STUDENTS’ ATTITUDE ON STUDENTS’ GROUP FIGHTING

Dr. Fattah Hanurawan, M.Ed., M.Si
Senior Lecturer, Department of Psychology, State University of Malang, Indonesia;

Dr. Endang Prastuti, M.Si
Senior Lecturer, Department of Psychology, State University of Malang, Indonesia

Prof. Dr. Budi Eko Soetjipto, M.Ed., M.Si
Professor, Department of Management, State University of Malang, Indonesia;

Abstract: Group fighting behavior among high school students is still a serious problem in Indonesia. The purpose of this research was to deeply describe students’ attitude about students’ group fighting. The design of this qualitative research was a case study research. Subjects of this research were 6 high school students who had experienced in group fighting among students. The subjects were selected from a school in an area of Great Malang area, East Java, Indonesia. The method of data collection used in this case study research was guided interview and an open-ended questionnaire. The data were analyzed using a thematic analysis technique. The research findings showed that students’ attitude about street group fighting were negative. The negative attitude can be seen in seven main aspects. They are knowledge about the students’ group fighting, implication of the students’ group fighting, school’s condition, prevention methods, intervention methods, role of persons or institutions for prevention, role of persons or institutions for intervention.

Keywords: students, attitude, students’ group fighting.

INTRODUCTION

Group fighting behavior among high school students is still a serious problem in Indonesia society and Indonesia education. The group fighting behavior among high school students is a group physical fighting among high school students. Spaulding (2005) research found that majority of teachers see that physical fights is one of violence behaviors regularly exhibited in the students at their school. Discovering ways to help students prevent and/or respond to such aggression behavior is very important.
The phenomena of high school students’ group fighting behavior in Indonesia can be seen in some big cities in Indonesia, such as Jakarta, Bandung, and Surabaya. The behavior has many negative implications for students, family, and society. The negative implications can be seen in the psychological aspects, economical aspects, health aspects, and educational aspects. Specifically in economic aspect, most of students who involved in group fighting had been hurt badly enough to need medical treatment. The medical treatment needs some economic cost. It can also be seen in Indonesia there are some public facilitation were destroyed by students’ group fighting.

The phenomena of students’ physical fighting can be explained from theory of aggression in the social psychology science. Aggression is behavior directed toward the objective of harming another living being who is motivated to avoid such treatment (Baron, Branscombe, & Byrne, 2008). If we apply the definition of aggression to group aggression, the group aggression means students’ group behavior directed toward the objective of harming another group who is motivated to avoid such treatment.

In the light of social psychology perspective, the phenomena of students’ group fighting as a kind aggressive behavior can be prevented and intervened through understanding of students’ attitude about students’ gang fighting. It is happen because attitude is one of the antecedents of behavior. An attitude can be defined as a positive or negative evaluation towards attitude targets. The targets can be people, things, or event, activities, or ideas. The understanding of students’ attitudes of students’ group fighting behavior can be used for developing method prevention and intervention of students’ behavior in street gang fight.

On the basis of close relation between attitude and behavior, it can be concluded that students’ gang fighting behavior can be prevented and intervened by the use of students’ attitude about students’ group fighting behavior. The students’ attitude to students’ group fighting behavior can be defined as positive or negative evaluation towards many aspects of students’ group fighting behavior.

Based on the importance of students’ attitude to students’ group fighting behavior in understanding and preventing the students’ participation in students’ group fighting behavior, the purpose of this research was to deeply describe students’ attitude about students’ group fighting. This research is an integral part of a research and development to develop an educational training program of non group fighting behavior for school students. The research and development is funded by BOPTN decentralization research
scheme year 2013, General Directorate of Higher Education, Indonesia Ministry of Education.

**METHOD**

This research has been made principally through qualitative approach (Denzin & Lincoln, 2000). The design of this qualitative research was a case study research. Through the design, researcher tried to describe students’ consciousness and experience of a phenomenon of group fighting behavior among students.

Subjects or participants of this research were high school students who had experience in group fighting among students. The subjects were selected from schools in an area of Great Malang area, East Java, Indonesia. Subjects were selected by approaching relevant students or by “snowballing”. The selected participants fulfilled characteristics and experience suitable to the phenomenon under study (students’ attitude of group fighting).

The method or technique of data collection used in this case study research was guided interview and an open-ended questionnaire. The guided interview was used to obtain deep information about a participant’s thoughts, beliefs, knowledge, reasoning, motivations, and feeling about a topic (phenomenon) of the group fighting among students. Through this type of interview, the researcher attempts to reduce the statements to the common core (essence) of the experience as described by the research participants (Johnson & Christensen, 2004). The guided interview was recorded and the responses were transcribed (Hanurawan, 2012). The transcribed data was then read and re-read several times and, in addition, the recordings were listened to several times to ensure the accuracy of the transcription.

The data were collected in 11 August 2013. The collected data were analyzed using a thematic analysis technique (Braun & Clarke, 2006). The thematic analysis identified overarching themes evident across students, suggesting the key concepts of students’ attitudes of group fighting.

As the results of research were arranged, a conclusion was validated by the feedback from the subjects (Connole, Smith, & Wiseman, 1993; Hanurawan & Waterworth, 2011). In this step, subjects were asked to check conclusions of the research results.

**FINDINGS**

**The Students**

The six students (see Table 1) were selected from Great Malang Senior High Schools (Indonesia) on the basis of their experience in dealing with students’ group
fighting behavior and their understanding of related aspects involved in students’ group fighting events.

Table 1. Students’ Personal Identity

<table>
<thead>
<tr>
<th>No</th>
<th>Name*</th>
<th>Age</th>
<th>Sex</th>
<th>Type of School</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Eko</td>
<td>18 years</td>
<td>Male</td>
<td>Senior High School</td>
<td>Temas, Batu</td>
</tr>
<tr>
<td>2</td>
<td>Dwi</td>
<td>16 years</td>
<td>Male</td>
<td>Senior High School</td>
<td>Temas, Batu</td>
</tr>
<tr>
<td>3</td>
<td>Tri</td>
<td>16 years</td>
<td>Male</td>
<td>Vocational High School</td>
<td>Jabung, Malang</td>
</tr>
<tr>
<td>4</td>
<td>Catur</td>
<td>17 years</td>
<td>Male</td>
<td>Vocational High School</td>
<td>Jabung, Malang</td>
</tr>
<tr>
<td>5</td>
<td>Panca</td>
<td>17 years</td>
<td>Male</td>
<td>Senior High School</td>
<td>Kromengan, Malang</td>
</tr>
<tr>
<td>6</td>
<td>Doso</td>
<td>19 years</td>
<td>Male</td>
<td>Vocational High School</td>
<td>Slorok, Malang</td>
</tr>
</tbody>
</table>

*) Names were altered to shield the identity of subjects

From Table 1 we can see that there were three students from vocational high school (sekolah menengah kejuruan) and three senior high school (sekolah menengah atas). There were two students coming from Batu City (a part of Great Malang area) and four students coming from Malang Region.

All subjects who participated in this research were male. It was happen because most of students who involved in students’ group fighting in Indonesia were male. On the basis of economic background, all subjects can be classified as a middle-lower income family with 5 million IDR (approximately $480) parent incomes per month.

Students’ Attitude

Findings of this research showed that students’ attitude about street group fighting were negative. The negative attitude can be seen in seven main aspects. The seven aspects were knowledge about the students’ group fighting, implication of the students’ group fighting, school’s condition, prevention methods, intervention methods, role of persons or institutions for prevention, role of persons or institutions for intervention.

Knowledge about the students’ group fighting. Students understood the nature of students’ group fighting. They stated that the students’ group fighting was a physical fighting among students on the basis of their membership in groups. They acquired the knowledge from mass media, school’s friends, schools’ subjects’ course, and other sources outside schools. The forms of the students’ group fighting were one by one fighting, a group by group fighting, using weapon (wood, steel, or small rock weapon) or without weapon. There are three steps of the students’ group fighting process: a prelude step, a peak
step, an end step. Causes of the students’ group fighting were: verbal aggression in interpersonal relation or in the internet media, illegal motorbike races, interpersonal or intergroup conflict among students, alcohol influences, competition in getting girlfriends, sport competition, etc.

School’s condition. There is some school’s condition that stimulates group fighting behavior: class grouping based on special characteristics, weak security in school’s physical environment, and past hostility among students.

Implications of the students group fighting. Students seemed to understand the implications of the students’ group fighting. The implications of students’ group fighting were: physical health problems, moral growth damage, social and interpersonal problems, and economic cost.

Prevention methods. Students supported some prevention methods for preventing students’ group fighting. The prevention methods were a negotiation among conflicted groups, a non violence resolution, a police patrol, a good social interaction with other groups, and solidarity among groups.

Intervention methods. Students supported some intervention methods such as a negotiation among conflicted groups, emotion management, and security interventions.

Role of persons or institutions for prevention. Students supported a significant role of persons or institutions in helping to prevent students’ group fighting. The persons or institutions were schools’ administrator, schools’ security, vice principal in students’ issues field, police, regional city security, peer, teachers, and nearby community.

Role of persons or institutions for intervention. Students supported a significant role of persons or institutions in helping to made intervention of students’ group fighting. The persons or institutions were leaders of students’ group, schools’ administrator, schools’ security, vice principal in students’ issues field, police, regional city security, peer, teachers, community, and informal leaders of nearby community.

DISCUSSION

All of students’ group fighting phenomena in this research can be seen as aggressive behavior. This finding consistent with Baron, Branscombe, and Byrne (2008) statement about the nature of aggression. Aggression is behavior directed toward the goal of harming another living being who is motivated to avoid such behavior. In this research, the types of aggression in students’ group fighting mainly were physical aggression.

One of the students’ group fighting in this research was triggered by their cohesive and intense membership in the gang or group in schools, neighborhood, or street. This
finding supports Bouchard & Spindler (2010) research which concludes that a strong membership in gang influenced delinquent behavior in senior high schools at Quebec, specifically violence behavior. Students as adolescents in a cohesive group tended to conform to behaviors of the most the group members. Conformity is the act of violence behaviors to group norms. Students’ tendency to conform occurs in small groups was resulted from subtle unconscious influences, or direct and overt social pressure. The students’ conformity in conducting group fighting behavior can be explained in the context to achieve affiliation goal (Cialdini & Goldstein, 2004). In the context of the affiliation goal, students are motivated to create and maintain meaningful social relationships with peers.

In describing their negative attitude of students group fighting, students deeply showed knowledge, value expression, and self adjustment about students group fighting. This finding supported functional theory about attitude. Briggs, Peterson, & Gregory (2010) stated that functional theory of attitude described that there were some functions of attitude (knowledge, value expression, and self adjustment function). The knowledge, value expression, and self adjustment function can be seen in students’ subjective evaluation of knowledge about the students’ group fighting, implication of the students’ group fighting, school’s condition, prevention methods, intervention methods, role of persons or institutions for prevention, role of persons or institutions for intervention.

The inconsistence between the research results that found students had a negative attitude and actually they involved in group fighting behavior can be explained from a theory of cognitive dissonance (Metin & Camgos, 2011). The theory stated that cognitive dissonance is an internal condition when individuals aware inconsistency between their attitudes and their behaviors. In the context of this research students notice inconsistency between their negative attitudes and their actual participation behaviors in group fighting. The cognitive dissonance state in the students occurred in group situation involving forced compliance or conformity to do group fighting that are inconsistent with their true attitudes. The dissonance can be solved by behavioral change. It can be changed through their participation on an educational training program of anti group fighting behavior.

The research result showed that there was students’ support a role of teachers for prevention and intervention. This students’ support is consistent to Spaulding (2005) research which found that teachers’ behavior has influence on students’ aggressive
behavior. In this case, teachers’ role is very essential in creating an educational environment conducive for non aggressive behavior.

Based on the students’ attitude aspects, the development of a non aggressive behavior educational training should consider these aspects. These aspects were: knowledge about the students’ group fighting, implication of the students’ group fighting, school’s condition, prevention methods, intervention methods, role of persons or institutions for prevention, and role of persons or institutions for intervention.

CONCLUSION

There are some conclusions of this research. These conclusions can be described as follows: Students’ attitude of street group fighting was negative. The negative attitude can be seen in seven main aspects. The seven aspects were knowledge about the students’ group fighting, implication of the students’ group fighting, school’s condition, prevention methods, intervention methods, role of persons or institutions for prevention, role of persons or institutions for intervention. Further research is expected to conduct a developmental research that produces an instruction module which contains character education to prevent students’ group fighting. Similar research can also be conducted in several big cities in Indonesia, such as in Jakarta, Bandung, and Makasar in which group fighting among the students are frequently happens
REFERENCES


