



Collective Violence and Solidarity in External Student Organizations

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Abstract. Students are often caught in situations, so they are violent. Personal conflicts turn into group problems. Collective violence occurs in the name of group solidarity. This study investigates if there is a relationship between student unity and organizational principles supporting mass violence. Students from two different ethnic groups who are members of local student organizations participated in interviews for this study. Student organizations with a strong sense of community have made it so that the principles upheld by those organizations bind members. Senior students can instill local beliefs that cause student organizations to feel morally obligated to assist peers with issues. This study provides a conclusive response to organizational principles and student unity that support mass violence. Additional research is required to examine student violence across a range of backgrounds and the academic climate in institutions. The coaching model used with external students will likely be impacted by differences in the college's educational climate and background organizations.

Keywords: Solidarity · Student Organization · Violence · Collective Violence

1 Introduction

Student organizations become places for students to process. Student organizations become places where students learn leadership and organizational management and learn to develop positive ideas. Higher education institutions might tout the benefits of being involved in student organizations, both in terms of building an attractive resume and in terms of providing students with opportunities to build career skills, such as working with a team, engaging in leadership roles, and practicing problem-solving [1]. Students who are active in student organization activities are more skilled than inactive ones [2]. Students are perceptive readers of their surroundings because student organizations are actively involved in community social activities [1]. Religiously affiliated student organizations have a transformative influence on student life [3]. According to Shmurygina et al. [4], this is the primary goal of university student organizations, which includes getting students involved in various campus activities, such as student safety initiatives [4]. Student organizations provide a platform for learning and personal

growth. Students learn multiple things outside the classroom through student organizations, including values and camaraderie among the group's members [5, 6]. Student organization involvement allows for greater interpersonal engagement, networking, and socialization for students [7]. Malette and Ismailzai [8]. Student organizations have varying effects on academic performance, depending on the type of organization as well as the race and gender of the members [2], as the primary goal of racial/ethnic student organizations is to offer support for students of color so they can be able to adapt in the campus environment and learn about democracy in the community environment [9].

Regional student organizations are extra-campus organizations to accommodate students according to their home regions. The function of regional student organizations is to maintain regional cultural values amidst the heterogeneity of regional cultures on campus. A student organization from the student's home region is one of the institution's external student organizations. Students from particular tribes and ethnicities typically seek organizations to connect with peers who share their ancestry [10]. They nevertheless maintain friendships with people of many racial and ethnic backgrounds [11]. Regional group members share a strong common bond with their fellow students. When someone has issues, mutual support is displayed to help with the issue at hand [12]. Those with comparable cultural backgrounds are prone to deep emotional bonds [13].

However, not much research has been conducted on violence by student groups. Violence in some countries illustrates that student violence is personal and has never been a problem for the entire group. Members of the organization assume they have a shared opposing team at all times [14]. As a result, there is a high level of cooperation among the group's members. According to Park [11], student organizations are prone to ethnic tension. Student demonstrations that involved carrying a tribal flag escalated into communal violence [15]. There are many things to learn in student organizations. However, due to a lack of campus coaching, mentoring, and control over external student organizations, students are allowed to disseminate outdated information irrelevant to the current challenges that students face, such as the history of conflict amongst student organizations. Local knowledge of *siri* must be upheld for ethnic groups in Makassar since it affects the people of Makassar's self-esteem [16]. Another issue is the lack of support given to external student organizations, as the Indonesian Institute of Science discovered that these organizations are used to transmit radical ideas [17].

Therefore, it is essential to research solidarity in student organizations that promote collective violence to reduce the gap in the literature. Accordingly, the following queries are formulated: how do regional student organizations foster group solidarity, how culture affects violence, and how do regional student organizations promote collective violence. The prevalence of violence at colleges makes this study crucial. Thus, this study is anticipated to fill the knowledge gap about local student organizations bound by regional beliefs that push them to engage in mass violence. Universities will use this research to coach all of the external student organizations on their campuses.

2 Literature Review

Numerous studies on student organizations have been carried out in multiple nations. Initially, prior research suggested that student organizations contributed to students' academic success [2]. A few years later, the research on student organizations discovered

that these organizations aid in students' self-development [1, 4], socializing, and network building, as well as training students to be sensitive to their surroundings [8].

Student organizations have evolved into a necessity for students. Student organizations link the demands of the environment and colleges [5]. According to research on first-year students conducted by Trolan [1], colleges should consider their needs while directing students toward particular talents that would help them in their future professional development.

Emotional unity exists in each specific place [18]. Charles et al. believe that neighbors will still feel a sense of emotional solidarity even if neighbors don't frequently interact. According to Charles et al. study, when members of the same culture come together in a different region, there is a greater sense of emotional solidarity. Mesquita [13] studied that people with similar cultural backgrounds have strong emotional bonds. Building solidarity is, nevertheless, an Asian American student's political [12]. According to a study by Museus et al. [12], interethnic justice was created by fostering interethnic unity.

The presence of ethnic-based student organizations aids in students' cultural adaptation [9]. In their study, Bowman et al. discovered that ethnic-based student clubs could help students live racially and democratically-balanced lives both in college and after graduation. However, studies on violence in emerging nations demonstrate that political difficulties fuel violence [19].

Studies have already demonstrated the importance of student organizations in helping people develop as individuals from the time they first enter college through their success after graduation. Previous studies have presented an idealized picture of student organizations in various nations. This study aims to eliminate the knowledge gaps about the multiple tendencies of student groups in developing countries.

3 Research Methods

This research was conducted in Makassar City, South Sulawesi Province, Indonesia. This location was chosen because, based on existing data, it shows that the frequency of student violence in Makassar is relatively high compared to other regions in Indonesia. The determination of informants has been carried out purposively with the criteria that the informant is an activist or former activist in a student institution. Informants have been involved in brawls as perpetrators, victims, or witnesses to fights.

Data were collected through non-participatory observation, interviews, and document search. Interviews are conducted in a structured and semi-structured manner. At first, data collection through interviews experienced a slight obstacle, namely the lack of openness of student informants to provide answers because they were reluctant to tell the experience of the brawl because they thought the researcher was police intelligence. Based on this experience, researchers are assisted by students in interviewing student informants by providing structured questions to students assigned to interview informants.

When conducting the interview, the researcher simultaneously observed the body language displayed by the informant to capture the informant's immediate reaction and become a research memo. Research memos are used as preliminary analyses to give meaning to the similarities or differences successfully stamped from the interview. Furthermore, the interview transcript is compared with the interview recording file and the

observation results to identify and correct errors. The next stage is to do the coding. After the coding, the data is sorted by code and grouped into themes to determine patterns and connections to conceptual frameworks. The research team discussed the evolving narrative using data citations to support emerging interpretations and compositions. To guarantee the validity of the data, researchers triangulated data sources by asking different informants the same questions. The informants' answers can then be regarded as truth, whether they are the same or almost the same. The interview results are then interpreted so that a conclusion is obtained.

4 Results

From the data collected through the interview sessions and the observation field notes, themes emerged from the code to illustrate how student organizations that encourage collective violence are given. The results for each stage are presented separately.

4.1 How Solidarity is Built in the Student Organization

In this section, the student described that initially, new students joined the regional student organization because they wanted to connect with friends from the same area and preserve the culture of their respective regions. However, it turns out that what is obtained in regional student organizations is not only that. In addition to being a place where students learn to organize and pass on organizational values, regional student organizations also have a history of hostility between the two ethnicities. The history of Bone and Palopo (Luwu) hostility in ancient times aroused the hatred of Palopo students towards Bone students because the enmity of the two kingdoms was colored by the betrayal of the peace treaty that had been preached before. The history of animosity between the two kingdoms is conveyed annually by senior students in the organization. It becomes a regular schedule to be socialized in accepting new members. For Palopo's students, the history of the two kingdoms has aroused resentment towards Bone's students. They assumed the Bone people would do anything to achieve victory, including cooperating with the invaders.

On the contrary, the picture of the struggle that King Luwu (Palopo) did in defending his territory became a spirit to be able to do the same today. In addition to telling history, regional student organizations also build solidarity among their members through local wisdom *pacce*, a value that members of regional student organizations must own. Through local wisdom, *pacce* students are also invited to feel the difficulties faced by friends. Ironically, students often fight only because of a sense of tribal solidarity, without logic. In this case, they fight over the *pacce* they have towards friends involved in problems.

4.2 How Culture Affects Violence

In this section, students described that members of student organizations have a moral obligation to maintain their serial organization. For the Bugis-Makassar people, the local wisdom of *siri'* must be upheld because it concerns self-esteem of the Bugis-Makassar

people. When the rule of law did not apply in ancient times, local wisdom *siri'* became a guide to life for ancestors. Those who lived in ancient times were willing to die to establish *siri'*. For the Bugis Makassar people, silence will not solve the problem. When they face difficulties, they do not hesitate to issue *badik* (typical weapons of Makassar people) to meet their opponents to enforce *siri'*. Even though the law has been executed in Indonesia, both Bone and Palopo regional student organizations still instill the value of *siri'* to members of the organization. Clash becomes inevitable when the self-esteem of the group is injured. For members of regional student organizations, helping a friend when involved in a problem means maintaining their serial organization. Because of the local value of *Siri'* used as a guideline, sometimes the action is done spontaneously without thinking about the long-term effects and without cross-checking the problem. Members of regional student organizations only think quickly to solve issues customarily without seeing the friends defended are on the right or wrong side. Helping friends is number one, while right or wrong issues become business number two.

4.3 How Regional Student Organizations Drive Collective Violence

Collective violence usually starts from personal problems and then turns into group issues. Sometimes it starts from a trivial problem and then widens into a big problem that takes its toll. For the student group, the organization's members symbolize the organization's symbol. When regional student organizations are involved in difficulties, it insults the student institution. When a student organization member gets into trouble, the spontaneity that occurs is the search for the identity of the troubled student. If there is communal violence, problems on one campus can spread to other campuses because they bring a tribal identity, so attacks must target students at other campuses. Some cases of clashes between the two ethnicities show that often the victims of assault are ignorant people. The actions taken by students took days because the warring students were looking for each other. They seek revenge if a member of their local student organization is injured. Sometimes, student dormitory buildings or warring student vehicles are victims of student tantrums. The case of clashes between Bone and Palopo students over the past two years shows that the follow-up action after clashes between the two ethnic groups on the Islamic University of Makassar campus was accompanied by the aftershocks of the burning of Bone student dormitories and Luwu student dormitories by unknown people.

5 Discussion

To date, student organizations have become part of the development of student self-potential [2, 4], network building [8], and learning values [1]. However, different conditions occur in student organizations in Indonesia. Student organizations in Indonesia have a terrible precedent in society because they often engage in collective and communal violence. Solidarity, built-in student organizations make students feel they have a common enemy [14]. Student organizations in Indonesia are developing unhealthy because it is still a place to pass on a history of inter-ethnic hostility. Pudjiastuti [17] stated that student organizations in Indonesia entered the spread of radicalism.

The first finding from this study suggests that solidarity in regional student organizations is shown when friends get into trouble. Facts on the ground show that students of

both ethnicities are easily provoked by emotions when friends are involved in problems. Students demonstrate a high sense of solidarity shared by members of regional student organizations. The presence of friends when there are friends involved in issues shows emotional solidarity [18]. Although the study of Charles et al. was not conducted in student organizations, he explained that the meaning of friendship in certain cultures breeds emotional solidarity. This study fostered group solidarity by providing socialization of Bone and Palopo's history of hostility during the kingdom. The picture of the ancestors' struggle further strengthened the determination to defend the organization. The feeling that they have the same problem strengthens the bonds of brotherhood in student organizations [14]. The absence of assistance from the college to regional student organizations creates the seeds of hostility for both ethnicities every year inherited. Oxendine [20] states that student mentoring by people who understand student culture according to ethnic groups at the faculty and college level will make students feel safer and more comfortable. However, Oxendine's studies differ from conditions in Indonesia because Oxendine et al. conducted in a campus environment that still discriminates. Hence, students need assistance to be treated fairly in their campus environment. Museus [12] states that the solidarity shown is different and depends mainly on the condition of a region or institution.

We have shown that the local wisdom *Siri'* is the reason for students' justification for violence. Each region has a culture of violence, but how they express it is likely to differ. The culture of violence present and reproduced is related to local history and influenced by the culture of honor embraced. Fomunyan [21] states that young Africans assume that violence can resolve conflicts. Pradubmook-Sherer [22] says that Thai culture generally accepts the use of violence as a legitimate way in which men can express their anger in resolving disputes. For students of ethnic groups in Makassar, violence has always been associated with the *siri'*. They cannot shy away from the obligation of defending the organization in the name of keeping *siri'*.

Furthermore, we have shown that Student institutions have become a place to spread hatred with different student organizations. The findings of this study show that the campus's internal student organizations and external student organizations of regional campuses are likened to plants that grow without care so that senior students are free to instill values and pass on traditions of violence to new students. Existing studies have shown that student organizations are positive for student self-development [1, 2, 4]. However, in this study, what is more, built is the emotional bond of tribes. Differences in the academic climate created in developed countries with developing countries such as Indonesia are likely to be one of the causes, so campuses in developed countries oriented to form student organizations compared to campuses in Makassar have not made student organizations a top priority.

We have shown that solidarity in-group make students very easily provoked to commit collective violence because the socialization provided in regional student organizations is socialization to commit violence to defend *Siri's* or the group's self-esteem. The condition of new students who do not know much about the campus situation makes them powerless to refuse or filter the information provided by senior students. Lancaster and Xu [6] states that student organizations form strong bonds among their members. This research aligns with Griffin and McIntosh's [10] research that students prefer to

participate in student organizations according to their ethnicity. Park [11] states that students prefer to spend time with friends from the same area. However, Park also noted that students could be friendly with students from different ethnicities. This study showed that students tend to keep more distance from students who come from other races, they may be able to make friends, but it is not easy to be friendly. It is possibly caused that the history of hostility between the two kingdoms in ancient times has made the two ethnicities unfriendly to this day.

For the research results showing the negative side of regional student organizations, assistance is needed for students, especially new students, to feel protected during their education. From the institutional side, regional student organizations must receive help and guidance from universities so irresponsible parties do not utilize their existence. It may be too early to state that students or regional student organizations have been used by certain parties to create an atmosphere that is not conducive. However, we need to learn from cases of communal violence in various developing countries that parties are responsible for all the riots that occur [23].

6 Conclusion

This study suggests that something good can be destructive when used for crime, like *Siri's* local wisdom, which has been the solution to all problems that cannot be reached by technology but twisted by those responsible for endowing the tradition of violence. This research contributes to the thought that students can become victims and perpetrators of violence. The absence of coaching on the external student organization of the campus makes understandings that are not under the needs of today thrive among students. The study results from a show that solidarity in committing violence in defending group self-esteem shows that college has become unsafe for students.

A key implication of this study is that student organizations use *Siri's* local values to commit violence. Previous studies have discussed how positive student organizations are [1, 2, 4]. However, our findings suggest that regional student organizations evolve negatively because they often fight between ethnicities. Given that universities do not foster regional student organizations, it should be noted that students will very quickly obtain false socialization from irresponsible parties, such as being targeted by the spread of radical understanding. This research is limited to two groups of regional student organizations on one campus, unable to answer all the problems on different campuses. On-campus, regional student organizations may have relationships with regional student organizations on other campuses. However, differences in the campus environment and academic climate may give a different atmosphere and touch to the provincial student organization on campus. Students rarely or never commit violence. More research is needed to answer why regional student organizations still use violence to solve problems.

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2. Sanggar Kanto: Supervision.

3. Anif Fatma Chawa: Development of methodology, review, and editing.

4. Siti Kholifah: Formal analysis, review, and editing.

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