experienced.

Some of the targets of this service activity done together with teachers of the Indonesian School of The Hague (SIDH) are expected include: (1) The implementation of the program involves parents and professionals in their fields, (2) The school institution conducts investigations related to the potential and skills of students that can be developed, (3) The program scheme is carried out individually and in groups, (4) The school institution organizes and serves mentoring to students to recognize potential and improvement individuals owned, (5) The implementation of the program is carried out on an ongoing basis, (6) The school institution provides services to strengthen the basic foundation of learning and cognitive skills of students, (7) The school institution conducts academic and non-academic growth and development assistance services for children at school, (8) The school institution provides services and assistance for student health, (9) The school institution reports the progress of the results of periodic student health checks to parents, (10) The school institution conducts student skill development service programs ranging from social interaction, emotional control in learning, development of positive self-concept and others, (11) The implementation of the program is oriented towards the formation of student personality, and (12) The implementation of the program is carried out offline and online. This will also be conveyed by the Ministry of Education and Culture and Research and Technology through the Indonesian Consulate General in The Hague as its representative in The Hague. Based on initial observations continued in the mentoring program for the implementation of guidance and counseling in the community service program, there are benefits of new knowledge, especially in the Islamic counseling management process for mental health assistance and strengthening students' careers at the Hague Indonesian School (SIDH). This is in line with the study of Aprezo Pardodi Maba, Hernisawati, and Ahmad Muhlisin, (2017), Khairia Agustina, (2017), and M. Syukri Azwar Lubis, (2017) who stated that Islamic counseling management can positively affect significantly on mental health assistance.

Mental health can mediate the influence of Islamic counseling management on strengthening students' careers at the Indonesian School of Jeddah. Furthermore, efforts to improve student career strengthening can be made by improving the Islamic counseling management mentoring program. The process of mentoring Islamic counseling management that has been carried out includes: (1) holding internalization of spiritual values in the counseling and student parenting program, (2) carrying out counseling with a religious spirituality approach to foster meaningful student lives, (3) mentoring the counseling process with a religious spirituality approach to grow valuable student lives, (4) carrying out student counseling assistance by cultivating adaptability, coordinate and cooperate with others, and (5) carrying out counsel assistance with values that are able to strengthen religious observant individuals through the teachings of the religion adhered to, In addition to directly through Islamic counseling management, increasing strengthening in students' careers can be done indirectly, namely increasing
student mental health assistance. Some of the activities that have been carried out in the mental health mentoring program for students of the Indonesian School of The Hague (SIDH), among others: (1) providing services and mentoring students on increasing students' social, personal, emotional and cognitive potential and development, (2) mentoring programs are carried out in a guided manner and involve parents and the local environment, (3) providing services as well as mentoring, and helping students to avoid destructive behaviors, (4) implementing mentoring adapted to the conditions of residence and family of students, (5) providing services, mentoring, and helping students improve their special skills and abilities, (6) mentoring programs prioritize coordinative, anticipatory and preventive measures, and (7) providing services as well as mentoring, and helping students overcome problems faced.

4 Conclusion

Based on the findings of community service, community service suggests that further community service must be done to improve students' career strengthening. Community service is then expected to use the object of wider community service considering that there are many Indonesian schools abroad. Therefore, the next researcher needs to separate the behavior and socio-culture that exist in the Indonesian Foreign School (SILN) to be studied further.

References


